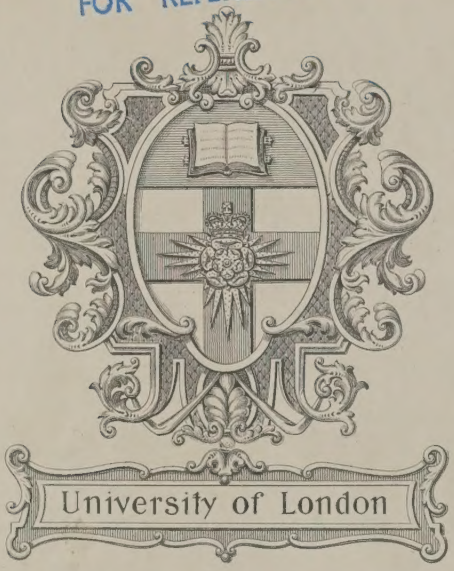
PARL. PAPERS
FOR REFERENCE ONLY.



606265

REPORTS

FROM

COMMISSIONERS:

TWENTY-NINE VOLUMES.

—(13.)—

MILITARY EDUCATION.

Session

8 *February* —— 10 *August* 1870.

VOL. XXIV.

1870.

REPORTS FROM COMMISSIONERS;

1870.

TWENTY-NINE VOLUMES:—CONTENTS OF THE

THIRTEENTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

MILITARY EDUCATION:

[c. 25.] Minutes of Evidence taken before the Royal Commission appointed to enquire into the present state of Military Education, and into the Training of Candidates for Commissions in the Army; with Appendix - - - - - - - - - - - p. 1

[c.25-I.] Analysis of Evidence and Index to Report - - - - - 585

[c.214.] Second Report of the Royal Commission appointed to inquire into the present state of Military Education, and into the Training of Candidates for Commissions in the Army; with Minutes of Evidence, Appendix, and Index - - - - - - 701

MINUTES OF EVIDENCE

TAKEN BEFORE

THE ROYAL COMMISSION

APPOINTED TO INQUIRE INTO THE

PRESENT STATE OF MILITARY EDUCATION

AND INTO THE

TRAINING OF CANDIDATES FOR COMMISSIONS IN THE ARMY;

WITH APPENDIX.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE EDWARD EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1870.

[C. 25.—*Price* 6*s*.]

TABLE OF CONTENTS.

	Page
CONTENTS OF APPENDIX - - - - -	[3]
ALPHABETICAL LIST OF WITNESSES - - - -	[6]
MINUTES OF EVIDENCE - - - - -	1
APPENDIX - - - - - - - -	i

CONTENTS OF APPENDIX.

APPENDIX I.—COUNCIL OF MILITARY EDUCATION.

Page

A.—Historical notice, by the Secretary - - i

B.—Correspondence, &c., connected with the original formation, and with the gradual extension of the powers of the Council of Military Education - ii

APPENDIX II.—ROYAL MILITARY COLLEGE, SANDHURST.

A.—Questions and replies relating to the College - vii
Questions issued by the Commission - - vii
Answers received from—
Colonel W. H. Adams - - - vii
Captain L. Griffiths, Royal Artillery - ix

B.—Memorandum by Colonel Addison on the present educational system of the College - - x

C.—Memorandum by Colonel Addison on the College as a place of later military education - - xiii

D.—Paper handed in by Captain E. Walker, R.E., supplementary to his evidence - - - xiv

E.—Historical notice of the College, by the Secretary xiv

F.—Chief changes in the educational system of the College since 1855 - - - - - xix

G.—Plans for the amalgamation of Woolwich and Sandhurst:
(i.)—Historical notice, by the Secretary - - xx
(ii.)—Plan suggested by the Right Hon. Sidney Herbert in 1856 - - - - xx
(iii.)—Account of a scheme prepared by the Council of Military Education in 1857 - xxi

H.—Proposals for making the Royal Military College the sole means of admission to the cavalry and infantry:
(i.)—Preliminary notice, by the Secretary - xxii
(ii.)—Correspondence connected with the schemes for requiring all candidates for commissions in the line to pass through the Royal Military College - - - - xxiv
(iii.)—Correspondence between the Secretary of State for War and the Universities of Oxford, Cambridge, and Dublin, relating to the plan for requiring all candidates for commissions in the line to pass through the Royal Military College - - xxxii

I.—Queen's and Indian cadetships:
(i.)—Memorandum on the regulations under which Queen's and Indian cadetships are granted, by the Secretary - - - xxxv
(ii.)—Correspondence connected with the establishment of Queen's cadetships - - xxxvi
(iii.)—Correspondence connected with the establishment of Indian cadetships - - xxxvii

K.—Correspondence on the question of reducing the instructional staff of the College - - - xli

L.—Present regulations of the Royal Military College xliv

APPENDIX III. — ROYAL MILITARY ACADEMY, WOOLWICH.

A.—Questions and replies relating to the Academy - xlvii
Questions issued by the Commission (first series) xlvii
Answers received from—
Professor Sylvester - - - xlvii
Lieut.-Colonel J. J. Wilson - - xlviii
Lieut.-Colonel C. H. Owen - - l
Lieut.-Colonel G. A. Milman - - li
Major W. J. Stuart - - - li
Captain C. B. Brackenbury - - lii
Captain H. Brackenbury - - - liii
Questions issued by the Commission (second series) - - - - - liii
Answers received from Captain Strange - liii

Appendix III.—*continued.*

Page

B.—Memorandum by Colonel Field on various points referred to in his evidence - - - liv

C.—Papers handed in by Colonel Field:
(1.) Total strength of the establishment - lviii
(2.) Nominal list of professors, &c. - - lviii
(3.) Hours of study, &c. - - - lix
(4.) Distribution of studies - - - lx
(5.) Table of final marks - - - lx
(6.) List of subjects of examination in the 1st class - - - - - lxi
(7.) Subjects finally disposed of in the junior classes - - - - - lxi
(8.) Scale of punishments - - - lxi
(9.) Description of punishment - - - lxi

D.—Papers handed in by Captain Bruce:
(1.) Commissions, &c., on the Academy, from 1835–61 - - - - - lxi
(2.) Table showing medley of cadets at the Academy, from 1857–63 - - - lxii
(3.) Dates of chief alterations in mode of admission, from 1855–69 - - - lxii
(4.) Dates of chief alterations in character of entrance examinations, from 1855–69 - lxiii
(5.) Length and nature of course of instruction - lxiv
(6.) Alterations in the establishment number of gentlemen cadets, from 1855–59 - - lxiv

E.—Memorandum on the introduction of the competitive system for admission to the Royal Military Academy, by the Secretary - - - lxiv

F.—Regulations for the first competitive examination for appointments in the Artillery and Engineers - lxv

G.—Regulations for the first competitive examination for admission to the ordinary course at the Royal Military Academy - - - - - lxvi

H.—Present regulations for admission to the Royal Military Academy - - - - - lxvii

APPENDIX IV.—EXAMINATIONS FOR DIRECT COMMISSIONS.

A.—Historical notice, by the Secretary - - lxviii

B.—Original regulations for the examinations for direct commissions - - - - - lxix

C.—First regulations for the examinations for direct commissions issued after the appointment of the Council of Military Education - - - lxx

D.—Present regulations for examinations for direct commissions - - - - - - lxxi

APPENDIX V. — PUBLIC SCHOOL EDUCATION AS A PREPAPATION FOR THE MILITARY EXAMINATIONS.

A.—General notice, by the Secretary - - - lxxi

B.—Account of the army class at Eton - - lxxiii

APPENDIX VI.—EXAMINATIONS FOR PROMOTION.

A.—Historical notice, by the Secretary - - lxxiv

B.—Circular memorandum instituting for the first time a system of examinations preparatory to promotion - - - - - - lxxiv

C.—General order issued in November 1858 establishing the system of examinations for promotion on their present footing - - - - lxxvi

D.—Present regulations for examinations for promotion - - - - - - lxxvi

APPENDIX VII. — INSTRUCTION OF OFFICERS AFTER ENTERING THE SERVICE.

Page

A.—Questions and replies on the subject - - lxxviii
Questions issued by the Commission - - lxxviii
Answers received from—
General Sir W. R. Mansfield, K.C.B., G.C.S.I. - - - - - lxxviii
Lieut.-General W. F. Forster, K.H. - lxxx
Lieut.-General Lord W. Paulet, K.C.B. - lxxx
Lieut.-General Sir J. Hope Grant, G.C.B. - lxxx
Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B. - - - - lxxx
Major-General Sir A. H. Horsford, K.C.B. - lxxxi
Major-General D. Russell, C.B. - - lxxxi
Major-General W. C. E. Napier - - lxxxii
Major-General the Earl De La Warr, C.B. - lxxxii
Colonel C. Cameron Shute, C.B., 4th Dragoon Guards - - - lxxxiii
Colonel F. R. Elrington, Rifle Brigade - lxxxiii
Colonel the Hon. H. H. Clifford, C.B., V.C. lxxxiii
Colonel J. W. Armstrong, C.B. - - lxxxiii
Viscount Walden - - - - lxxxiv
Lieut.-Colonel H. C. Fletcher, Scots Fusilier Guards - - - - lxxxiv
Major O'B. B. Woolsey, Royal Artillery - lxxxv

B.—Miscellaneous questions relating to the instruction of officers, and other subjects:
(i.)—Questions addressed to Colonel Baker, 10th Hussars, and answers received from that officer - - - - - lxxxv
(ii.)—Questions addressed to Colonel Robertson, 8th Regiment, and answers received from that officer - - - - - lxxxvi

C.—Historical notice of plans for the instruction of officers, by the Secretary - - - - xci

D.—System of garrison instruction for officers, proposed by the Right Hon. Sidney Herbert:
(i.)—Correspondence between the Right Hon. Sidney Herbert, Viscount Hardinge, and the Treasury, in 1854 - - xciii
(ii.)—Extract from a speech of the Right Hon. Sidney Herbert in the House of Commons, June 5, 1856, on military education - xcv

E.—Plans proposed by the Council of Military Education for the instruction of officers in the service:
(i.)—Plan proposed in 1857 - - - xcv
(ii.)—Plan proposed in 1869 - - - xcviii

F.—Regulations bearing on the instruction of officers:
(i.)—Instruction of officers in the preparation of military reports - - - - xcix
(ii.)—Instruction of infantry officers in artillery drill - - - - - xcix
(iii.)—Instruction of officers in army telegraphy and signalling - - - - xcix

G.—Account of the Survey Class, Aldershot, by Major O'B. B. Woolsey, Royal Artillery, in charge of the Survey Class - - - - - c

APPENDIX VIII. — ROYAL ENGINEER ESTABLISHMENT, CHATHAM.

A.—General account of the establishment - - ci
Questions issued by the Commission - - ci
Answers received from Colonel Gallwey - - ci

B.—Course of instruction at the establishment - ciii

APPENDIX IX. — ADVANCED CLASS OF ARTILLERY OFFICERS AND DEPARTMENT OF ARTILLERY STUDIES.

A.—Questions and replies relating to the Advanced Class of artillery officers - - - - cvi
Questions issued by the Commission - - cvi
Answers received from—
Lieut.-Colonel Young - - - cvii
Captain C. B. Brackenbury - - cvii

B.—Memorandum on the Department of Artillery Studies, by Lieut.-Colonel Young - - - cviii

C.—Note on the institution of the Advanced Class of artillery officers, by the Secretary - - - cviii

D.—Correspondence connected with the origin of the Advanced Class of artillery officers - - cix

E.—Original regulations for the Advanced Class - cxii

F.—Present regulations for admission to the Advanced Class - - - - - - cxiii

APPENDIX X.—SCHOOL OF GUNNERY, SHOEBURYNESS.

Page

A.—General account of the School - - - cxiii
Questions issued by the Commission - - cxiii
Answers received from Colonel Elwyn - - cxiii

B.—Historical notice, by the Secretary - - cxvi

APPENDIX XI.—STAFF COLLEGE AND STAFF APPOINTMENTS.

A.—Questions and replies relating to the Staff College cxvi
(1.) Questions issued by the Commission. (First series.) - - - - - cxvi
Answers received from—
Lieut.-General W. F. Forster, K.H. - cxvi
Colonel the Hon. H. H. Clifford, C.B., V.C. - - - - - cxvii
Colonel J. W. Armstrong, C.B. - - cxvii
(2.) Questions issued by the Commission. (Second series.) - - - - cxviii
Answers received from—
Colonel T. E. Lacy - - - - cxviii
Colonel E. B. Hamley, C.B. - - cxix
Colonel the Hon. W. H. A. Feilding, Coldstream Guards - - - - cxx
Rev. J. F. Twisden, M.A. - - - cxxi
Major C. Adams - - - - cxxii
Major G. P. Colley, 2nd Regiment - - cxxii
Major G. D. Barker, 64th Regiment - cxxiv
Major A. S. Jones, V.C., 13th Regiment - cxxiv
Captain H. Schaw, Royal Engineers - - cxxv
Captain E. M. Jones, 20th Regiment - cxxvi
Captain G. M. Cardew, 67th Regiment - cxxviii
Captain A. L. Walker, 99th Regiment - cxxviii

B.—Memorandum on the subject of the Staff College, by Captain J. N. Crealock, 95th Regiment - cxxx

C.—Historical notice of the Staff College, by the Secretary - - - - - - cxxxiv

D.—Plan for the instruction of staff officers, proposed by the Right Hon. Sidney Herbert, in 1856 - cxxxviii

E.—Scheme proposed by the Council of Military Education in 1857, for the establishment of the Staff College - - - - - - cxxxix

F.—Original regulations for the Staff College - cxli

G.—Present regulations for the Staff College - cxlii

H.—General order instituting examinations for staff appointments - - - - - cxliv

I.—Present regulations for examinations for direct staff appointments - - - - - cxliv

APPENDIX XII.—SCHOOL OF MUSKETRY, HYTHE.

Note by the Secretary - - - - cxlv

APPENDIX XIII.—RETURNS.

A.—General returns - - - - - cxlvi
(i.)—Expenditure on military education, from 1858 to 1868 - - - - cxlvi
(ii.) Appointments to first commissions in the various branches of the service, from 1858 to 1868 - - - - - cxlvi
(iii.)—General results of the military examinations, from 1858 to 1868 - - - cxlvii

B.—Returns relating to the Royal Military College, Sandhurst - - - - - - cxlvii
Results of examinations for admission, from 1865 to 1868 - - - - cxlvii
Age of candidates examined for admission, for the last two years - - - - cxlvii
Age of gentlemen cadets admitted during the last two years - - - - cxlvii
Last place of education of successful candidates examined for admission during 1866–7 cxlviii
Number of cadets who have received free commissions in purchase corps and non-purchase corps during each of the last six years - cxlviii
Queen's and Indian cadets who have obtained commissions among the list of competitors for commissions without purchase - - cxlix
Number and per-centage of commissions without purchase obtained by sons of officers of the army and navy during the last 10 years cxlix
Number of cadets from Sandhurst who have been in each year competitors for admission to the Staff College - - - cxlix

Appendix XIII.—*continued.*

B.—Returns relating to Sandhurst—*continued.* Page

Average number of gentlemen cadets for the last four and a half years, under each rate of payment - - - - - cxlix
Return of offences and punishments from 1835 to 1868 - - - - cl
Returns handed in by Colonel Addison:
(i.)—Result of the final examination held in December 1868 - - - cli
(ii.)—Previous places of education and college course of gentlemen cadets admitted in February 1867 - - clii
(iii.)—Previous places of education and college course of gentlemen cadets admitted in August 1867 - - cliv

C.—Returns relating to the Royal Military Academy, Woolwich - - - - - - clv
Results of examinations for admission, from 1865 to 1868 - - - - clv
Places of education of successful candidates for admission, for 1866–67 - - - clv
Per-centage of successful candidates for admission, from 1858 to 1867, who came direct from public schools - - - - clvi
Total number of commissions given during last 10 years, and number and per-centage of these obtained by sons of officers of the army and navy - - - - - clvi
Number of sons of officers of the Royal Artillery and Royal Engineers admitted since the introduction of competitive examination - - - - - clvi
Age of cadets on leaving the Academy for appointment to first commissions in the Royal Artillery - - - - clvi
Age of cadets on leaving the Academy for appointment in the Royal Engineers - clvii
Average number of cadets for the last four and a half years, under each rate of payment - clvii
Construction and occupation of buildings, &c. clvii
Return of offences and punishments, from 1835 to 1868 - - - - clviii

D.—Returns relating to the examinations for Direct Commissions - - - - - clix
Results of the examinations, from 1865 to 1868 clix

Appendix XIII.—*continued.*

D.—Returns relating to the examinations for Direct Commissions—*continued.* Page

Per-centage of failures in obligatory subjects, &c., 1858–67 - - - - clix
Candidates who have failed three times during the last four years - - - - clix
Per-centage of candidates who came up direct from public schools, for the last eight examinations - - - - - clix
Number of failures among ditto - - clix
Places of education of successful candidates during 1866–67 - - - - clix

E.—Returns relating to the age of officers on first appointment to the service - - - - clx
(i.)—Ages of gentlemen gazetted to first commissions in the cavalry, guards, infantry, of the line, and colonial corps respectively from 1858–68 - - - - clx
(ii.)—Age of officers gazetted to first commissions in the Royal Artillery and Royal Engineers clxi

F.—Return relating to examinations for promotion - clxii
Number of officers examined for promotion, from 1858–67 - - - - clxii

G.—Returns relating to the Staff College and staff appointments - - - - - clxii
Number of candidates examined abroad for admission to the Staff College - - clxii
Number of officers at present in the service who passed through the late Senior Department at Sandhurst - - - - clxii
Number of officers who have passed through the Staff College, and number who have received staff appointments - - clxii
Number of officers examined since 1st January 1858, for appointment to the staff, without passing through the Staff College - - clxiii
Number of officers appointed to the staff since 1st January 1859, specifying those who have and those who have not passed through the Staff College - - - - clxiii

H.—Return relating to the artillery Advanced Class - clxiii
Number of officers who have competed for admission to the class - - - clxiii

ALPHABETICAL LIST OF WITNESSES AND OF OFFICERS WHO ANSWERED QUESTIONS PUT TO THEM BY THE ROYAL COMMISSION.

NAME.	Page in Evidence.	Page in Appendix.
Abbott, Major-General Sir Frederick, C.B.	54	—
Adams, Major C.	360	vii, cxxii
Addison, Colonel J. E.	142	x, xiii, xix
Armstrong, Colonel J. W., C.B.	—	lxxxiii, cxvii
Baker, Colonel V.	242	lxxxv
Baring, Lieut. E., R.A.	376	—
Barker, Major G. D.	372	cxxiv
Barry, Rev. Dr.	207	—
Benson, Rev. Dr.	218	—
Brackenbury, Capt. C. B., R.A.	332	lii, cvii
Brackenbury, Capt. H., R.A.	281	liii
Bruce, Captain E. J., R.A.	274	lxi
Cambridge, Field Marshal H.R.H. The Duke of, K.G.	201 252 406	—
Cameron, Lieut.-Gen. Sir D. A., K.C.B.	196	—
Cardew, Captain G. M.	—	cxxviii
Carey, Major-General G. J., C.B.	181	—
Clifford, Col. Hon. H. H., V.C.	—	lxxxiii, cxvii
Codrington, General Sir W. J., G.C.B.	235	—
Colley, Major G. P.	—	cxxii
Crealock, Captain J. N.	—	cxxx
Cunynghame, Lieut. H. H. S., R.E.	294	—
Dasent, G. W., D.C.L.	168	—
De La Warr, Major-General Earl, C.B.	—	lxxxii
Dering, Ensign E.	153	—
Elrington, Colonel F. R.	—	lxxxiii
Elwyn, Colonel T., R.A.	—	cxiii
Exeter, Right Rev. Lord Bishop of	222	—
Farmar, Major W. R.	116	—
Feilding, Colonel Hon. W. H. A.	—	cxx
Field, Colonel G. T.	269	liv
Fletcher, Lieut.-Colonel H. C.	—	lxxxiv
Ford, Captain A., R.A.	339	—
Forster, Lieut.-General W. F., K.H.	385	lxxi, lxxx, cxvi
Fraser, Rev. A. C.	340	—
Frost, Rev. George, M.A.	162	—
Gallwey, Colonel T. L., R.E.	—	ci
Gordon, Rev. Osborne	88	—
Grant, Lieut.-General Sir J. Hope, G.C.B.	233	lxxx
Griffiths, Captain L., R.A.	—	ix
Hale, Captain L. A., R.E.	109	—
Hallewell, Colonel E. G.	120	—
Hamley, Colonel E. B., C.B., R.A.	351	cxix
Heaviside, Rev. Canon	82	—
Herbert, Major-General Right Hon. Percy, M.P.	183	—
Hornby, Rev. Dr.	—	lxxiii
Horsford, Major-General Sir A., K.C.B.	—	lxxxi
Hort, Colonel J. J.	191	—
Hozier, Captain H. M.	245	—
Jones, Major A. S., V.C.	—	cxxiv
Jones, Captain E. M.	365	xcxvi
Lacy, Colonel T. E.	343	cxviii
Lefroy, Major-General J. H., R.A.	321	—
Lennox, Colonel W. O., C. B., V.C., R.E.	381	—
Mansfield, General Sir W., K.C.B., G.C.S.I.	—	lxxviii
Milman, Lieut.-Colonel G. A., R.A.	304	li
Moseley, Rev. Canon, F.R.S.	68	—
Mott, Ensign C. A.	164	—
Napier, Major-General W., C.E.	1	lxxxii
Nicolson, Lieut. F., R.A.	311	—
Nugent, Lieut. W. A., R.E.	297	—
Owen, Lieut.-Colonel C. H., R.A.	287	1
Paulet, Lieut.-General Lord William, K.C.B.	229	lxxx
Peel, Lieut.-General Right Hon. J.	390	—
Porter, Lieut.-Colonel Whitworth	71	—
Prior, Ensign J. E. H.	173	—
Robertson, Colonel A. C.	—	lxxxvii
Russell, Major-General D., C.B.	—	lxxxi
Scarlett, Lieut.-General Hon. Sir J. Y., K.C.B.	231	lxxx
Schaw, Captain H., R.E.	357	cxxv
Shute, Colonel Cameron	—	lxxxiii
Simmons, Major-General Sir J. L., K.C.B.	259	—
Smith, Colonel J. W. S., C.B.	194	—
Southwood, Rev. T. A., M.A.	215	—
Stephenson, Colonel F. C. A., C.B.	240	—
Storks, Major-General Right Hon. Sir H. K., G.C.B.	225	—
Strange, Captain T. B., R.A.	316	liii
Strathnairn, General Right Hon. Lord, G.C.B., &c.	393	—
Stuart, Major W. J., R.E.	—	li
Sylvester, Professor J. J., F.R.S.	301	xlvii
Temple, Rev. Dr.	222	—
Twisden, Rev. J. F., M.A.	362	cxxi
Winter, Rev. F. W., M.A.	92	—
Walden, Viscount	249	lxxxiv
Walker, Captain A. L.	368	cxxviii
Walker, Captain Edmond, R.E.	100	xiv
Walrond, T., Esq.	409	—
Warde, Major-General Sir E. C., K.C.B.	383	—
White, Major-General H. D., C.B.	178	—
Wilson, Lieut.-Colonel J. J., R.E.	—	xlviii
Woolsey, Major O'B. B.	—	lxxxv, c
Young, Lieut.-Colonel C. F., R.A.	326	cvii, cviii

MINUTES OF EVIDENCE

TAKEN BEFORE

THE ROYAL COMMISSION ON MILITARY EDUCATION.

Wednesday, 1st July 1868.

PRESENT:

THE RIGHT HONOURABLE EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
LIEUT.-GEN. LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
REV. W. C. LAKE.
BRIGADIER-GENERAL LEFROY.
COLONEL HAYTHORNE.
LIEUT.-COL. CHESNEY.

MAJOR-GENERAL WILLIAM C. E. NAPIER examined.

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Council of Military Education.

1. (*Chairman.*) You are Vice-President of the Council of Military Education?—Yes.

2. And you were formerly a gentleman cadet at the Royal Military College at Sandhurst?—Yes.

3. You were also major and superintendent of studies at the Royal Military College subsequently?—Yes.

4. How long did you fill that office?—For three and three quarter years, from Februray 1858 to September 1861.

5. You were then commandant of the Staff College?—Yes, for three and a quarter years, from September 1861 to December 1864.

6. And when you left that appointment, you were appointed to your present post, were you not?—No, I went to Dublin in command of a brigade.

7. How long have you filled the appointment of Vice-President of the Council of Military Education?—Since the 1st of April 1866.

8. Will you be good enough to state to the Commission how the Council of Military Education is composed?—The Council of Military Education consists of a president, who is the Commander-in-Chief for the time being, a vice-president, who is a major-general in the army, and four members, one of whom is an officer of the Royal Artillery, one an officer of the Royal Engineers, one an officer of the line, and the other a clergyman.

9. You say that one of the members is a clergyman; it is not necessary, I believe, by the constitution of the Council that he should be a clergyman, but merely a civilian?—I do not think that there is any fixed constitution. No doubt he might be merely a civilian.

10. Will you state to the Commission generally the duties of the Council of Education?—The duties of the Council, exclusive of those appertaining to army schools, libraries, and recreation rooms, which I believe do not come within the scope of the present Commission, are, first, to recommend to the Commander-in-Chief and the Secretary of State for War, gentlemen for the appointment of examiners in the army examinations. Secondly, the recommendation of professors and instructors for the Advanced Class of artillery officers, the Staff College, the Royal Military Academy, and the Royal Military College. Thirdly, to examine, by means of their staff of examiners, officers for direct appointment to the staff, chiefly the personal staff, such as aides-de-camp and assistant military secretaries. Fourthly, to examine officers of artillery for admission to the Advanced Class, and for certificates on quitting it. Fifthly, to examine officers for admission to the Staff College, probationarily after a year's residence, and for qualification for the general staff on quitting the college. Sixthly, to examine candidates for admission to the Royal Military Academy at Woolwich, and for qualification for commissions in the Royal Artillery and in the Royal Engineers on quitting that establishment. Seventhly, to examine candidates for admission to the Royal Military College at Sandhurst, and for qualification for commissions in the army on their quitting the college. Eighthly, to examine candidates for direct commissions in the cavalry, guards, and line. Ninthly, to visit the several military colleges whenever they consider it desirable. Tenthly, to report to the Commander-in-Chief on all questions connected with the education of candidates for the army, or with the educational departments of the several military establishments.

11. You have stated that is the duty of the Council to examine candidates for commissions and gentlemen for admission to the various military colleges. You mean, I suppose, that they undertake the general regulation of those examinations, the examinations being conducted by examiners elected by the Council?—Exactly so; the Council examine by means of their staff of examiners.

12. Have you any observations or recommendations which you would wish to make to this Commission with respect to the constitution or the duties of the Council?—The only observation which I have to make is with reference to the application to the Council of the rule by which their tenure of office is limited to five years. This regulation is likely to act injuriously to the public interests, not only by depriving the Council of the services of its members at the very moment when those services are of the most value, but also by causing the system of military education to fluctuate. Every man has his own ideas upon education, and if the members of the Council are constantly changed the system is likely to be constantly changed. At one time the standard of education will be raised, and at another time it will be lowered; there will be no fixed system or principle. The usual argument for the limitation of staff appointments to five years does not apply in the case of the Council. There is no object in training a number of officers for the post. No doubt it is well that fresh ideas should be occasionally introduced, but this will be effected in the common course of events; for instance, the Council has only been in existence for 11 years, and yet I am the fifth vice-president. Of the original Council established at the beginning of 1857 not a member remains.

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Council of Military Education.

I think that every purpose would be gained by limiting the appointment to 10 years.

13. The civil member of the Council is not, I believe, subject to the five years' rule?—No.

14. You admit in the answer which you have just given that it is desirable that from time to time there should be an infusion of fresh blood into a body such as the Council of Military Education?—Certainly.

15. And therefore your proposal, as I understand it, is not altogether to get rid of the limit of time for holding these appointments, but that the period should be lengthened?—Yes.

16. Then would you be of opinion that it is desirable that there should be a limit of time during which these appointments should be held?—Certainly; but I think that five years is changing too often for stability.

17. Can you tell the Commission in how many cases the five years' rule has actually been applied since the Council was first formed?—It has never been strictly applied hitherto. One member was obliged to go after, I think, eight years; and now, under that rule, the Council is going to lose the services of one of its most valuable members at the end of this year.

18. You are, of course, aware that in the case of members of the Council, as well as in the case of officers holding staff appointments, there is a power of re-appointment in the Commander-in-Chief, subject to the approval of the Secretary of State for War, and that consequently, in the case of any officer whose presence there was peculiarly valuable, those authorities would be able to re-appoint him for another period of five years, making the 10 years which you suggest?—Yes, but they will not do it. Sir Frederick Abbott's five years were completed in July 1867, and they have allowed him to remain to the end of this year, but no longer.

19. From the various changes which have taken place at different dates in the composition of the Council, there is, I suppose no danger that the application of the strict rule of either five or 10 years would produce a general change of the Council all at one time?—No, they cannot be changed all at once because they have been appointed at different dates.

20. There is, therefore, practically a sort of rotation in the arrangement, so that you are not in danger of losing more than one member of the Council at a time?—We shall lose two in the case of Colonel Hamley and myself, who go out together.

21. But of course that could be avoided by permitting either one or other of you to retain your appointment for a year longer as has been done in some cases?—Certainly.

22. (*Lord de Ros.*) The selection of the professors rests with the Council of Education?—Yes.

23. (*Lord E. Cecil.*) In what relation does the Council of Military Education stand towards the Secretary of State for War and the Commander-in-Chief; does it report directly to the Commander-in-Chief or to the Secretary of State for War?—We report directly upon all matters of education to the Commander-in-Chief; upon matters of finance we report to the Secretary of State for War.

24. Do any regulations which come from the War Office to the Council of Education go through the Commander-in-Chief, or do they come direct from the Secretary of State for War?—They go through the channel of the Commander-in-Chief. Indeed I may say that we have very little direct communication with the Secretary of State for War.

25. Do you ever report directly to the Secretary of State for War?—Occasionally we do; the War Office send us one of their minute papers for our opinion upon certain points, but that is generally with reference to the army schools.

26. That practice is not universal?—No.

27. (*Lord de Ros.*) You said that you occasionally paid visits to the college at Sandhurst; are those visits in the nature of inspection, and does that inspection go at all into discipline, does it at all correspond with the visit of the inspecting general officer of a regiment?—No; we have nothing to do with the discipline of the colleges. We merely inspect the studies.

28. (*Lord Northbrook.*) With respect to the working of the Council, is it fair to ask whether there are occasionally differences of opinion in the Council?—Certainly we differ occasionally.

29. And if there is a difference of opinion how do you decide?—We meet and discuss the matter until we come to an agreement.

30. Have you always found that that is the result of an argument?—Yes; it generally results in our agreeing either by mutual concessions or by one giving way. We seldom, if ever, send in conflicting memoranda.

31. With respect to appointments, do you consider yourself as Vice-President responsible for the appointments?—No.

32. But the Council collectively are responsible for them?—We only recommend, we cannot appoint.

33. Has any case arisen in which a member has thought it his duty to resign in consequence of differing from the rest of the Council?—Not that I am aware of.

34. Can you point out to us what you consider to be the advantages of the Council of Education separate from the Horse Guards or the War Office to perform those functions which you have described, rather than having a department directly in communication with the Commander-in-Chief of the army or the Secretary of State for War to carry out the same duties?—Our duties are so intimately connected with the Commander-in-Chief that it would be impossible for us to be in any way independent of him as a separate department.

35. Do you consider yourselves a separate department of the Horse Guards?—No; we do not belong to anybody particularly, but, in a few words, I consider the Council to be the advisers of the Commander-in-Chief and of the Secretary of State for War upon all matters of military education.

36. Do you think that it would be an improvement that the Council should be constituted as a department of either the Horse Guards or the War Office rather than be in a *quasi* independent state?—No; I do not see any advantage in it. We are certainly the advisers of the Commander-in-Chief, and therefore I suppose that we are a part of the Horse Guards to that extent.

37. With regard to your recommendations, are they always complied with?—No.

38. They are sometimes overruled?—Yes.

39. I allude to the appointment of professors.—Those appointments are never overruled.

40. (*Rev. W. C. Lake.*) With regard to the examiners, do you advise as to their appointment?—Yes.

41. Is your advice always taken?—Yes.

42. (*Lord E. Cecil.*) Do the examiners hold their appointments at will, or do they hold them for five years?—They hold them as long as they wish to remain, and as long as we wish to keep them.

43. (*Sir C. Russell.*) Is the paper for examination often altered, or is it altered at all, by the Council?—Yes, it is our duty to examine all these papers before they are printed, and if we object to any of them we send them to our examiner and request that he will alter them.

44. And then having been altered by the examiner they are submitted to the Council for their approval?—Yes.

45. Therefore the suggestion of an infusion of fresh blood into the Council would be for the purpose of getting fresh persons for the class of examination which shall take place?—Rather for the general system of education.

46. Has the class of examination been much altered since the establishment of the Council of Education?—Yes, we have found it necessary to reduce the standard of the examinations.

47. And do you find as you proceed that the tendency is to reduce the standard of examination,

that the necessity for reducing the standard of examination is going on?—Not now; we have arrived now I think at the lowest possible pitch.

48. (*Brig.-Gen. Lefroy.*) There is another way of influencing the examination besides varying the questions, namely, by affecting the scale of marks and marking a subject high or low, so as to make it easier to get 400 marks on one subject than to get 400 marks on another subject; is that power ever exercised at all?—We have had occasion to request our examiners to be indulgent and to mark higher than they were naturally inclined to do, otherwise we could not have got officers for the army.

49. (*Lord E. Cecil.*) What is the salary of the Vice-President and of the members of the Council of Military Education?—The salary of the Vice-President is 1,000*l.* a year, and that of the members is 600*l.* a year.

50. What is the salary of the examiners who are appointed permanently?—They get so much for each examination.

51. They are paid by fee?—Yes.

52. Then there is no regulated amount which they receive a year, but it is variable?—It varies according to the examinations which they conduct.

53. (*Rev. W. C. Lake.*) Do the functions of the civil member of the Council require constant attendance?—No.

54. How often should you say that he does attend in the course of the year?—Except for the examinations, in which he takes his turn with the rest of us, he very seldom comes to the Council.

55. Does he come four times a year for instance?—I hardly know, I have not kept any account of it, he comes very seldom. Whenever we want him he comes up. If there is any matter in which we want his opinion we forward the case to him and ask his opinion upon it, but he is not expected to come regularly.

56. (*Lord E. Cecil.*) There is no number of attendances requisite of each member of the Council of Military Education; it is not necessary that a member should have attended a certain number of times in the year?—The Vice-President and the members attend every day in the office as a general rule.

57. Do all the members attend every day?—Yes, all except the civilian.

58. (*Lord de Ros.*) That is to say the three military members?—Yes, and the Vice-President.

59. (*Lord E. Cecil.*) What is your work every day?—Our chief work is with the army schools, there is constant correspondence about them, they are all under us; our work varies; at the time of the examinations we are occupied a good deal.

60. What is the length of your general attendance at your office?—My own attendance is about from four to five hours a day. The office hours are from 11 to 5, except on Saturday, when we close at 2 o'clock.

61. I suppose that there is a vacation time?—Yes. I go away for two months in the year.

62. Then the attendance is constant for 10 months in the year?—Yes.

63. For six days in the week for four hours a day?—I personally do not generally go up on Saturday.

64. Is there an obligation of attendance upon all the other members?—The attendance is understood to be daily, and as a rule it is so.

65. Do you all sit in the same room?—No, each has a room to himself.

66. I suppose that at a given time of the day or on a certain day you meet for general business?—We meet whenever we have anything to discuss.

67. Is there a secretary appointed?—Yes.

68. What are the names of the members of the Council of Education and of the secretary?—The Vice-President is Major-General William Napier, the members are Major-General Sir Frederick Abbott of the Bengal Engineers, the Rev. Canon Moseley, Colonel Pocklington, and Colonel Hamley of the Royal Artillery, and the secretary is Captain Greentree.

69. I suppose that the Commander-in-Chief is very seldom able to attend?—He never comes to the Council's office. His Royal Highness's conferences with the Council take place at the Horse Guards.

70. So that practically your body is reduced to five members?—Yes, a Vice-President and four members.

71. (*Rev. W. C. Lake.*) You said that there was no fixed constitution of the Council of Military Education, do you mean that there are no regulations?—I am not aware of any. Special instructions have been given to the Council from time to time.

72. In point of fact, if you were advising with regard to the military schools or the college at Sandhurst, or anything referring to your department, to whom would you always address that advice?—To the Commander-in-Chief.

73. And never to the Minister for War?—Yes, many of our memoranda which we send to the military secretary are for the information of His Royal Highness the Field Marshal Commanding-in-Chief and the Secretary of State for War; we, in fact, communicate with both in one letter, and the Commander-in-Chief sends it on to the Secretary for War.

74. (*Lord E. Cecil.*) Is there a good deal of correspondence attending the duties of the Council of Military Education?—With regard to the army schools and the libraries and recreation rooms, there is a great deal of correspondence. With regard to the colleges and general education, there is not, except between our secretary and the examiners.

75. I suppose that all that correspondence is submitted to yourself and to the other members of the board?—Yes, all important correspondence.

76. And if you have occasion to call a meeting of the board to decide upon any important point, notice of that meeting is given to every member of the board officially or privately?—The members are personally informed when a meeting is required.

77. Then you have no such thing as an *agenda* paper?—No.

78. I presume that your discussions are short?—Not always.

79. (*Lord Northbrook.*) Are we to understand that every expression of opinion which is given by the secretary is submitted to the Council of Military Education collectively?—Not upon ordinary details; each member manages them in his own branch; but all important matters are determined by, I will not say the whole of the Council, because sometimes some of the Council are away, and at other times they are engaged in examinations and other duties, but every important matter is signed by them; it is not sent by the secretary, we write in the shape of a memorandum, and the members sign that memorandum.

80. (*Lord E. Cecil.*) You said something about finance, do you regulate the finance, or is it regulated by the general board? In speaking of the communications with the Secretary of State for War you said that they simply related to finance?—Chiefly.

81. Is that the province of one particular member of the Council?—No, but questions are referred to us as to the salaries of the professors, and as to the salaries of the examiners, and so on.

82. That portion of your business is not large?—No.

83. (*Rev. W. C. Lake.*) You have said that it is one of your functions to examine officers for admission to the staff; must every officer of the staff previously go through an examination by the Council of Military Education?—No, there are certain exceptions which will appear when we come to that subject.

84. (*Brig.-Gen. Lefroy.*) Is there any minimum number of members which constitutes a quorum? During August and September generally speaking small bodies dwindle away to one or two individuals; do they then exercise the entire functions of the Council?—Yes; we have never less than two members present, and that is sufficient.

85. (*Lord E. Cecil.*) I see that in the estimates for army services eight clerks are mentioned?—Yes.

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Council of Military Education.

86. Those are of course additional to the secretary?—Yes.

87. Has each member of the Council a clerk to himself?—No; they all sit upstairs; and the clerks as a general rule take different departments. We have an immense number of returns to make out, and that is a very considerable work.

88. (*Lt.-Col. Chesney.*) With regard to the civil member, does he not see all important papers?—Yes.

89. Are you not bound one of you individually to attend all public examinations for admission to the colleges and so on; do you not take the actual supervision of them?—Yes; we attend at Chelsea. There is always one and very often there are two members at each sitting, according to the numbers to be examined.

90. How many of those examinations are there in a year in London?—We have generally four in a year for direct commissions. Then we have two examinations in a year for Sandhurst, and two for Woolwich; one for the Staff College, and one every second year for the advanced artillery class.

91. How long does the Woolwich examination take?—A fortnight, and the others take a week.

92. (*Chairman.*) I understand you to state that the largest portion of the duty of the Council relates to that branch which is not touched upon in our inquiry, namely, that referring to regimental schools, recreation rooms, and other matters connected not with the officers of the army, but with the men?—Yes. That is constant every day. Colonel Pocklington has that branch of the work, and there is no cessation to it.

93. According to the present distribution of your business how is it divided among the different members?—Colonel Pocklington takes the army schools and schoolmasters, and he is assisted in that by Sir Frederick Abbott, and Sir Frederick Abbott takes Woolwich, Colonel Hamley takes Sandhurst and the libraries and recreation rooms, and Canon Moseley and Colonel Pocklington between them also take the Chelsea Asylum and the normal and model schools there.

94. (*Lord de Ros.*) Is that what is called the Duke of York's School?—Yes. I take no branch. Of course everything is brought to me, but I do not take any particular department.

95. (*Brig.-Gen. Lefroy.*) I think that you have omitted the Hibernian School, does that follow the Chelsea School?—We have very little to do with the Hibernian School, which is in Ireland. We never go over there, we get returns from them which we embody in our annual report.

96. (*Chairman.*) With respect to the attendance and the duties of the civilian member, do you consider yourself entitled to call for his attendance at any time when you may require it, and is he bound to attend?—Yes, certainly.

97. In that event does he pay his own travelling expenses, or are they paid by the public?—He pays his own travelling expenses.

98. That is part of the arrangement made with him?—Yes.

99. Do you refer any papers to him which you may think fit?—Yes.

100. And you consider yourself entitled to call his attention to those papers?—Certainly.

101. But in point of actual attendance his duties are of a much less laborious character than those of the military members of the Council?—Yes.

102. (*Lord de Ros.*) Does Canon Moseley take any part in Colonel Pocklington's business, that is to say, as to the regimental schools and recreation rooms?—No, they are chiefly details which do not require it; they are matters of routine.

103. (*Chairman.*) His Royal Highness the Commander-in-Chief is President of the Council?—Yes.

104. Do you consider that you send your papers and reports to him in his capacity of President of the Council, or in his capacity of Commander-in-Chief?—In his capacity of Commander-in-Chief.

105. Does any of the business of the Council come before His Royal Highness in his capacity of President?—Occasionally; when we are meditating any change involving a principle, I go to his Royal Highness and talk to him about it first. I go to him as President of the Council.

106. The members of the Council are, I believe, appointed by the Commander-in-Chief with the concurrence of the Secretary of State for War?—Yes.

107. It would not be correct, I think, according to the existing regulations, to describe the Council of Military Education as a department of the Horse Guards; you are entirely separate both from the Horse Guards and from the War Department, are you not?—To a certain extent we are separate, but we are intimately connected with the Horse Guards. For instance, our correspondence with regard to the soldiers' schools goes to the Adjutant-General.

108. But all important recommendations of the Council, especially those affecting the education of officers and any proposal to change the regulations either as to age or as to the standard of examination or the principal details of examination, though submitted by the Council to the Horse Guards, would require to be forwarded to the War Office, and to receive the concurrence of the Secretary of State for War before they could be acted upon?—Certainly.

109. It is in that sense, I suppose, that you stated that you had very little communication with the Secretary of State for War?—Yes; because we report through the Military Secretary to the Commander-in-Chief.

110. But the Secretary of State for War has a full knowledge of all your important decisions, and a full control over any changes which you might propose to make?—Certainly.

111. Is it not a fact that if any important changes were to be proposed by the Council it is probable, and in accordance with the practice which has generally existed, that the Secretary of State for War would put himself into personal communication with the Vice-President himself, and with other members of the Council, and would discuss the matter fully with them?—Yes; the Secretary of State for War has on occasions met the Council at the Horse Guards in the presence of the Commander-in-Chief, and has discussed the points. For instance, the proposed alteration of the age for admission to Sandhurst and Woolwich was discussed by the Council in the presence of the Secretary of State for War and the Commander-in-Chief.

112. (*Lord Northbrook.*) By whom must a letter from the Horse Guards be signed for you to consider it to be a sufficient authority upon which to act?—By the Military Secretary.

113. (*Rev. W. C. Lake.*) You have spoken of your recommendations as to examiners being generally accepted by the Horse Guards?—They are always accepted.

114. Then, in fact, you are the appointers of the examiners?—As a matter of right we have no authority of our own, we only recommend; but as a matter of fact our recommendation is always accepted.

115. When an examinership falls vacant do you consider that that is an appointment which naturally comes to you to make?—Certainly.

116. In fact the Commander-in-Chief leaves such appointments in your hands?—Yes.

117. (*Chairman.*) Would it be correct to describe your duties towards the military colleges and institutions for military education as duties of inspection and superintendence, and not executive duties?—Yes.

118. And would it also be correct to describe your relations to the Commander-in-Chief and the Secretary of State for War as the relations of advisers?—Yes.

119. If any proposal were to be made to you from either of those departments with reference to any change which might be in contemplation, you would feel it to be your duty freely and unreservedly to give your advice upon it?—Yes.

120. You stated, I think, that minute papers from

the War Office were occasionally sent to you for your opinion?—Yes.

121. Therefore it is not a necessary practice that if the Secretary of State for War seeks your opinion he should obtain it through the Military Secretary?—No, he is not bound to go to the Military Secretary.

122. He has free communication with you upon points upon which he wishes to refer to you?—Certainly.

123. (*Lt.-Col. Chesney.*) Has there not been lately an instance in which you have recommended the appointment of a professor, where an appeal has been made to the Horse Guards against the recommendation without success?—Yes.

124. An attempt has been made to appeal direct to the Horse Guards against your recommendation, and still your recommendation has had its full effect?—Yes.

125. (*Chairman.*) From what quarter was the appeal which has just been alluded to made?—It was made by an instructor who thought that he had a claim to an appointment for which we had recommended another person.

126. (*Brig.-Gen. Lefroy.*) Is there any question on which the Council of Military Education might say, "This ought to have come to us through the "Horse Guards, and therefore we will not reply to "you?"—I do not think so; that has never occurred to me.

127. (*Lord E. Cecil.*) Am I to understand that no instructions of any sort have ever been issued, either upon that point or upon any other, since the first formation of the Council of Military Education?—There is nothing, that I am aware of, in the shape of a warrant or memorandum, exactly defining the duties of the Council of Military Education. They first began
dix, p. iv. under a minute of the Horse Guards dated 22nd April 1857, which directed them to inquire into certain points connected with the college at Sandhurst and the Staff College, and the whole system of examination for direct commissions in the army.

128. That is an instruction as to the duties of the members, is it not?—Yes, on that particular occasion, but our duties have increased. They are not limited now to the objects of that first memorandum, in fact it is not a permanent memorandum, and it cannot be considered as a permanent definition of our duties.

129. Do you mean to say that as fresh duties have been placed upon the shoulders of the Council no fresh instructions have been issued?—Our duties have grown up by degrees; they were not settled in a day. For instance, first of all we had nothing to say to Woolwich, and then at a later period Woolwich was put under us, and the army schools were also put under us.

130. At the time when Woolwich and the army schools were put under you, were no instructions issued to you as to your functions and as to the particular nature of the powers which you were to have over them?—We received a letter from the Military Secretary telling us that we were to undertake such and such duties with regard to them. I could easily ascertain in the office what instructions we have received from time to time. I have no doubt that when the army schools were transferred from the War
dix, p. v. Office to the Council of Military Education there must have been a letter to that effect.

131. (*Chairman.*) I believe that Captain Greentree has been all along secretary to the Council of Military Education?—Yes.

132. It may be somewhat difficult for you to answer these questions off-hand, as they relate to a period before the date of your first connexion with the Council of Military Education?—Just so.

133. I think, however, that we can obtain full information upon the subject and the documents from Captain Greentree, who has been all along secretary to the Council of Military Education?—Yes.

134. (*Lt.-Col. Chesney.*) You have spoken of your correspondence being uncertain. Have you not a good deal of correspondence with those persons who act as superintendents of the studies at the three colleges? Does not every alteration in the studies come under your cognizance?—Yes.

135. And your advice is taken upon it?—Yes.

136. Does not that involve a good deal of correspondence?—Not much.

137. (*Sir C. Russell.*) Do you consider that the position of His Royal Highness the Duke of Cambridge as President of the Council of Military Education is purely honorary?—Yes, I consider it as purely honorary, inasmuch as all questions must come before him as Commander-in-Chief.

138. I understood you just now to say that if a minute of either inquiry or suggestion came to you direct from the War Department you should not consider it necessary to submit it to the Commander-in-Chief. The bearing of my question is to this effect, namely, to know whether in his capacity as President of the Council of Military Education you would not think it incumbent upon you to submit such minute to him?—If it was upon an important point involving a principle I should consider it my duty to consult His Royal Highness as President, but not upon a trivial matter.

139. Therefore you do not draw much distinction between his position as President of the Council of Education and his position as Commander-in-Chief. Of course I perfectly understand that it is very difficult under the present circumstances to separate the one position from the other where they are combined in one individual; but supposing that it so happened that the Commander-in-Chief was another individual from the President of the Council of Military Education, I presume that there would be certain duties incumbent upon him as President?—If the President was not Commander-in-Chief of course he would attend at the Council and take his share in the work, in the consultations, and everything else.

140. (*Chairman.*) But His Royal Highness is President not as the Duke of Cambridge, but as the Field Marshal Commanding-in-Chief?—Precisely.

Examination for direct commissions.

141. Will you now give the Commission information with respect to the system under which direct commissions are conferred in the army, so far as regards the educational requirements. What are the regulations under which the examinations for direct commissions take place?—The regulations are those dated 1st January 1867, by which the examinations of candidates for direct commissions are directed to be held in London at such periods as the exigencies of the service may require, and to be conducted under the direction of the Council of Military Education by examiners appointed for the purpose. The number of candidates summoned to attend each examination is also limited to the requirements of the service. The age of candidates examined for direct appointments is from 17 to 20 years for the infantry, from 17 to 22 years for the cavalry, and from 17 to 26 years for the colonial corps. No candidate is allowed to be examined in more than five of the following subjects; namely, the classics, mathematics, English language, modern languages, history and geography, natural sciences, experimental sciences, and drawing. Of these subjects a certain portion of arithmetic, algebra and Euclid, and a qualification in English are necessary. The other three subjects are selected at the option of the candidate from the above-named ones. Upon the five subjects of examination a total of 1,500 marks must be gained for qualification. Students at the universities who have passed the examination necessary for taking a degree in arts are qualified for a commission by purchase without being required to pass the foregoing examination, provided they are within the limits of 17 and 23 years of age for the infantry, 17 and 25 years for the cavalry, and 17 and 28 years for colonial corps.

142. Will you state to the Commission how the examiners who conduct this examination are selected?—The Council have selected them from the information which they have obtained of their qualifications.

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Examinations for direct commissions.

We have a very high class of men as examiners; our object has always been to obtain men of undoubted ability and independence.

143. Do gentlemen apply to you for the office?—Yes, occasionally; we keep a list of applicants.

144. Do you also make selections without application?—All the civilian examiners were appointed long before I joined the Council, so I hardly know the details of how they were selected.

145. Is a vacancy made known in any way when it occurs among the examiners?—No, I do not think so; but I am not quite certain upon that point. We have had no examiners appointed since I have been at the Council, except a few military men whom we knew ourselves.

146. Do you appoint the examiners *durante beneplacito*, or do you appoint them for each examination, but as a rule from those who have previously exercised the functions?—We have a staff of examiners whom we employ in rotation upon these examinations.

147. You do not, therefore, always employ for direct commissions the same examiners?—No; we have two examiners in almost every subject.

148. Have you a list of the examiners at present employed by the Council?—I have.

149. Will you put it in?

The witness delivered in the same, which is as follows:

EXAMINERS.

Mathematics.—The Rev. Canon Heaviside, M.A., Canon of Norwich. The Rev. W. N. Griffin, M.A., late Fellow and Tutor, St. John's, Cambridge.

Classics.—The Rev. Osborne Gordon, B.D., late Censor of Christchurch, Oxford. Professor Rawlinson, M.A., Camden Professor of Ancient History, Oxford.

English.—G. W. Dasent, Esq., D.C.L. W. Stebbing, Esq., M.A., Fellow of Worcester College, Oxford.

French.—Monsieur Esquiros. Monsieur Savoye.

German.—Professor Max Müller, M.A., Taylor's Professor of European Languages, Oxford. The Rev. C. Schöll, Phil. Dr.

Hindustani.—Professor J. Dowson. The Rev. W. D. Maclagan, M.A.

Experimental Sciences.—Professor Liveing, M.A., Professor of Chemistry, Cambridge. Professor Abel, F.R.S., Chemist to the War Office.

Natural Sciences.—Professor Morris, F.G.S. H. W. Bristow, Esq., F.R.S., F.G.S.

Drawing.—Lieut-Col. H. Scott, R.E. The Rev. W. Kingsley, B.D., late Fellow and Tutor, Sydney Sussex College, Cambridge.

Italian.—C. De Tivoli, Esq.

Spanish.—Senor Vives.

Dutch.—Rev. Dr. Gehle.

Portuguese.—Le Chevalier da Costa Ricci.

Modern Greek.—The Rev. N. Morphinos.

Danish.—The Rev. J. Plenge.

Military History.—Major G. P. Colley, 2nd Foot.

Fortification and Practical Geometry.—Lieut.-Col. Hutchinson, R.E. Major Milman, R.A.

Military Administration.—Major M. Petrie, 2-14th Foot.

Persian.—Colonel Ouseley.

Military Legislation.—Colonel J. H. Laye, D.J.A.

Artillery.—Major C. F. Young, R.A.

150. Is that a list of the examiners employed, not merely for examinations for direct commissions, but also for other examinations which are conducted under the Council?—It is for all the examinations conducted under the Council.

151. Will you state to the Commission what is the object which you have in view in this examination; I mean whether it is to ascertain that the candidates have received the general education of a gentleman or whether it has any bearing upon strictly professional subjects?—The object is to ascertain that a candidate for a commission has received the usual education of a gentleman; it has no bearing upon professional subjects.

152. Do you believe that the present course of examination is such as a young man of ordinary ability ought to be able to pass after having been educated at one of our public schools?—I do, and for this reason, that the standard of examination was arranged by the Council after consulting the head masters of all the public schools, and it is now even lower than what these gentlemen considered might be fairly required from a youth of 16 educated at one of their schools without the intervention of a private tutor.

153. At what time did that consultation with the heads of public schools take place?—The 22nd of May 1857 is the date of the circular letter signed by General Cameron.

154. Has any communication ever been held with the head masters of public schools since that time with reference to this examination?—No, not that I am aware of.

155. As a matter of fact do you believe that the majority of candidates who come up for examination for direct commissions do come from public schools without passing for a time through the hands of what is called a private tutor, or is a resort to the practice of private tuition usual before they come up for this particular examination?—They almost all go to private tutors previously to coming up for examination; there are hardly 5 per cent. who come up direct from the great public schools. Ret

156. Can you explain why that is?—I fancy that it is because we admit so many subjects of general knowledge which are not taught at public schools, and therefore a boy who is not very well up in them goes to a "crammer" for a few months in order to get up those particular subjects, such as history, geography, chemistry, and geology, subjects which can be crammed up, and he would rather trust to them than to the little knowledge of Latin and Greek which he has acquired at a public school.

157. But those subjects, I believe, are not obligatory?—No; a small portion of mathematics and a very little knowledge of English is all that is obligatory, but then the candidates have to make up so many marks in other subjects.

158. Could they pass an examination without going up at all in those subjects with respect to which you say that they resort to private tutors?—If they know classics they can get 3,600 marks in classics alone.

159. Then they could pass?—Yes; they ought to be able to pass by knowing classics and mathematics and English alone.

160. What is the minimum number of marks required for passing?—1,500 marks.

161. When you say a small portion of mathematics, what amount of mathematics do you mean?—In mathematics 1,200 marks are given for arithmetic, including vulgar and decimal fractions, proportion, extraction of the square root, and simple interest; algebra, including fractions, simple equations, and questions producing them; and the first three books of Euclid. Out of those 1,200 marks 400 are required for qualification, and of those 200 must be obtained in arithmetic.

162. That is to say that provided a candidate obtains 400 marks for any of those subjects in mathematics to which you have just alluded, of which 200 must be obtained in the arithmetical subjects, he may make up the remaining 1,100 marks required for the minimum by a knowledge of Latin and Greek and English?—200 marks are obligatory in English.

163. Together with 200 marks in English, the rest may be made up by the marks obtained in the classics?—Yes. Then I may as well point out that if a candidate makes these 400 marks in arithmetic alone it qualifies him; he may know nothing of algebra or of Euclid, but if he can make 400 marks in arithmetic alone out of the 1,200 it is sufficient.

164. So that in truth a knowledge of arithmetic, of English, and of Latin would be quite sufficient to enable a youth to pass?—Certainly.

165. Have you any alterations or improvements to suggest with regard to the examinations for direct commissions?—None.

166. You think that they are altogether satisfactory?—Yes.

167. Can you tell the Commission what proportion of failures take place at these examinations?—31 per cent. fail for direct commissions. Retu p. cx

168. How often is a young man allowed to go up in the case of failure?—Three times.

169. Are the 31 per cent. entire failures, or are they the failures at the first examination, after which, therefore, a further opportunity is given?—They are the failures at each examination.

170. What is the per-centage of those who fail entirely, that is to say, of those who having been given every possible opportunity fail altogether?—I do not know; very few fail altogether.

171. Over what period is your 31 per cent. of failures calculated?—Over 10 years. p. clix.

172. Is the rule that after three failures a candidate is not permitted to go up again invariably adhered to?—Invariably.

173. Of course if before he has gone up three times he has grown older than the prescribed limits of age, that would also be a bar to his going up?—Certainly.

174. Have you any opinion to express with respect to the present limits of age?—I would reduce the limits of age for direct commissions and make them as follows: for the infantry from 17 to 19, for the cavalry from 17 to 20, and for the colonial corps from 17 to 25.

175. What is your reason for wishing to reduce the age?—Because I think that in these days officers enter the army at too advanced an age.

176. You would reduce the higher limit, leaving the lower limit as it is now?—Yes.

177. Do you think that it is an advantage to retain a specially high upper limit in the case of colonial corps?—It is an advantage to the individuals. I do not think that it is any advantage to the service.

178. But of course the number of cases to which it applies is very limited?—Yes, it does not much matter. It is sometimes a convenience to a man to get into the army at an advanced age. The age of the candidates from the universities I would propose to leave as at present.

179. Would you do so because you consider that it is an advantage to get into the army a certain number of men who have been at the universities?—Yes.

180. (*Lord E. Cecil.*) You stated that hardly five per cent. of candidates who came up for examination came direct from public schools?—Yes.

181. And you also stated that it was in general subjects of education that they failed?—Probably.

182. Can you give any reason for that?—They are not sufficiently prepared.

183. Then you think that the education which is given at our public schools is faulty so far as preparation for military education is concerned?—I consider that if a candidate cannot come up direct from one of the public schools for examination upon a course which was laid down with the full sanction, and even less than what was laid down with the sanction, of the head masters of those public schools, there must be some defect in the instruction.

184. What proportion of that five per cent. fail?—I do not know.

185. If any such return could be furnished it would at all events give one a very fair impression of whether the preparation was good or not. There might be other reasons for their not coming up?—I should think that probably none of those five per cent. fail, but I do not know. s, p. clix.

186. Do you not think that the reason why the candidates do not come straight up from public schools very much depends upon the custom and fashion of the day, that amongst some parents and guardians it may be thought a preliminary to entering the army that the youths should be sent to other establishments than public schools?—I think that it arises entirely from the feeling that they are not certain of passing the examination, and they like to go to these private tutors, who tell them that they are sure to pass them because they are accustomed to the style of examination and are able to prepare them for it.

187. If I understand you rightly, the subjects are so very simple, namely, Latin, English, and arithmetic, that one would suppose that no preliminary preparation at what are generally called "cramming" schools would be at all necessary?—That is what I say. If a boy has a tolerable knowledge of classics and arithmetic and English, he ought to be able to pass that examination direct from school.

188. Do you know anything of military classes being established at public schools? Has that come under your notice in any way?—There are what are called modern classes at some of the public schools, at Cheltenham and at Marlborough, for instance. Examinations for direct commissions.

189. Have you observed that the candidates coming from Cheltenham or Marlborough have invariably or generally passed?—They almost always pass.

190. Then it would be your opinion that modern classes such as are established at Cheltenham and at Marlborough would be beneficial in the other public schools?—They would be so far beneficial that they would probably ensure a candidate passing our examination.

191. That is of course in a military sense?—Yes, but I am not an advocate for giving what is called a modern education to the detriment of a classical education.

192. I am simply speaking with regard to the examination which the candidates have to pass. You think that such classes would be a benefit in the preparation of candidates for the examination?—They would be a benefit to the individuals who came up for examination with regard to that mere examination; they would no doubt enable candidates to pass.

193. Of the 31 per cent. who have failed in the examination, you think that the majority, if not all of them, have probably come from what are commonly called "cramming" institutions?—Yes, almost all the candidates come through the "crammers;" there are 95 per cent. who do not come direct from public schools.

194. Can you state what proportion of the 95 per cent. come from cramming schools?—I do not know; we only know it as "private tuition." There is written opposite the candidate's name that he comes from "private tuition." We get it in this way: "Harrow and private tuition," "Eton and private "tuition;" that means that they have been brought up at Eton or at Harrow, and have been for two or three months with a private tutor afterwards.

195. There is such a thing as a boy being brought up entirely under his father's roof, and there is such a thing as a tutor having two or three young gentlemen to instruct?—We have no means of knowing that.

196. Do you find that any young men come from schools abroad, from France or Germany?—Yes, there are some.

197. You would not put those under the head of "cramming" establishments?—The figures which I have given you show that there are something under five per cent. who come direct from our great public schools; all the others do not come from private tutors, because some come from Wimbledon, or from other schools, and some come from abroad.

198. Then it is hardly correct to say that 95 per cent. are from private tuition?—No, I do not say that.

199. Is it obligatory upon the candidates to put down the places at which they were educated?—No. For instance, for Sandhurst we get no such returns; we do for Woolwich, and we do for the direct commissions, but not for Sandhurst. I do not know why. Returns, p. clix.

200. I am now only asking as to direct commissions; do you classify the candidates coming up for direct commissions, do you make them state where they were educated? I think that that is rather an important matter, because a great deal has been said as to these cramming institutions, and I should like to know the number of candidates who come from these cramming institutions, and the number who fail, and the number who come from abroad or from

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Examinations for direct commissions.

private schools?—I am afraid that we have no means of giving the Commission that information, because we have often merely the words "private tuition."

201. Will you define what you call a public school in the sense of your five per cent. ?—We take Eton, Harrow, Rugby, Westminster, Winchester, Shrewsbury, Marlborough, and Cheltenham.

202. In the case of the candidates coming up from Scotland (of which I suppose there are not very many) with a purely Scottish education, how do you classify the education? I suppose that in the common acceptation of the term the schools in Scotland would not be called public schools at all; do you call it private tuition in the case of everybody who has been brought up at a Scotch school or at a Scotch university?—From the Scotch universities they do not come to us; they get their commissions from the Scotch universities upon passing their degree.

203. But there are such schools?—There is the High School in Edinburgh, and others.

204. You would not, I suppose, look at those schools in the light of public schools, but would put them under the head of private schools?—This return has been made out solely with reference to the public schools above mentioned.

205. With regard to the candidates who come from the universities, of course they are not examined at all?—No, we know that the examination which they pass is much higher than any examination for a direct commission.

206. I believe that at one time a knowledge of fortification was required, was it not?—Yes.

207. Why was that abandoned?—Because the Council found that what was taught as fortification in private schools was mere rubbish, and they came to the determination that it was better to base the examination upon general education without any technical education whatever.

208. Then it is quite your opinion that general subjects of education are infinitely preferable for that purpose to anything which may be called purely military?—Certainly.

209. Can you state what number of candidates pass in the year, and what number of commissions are given by purchase?—The number of candidates whom we have examined, I think, averages 500 a year, out of which 31 per cent. have failed; you must deduct that per-centage.

210. (*Lord Northbrook.*) I believe that in the first examinations for direct commissions which were held the minimum standard of qualification was very much higher than it now is?—In the first examinations a minimum was required upon each subject, and if the candidates failed in any one of those subjects they lost their examination.

211. Then changes were introduced, lowering the standard?—Yes, we have always been lowering; that has been our tendency.

212. At the beginning of the examinations, even under the present system, was the minimum number of marks the same as now? In 1858 the total number of marks required was, I think, 1,800?—It has since been altered; we previously allowed the candidates to be examined in more subjects, and when we reduced the number of subjects to five we were obliged to lower the aggregate.

213. Reducing the minimum from 1,800 to 1,500 marks would lower the standard, would it not?—No, because we limited the number of subjects at the same time.

214. If you look at the Horse Guards Regulations of the 2nd of August 1858, I think you will see that the number of subjects then was precisely the same as the number of subjects now; I find no difference?—In those days we allowed the candidates to be examined in eight subjects.

215. If you look at those regulations I think you will find no difference excepting that the number of marks required to be obtained is now 1,500, and it was 1,800?—Under that regulation candidates were allowed to be examined in eight subjects, but we now only allow them to be examined in five subjects, and that is the reason why we have reduced the number of marks.

216. So that the minimum qualification is about the same?—Yes.

217. With regard to the failures, have you taken the failures since 1858, or do you include those cases in which the standard was higher?—No; they begin in 1858.

218. Has the number of failures diminished in later years, or is the average about the same all through?—I have not made out that calculation, but it could very easily be made from the return.

219. Have the candidates improved or not?—They have improved. All our examiners tell me that they now come up better prepared.

220. Referring to the first report of the Council of Military Education, at page 6 I find that at the examinations which were held in the last quarter of 1857, 95 candidates passed and 92 failed; that subsequently to that the standard was reduced, but that still in the examinations which were held in the first quarter of the year 1858, 173 candidates passed and 102 failed; that then the standard was again reduced, and that subsequently the failures have been in a less proportion, as shown by the statistics which you have produced to the Commission. Is that so?—Yes, that appears to be so.

221. With respect to those portions of the examination which are now obligatory, I see by the original report of the Council that the reason why a knowledge of mathematics is to a certain extent made obligatory is that "a thorough knowledge of arithmetic is an in-"dispensable qualification for a regimental officer;" do you consider that a sufficient reason for making it obligatory?—Certainly.

222. But is a regimental officer required to do more than is comprised within the ordinary four rules of arithmetic?—I think that an officer certainly ought to know arithmetic and something of Euclid.

223. The words are "a thorough knowledge of "arithmetic is an indispensable qualification for a "regimental officer;" do you consider that a regimental officer would require to extract square root?—No, I suppose not.

224. Or to do algebra?—No, I do not know that he would.

225. Or Euclid? Would a regimental officer ever be required to know any of the propositions of Euclid?—I beg to observe that the examination is not based upon any consideration whatever as to what is requisite for an officer; it is merely a test that he has received a certain general education.

226. Still the reason why this branch is made obligatory is, as I find, because the Council of Education think that "a thorough knowledge of arithmetic is an "indispensable qualification for a regimental officer;" and I wanted to ask your opinion how far it should be pushed and what knowledge of arithmetic is absolutely necessary to enable a man to perform the duties of a regimental officer?—I did not write that report; it was made long before I had anything to do with the Council, so that I am not in any way bound by it.

227. How much knowledge of arithmetic is necessary for a regimental officer?—He ought, of course, to have a sufficient acquirement of arithmetic to be able to keep the accounts of the men in his company, and their savings' banks account. As far as his mere requirements as an officer are concerned, I suppose that is sufficient.

228. Would you go further than the first four rules in arithmetic?—Yes; he would be a very ignorant officer if he could not do more.

229. (*Brig.-Gen. Lefroy.*) Would you not add to his requirements the checking of the mess accounts?—Yes.

230. (*Lord Northbrook.*) Does the checking of the mess accounts require any knowledge of arithmetic further than the first four rules?—No; I suppose

that all the mess accounts could be solved by the compound rules.

231. Have not many men been promoted from the ranks, and as adjutants been very good regimental officers?—Yes.

232. Do you suppose that their knowledge of arithmetic and of mathematics was high?—I suppose not.

233. I am not disputing that the amount of qualification in this minimum is at all large, but I am merely asking you whether it is necessary as an obligatory part of the examination?—I myself would not reduce it.

234. Taking, again, the question of English language, I do not find in these reports any of the examination papers relative to English language. Can you state what examination papers are set as to a knowledge of the English language?—The candidates are obliged to write from dictation, and they answer questions upon English grammar, and then write an essay.

235. Have you any of the questions which are put?—I dare say that there are some here.

236. Will you have the kindness to put in some of the last papers of examination for direct commissions?—I will do so.

237. Upon the question of a knowledge of English language, in making English language one of the subjects I presume that it is intended that a man who enters the army should at any rate be able to write a decent letter in English, and spell properly?—Yes.

238. Would not that be sufficiently met by limiting the obligatory part simply to writing English correctly from dictation, as is the case in examinations for the Royal Navy?—I do not think that it would. A man may be able to write from dictation, and not be able to write an original report properly.

239. Do you think that it is necessary that every officer who enters the English army should be able to write, for example, an essay?—Not an essay, but he ought to be able to write a report upon a military operation.

240. You would make it obligatory that he should be able to describe any circumstances which had happened to him in an intelligible letter spelt properly?—Yes; and that is very much the nature of our examination. The candidate has an essay to write; a very common question is this, "Write a letter to a "friend describing a boat race," or "describing how "you passed your vacation," or "describe some town "which you have visited." That is the sort of essay we give.

241. But at the same time there must be some papers with very much more difficult questions contained in them, must there not?—This not being a competitive examination we do not put difficult questions. If you have a competitive examination you must put difficult questions, but where it is only a qualifying one there is no such necessity.

242. With respect to another point, namely, a knowledge of French, do you consider that a knowledge of French is a very important thing to officers in the English army?—Yes, very important.

243. I believe that in the Crimean war most of the officers were ignorant of French?—I have no knowledge upon that point.

244. But you consider that that is a very essential point in the education of an officer in the English army?—I think that it is a great advantage to an officer to know some foreign language, either French or German.

245. Do you see any reason why a knowledge of French should not be made one of the obligatory points required on entering the army?—That would make it more difficult to get officers; you would get fewer men into the army.

246. Is not French now taught at all our public schools as a part of the school education?—I am not aware.

247. You are perhaps aware that French is a necessary qualification for any officer entering the navy, and can you state what reason can be given for making a difference between the two services?—The navy are constantly abroad, and I should presume that it is absolutely necessary for an officer in the navy to know French.

248. You know that officers of the navy enter at a younger age than officers of the army?—Yes.

Examinations for direct commissions.

249. Is it any greater hardship to ask a young man of from 17 to 20 to have a knowledge of French than to ask a youth of from 13 to 15 to have such a knowledge?—I am opposed to any increase of the difficulty of the examinations for direct commissions; as it is we have some difficulty in getting the candidates through, and if we increase the standard we shall have more difficulty.

250. I hold in my hand one of the examination papers for direct commissions in 1859?—I would rather take a more recent one.

251. The drift of the questions which I have been putting to you is whether the amount of the obligatory portion of mathematics might not be reduced, and whether the amount of the obligatory portion of English language might not be reduced, and at the same time some knowledge of French be introduced as one of the obligatory portions of the examination on entering the army?—That would require more consideration than I am at this moment able to give to the point. French used to be one of the obligatory subjects, and the Council of those days did away with it.

252. (*Lt.-Col. Chesney.*) As only five per cent. of the candidates are said to come direct from the public schools, supposing that there were no obligatory marks required in English and mathematics, would there not be a much greater proportion of candidates from the public schools?—Probably.

253. If French were made an obligatory subject, would it operate in an opposite direction?—I should say so.

254. Can you tell us what proportion of the 31 per cent. of candidates who have failed, have failed in the obligatory portions of English and arithmetic or mathematics?—I can furnish that return.

Returns, p. clx.

255. Do you consider your examinations as following the course which is taken by public schools and schools generally, or do you look upon it as desirable to lead up the candidates to any particular mark? Do you conform your examinations to what they think right, or are they obliged to come up to your particular standard?—We based our examination upon asking the head masters of the public schools what they fairly thought we might call upon the young men of 17 who had been educated at their schools to pass, and upon their answers the system was laid down, and it is less than what most of them said might be expected.

256. Is it not the case that a lad may now pass for a direct commission without knowing anything whatever of Euclid?—Yes.

257. Are you aware that to enter the highest form at Harrow at present there is an examination in Euclid?—I do not know anything about that.

258. (*Brig.-Gen. Lefroy.*) Following out the exhaustive process, it seems proveable that no one qualification whatever is necessary to make a good officer; is there any qualification except reading and writing, which is so indispensable that the total absence of it may not be compensated by high qualifications in something else?—I think that an officer must know arithmetic.

259. I except that. Is there any qualification which is so indispensable, such as fortification or anything else, that the entire absence of it may not be compensated by eminent abilities or knowledge in something else?—For the performance of the mere routine of regimental duties I suppose that a very little knowledge of anything would suffice for an officer, but I should be very sorry if the officers of the British army were so ignorant.

260. We will suppose that an officer has a particular talent for drawing, or a particular eye for ground; are not the requirements of military service such that no educational acquirement is so far in-

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Examinations for direct commissions.

dispensable that the absence of knowledge upon a particular subject may not be made up to the public service, as to the military value of a man, by his talents of a different description; and therefore in one sense not one of these obligatory subjects as you term them is necessary for the efficient performance of military duty?—I think that the obligatory subject of arithmetic and Euclid is indispensable as an exercise to the mind for everybody who can pretend to have been educated at all; I think that the State has a right to expect that the officers who join Her Majesty's army shall have received the ordinary education of an English gentleman, and I consider that the ordinary education of an English gentleman embraces the subjects which we have put down here.

261. Is it not the case that in every examination a portion of the young men obtain 6,000 and even a larger number of marks?—Yes.

262. And on the other hand a considerable number fail because they cannot get 1,500 marks?—Yes.

263. That is, although the masters of public schools 10 years ago considered 1,800 marks the number which ought to be obtainable by boys coming direct from those schools?—I do not think that they said anything about marks. It was the subjects. I do not think that we asked them about the number of marks.

264. The examination being as you have stated purely qualifying, and the scale of qualification being such that one boy gets four times as many marks as another, there is still something in my opinion to be explained, why young men from public schools are unable to come up to that low standard of qualification without the intervention of private tutors?—I cannot explain it. I must leave it to the public schools to explain that.

265. Would it be possible to give a return of the proportion of failures to candidates from certain public schools? For instance, if Eton puts forward 10 boys and passes ultimately eight of them, that is a much more creditable thing than a master who puts forward 40 boys and passes 10 of them?—Yes.

Returns, p. clix.

266. (*Sir D. A. Cameron.*) Do you think that the first four rules of arithmetic, simple and compound, are sufficient to enable an officer to perform all his regimental duties? Can he keep the accounts of his men, for instance, without a knowledge of fractions, or can he keep his savings' bank account without a knowledge of simple interest?—No, I include fractions as a part of the four rules; proportion of course must be required.

267. And interest?—Yes, for the savings' banks accounts.

268. Do you not think that a knowledge of the first three books of Euclid is very advantageous to an officer?—Yes.

269. In enabling him to understand, for instance, the movements of a battalion or of a brigade. I do not mean to say that it is absolutely necessary, but would it not enable him to understand them better?—Certainly.

270. Can he read any work upon field or permanent fortification without having some knowledge of mathematics?—I should say not with advantage to himself.

271. (*Lord de Ros.*) Have you never seen an experienced officer, an adjutant, who was perfectly ignorant of mathematics, manœuvre a regiment admirably well?—I suppose I have.

272. As regards the accounts of companies, in practice do not the pay serjeants arrange the fractional payments?—I do not think so in well regulated regiments; at any rate every officer should be able to keep his men's accounts.

273. Have you never met in the examinations with young men of some capacity in other respects, but who were quite incapable of acquiring mathematical proficiency?—Yes, some young men, I believe, are incapable of acquiring mathematics; I suppose therefore that such persons might not be able to acquire what we demand of them, but I cannot tell, I have no data on which to form a specific opinion upon that point.

274. May not the cause of parents deeming it advisable to send their sons to "crammers" be attributable to the particular style of examination, which the public schools do not meet, but which the crammers have specially studied?—Yes; no doubt they are induced to send their sons to these crammers in order that they may learn these subjects, because they have not learned the subjects which the public schools profess to teach them.

275. May not the failures of the boys in examination be often attributed to the absence of sufficient explanation of the questions?—I think not, the examiner is always present and ready to explain any doubtful point.

276. Has the candidate immediate access verbally and directly to any one to explain the question before him?—He has instant and immediate access to the examiner who sets the question.

277. You said that the public schoolmasters had been consulted as to the amount of instruction, would they not be rather inclined to overstate that amount in order to represent their schools as being better than others?—I think not, from the character of the head masters of those schools; they are all men of high character.

278. Could not any boy sent to a *pension* in France acquire an amount of practical and useful French in two months?—I should say not, unless he knew somethink of it before.

279. (*Rev. W. C. Lake.*) Your examination is intended to ascertain whether the candidates have had the ordinary education of a gentleman?—Yes.

280. And therefore you fix upon those points which are common points of teaching in public schools, that is the principle upon which you go?—Yes.

281. And speaking generally you take a very low standard, do you not?—Yes.

282. Will you explain a statement which you have made, namely, that you have been always lowering your standard? I think that you afterwards said that you believed that the examiners thought that the young men of late years had improved?—When I said that we have been always lowering the standard, I perhaps had better qualify that expression. We were obliged to lower the standard from the original standard which was established; we found that so many candidates failed that we lowered it in this way, namely, that we instructed our examiners to be easier and to mark more liberally, and not to be so strict; that is how we lowered it.

283. When did you do that?—I do not know, it was before I came to the Council. I could get the date.

284. (*Chairman.*) It was some years ago?—Yes.

285. (*Rev. W. C. Lake.*) Taking the very low standard of your necessary requirement, you find that 30 per cent. of the candidates have failed every year in even attaining that low standard?—Yes.

286. And about 95 per cent. of those who succeed go through cramming schools as they are commonly called?—Yes, or private schools.

287. Can you give any estimate of what is the proportion of what are called cramming schools?—No; because we have no return of that; the return which we have says "Private tuition," it does not always mention any particular place of education.

288. What proportion of candidates do you believe have gone to those cramming schools?—I believe most of them.

289. What is your impression with regard to the general tone which is prevalent at cramming schools?—I have no personal acquaintance with any of them, but my general impression is that there is an entire want of discipline in the majority of those places.

290. It is likely that many of these schools would be in London, and in the neighbourhood of London?

—London, Blackheath, and Woolwich, and all round.

291. Do you think that that fact and the general circumstances of these cramming schools lead to a low tone of discipline and of morals generally?—Yes, I am entirely of that opinion; that is my impression gathered from what I hear in conversation.

292. Has it ever occurred to the Council of Military Education whether they could not take a certificate of having done creditably in one of the highest forms in a public school as a substitute for an examination, with a view to rendering it unnecessary to go to a cramming school?—I have no objection to that myself. We have talked of it lately in the Council, but we are not agreed about it. Personally, I should have no more hesitation in taking a certificate from the head master of one of our great public schools than in taking a certificate from a university.

293. Perhaps you have felt it to be a difficulty that you would have to fix upon a certain number of schools?—Yes, that is one of the difficulties.

294. With regard to the universities, might it not be desirable to take a lower examination than you at present require as a step for entering the army? You now require a B.A.?—Yes.

295. Might you not be satisfied with a young man having passed his "moderations," as they are called, or even his "little go?"—Yes, provided that we had a limitation of age. I do not want to fill the army with ensigns of 25 years of age.

296. I observe that that is done in the case of admission to Sandhurst?—Yes.

297. Might it not be equally done in the case of obtaining direct commissions?—Certainly, provided that such candidates come under the same regulations as to age as the rest of the public.

298. You seem to think that at some of the schools the establishment of a modern class has had a beneficial effect upon the army examinations?—It has had the effect of passing candidates into the army.

299. Could you say that the candidates who came from those schools appear to you to be better educated (using the word in the general sense) than those who came from cramming schools; have you any impression in that respect?—I do not know as to that. We have never examined their papers with that view at all.

300. Do you know whether the boys who were at Cheltenham or at Marlborough, where there are these modern classes, afterwards went to private tuition?—I should say that it was not common for the direct commissions; I am under the impression that they come up direct to us from Cheltenham and Marlborough for the direct commissions examination.

301. Then you think that the encouragement of anything like a modern department in public schools would directly tend to diminish the candidates going to cramming schools before entering the army?—Yes. I have no doubt that it would do so.

302. (*Lord de Ros.*) Are you not aware that it is a very great objection among the cavalry commanding officers that officers should be sent to their regiments at a later age than in the infantry?—I am not able to answer that question.

303. (*Rev. W. C. Lake.*) Has it occurred to the Council to consider whether it is not undesirable to appoint the examiners for life?—We are very glad to keep them as long as we can if they suit us; it is not an easy thing to examine.

304. (*Col. Haythorne.*) Is not one of the principal reasons why parents send their children to cramming schools because they have more individual attention paid to them there than they have at the public schools?—Certainly, they are better taught; there is no doubt of that.

305. (*Brig.-Gen. Lefroy.*) Does not the permanence of the examiners give an immense advantage to the private schools as against the public schools? Each examiner has his own manner, and his own tone, and his own style of question, which becomes well known by those who teach in the private schools. Upon those grounds is it not extremely important to change the examiners from time to time?—There is no doubt that those men who make it their business to prepare candidates do become acquainted with the general style of examination of the different examiners. But whether that objection is of sufficient force to make it worth while to incur the disadvantages of frequent changes of the examiners or not, I am hardly prepared to say.

306. (*Chairman.*) You have stated that you are unable to tell us accurately what number of candidates come from these cramming schools?—Yes.

307. Because the information in your possession would only tell you those who came, say, from Harrow and private tuition, and those who came simply from private tuition?—Yes.

308. Would it not be probably fair to conclude that where it was stated that a youth had come from a public school and private tuition, that private tuition might be in a great majority of cases what has been described as a cramming school?—Certainly.

309. You have told us that the object of this examination is to ascertain whether the candidates have received the general education of a gentleman?—Yes.

310. Therefore I conclude that you deliberately do not inquire whether the subjects of that examination are of a character which would be specially useful to a man in his professional career?—No.

311. In this examination you do not look at all to what may be required in his professional career?—Not in the least, we do not consider it at all.

312. You go upon the general assumption that it is desirable that officers of the army should be educated gentlemen?—Yes.

313. If that is so I conclude that you must necessarily follow the course of education at public schools rather than attempt in any way to lead it?—Yes, I should say that we rather work up to each other.

314. But your object is to test whether these young men have received a good general education such as the public schools of the country (using the term in a general sense, and not in a narrow sense) afford?—Yes.

315. And consequently if there was a subject, such as for instance French, which was unfairly neglected in the public schools, it would be difficult for you to make it a part of the obligatory subjects until the public schools took it up in their education; is not that so?—Just so. At the same time there is scarcely a candidate who comes up to us for any examination whatever who does not take up French; almost all of them go up in French.

316. (*Lord de Ros.*) That rather shows that it is considered a part of the education of a gentleman?—Yes.

317. (*Chairman.*) You would, however, perhaps individually consider it very desirable that French should be so taken up at the public schools as to enable you to include it as an obligatory part of your examination?—Yes, I think that a knowledge of French is a great advantage to everybody in these days.

318. You were asked, with reference to the correspondence which took place between the Council of Military Education formerly and the public schools, whether it was not possible that the public schools might be inclined to overstate the standard of education with a view to raising the idea of what they themselves taught. Would not that, however, in the end have an injurious effect upon the public schools, because of course it is not to their advantage that their candidates should fail in their examinations?—Precisely so.

319. And consequently would they not have a considerable interest in not overstating what they teach?—I think so.

320. I understand it to be your opinion that there is nothing in your examination which public schools

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Examinations for direct commissions.

may not be able fairly to expect those who come from them to pass?—Quite so.

321. And that in your judgment if youths are not able to pass this examination it would be rather the fault of the public schools?—Yes, I can come to no other conclusion.

322. You stated that you had had under your consideration in the Council the idea of accepting from public schools a certificate that a boy had been in a certain class in one of those schools in lieu of his examination for a direct commission. Would it not be necessary in that case that the authorities should assure themselves, as respected each school, that there were examinations established in connexion with passing into such a class which would afford the same sort of security which the present general examination affords?—Yes, I think that that would be very necessary.

323. I mean that no certificate in that case should be accepted from a public school except after an examination?—Yes.

324. And that the mere fact that a boy was in a particular form in a public school should not be taken as conclusive, unless the Secretary of State was satisfied that there was an efficient examination in the school itself?—Yes, I think that that would be a necessary regulation.

325. Would you not, however, in that case lose one advantage which you now gain by the general examination, that is to say, an examination altogether independent of the place of education where a youth has been instructed?—Yes, we should lose that advantage.

326. Is there not in that respect a difference between such an examination in a public school and an examination in a university, the university examination I believe being conducted by general examiners?—Yes, there is that difference.

327. You stated that you would be prepared to accept the "little go" examination, or the examination for moderations at the universities in lieu of the examination for the degree of B.A.?—Yes.

328. But you said that in that case you thought that the prolongation of the limit of age ought to be done away with?—Yes.

329. In the case of Sandhurst, however, you grant a prolongation of age to the universities; why do you draw that distinction?—We are going to do away with that altogether at Sandhurst.

330. That is a proposal under your consideration?—It is a proposal which was settled by the Council and the Secretary of State for War and the Commander-in-Chief. It was ordered to be carried into execution, but it was stopped pending this inquiry. So far as we are concerned we are unanimous about it.

331. I suppose that it is possible that there might be reasons which would lead you to desire not to have older men admitted to Sandhurst which would not necessarily apply to the case of a man to be admitted into the army straight from one of the universities?—I do not want old ensigns in the army. I do not object to a few of them from the universities who are bachelors of arts, but I should have a great objection to officers of the army coming in any great numbers at an advanced age from the universities.

332. (*Sir D. A. Cameron.*) Were the obligatory subjects at the examinations for direct commissions fixed with some reference to what would be useful to an officer to enable him to perform his duties efficiently?—They may certainly have been so fixed by the original Council, but I am only speaking of what the opinion of the present Council is.

333. (*Chairman.*) The education in public schools is, as you are aware, now rather in a state of transition. Do not you think that it would be desirable that the Council should not rest upon the information which they received from the masters of public schools 11 years ago, but that it would be desirable that they should from time to time put themselves into communication with the head masters of the different principal public schools, so as to see what modifications had been made in those schools, and as far as they thought fit to conform themselves to the system prevalent there?—Yes, I think that is a very good suggestion.

334. (*Sir D. A. Cameron.*) I suppose that your examiners are in communication with the heads of public schools?—I do not know whether they are or not; they are not officially in communication with them.

335. (*Lord E. Cecil.*) What opinion has the Council of Military Education formed on the general question of the education and discipline of cramming schools?—We are under the impression that there is a great want of discipline there; that there is little or no supervision; that young men are allowed to do pretty nearly what they please; and that those schools are generally injurious to the morals of the young men. Cramm school

336. Do you speak from evidence which has come before you in any official manner?—No. Some of the members know young men who have been at these schools.

337. The Council have not instituted an inquiry into that subject?—No.

338. And they have not grounded their opinion upon facts coming officially to their knowledge?—No.

339. Are they ever asked to recommend cramming schools?—Yes; occasionally the members of the Council get private letters from parents to that effect.

340. And I suppose the individual members of the Council do that upon their own responsibility, and not upon the matured and collective opinion of the Council?—I do not know that they do recommend them. I myself always refuse, and say that I know nothing about them.

341. Have you had under your consideration any method by which a supervision might be exercised over these schools?—Yes; we drew out a plan of supervision for the information of the Secretary of State for War, at his request.

342. What was the general tenor of it?—The general tenor of it was the appointment of a Government officer who should visit any place of education where candidates were prepared for army examinations. The scheme, in general words, was the appointment of a Government inspector of all these schools or places of private tuition which voluntarily placed themselves in communication with the Government and gave them a copy of their regulations, and were approved of by the inspector and put upon a register; and the inspector was to have the power of going at any time he pleased to inspect these schools; and then the Commander-in-Chief was to be requested not to allow any candidate who had been with a "crammer" who was not so registered, to go up for examination.

343. In short the penalty for not conforming with the regulations was that the school was not to be put upon the register?—Yes; and therefore no candidate from that school was to be taken. I believe that the plan was considered quite impracticable by the Commander-in-Chief and the Secretary of State for War. I do not know positively that it was so considered. We never heard any more about it.

344. Did you consider that this inspector should merely supervise the education, or that he should supervise the discipline?—The discipline not the education.

345. It was concluded that this could not be done without an Act of Parliament?—Yes.

346. Perhaps you can inform the Commission what were the grounds which induced the Council of Military Education to come to the conclusion that an Act of Parliament was necessary?—It was on account of Woolwich. With reference to the direct examinations, and the admissions to Sandhurst there would be no difficulty, because the Commander-in-Chief nominates all those candidates; no men go up for a direct commission or for an admission to Sandhurst without a nomination from the Commander-in-Chief; but he has no power to nominate those who go up to Woolwich. Anybody can go up.

347. When the Council came to this conclusion I understand that they were induced to do so from a

belief that a resolution of the House of Commons was binding in the matter?—We thought that it would require an Act of Parliament.

348. On account of this resolution in the House of Commons?—Yes.

349. Therefore the Council came to that conclusion from an impression that the resolution of the House of Commons was binding in the matter?—Yes, we also wished to strengthen the hands of the authorities in enforcing the plan.

350. (*Chairman.*) Are you yourself quite clear that independently of the question of Parliamentary sanction, subject to the system of open competition at Woolwich, there would not be very considerable practical difficulty in the way of establishing such a supervision as you propose?—I think that all the men who conducted their establishments in a proper manner would be very glad to be put upon a register, because it would show the public that their establishments were well conducted, and it would get them pupils.

351. How do you propose to define the schools which should be put upon the register?—Of course there would be a difficulty in that. I think that the terms of our plan were that anybody professing to prepare candidates for examinations, or sending up candidates for examinations, would come under that supervision.

352. Would it not be perfectly easy for persons to establish "cramming" schools not professing to send candidates for examination?—Then we should not receive their candidates.

353. But you would receive candidates from public schools?—Certainly.

354. Not limiting the term "public schools" to the few which came specially under the cognizance of the Public Schools Commission?—No.

355. You would also receive candidates from private tuition in the sense of home tuition?—Yes.

356. Would there not be a very great difficulty in really preventing the cramming system being set up again outside your supervision if you on the one hand admitted a considerable number of schools calling themselves public schools, and on the other hand admitted candidates from what was called home tuition?—There certainly might be that danger. I see the difficulty.

357. (*Rev. W. C. Lake.*) Would it not be easy in such a case for any one professing to undertake the tuition of a young man to come up to you and say, "I wish my institution to be inscribed on your regis-"ter, and it is open to your inspection at any time"?—Yes, we should invite him to do so. Any person setting up a school, or professing to prepare candidates for any of our military examinations, would be invited to come to us and to get himself inscribed upon our register.

358. And you do not see why that could not be easily done?—There would be no difficulty in their doing it, but the difficulty would be in preventing parents under the head of education at home having their boys prepared at an unregistered crammer's instead of by private tutors in their own family.

359. (*Lord de Ros.*) Could not an outsider be defeated by the great anxiety of the parents to go to the best place?—I think that the parents would be very glad to support the people who were on our books.

360. (*Chairman.*) Your proposal would be that any place of education which chose to apply to you should be put upon the register on consenting to submit to certain inspection?—Yes.

361. Would you reserve to the Council or to the Secretary of State for War the power of striking out schools from that register if the report of the inspector was not satisfactory?—That is part of the plan.

362. Would the inspector examine both into the discipline and into the education given at those schools?—Our intention was chiefly as to the discipline, the education would be tested by the examination; it was entirely with reference to the discipline and the proper moral tone.

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Cramming schools.

363. Do you think that it would be easy for an inspector inspecting occasionally to ascertain what was the nature of the discipline of a school of that description?—No, it would not be easy, but I think that it might be got at.

364. We will take the case of a school of that kind established in London, a certain amount of liberty must necessarily be given to young men at the age at which they would go to that school?—Yes.

365. Would you think it possible that you should insist in a case of that kind that the master of the school should exercise any effective supervision over the conduct of the young men there during the time allotted to their recreation?—No, in London that would be impossible.

366. Are not a good many of these schools situated in London, and in its immediate neighbourhood?—Many of them are.

367. (*Rev. W. C. Lake.*) I suppose that you could have in a London school, and no doubt they have in the other public schools, "callings over," which limit to some extent the hours of absence?—Yes, but still you must let a boy out for some hours at a time.

368. (*Lord E. Cecil.*) If you imposed a species of military discipline upon all these "cramming establishments," would it not in effect be creating so many small military colleges?—I would not impose any military discipline of any sort.

369. But you must in effect have a sort of discipline by which a boy would be restrained, and roll calls would be instituted, and I presume that as a matter of education you might insist upon a certain amount of drill being performed, and that it would have that tendency?—No, we did not propose to enter upon anything of that sort, but our idea was that every master should send his time-table of the studies, and the hours which the boys were allowed to themselves, and especially the hours at which they were obliged to come in at night; because in some of these places they are said to be out all night.

370. You have no intention of interfering further with either the education or the discipline, as to what they should learn or what they should not learn?—Certainly not.

371. (*Chairman.*) And I conclude that you would take no responsibility towards the parents on the part of the Government for the education which was given?—None whatever.

372. You will admit that the moment that you come to Government inspection, unless you are exceedingly careful, the parents will say to you, "This "is a school registered by the Government, and we "are entitled to expect that it should give education "of a certain kind." Is there not a difficulty on that point?—We should decline having anything to do with the education; we should merely care about discipline and morals.

373. Are you quite sure that your inspection could be so effective in that direction as still not to leave you open to considerable complaints on the part of parents as respects the discipline at the registered schools?—I myself would rather have nothing to say to them. We were told to make a plan, and Canon Moseley who was very anxious about it, thought that he could devise a remedy, so we drew out this plan and sent it in as the best thing which we could devise.

374. (*Lord E. Cecil.*) If your inspector visited pretty constantly, he would have the duties of a policeman, or of a detective?—He would have nothing else to do except to visit these schools.

375. If he periodically visited he must give notice?—No, he would not give notice; he should come down upon them without notice.

376. And that would assimilate the duties to those of a detective?—Yes, to some extent perhaps.

377. (*Lord de Ros.*) Would there not be this difficulty, namely, that in a public school the elder boys have a sort of control over the others, and are

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Cramming schools.

so far responsible for their conduct, but that you cannot establish anything of that sort in these schools?—Yes, that is a defect of these private schools.

378. (*Rev. W. C. Lake.*) Did you say that in many of these establishments the boys were allowed to be absent all night?—I have heard so.

379. Are there not many of these schools where no attempt whatever at discipline is made, and where the pupils live in lodgings and merely attend the "crammer" by day?—Personally I know nothing about them.

380. (*Sir C. Russell.*) Do you not think that if a certain number of these cramming establishments were to form rules of discipline, which rules of discipline they submitted to the Council of Education, and which received their sanction, parents would as a matter of course prefer those schools to the haphazard cramming establishments which might be surrounding them?—Yes; but still I think that it would not be perfect without supervision in addition.

381. I suppose that the one would be excessively easy, and that the other would be open to a good many objections which you have pointed out. I will suppose that there are certain hours of study and recreation, and that there are rules controlling recreation. If rules of control were made in certain establishments, and were submitted to and approved and certified by the military authorities as existing, in your opinion would not parents prefer sending their sons to be educated in such an establishment to taking a hap-hazard crammer?—I think that they possibly might, but we could not be resposible for those establishments unless we had the power of supervision.

382. But I understood you to see such serious difficulties in the supervision that you considered it practically impossible?—There no doubt are difficulties, but I do not know that the difficulties are insurmountable.

383. You think that there might be a system of regulation combined with inspection which might meet that objection?—I think so; I am inclined to think that our proposed system might work.

384. (*Rev. W. C. Lake.*) You think that if a certain number of these schools professed their willingness to be put upon your list as admitting your inspector, it would be a great safeguard to parents as indicating to them the best species of cramming school?—I think so, and that it would upset the unregistered ones.

385. (*Chairman.*) Your evidence has been based upon a desire mainly to obtain a greater amount of supervision over these schools with respect to their discipline upon moral grounds?—Yes.

386. Are you not also of opinion that cramming at all is a very bad educational system?—Decidedly.

387. And that it is very desirable apart from moral grounds to do what we can do to eradicate the system of cramming altogether?—Certainly.

388. Would not the most effectual mode of doing that be to induce the public schools, by meeting them as far as they could be met on behalf of the military authorities, to make their education such as would enable boys to go up prepared for these examinations, so that they would be able fully and readily to compete with youths who were sent up from the cramming schools?—Yes, with regard to direct commissions and to Sandhurst, but with regard to Woolwich it is impossible.

389. The style of preparation required to pass the entrance examination at Woolwich is so much higher than that required for Sandhurst and for direct commissions, that you put that aside?—Yes.

390. (*Lt.-Col. Chesney.*) Is not it the case that Cheltenham College is particularly successful for the Woolwich examinations?—Yes, and Marlborough.

391. (*Rev. W. C. Lake.*) Is it not your impression that any boy ordinarily diligent gets a sufficiently good education now at most of the public schools to pass your examination, and that it is a failure on the part of the boy and not of the school if he does not pass?—I have no means of judging what their education is, because they do not come to us direct from school; they leave their public school and go to a crammer.

392. When you say that they leave their public schools you do not include such schools as Cheltenham and Marlborough?—No, because Cheltenham and Marlborough profess to prepare candidates for the army examinations.

393. Do you include Rugby?—Yes, and Eton, and Harrow, and Winchester, and Westminster.

394. Do you mean that none of the boys from those schools which you have last named come to you direct?—Only five per cent. come to us from them direct.

395. (*Sir D. A. Cameron.*) How long are the candidates at these cramming schools before they come up for examination?—We do not know, we have no information upon that point.

396. (*Sir C. Russell.*) Do you not believe that a very general impression prevails amongst parents; that it is useless to send up their sons for examination for a direct commission unless they have passed through one of the cramming establishments?—Yes.

397. (*Lord de Ros.*) Is there not a general impression that the peculiar line of questions adopted by the Council tends to alarm candidates, and to drive them to the cramming schools?—I never heard of it.

398. (*Sir C. Russell.*) Are you aware that it is the case that an impression prevails that some of the cramming establishments contrive to know beforehand what the questions are which will be put at the examinations?—I am not aware of any such impression, but if it exists I have not the slightest hesitation in saying that it is perfectly unfounded; there is not a shadow of foundation for it.

399. (*Lord de Ros.*) Is not almost the same end arrived at by the cramming schools making compilations, which they do of the questions, and drawing from them an inference of what the questions are likely to be?—The questions being published after each examination, anybody who takes the trouble of studying them can become to a certain extent cognizant of the general style of question which is likely to be asked.

400. (*Rev. W. C. Lake.*) Do you not think that that has some bearing upon your present plan of appointing examiners for life?—They are changed; the military men are always changing because they go away. I have no doubt that if they were changed frequently it would be an advantage in that respect.

401. (*Sir D. A. Cameron.*) Is it necessary that the questions should be published?—No; but it is an advantage to the candidates.

402. (*Lord Northbrook.*) I have now a copy of the examination papers for the last examination; are these papers submitted to the Council previously to their being put to the candidates?—Yes.

Subjec examin for dir commi

403. In print?—No, in manuscript.

404. Is the number of marks which the examiner is to give on each question also submitted to the Council?—No; we know the number of marks for each paper, but not for each question.

405. Do you see any objection, for instance, in the English papers to separating the indispensable requirement which I see in the Horse Guards memorandum of the 1st of January—namely, that the candidate shall be required to write correctly in a good legible hand from dictation, and to compose grammatically—do you see any objection to separating that from the general examination in the English language?—You mean to have that portion of it a separate obligatory examination, and then to have the English language besides as another subject?

406. Yes; do you see any objection to making that separation?—The only objection which I see to it, is that you would then leave so little for the separate subject of English.

407. Some examination papers in the English language are very extensive, and of course it would be very easy for an examiner to give a paper in the English language?—I do not know that there is any objection to it, speaking, however, without having

considered the matter; it is not easy to answer these questions off-hand.

408. Looking at the questions in English given in the last examination, I see questions the answers to which would be more readily got up at a cramming establishment than at a public school?—Possibly.

409. And the mixing up of the obligatory with the non-obligatory parts in the same paper appears to me to give an advantage to cramming establishments over a public school; it is with that view that I put the question to you?—I should be inclined, speaking without having fully considered the matter, to say that at present I do not see any material objection to their separation.

410. The same observation would apply to the mathematical examination. Upon looking at these papers it appears to me that there are many questions in the obligatory portion of the mathematical examination which are clearly far beyond the common knowledge of arithmetic and mathematics which is essential not only for an officer, but for an educated gentleman. Would you have any objection to pursue the same course with regard to the obligatory part of that examination, namely, to lay it down that a candidate should have a knowledge of the first four rules of arithmetic and of vulgar and decimal fractions, and to separate that altogether from mathematics in the same way as I have suggested with respect to the English?—I think that you are putting the obligatory portion of arithmetic and mathematics too low.

411. Would you object to separating your present obligatory portion from the rest of the mathematical examination?—I do not suppose that there would be any objection to that.

412. My proposal would be in order to diminish the premium given to cramming in a long examination, and to have the obligatory part of the examination separate from the voluntary part, and that the obligatory part with respect to a knowledge of arithmetic should be quite separate from the whole of the rest of the examination; do you see any objection to that?—No, I do not see any objection to that.

413. For example, if 200 marks are to be got in English, half those 200 marks might be got by an answer to a question which is merely a crammed question, such as the derivation of words?—I dare say that your proposal would be an improvement.

414. (*Chairman.*) I understand you in a former part of your evidence to say that you thought that candidates resorted to cramming schools very much for the purpose of getting up the voluntary subjects as distinguished from the obligatory subjects, and that the voluntary subjects were those which were not often taught at public schools, and that it was with a view to eke out imperfect knowledge in the obligatory subjects by knowledge in the voluntary subjects that the candidates went to crammers?—Yes.

415. Therefore that would in some respect limit the value of the change which has just been suggested?—Still it might have an effect; it might be good, I think. I think that point might be one to be considered.

416. (*Sir D. A. Cameron.*) Do you not think that the marks allotted to natural sciences and experimental sciences are too high, they being mere matter of memory?—They are the same as in languages.

417. For instance, a candidate getting his minimum number of marks in English language, and making up the rest in the natural and experimental sciences, would be very imperfectly educated, would he not?—He might be so.

418. That would not be called a liberal education?—No; but our object is to spread the net as wide as possible in order to get in as many people as we can. The result of decreasing the number of marks would, of course, be that nobody would take up the subjects.

419. (*Lt.-Col. Chesney.*) Would there be any real loss to the country or to the service in totally abolishing from the entrance examination for direct commissions the questions in these sciences; I speak as schools are now?—The object is to let as many men as we can into the army, and any restriction of the number of subjects of examination would be likely to diminish the number of successful candidates.

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Examinations for direct commissions.

420. (*Chairman.*) The whole object of this examination is to test whether or not the candidate has received a general education?—Yes.

421. The question, therefore, is how far those natural or experimental sciences, speaking broadly, enter into the present general education of the country. Are you aware that there is at present a tendency to pay more attention to them at schools than there was formerly?—It is increasing very much.

Royal Military College, Sandhurst.

422. You have stated that the education given at the Royal Military College at Sandhurst is under the general supervision of the Council of Military Education?—Yes.

423. Will you state to the Commission the objects with which that college has been established?—The original object of the establishment of the Royal Military College was to enable the officers of the army to give their sons a good general and military education at a cheap rate. In 1858 this object was somewhat departed from; the college was then remodelled, the age of admission was raised, candidates were expected to have completed their general schooling, and were sent to Sandhurst to acquire military training and knowledge during a shorter course.

424. Then am I correct in understanding that the present object of the Royal Military College is to give to a certain number of candidates for commissions in the army a given amount of professional training before they actually join their regiments?—Yes.

425. I believe that in that way a larger portion of commissions without purchase are given to persons who have passed through the Sandhurst examination?—Yes; no commission without purchase can now be gained (except in the case of non-commissioned officers) without passing through the college at Sandhurst.

426. Will you state the regulations under which candidates are admitted to that college?—They are admitted upon an examination, under the superintendence of the Council of Military Education, held twice a year, in June and December. Twenty Queen's cadets and 20 Indian cadets are admitted to the college, and they receive their education and sustenance at the public expense. Candidates, whether for the infantry or for the cavalry, must be between 16 and 19 years of age at the commencement of the term immediately succeeding their admission examination. Students from the universities are admitted under certain regulations; they must have passed the examinations called responsions and moderations, and so on. Those candidates must not be more than 21 years of age for the infantry, nor more than 23 years for the cavalry. No candidate is allowed to be examined for entrance to Sandhurst in more than five of the following subjects, namely, classics, mathematics, English language, modern languages, history with geography, natural sciences, experimental sciences, geometrical and freehand drawing. Of these subjects a certain portion of the mathematics and a certain amount of English are obligatory on each candidate. The obligatory mathematics include arithmetic, comprising vulgar and decimal fractions, proportion, extraction of the square root, and interest, and they also include algebra comprising fractions, simple equations, and questions producing them, and they include the first three books of Euclid. To these elementary branches of mathematics 1,200 marks are allotted, of which 400 must be obtained, 200 being gained in arithmetic. With one exception, namely, the geometrical drawing, it is exactly the same as for direct commissions, and the qualification is the same, namely, 1,500 marks out of the five subjects.

427. Then the examination for admission to the Military College is almost precisely identical with that for a direct commission?—Yes.

428. And I conclude that the object of that exami-

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Royal Military College, Sandhurst.

nation is the same as that for a direct commission, namely, that the general education of the candidates is tested?—Yes.

429. Are the examiners appointed in the same manner?—They are the same examiners, and they are appointed in the same manner.

430. And therefore any questions which have been asked with reference to the examination for direct commissions would apply equally to the examination for entrance to Sandhurst?—Yes.

Age of admission to Sandhurst.

431. Have you any suggestions to make with respect to that examination, other than those which you have made with regard to the direct commissions?—I would reduce the age of admission to the limits of from 15 to 17 years of age, and I would not allow any extension of age to men from the universities.

432. With what view would you desire to reduce the lower limit for admission?—Entirely with the view of getting officers into the army at an earlier age.

433. And not with reference to any considerations connected with the education at the college itself?—No.

434. With what view would you desire to abolish the present regulation under which gentlemen from the universities are admitted to the college up to a later period?—Because I object to mixing young men of such different ages in the same place of education.

435. Upon what grounds do you entertain that opinion?—It makes everything so much more difficult to carry on; in my opinion it makes the whole system of the maintenance of discipline more difficult.

436. You find that the presence of a certain number of cadets so much older than the general average is disadvantageous to the good discipline of the college?—Yes, I should say so. The system which is very proper to be pursued with a boy cannot be pursued with a young man, and therefore if you mix the two you ought to have two different systems, and you cannot very well have that at the Military College.

437. (*Lord E. Cecil.*) With regard to the question of age, you are aware that, about the year 1857, there was a change made with respect to age?—Yes.

438. At that time I believe that the age of admission was between 13 and 15, and it was then raised to between 16 and 18, was it not?—Yes.

439. Do you not think that lowering it again would be rather a step in a retrogressive than a progressive direction?—It depends upon what you call progression. I am not at all sure that it was a right thing to alter the age at all.

440. Then would you have kept to the original age of from 13 to 15?—I am not at all sure that that was not a better arrangement than the increase of the age. I am not prepared to say that the original intention of the college ought not to have been adhered to.

441. What is your idea of what a military college should be? Should it be a place of education for boys, or for young men?—I think that if you delay sending young men to a military college until they are 17 or 18, they then join the army at too advanced an age. I think that the proper time to join the army is between 17 and 18, that is to say, not younger than 17, and not older than 18. Therefore, any scheme of military education which I should be inclined to adopt would be based upon that arrangement, namely, that an officer should not join his regiment till he was 17, and should not join it after he was 18; that is the general principle upon which I should proceed.

442. That of course would depend upon the period of time which you think necessary for a military education at the college?—Yes, in combination with the age at which you let him in.

443. What period do you consider necessary for a military education at the college?—I consider that a course of two years is absolutely necessary for what I call a good military education.

444. You think that the entrance into the army should not be later than between 17 and 18 years of age?—Not later than 18.

445. As the regulations are at present a cadet enters the college at 16, and with the two years which you say is the proper time for military education, he would be released at 18, and would then enter the army?—Yes, but now he can enter the college at 19, and therefore he does not enter the army until he is 21.

446. Would that be any reason for lowering the age of admittance from 16 to 15, which I understand is your view?—You must have a margin. If you said that they could only be admitted from 16 to 17, it would not give them a sufficient margin for failures. I want 17 to be highest limit.

447. As I understand you, your wish is to reduce the age to 15?—Yes, to the limits of 15 to 17.

448. How would it meet the case if a candidate was to be allowed to compete between 15 and 16, and not over 16, so as to allow a margin for ill health or for any other cause?—It would not give a sufficient margin; he would only have one year between the age of 15 and of 16. I think that he ought to have a margin of two years.

449. Then I understand that you would allow a candidate to enter between 15 and 17?—Yes.

450. If a candidate entered at 17, it is quite plain, from the course required to pass through the college, that it would be impossible for him to enter the army before 19?—Yes.

451. And you think that that would be preferable to keeping the age of entrance as it is now at the Military College?—Certainly.

452. You said that you were not quite sure that you would have altered the age at all from its original limits between 13 and 15?—Yes.

453. I suppose that you fully admit that if a reduction of the age took place again, it would be, in fact, going back to the old system?—No, because under the old system you could not get in after you were 15, and by my proposed system you could not get in until you are 15.

454. But it would be a retrograde step towards the old system?—It would be approaching the limits of the old system in point of age.

455. Do you entirely approve of the old system as to age?—Yes; I think that it was a very good thing to have a military school where officers could have their sons educated, not only in military subjects, but also generally.

456. By reducing the period of age you seem to think it is merely a step in the right direction; you would, if possible, go back to the original entries?—I do not know that I would now go back to the old system. This retrograde movement which we are making of one year would not have that effect; it would alter the college in no way that I can see.

457. (*Lord Northbrook.*) Would not your proposal to enforce the same limits of age as to persons entering from the universities, under the 11th clause of the regulations, entirely preclude any persons entering from the university of Oxford or Cambridge?—That is the object of it.

458. Your alteration would not, as I understand you, change the Military College into a school?—Certainly not.

459. But it would merely prevent the great mixtures of age which you have now?—I do not care so much for that. I want to get men at an earlier age into the army, that is the chief object.

460. (*Lt.-Col. Chesney.*) If I understand you rightly, the object of Sandhurst, before the change in 1858, was merely to keep up a school for the sons of military officers?—Yes.

461. And since that time the object has been to provide a military college, so as to give a number of officers trained to a certain extent for the line?—Yes.

462. Whatever age is now fixed, should it not bear reference to the ultimate object of the college?—Yes, but I consider that question settled; there can

be no return to the old system of reducing it to a school.

463. Were not you at the college yourself at the time when the change took place?—I joined the college exactly at the moment when the change took place.

464. And you saw the two sets of cadets, the old and the new mixed there?—I did.

465. Were the new cadets of an inferior calibre in their manner and bearing to those who had been brought up in the college as boys?—No.

466. In that respect was there any distinction?—I did not observe any.

467. (*Brig.-Gen. Lefroy.*) Would your objection to the late period at which officers obtain commissions under the present system be in any way removed by antedating their commissions, as used to be done at Addiscombe, where they were all dated at the age of 16?—No; I wish the officers to join their regiments younger.

468. When they are plastic?—Yes; that is my object.

469. Taking the ages from 16 to 24, which is now the range at Sandhurst, is there anything incompatible with military education in having an upper and a lower school, as you have at the public schools, under considerably different rules of discipline? At all the public schools a boy in the upper school is in a very different position from a boy in the lower school. Is there anything incompatible with military education in extending that principle to the military colleges?—I think that an upper and a lower school can only be established where there is a long course, where boys remain for five or six years, and then, naturally, all who go in young go into the lower school, and as they grow up they get into the higher school; but I do not think that if there were 100 young men who went into Sandhurst to-morrow it would answer to put all those below a certain age into the lower school, and all above a certain age into the higher school.

470. That is to say that you cannot draw the line at age alone without reference to other considerations?—No; studies and length of residence and other things form, in my opinion, a necessary part of such a scheme.

471. (*Lord de Ros.*) Is it not the general opinion of commanding officers of regiments in the army that a cadet of 22 years of age is not a desirable recruit?—I have no doubt that all commanding officers object to young men joining them at the advanced age of 22, whether from Sandhurst or from elsewhere.

472. Do not commanding officers of regiments generally prefer an untrained officer to a cadet trained at Sandhurst?—That is a point upon which opinions very much differ. I have met with some commanding officers who like cadets, and others who prefer those coming from the public schools.

473. If, within 17 years of age, candidates passed their first examination at Oxford, you would then see no objection to their admission into the college?—Certainly not; it is a mere matter of age. I would not allow them to come in after they were 17.

474. (*Rev. W. C. Lake.*) Do you not think it objectionable for any reason whatever that young men should be allowed to stay at a military college or at any other college until they are 24?—Yes; they ought not to go into a college at an age which would allow them to remain so long. A man ought to be a captain at 24.

475. Ought not a certain age, such as 19 or, at the outside, 20, to be fixed upon, and no young man allowed to stay beyond that age?—Certainly; and by my proposal for a reduction of the age they could not stay after 19.

476. Your proposal is that they should be there for two years, neither more nor less?—Yes, so that they could not be more than 19 when they left Sandhurst.

477. You said that the cadets used to enter at 15?—From 13 to 15.

478. And that they were the sons of officers?—Not all.

479. But that they were chiefly the sons of officers?—That was the original intention; it was to enable officers to give their sons a general and military education, and at the same time a cheap one. Many officers sent their sons there who did not go into the army at all.

480. Is not that object now attained in a great measure by Wellington College?—I believe not.

481. Have not the sons of officers some advantages?—They have, but I believe that they let in very few.

482. (*Lord de Ros.*) Did not the Duke of Wellington at one time make a special order for a distinction, dividing the younger boys into another company from the elder ones?—I think that that was so at one time, the A and B companies were separated.

483. (*Lord E. Cecil.*) Have you ever known anybody of 23 or 24 years of age at a military college?—I understand that there is one now at Sandhurst of 24 years of age.

484. (*Chairman.*) Do you contemplate that candidates who are admitted to Sandhurst should have previously passed through a public school education?—Not necessarily.

485. You do not think it is desirable that the boys who come to Sandhurst should previously have had what is generally understood by a public school education?—I should not wish to limit the cadets at Sandhurst to any such conditions.

486. I did not point to their being limited to any such conditions, but I was merely asking you your opinion, whether you thought it was desirable that those young men who were admitted to Sandhurst, or young men who were admitted to the army by direct commissions, should generally receive what is understood by a public school education?—I think that a cadet ought to have had a certain amount of education, either at a private or at a public school, before he goes to Sandhurst.

487. Do you think that the age of 15 is a good age at which to pass from a public or a private school education to the new description of education which would be given at Sandhurst?—I should prefer the age of 16, if I could limit it to that. If I could rule that everybody should go up to Sandhurst at 16 and remain there till he was 18, I think that that would be perfection, but as I cannot have that, I must give a margin, and I would rather give a margin in the lower limit than in the higher limit.

488. You would do that on account of the strong opinion which you entertain that it is desirable that men should enter young as officers into the army?—Precisely so.

489. And not with reference to what may be desirable with regard to the period during which they are at Sandhurst itself?—No.

490. Under the arrangement which you would suggest, youths would be at Sandhurst between the ages of 15 and 19?—Yes.

491. I think you have told us that you have felt the objection which exists to bringing together in one educational institution young men of different ages?—Yes.

492. Is not that objection considerably aggravated when you go to a lower age? Is not the real nature of that objection, that it is undesirable to bring together, in the same institution, boys and young men?—Yes; but I think that you would have very few of the age of 15, and very few of the age of 19. I think that the practical effect of our plan would be that the majority would enter at 16 and come away at 18. I take the medium.

493. At present the limits of age are between 16 and 19?—Yes.

494. Do you think that it is necessary to give so large a margin as three years?—No; we only propose two years.

495. Then to a certain extent your object would be obtained as regards entering the army by reducing the age from 19 to 18, without reducing the lower

Maj.-Gen. W. C. E. Napier.

1 July 1868.

Royal Military College, Sandhurst.

age?—Yes; but we propose to reduce the higher limit to 17.

496. You said that you thought that the course of study ought to occupy a period of two years?—Yes.

497. The present course, I believe, occupies a period of 18 months?—It does.

498. Consequently you propose, do you not, to increase the length of the period of study by six months?—Yes, that is my own opinion; we did not propose that in our plan. My opinion from my own experience at Sandhurst is that two years is the proper length of the course of study.

499. (*Lt.-Col. Chesney.*) Are you aware of the working of a regulation which was made some little time since by which cadets were only at Sandhurst for one year; the course was reduced to one year for some time, was it not?—It was reduced, and on the representation of the superintendent of studies it was increased again to 18 months.

500. What is your opinion, so far as you know, of of the effect of that regulation?—That increase was made before I joined the Council; I never entered much into that question. When I was superintendent of studies the course was two years, and why it was reduced I do not know.

501. As a fact it was diminished from two years to a year, and it has now been found necessary to increase it to at least a year and a half?—Yes.

502. (*Lord E. Cecil.*) With regard to the term of two years, which you think is necessary, would it not be possible, if candidates came up better prepared in certain subjects of education, and if the course of instruction was confined to purely military subjects, that that term should be reduced?—If the course was confined to purely military subjects I have no doubt that it might be reduced.

503. (*Chairman.*) At the present time, as you have told us, the examination for entrance to Sandhurst is the same as the examination for direct commissions. If you reduced the lower limit of age, would it necessitate any lowering of the entrance examination?—No, I think not.

504. You think that boys of 15 could fairly be asked to pass an entrance examination of that kind?—Yes, I think so.

505. (*Rev. W. C. Lake.*) Do you think that any difficulty in point of discipline is experienced from the peculiar circumstances under which the boys are taken, I mean that they come from a public school at the age of 17 or 18, and are often not disposed to submit so willingly to the new school to which they are introduced?—I do not believe that any difficulty has been found in that respect with regard to the age.

506. Are there not some boys admitted to Sandhurst without examination, or at least without competitive examination, on the ground of being the sons of officers?—No, they all have to pass the entrance examination.

507. Is the entrance examination the same for all?—Yes. It is nominally competitive, but it really is not so, because there are always more vacancies than competitors.

508. Practically, do all the cadets enter at about the same age, or are there great varieties of age?—They enter at different ages; I cannot exactly tell without looking at our books.

509. Between what limits do the whole body enter?—The limits are between 16 and 19.

510. Do the Queen's and the Indian cadets pass the same examination at entrance as the other cadets?—They pass the same examination, but it is a qualifying one.

511. Will you explain what you mean by "qualifying?"—They must get so many marks. They pass the same examination, but they merely require to get 1,500 marks for qualification.

512. (*Lord Northbrook.*) With respect to the places of education from which the candidates come for Sandhurst, will you be kind enough to give us that information, and also the per-centage of rejections?—The per-centage of failures for Sandhurst is 19. Returns, pp. cxlvii, cxlviii.

513. How can you account for the difference, the examination being the same, and the other per-centage of failures for direct commissions being 31?—I do not know how to account for it.

514. (*Sir D. A. Cameron.*) Is it not because they take greater pains to get a commission without purchase?—Yes, they are possibly better prepared, because the inducement is a commission without purchase.

515. (*Lord Northbrook.*) The candidates also are younger in this case than in the other, are they not?—Yes.

516. (*Chairman.*) I understand your opinion to be that the lower per-centage of failures in the case of Sandhurst is probably owing to the fact that there is a greater inducement held out to parents to prepare their boys for the examination, because if they succeed in the college they have a chance of obtaining commissions without purchase?—Yes, I think that may account for it.

517. (*Lord de Ros.*) Are the examiners the same, and is the place of examination the same for Sandhurst and for a direct commission?—Yes.

518. There is no difference in that respect at all?—No.

The witness withdrew.

Adjourned to Friday next at 12 o'clock.

Friday, 3rd July 1868.

PRESENT:

THE RIGHT HONOURABLE EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
LIEUT.-GEN. LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
REV. DR. BUTLER.
REV. W. C. LAKE.
COLONEL HAYTHORNE.
LIEUT.-COL. CHESNEY.

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

MAJOR-GENERAL WILLIAM C. E. NAPIER further examined.

519. (*Lord E. Cecil.*) There is one question which I wish to ask you with regard to a question which was put to you by me on the last occasion, in which I asked you whether you did not think that the lowering of the age at Sandhurst was a step rather in a retrogressive than in a progressive direction. The reason of my asking you that question is that I wish to know whether you are aware that in the military schools in France, in America, and in Prussia the system of training very young boys has

been completely abandoned, and whether you are aware of a passage which occurs in the Report of the Commissioners on the Education and Training of Officers for the Scientific Corps, which, talking of the system in France, states, "The plan adopted says in effect, " 'Give your young men a sound education in the " 'best schools of the country till the age of 17 or " '18; at that age let them compete for entrance " 'into a military college where they will be instructed " 'for two, three, or four years, according to the " 'requirements of the service they are to enter; " 'once entered into the school the State will assist " 'them in their education, and will thus enable them " 'to commence a career'"?—I am quite aware of that, but I think that it is too old an age.

520. I merely wish to explain to you why I asked that question, and why I stated that I thought that the course you proposed was in a retrogressive direction.—It is, of course, so in that respect.

study lege.

521. (*Chairman.*) Will you state to the Commission what is the course of study at the Royal Military College at Sandhurst?—The course of study embraces five obligatory subjects, namely, fortification, military drawing and sketching, military history, a portion of mathematics, and one foreign language, and the following voluntary subjects, higher mathematics, higher fortification, chemistry, geology, one foreign language, and landscape drawing. Every gentleman cadet must attend the classes in the obligatory subjects, besides riding, drill, and gymnastics. He may attend the other classes or not at his option.

522. During the course of that study are there examinations previously to the final examination on leaving the college?—Yes, there are quarterly and half-yearly examinations conducted by the college authorities and professors, and these take place during the whole course. Marks gained at those examinations are counted towards final qualification. At the half-yearly examinations a certain qualification is required to enable a cadet to pass from one class to another, failing which he is removed from the college.

523. Will you explain to the Commission the nature of the final examination?—The final examination for a commission is competitive. It is conducted by the Council's examiners. Previous to the examination the number of commissions to be given without purchase is announced, generally one-third of the number of competitors. Those at the head of the list after the examination get these commissions without purchase. The others get their commissions by purchase, provided they pass the necessary qualifying examination, that is to say, they must obtain an aggregate of 1,950 marks in the five obligatory subjects, of which aggregate 1,200 marks must be gained in the three military subjects.

524. Are the obligatory and voluntary subjects in the final examination the same as those in the examinations during the continuance of the course?—Yes, they are the same subjects.

525. Are the Queen's cadets and the Indian cadets examined competitively, or is it a mere pass?—Theirs is the mere qualifying examination, 1,950 marks.

526. And upon passing that examination they receive commissions without purchase?—Yes.

527. When you say that there are generally commissions without purchase for about one-third of the competitors, do you include commissions given to the Queen's and Indian cadets, or do you exclude those commissions from the calculation?—If a Queen's or Indian cadet gets a commission without purchase by competition, another commission is added to the number.

528. And that is given without purchase?—Yes.

529. So that when you spoke of about 30 commissions at each examination, they were 30 commissions available to those who compete?—Yes; I do not reckon the Indian and Queen's cadets as competitors; they very seldom are so.

530. Have you any alterations to suggest to the Commission with respect to the course of study at Sandhurst or the final examination?—No, except that I think that the course of study should be of two years' duration. I should prefer that. It is now a year and a half.

531. What is your reason for thinking that it ought to be lengthened?—I think that everything is too much hurried over in a short course; that the knowledge gained is superficial to some extent, and is not so thorough as it would be in a longer course.

532. Do you approve of the distinction between obligatory and voluntary subjects?—Yes.

533. You think that all the subjects at present studied there ought to be included in the course?—I think that there is no doubt about the necessity of the obligatory subjects, and I have no objection to the others as voluntary subjects.

534. You stated that the Queen's and Indian cadets obtained their commissions without purchase without any competition; do you think that the presence of cadets at the college under those conditions is advantageous to the college or otherwise?—I should say that it is very disadvantageous.

535. Upon what grounds?—Because they are generally idlers, and I think that the presence of a large body of idlers in a college is prejudicial.

536. Then you would recommend that they should receive their commissions without passing through the college?—Yes, upon passing the qualifying examination for a direct commission.

537. I understand that it is your opinion that they have no stimulus, they being almost certain of a commission?—They are quite certain of a commission.

538. Can you tell us whether the Queen's cadets often obtain more marks than the minimum, and whether there are many cases in which they would have obtained a commission by competition?—There have been one or two cases, as far as I remember, in which they have gained a place amongst the successful competitors, but there have been very few such cases. They, of course, gain more than the absolute minimum, because they do not like to run it so close as that.

Returns, p. cxlix.

539. But they do not often come in among the successful competitors?—No, very seldom.

540. I think that there are 40 at a time?—40 are allowed by the regulations, but 40 are never present at the college; I should think that the number is from 25 to 30.

541. Out of 300?—Yes.

542. (*Lord E. Cecil.*) The Royal Military College at Sandhurst was founded, I believe, in 1799?—Yes.

543. By a warrant, dated in 1808, I see that "the " junior department is appropriated to the instruction " of those who from early life are intended for the " military profession, and who by this means may be " grounded in science previous to obtaining commis- " sions in our army;" what value do you attach to the words "grounded in science;" do you think that it means military science, or that it means a general education?—I should attribute to it the meaning of both a general and a military education.

544. There is nothing said about "military" in the warrant?—I do not know; I have not read that warrant for many years.

545. I suppose that that is still the warrant which regulates the college?—Yes.

546. You have no knowledge of any fresh warrant?—There is no fresh warrant that I am aware of.

547. Are you aware whether cadets in those days were ever transferred to Woolwich, or to the staff direct?—I believe that they did go to Woolwich; I am not sure that they went to the staff; certainly not I should say.

548. In short in those days the establishment at Sandhurst must have been looked upon to a certain extent as a preparatory school for the artillery, if cadets were occasionally transferred?—I do not know; the establishment at Woolwich was in existence then. I do not know how that arose, or why they went, but I know that there were cases in those days in which cadets went to both colleges.

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

549. But your impression now is that it would be looked upon rather as a school for general and military education, the latter being a secondary matter to the former?—No; my impression of the original intention of the establishment of the Royal Military College is that it was for the purpose of enabling the officers of the army to give their sons a sound general and military education at a cheap rate. I do not think that one was in any way subordinate to the other, but that they both went hand in hand.

550. I go by the warrant, and I see nothing about military science in the warrant?—But military science was always taught there.

551. The college at Sandhurst, I believe, now provides officers for cavalry and infantry?—Yes.

552. And for the Military Train, or for any other branch of the service?—Yes; there is nothing that I know of to prevent a cadet at Sandhurst from going into the Military Train.

553. Are commissions given in the Military Train?—I am not aware.

554. What number of commissions are given with and without purchase from Sandhurst in a year?—I should say about 200 in a year.

555. Is not 18 months the term of study?—Yes.

556. Is not it practically reduced to 13 months with the amount of vacation which there is in the year?—Yes; there are about eight months' study in the year. Deducting the vacations and the time taken up in the examinations, there remain eight months in the year.

557. That would leave about 12 or 13 months out of the 18 months?—Yes, not more.

558. Do you think that that is long enough to enable a young man to acquire the subjects which are now taught?—No, not a thorough knowledge of them.

559. Or even a superficial knowledge of many of them?—The term "superficial knowledge" is very vague; a superficial knowledge of anything may probably be obtained in six months.

560. Taking some of the studies, for instance higher mathematics, do you think that a cadet can, in the 12 or 13 months allotted to study, have any real grounding in higher mathematics, considering the number of other subjects which he has to take up?—It would entirely depend upon the knowledge of mathematics which he had on entering the college.

561. We know that is very small?—The obligatory knowledge is very small, but a man on entering Sandhurst may have a very fair knowledge of mathematics.

562. But from your experience is not that knowledge generally small?—The amount of mathematical knowledge brought into Sandhurst by the majority of the candidates is certainly small, there is no doubt of it.

563. You have told us that in your opinion every officer ought to have the education of a gentleman. In what professional subjects do you think that an infantry or cavalry officer should receive instruction?—I think that scientific professional knowledge, say in fortification, military drawing, and military history, though very advantageous to every officer, is not absolutely necessary for every officer.

564. For instance, we will take mathematics, do you think that anything beyond arithmetic is of actual use to a regimental officer?—Yes, I think that a little knowledge of Euclid is useful.

565. Does it come at all in his regimental duties?—No, his regimental duties could no doubt be conducted without any knowledge of Euclid.

566. You think that that is not absolutely necessary for his regimental duties?—No.

567. Does not it form part of the general education of a gentleman?—Yes, I believe so.

568. Do you not think that geometry, mensuration, logarithms, and hydrostatics are subjects rather for an engineer, or a staff officer, than for a regimental officer?—They are certainly not absolutely necessary for a regimental officer, but I think he would be much better for knowing some of them.

569. In fortification do you think that a knowledge of permanent fortification, or of the attack and defence of fortifications, is of any service to a regimental officer?—It may at times be of very great use to a regimental officer.

570. In what way?—In enabling him to take his company or his troops to any particular part of a fortress where he is directed to take them, and in enabling an officer to take himself either in or out of a fortress.

571. But I suppose that a very superficial knowledge would suffice for that?—Yes, of permanent fortification.

572. And in the ordinary course of his regimental duties, I presume that the attack and defence of fortifications would hardly ever form a subject of necessary knowledge?—We lately had an instance, in the siege of Sebastopol, where, in my opinion, a knowledge of the attack would have been of immense use to a regimental officer. A knowledge of the principles of the attack would have been of great use to every officer who was employed in the trenches.

573. Do you know of any instances in which infantry officers were extensively employed as engineer officers, or was it a very exceptional state of things?—I have no information as to how many infantry officers were employed under the engineers in the Crimea, but I consider that every officer who commands a body of workmen in the trenches would be much better fitted for that employment if he was acquainted with the principles of the attack.

574. Of what absolute use is the first system of Vauban in these days of the new improvements in the ranges of artillery and musketry?—The great proportion of all the fortresses now on the Continent are based upon that system. The first system of Vauban may be considered, in my opinion, as the A B C of fortification.

575. Would you now fortify a town according to those principles?—No, you might construct an interior *enceinte* according to those principles, but the modern principles of fortification are quite different.

576. Do you not think that a partial knowledge of fortification would be quite sufficient for any service which a regimental officer might be called upon to perform?—Yes, it might be absolutely sufficient, no doubt.

577. With respect to military history, what is the mode of teaching military history at Sandhurst?—It is taught by lecture.

578. Do you not think it rather a subject for an officer who has seen service, who has been in the army, and who has been on the staff, than for a cadet?—I think that it is very useful for a great number of the cadets, for all the best of them, for this reason, that it leads them to the future study of military history; that is the chief object of it; it teaches them the way to read critically the account of a campaign, so as to understand it.

579. Are there any models of fields of battle at Sandhurst by which you can practically teach a cadet?—They are taught by plans.

580. Are there actual models of the ground, for instance, of any particular battle between contending generals?—I do not think that they have any models of battles.

581. I suppose that the cadets never visit the Continent under proper supervision to see any of these fields of battle, do they?—I believe that they do sometimes. Colonel Chesney has often taken cadets abroad, but they are not sent by the college.

582. Do you not think that that practical mode of teaching military history would be superior to the mode of giving lectures without having an actual plan of the field of battle upon which you are lecturing?—I think that it can be perfectly well taught with the plan. I think that the plan of a battle is quite sufficient.

583. What is the mode of teaching modern languages at Sandhurst?—The cadets are taught to translate from the foreign language into English, and from

English into the foreign language. They are taught the grammar of the language, they are taught to write from dictation, and also those who can speak the language are addressed by the professor in that language.

584. Do *vivâ voce* examinations in a foreign language now take place?—Not by us.

585. But by the professors before the board?—No.

586. What means have you of knowing that a cadet has a colloquial knowledge of a foreign language?—We do not insist upon it.

587. Do you not think that a colloquial knowledge is the most important of all kinds of knowledge in that respect?—It is no doubt very important, but I do not know that it is more important than being able to read the language easily.

588. With regard to teaching mathematics, or teaching any of the studies, how are they taught; are they taught in the hall?—Yes.

589. Do you think that a young man can learn difficult problems in mathematics in a crowded hall?—The halls are not crowded; there is nothing to prevent his doing so.

590. How many are generally in a hall?—I do not think more than from 15 to 20 generally. I believe so, but I am not quite certain about all those details.

591. Is there any such thing as private study?—They may work as much as they please out of the hours for study; there is no restriction upon their working out of the hours for study, except in one particular, namely, that no drawings of plates, whether in fortification or in military drawing, for which marks are given, are allowed to be done out of study, because there would be no security that they were done by the cadet himself.

592. But I suppose that you would admit that there are problems in mathematics, particularly in the higher mathematics, where it would be much better if they were studied privately, rather than publicly in the presence of the professors or of the other cadets?—Yes, but there is nothing to prevent a cadet so studying them.

593. Has he a room where he can study them?—He may study them out of doors under a tree, or he may study them in his dormitory. A studious cadet would probably have the dormitory to himself on an afternoon if he wished to study.

594. Is he not obliged, more or less, to depend upon the goodwill of his companions?—I do not myself see any practical difficulty in a cadet working out of study.

595. What provision is made for teaching cadets, for instance, military law and the practice of courts-martial?—None.

596. Do you consider that they ought to have any instruction in that respect?—No.

597. You consider that it is not at all necessary?—Not for cadets.

598. But I suppose that it is a very valuable acquirement for a regimental officer, is it not?—Yes, but I think that the best place for him to acquire it is in his regiment.

599. In fact, no provision is made in the Military College for those studies?—No; it was taught at one time, but it was found perfectly useless, and it was dropped.

600. Are the cadets instructed in what is commonly called regimental economy?—No; it would be impossible to do so.

601. Do they know anything about the ordinary duties of a company officer?—I should say not.

602. Are they instructed, for instance, in the price, quality, and weight of cavalry or infantry soldiers' arms, necessaries, or accoutrements?—No.

603. What drill is taught to them?—They are taught the usual company and battalion drill.

604. On what principle is the drill taught to them, if the other duties of a military officer are not taught?—Chiefly because it is a military establishment, and drill is a necessary part of such an establishment.

605. I suppose that the other duties are equally essential with that of drill?—Yes, but in my opinion the only place in which they can be learned is in a regiment.

606. Do you not think that drill would be better learned in a regiment?—No doubt drill is very well learned in a regiment, but drill is a subject which can be equally well learned at a military college.

607. I suppose that if provision was made for it the other duties of a regimental officer might also be learned at the college?—No, I do not think that it is possible. I do not see how you can teach an officer duties which are intimately connected with a regiment unless he is with his regiment.

608. I suppose that there is a battalion of cadets at Sandhurst, is there not?—There is a small battalion of cadets, namely 300, but they are not treated in any way as soldiers.

609. I suppose that the ordinary duties of guard mounting might be taught?—Yes, that used to be so, but I believe that it is not so now.

610. I suppose that there would be no difficulty in teaching military law?—Yes, I think that there would be every difficulty in teaching military law; it is so dry a subject that it would not make the slightest impression upon any young man's mind unless he had an opportunity of practically using it.

611. Are the cadets practically instructed in bivouacking?—No.

612. Do they ever camp out anywhere?—No.

613. Do they know anything about lighting a fire or cooking a ration under difficult circumstances?—I should say not.

614. Do they know anything about outpost duties?—I am not able to answer that question accurately; I do not know.

615. For instance, should you from your recollection think that a cadet had any distinct notion of putting a house in a state of defence?—Yes, they get that in their course of field fortification.

616. Are they practised in writing reports or accounts of what they have seen and done, in order that some day or other they may be able to write precise and intelligible reports of what they may have seen or heard on service?—I believe not.

617. What acquaintance have they with a cavalry officer's duties, because I understand that the cadets are brought up for both infantry and cavalry?—They learn to ride, and they learn the cavalry sword exercise.

618. Is that all?—That is all, I believe.

619. Are they taught cavalry drill?—No.

620. But they are taught infantry drill?—Yes.

621. Do they understand anything about the duties of the Commissariat or of the Military Train?—No, nothing more than what they get from their military history lectures.

622. I suppose that they would not understand the duties of a subaltern officer in garrison or on board ship?—No.

623. In short it seems to me that when they join the army they join with only the ordinary education of gentlemen, without knowing the duties of an officer, or with knowing very few of them?—No; they have a very good acquaintance with drill.

624. But not with cavalry drill?—No, they know nothing of it beyond riding.

625. Are the cadets taught to swim?—I do not believe that they are taught; they have every opportunity of learning to swim; there is a capital bathing place.

626. You say that they are taught to ride?—Yes.

627. Is that a portion of their final examination?—No; on the public day they ride before the Commander-in-Chief and the Commissioners.

628. Is it obligatory before they obtain their commissions that they should pass through a certain amount of riding? I mean not only that they should receive instruction, but that they should pass an examination?—No; there is no examination in riding.

629. Are they taught to fence?—Some of them;

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

that is a part of the Sandhurst course ; it is voluntary, I believe.

630. Are they taught to shoot?—Yes.

631. Are they taught the broadsword exercise?—They are taught singlestick.

632. Is that obligatory?—I am not prepared to say how much is obligatory and how much is voluntary.

633. Have they a gymnasium? And is there an opportunity of gymnastic instruction?—Yes.

634. Is any portion of it obligatory?—Yes; I believe that it is.

635. Do they attain any great excellence in gymnastic exercises?—Some of them attain very great excellence, to judge by the class which I see perform before the Commander-in-Chief twice a year.

636. Are they taught artillery drill?—A slight amount, I believe.

637. (*Lord Northbrook.*) Do you think that the education at Sandhurst should include a greater amount of instruction in the practical duties of officers in the field, or are you generally satisfied with the present amount of that class of instruction?—I am quite satisfied with it. I want everything connected with the duties of an officer to be taught to an officer in his regiment.

638. With respect to the theoretical education at Sandhurst, I need hardly ask you whether you are aware that a great portion of the British army is employed in India?—Yes.

639. And that in India officers have responsible duties thrown upon them sooner than in any other part of the world?—The officers of our regiments of the line employed in India have no more responsibility that I know of than the officers of a battalion employed anywhere else.

640. Are you aware of the present regulations of the Indian Staff Corps?—No.

641. Do you know whether any instruction in Hindustani, or in any of the Indian languages, is given at Sandhurst?—There is no instruction in Hindustani or any Oriental language.

642. (*Lt.-Col. Chesney.*) As to the instruction in the studies at Sandhurst generally, do you consider that it is under the commandant, or under the second in command, who bears the title of major and superintendent of studies?—Practically it is entirely under the superintendent of studies, but the commandant has the power of interfering in it if he pleases.

643. The major and superintendent of studies, I believe, usually corresponds direct with the Council on all matters relating to study, does he not?—Privately, but not officially.

644. As comparing the drill and the instruction, the instruction is more under him, and the drill is more under the commandant?—Quite so.

645. In your opinion may not that in some way militate against the studies as compared with the drill, namely, that the studies are under the second in command, whereas the drill is under the commandant?—I think that the division of the educational department from the disciplinarian department or the governing department is bad.

646. May it not have a tendency to put the studies in a secondary position as regards the mere military part of the college?—Certainly it may have that tendency.

647. A good deal of survey study I believe is carried on out of doors upon the ground?—Yes.

648. Is it your opinion that a fair proportion of cadets leave Sandhurst qualified to give an eye sketch of a ground which would be useful to a commanding officer?—Yes; a fair proportion of those who leave Sandhurst can do so.

649. That is a regular part of the final examination, is it not?—Yes, a sketch, not an eye sketch.

650. The higher parts of mathematics and higher fortification are considered throughout the college course as merely voluntary, are they not?—Yes.

651. It is possible for a cadet to pass through fairly, and yet not to devote himself to the higher mathematics or the higher part of fortification?—Yes, they are entirely voluntary.

652. As Sandhurst at present stands, is a cadet positively required to know anything of the higher mathematics or anything of permanent fortification on leaving the college?—Not of higher mathematics ; permanent fortification is a part of the obligatory study.

653. But the marks required to be gained on that particular subject, if made up on other subjects, would still leave the cadet qualified, would they not?—No ; he is required to get a certain number of marks in the three military subjects, namely, fortification, military drawing, and military history.

654. You never heard of a cadet being disqualified on fortification, did you?—The minimum required for qualification is 1,200 marks upon the three military subjects taken as a whole.

655. And not in one subject?—No.

656. Do you consider that the course of fortification and military drawing carried on at Sandhurst is likely or otherwise to give in time of war a supply of officers in aid of the Engineers under the name of assistant engineers?—Yes, I think that it might have that effect.

657. You are aware that there were a large number of such officers employed at the siege of Sebastapol?—I know that there were some ; I do not know how many.

658. With respect to the plan drawing which is taught, is it possible for a young man to understand detailed plans or drawings relating to battles and military points without knowing something of plan drawing?—No, I do not think that he would be able to read a topographical plan unless he knew something of topographical drawing.

659. You spoke of the drill as being a useful subject ; I believe that light infantry drill is included in the course?—Yes.

660. Are you aware that not long since a cadet left Sandhurst at the Christmas vacation of one year, and was appointed instructor of musketry to an infantry regiment before the completion of the next, the first year of his commission?—I had not heard that.

661. Supposing that to be the case, in your opinion would it have been possible for a young man to have done that unless he had been to a military college, namely to leave the college at Christmas, and to be appointed instructor of musketry within the following year ; that is to say in less than 12 months from the time that he left the college?—No, I think that it would not have been at all likely.

662. Would the amount of riding which is taught at Sandhurst be an aid to a young man when going to a cavalry regiment?—Although the amount of knowledge acquired by the best riders might be of some use, it would not prevent them from being sent to the riding school.

663. I believe that in the course of military history a good many details are introduced relating to the organization and movements of armies?—Yes.

664. (*Sir C. Russell.*) Can you state how many days are annually passed in examinations at Sandhurst?—In actual examinations a week every half year, and then there is a week or 10 days after that for the Council to make up their reports, in which time there is little or no study.

665. What period is actually given up to recreation in the year at Sandhurst?—The vacations consist of three months, there is also a week at Easter for those who like to go away, and there is no study in that week.

666. Do you think that teaching cadets early in life the mimic duties of soldiers, such as mounting guards and picquets, induces them to look upon such duties as a farce?—No, I do not take that view of the matter, but I think that it is useless to teach them such duties.

667. As we have been told that swimming is not actually taught, and that riding is obligatory, and that fencing can be taught upon application, do you not

think that if a few marks were to be given for these subjects in the examination it would very greatly tend to induce the cadets to qualify themselves in them?—Yes, it would be a very good thing to give marks in all those subjects if it were practicable.

668. (*Rev. Dr. Butler.*) I think that you said that the instruction in military history was given by lecture?—Yes.

669. Is it compulsory upon all?—Yes.

670. Do you know how many hours a week are given to that study?—Hitherto they have given two attendances a week, but it is now to be increased to three.

671. Is each attendance an hour?—An hour and a half. The lecture occupies an hour or so, and then there is half an hour for asking questions. There is only one lecture a week; the other study I believe has hitherto been for the purpose of being examined, but I do not know the exact details of what the two studies have been. I merely know that there has been one lecture a week, and the other study has been occupied, I believe, in questioning upon the previons lecture.

672. Are the modern languages taught by foreigners?—Yes.

673. Do you know whether any considerable proportion of the cadets are found able to converse easily in French or German when they leave Sandhurst?—No, not any large amount. I should say that they would not learn to converse there. Many of them come in who are already able to speak French or German, and of course they continue that; but I should say that they could not learn to converse by the instruction alone which is given to them at Sandhurst.

674. Has any scheme ever been devised for taking them or any portion of them abroad for any part of the year?—No. Some few of them I believe go abroad occasionally, but no scheme has been devised or proposed that I am aware of.

675. Would you attach a very great value to a colloquial knowledge of French and German in a body of officers?—Not on the part of every officer.

676. Generally, is it of great importance that an officer should be acquainted with French and German so as to speak those languages?—I think that it is an advantage to an officer to be able to speak a foreign language, but I do not consider that it is an absolute necessity.

677. (*Sir D. A. Cameron.*) Can you tell us how many hours a day are devoted to study at Sandhurst?—By the time table there are four studies for four days a week, and three studies for the other two days.

678. What is the length of a study?—An hour and a half.

679. How many hours are devoted to drill and military exercises?—The general parade is an hour, but I do not know much about the details of the drill, because they do not come under us in any way.

680. Do you think that sufficient time is given to military exercises?—Quite sufficient.

681. Do you think that every cadet who leaves the college can move a company about well?—No.

682. Would not it be desirable that he should be able to do so?—I think that he will learn that in his regiment. I do not think that it is possible to teach every cadet to drill a company.

683. Would it not be an argument for giving up military exercises altogether if they can all be taught after a cadet joins his regiment?—I think that drill is a capital thing in itself at a military establishment. I think that a military establishment would not be a real military establishment if there was not a certain amount of drill, particularly if boys are a good many hours over a desk; the drill sets them up; they would all be as round shouldered as possible if it were not for that.

684. I believe that the half-yearly examinations are over about 10 days before the vacation begins?—Yes.

685. Is not the interval between the half-yearly examinations and the vacation one of very great idleness?—Yes.

686. In fact I believe that the cadets do not continue their studies at all during those days?—No.

687. Could not that state of things be remedied?—Yes, easily; a plan for altering it came from the authorities at Sandhurst, and it met with our concurrence, but it was not adopted.

688. Why was it not adopted?—Because it was referred to the authorities of the military academy at Woolwich, and they gave reasons, which seemed to be sufficient to the Commander-in-Chief, for the continuance of the practice there, and therefore His Royal Highness wished it to be continued at Sandhurst.

689. (*Rev. W. C. Lake.*) You seem to recommend the study of military history and fortification and the like, not supposing that the cadets pursue those subjects very far, but as being likely to give them an intelligent interest in the study of their profession afterwards?—Yes.

690. On those grounds then you would think Sandhurst a very desirable institution for young men going into the army, supposing that these things were successfully taught there?—Yes.

691. Do you think that they are taught successfully?—Yes, with a very fair amount of success.

692. You apparently do not think that they are taught successfully to all, because you have spoken of a large body who are very idle from the first time that they come in?—Certainly not to all; the idle ones profit very little.

693. Do you think that the presence of that large idle body considerably prevents a great number obtaining such knowledge?—Not only are the Indian and Queen's cadets idle, but the majority of those who do not compete for commissions without purchase are also idle.

694. What would be the proportion of the idlers to the proportion of what you may call the studious cadets?—About two-thirds, perhaps, are idlers.

695. Have you any proposition to make with regard to the idlers; do you think it possible to get rid of them?—There are two ways in which that state of things might be remedied. The first would be to increase the qualifying minimum for a commission by purchase. The effect of that would be that the college would be very much reduced in numbers, because these candidates, who do not expect to get their commissions without purchase, would rather go up for a direct commission examination. The effect therefore of that would be to diminish the numbers in the college very considerably. The second plan would be to reduce the establishment of cadets to a number which would admit of every cadet getting a commission without purchase provided that he passed a qualifying examination, which could be placed very high. The effect of that plan also would equally be to diminish the number of cadets. Therefore, I should not be much inclined to press either of those plans.

696. What disadvantages do you think would arise from considerably diminishing the numbers at the military college?—It would reduce the importance of it as a public establishment, and there would be fewer men entering the army with even the little military knowledge which they do get at Sandhurst.

697. But you state that two-thirds are confirmed idlers?—I do not say that they are confirmed idlers, but they certainly do not work because they can qualify for a commission by purchase with very little trouble, but still they do learn something.

698. Do you think that an establishment is really benefited by the presence of two-thirds who are idlers, and that it would not be better on the whole to get rid of these idlers?—There is no doubt that it would have a very advantageous effect upon the industry, and consequently the discipline of Sandhurst.

699. There is a third course I think, namely, that of raising the present entrance examination; might

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

not that be adopted?—That would have the same effect of diminishing the numbers.

700. Do they all go through precisely the same entrance examination?—Yes.

701. Considering the number of idle cadets of whom you have spoken, do you think that it would be advantageous to diminish the length of the course?—No; I prefer lengthening the course.

702. (*Lord Northbrook.*) Is there not another means which could meet the difficulty, namely, that of increasing the number of commissions without purchase?—No doubt, if it could be done.

703. That would at once give the necessary inducement to young men to qualify themselves to pass a good examination?—Yes; but in that case it would be necessary to have a high qualifying minimum for a commission without purchase.

704. And not to give to those who failed a commission at all?—Yes, I would give them a commission by purchase.

705. In that case you would still leave a certain number of young men who would go through the course thinking that they would be sure, even if they did not get a commission without purchase, of getting a commission by purchase, and therefore the same element of idleness might remain?—Yes; but unless you could give so many commissions that every cadet who was diligent and passed a qualifying examination for a commission without purchase received that commission, it would not be fair to say to those who did not get these commissions that they should not go into the army at all. If you have five competitors and you only give four commissions one of the five must fail to get his commission, and then it would be very hard upon him to say "You shall not have a "commission at all."

706. (*Rev. W. C. Lake.*) The numbers at Sandhurst are 300?—About that. The strength varies.

707. Then 200 are habitual idlers?—I will not go so far as to say that there is actually that proportion; perhaps I may have pitched it too high in saying two-thirds. Certainly those who are at the head of the list of the cadets who get commissions by purchase cannot be called idlers.

708. If the plan which Lord Northbrook has just suggested were adopted, would you not in that way obtain a sufficient number of cadets who were likely to be studious at Sandhurst to enable you to dispense with this residuum of idlers?—It would depend entirely upon the number of commissions which were given. If they could give, for instance, 50 commissions every half year without purchase, that would enable the number of cadets at Sandhurst to be 200; the number of cadets would always be dependent upon the number of commissions which could be given without purchase, and would always be four times the number of the commissions, supposing the course to be two years.

709. (*Rev. Dr. Butler.*) I think that you expressed a fear generally that if the standard of admission were raised the number of students would fall off?—Yes.

710. What is the ground for that opinion?—That they would not get into Sandhurst.

711. It has been found at several of the colleges and at the public schools that the raising of the standard has, if anything, raised the demand; why should it be different with the military college?—At our examination now, even at the standard at which it is at present fixed, we have 19 or 20 per cent. of failures; if we raised that standard I should imagine that we should raise the number of our failures.

712. Might it not be found that more parents would desire to send their sons to Sandhurst if they were convinced that there was a greater certainty of industry?—How would raising the entrance examination affect the industry at Sandhurst?

713. Because the presence of so many idlers practically tends to lower the whole tone?—Whatever the entrance qualification was, the idlers at Sandhurst would continue to exist if there was no inducement to them to work, and there is no inducement to work to those who feel at once that they cannot compete with their comrades for a commission without purchase.

714. (*Sir D. A. Cameron.*) Do you not think that the service would gain if the cadets who joined were all thoroughly instructed, even though the number might be smaller?—Yes, I think that it is a greater advantage to the service to have a few well instructed officers than a great number of superficially instructed officers.

715. That is an argument for having a smaller college, but a higher entrance examination and a stricter examination when going out?—Yes.

716. (*Lt.-Col. Chesney.*) Is it not a vital point in the matter of the working of a professional college that you should be able to put before every student who does his best a certainty of some reward?—Yes; and the present reward is not sufficient for the majority of them.

717. And is it not too uncertain?—Yes.

718. (*Lord E. Cecil.*) Do you think that industry at military colleges, and at public schools, and at the universities, is in a proportionate ratio to the prize which is offered for that industry?—I should say that it is very much affected by it.

719. And you think that that rule applies especially at Sandhurst at the present moment?—Yes.

720. (*Chairman.*) You were asked whether some of the evils which you have been pointing out in your latter answers might not be palliated if a larger number of commissions without purchase were offered for competition at Sandhurst. Is it not the fact that no person except a man raised from the ranks can now get a commission without purchase except by passing an examination at Sandhurst?—Yes.

721. Therefore, from what source would it be possible, consistently with the purchase system at all, to offer a larger number of commissions without purchase than are now offered?—It would be impossible, of course, to offer more commissions without purchase than were at the disposal of the authorities.

722. But the whole of the commissions without purchase under the present system of purchase are now placed at the disposal of Sandhurst, with the exception of those reserved for non-commissioned officers?—Yes.

723. There are, however, about 40 Queen's and Indian cadets at Sandhurst who obtain a portion of those commissions without purchase without competing for them?—The average number of Queen's and Indian cadets at Sandhurst varies from 20 to 30, and a portion of them get commissions without purchase every half-year.

724. But the whole of the other commissions are competed for?—They are.

725. You stated that the object of the entrance examination into Sandhurst was to test that the candidate had had the usual education of a gentleman?—Yes.

726. What do you consider to be the object of the course at Sandhurst; is it to continue that ordinary education of a gentleman, or is it to give a certain amount of professional training?—It is both to continue that general education and to afford a knowledge of military subjects.

727. I understand it to be your opinion that, with the exception of drill, regimental duties could not properly be taught at Sandhurst?—I think that it would be in vain to attempt it.

728. And you apply that also even to any instruction in military law?—I think that military law is such a dry subject that it would be useless to attempt to force it upon young men of that age at a college.

729. Your view then would seem to be that the object of Sandhurst was to provide a certain number of officers for the army who had received instruction in general military subjects as distinguished from subjects of detail?—Precisely so.

730. And you think that that is very desirable, although some of the subjects may not be required

for every officer who enters the army?—I think that it is very desirable indeed.

731. You do not hold it to be an objection to the study of mathematics, or to the study of military history at Sandhurst, that it may not be required for every military officer?—No objection whatever.

732. You conceive that the purpose of Sandhurst is to afford to the army a certain number of officers having received a higher amount of professional training, and having had their interest excited to continue professional studies to a greater extent than is necessary for the general body of officers of the army?—Precisely so.

733. And upon that general principle you think that certain instruction in Euclid and fortification and in matters of that kind, which would be useful to a great many officers, is desirable, although it may not be required for all the officers?—Yes, certainly.

734. It has no doubt been found in many wars that it was necessary, particularly with our limited army, to call for the assistance of officers of the line to come in aid of the engineers?—Frequently.

735. And in those respects it would be desirable that you should always have a probability of any military force sent out having those officers who had turned their attention even to permanent fortification and the attack and defence of fortresses?—In my opinion that is most desirable.

736. Did I rightly understand you to say that you thought that it was impossible to give colloquial instruction in languages at Sandhurst, that is to say, to secure that the students should not be merely able to read, but should be able to talk one or two foreign languages?—I have no expectation of that being accomplished at Sandhurst.

737. You would admit that if it could be accomplished it would be a desirable object?—Certainly it would bevery desirable.

738. Do you think that it is necessary to the useful study of military history that the students should actually visit the scenes of the campaigns which they are required to study?—No doubt it would be a very great advantage to them, but the subject of military history can be sufficiently taught generally to the mass of young students without it.

739. Is it not taught in the way which you suggest in the military colleges of all other countries?—I should imagine so, there is no other way, I think, of teaching it at a college.

740. (*Sir. C. Russell.*) Are not the plans in use at Sandhurst on so unusually large a scale as to give pupils great facilities for understanding the nature and description of the ground?—Yes, the plans are excellent.

741. (*Chairman.*) Then I understand you to say distinctly that it is your opinion that military campaigns and battles can be understood from plans as distinguished from models?—Yes, decidedly so.

742. With respect to the drill which is taught at Sandhurst, do you know whether it is the practice to send cadets coming from Sandhurst again to drill when they join their regiments?—I believe the general practice to be this, that when an officer joins his regiment from Sandhurst the adjutant examines him in his drill practically, and if he finds that he is perfectly *au fait* in it he reports to the commanding officer, who probably will not think it necessary to continue his drill.

743. And do you believe that the drill is so taught that that is generally the case?—I think so; I should myself imagine that the majority of the cadets who leave Sandhurst do not require any more of squad or company drill.

744. You stated that you thought that great mischief had resulted from the interval which exists be- the conclusion of the examination and the end of each term?—It is a time of idleness.

745. What is the cause of the existence of that period?—It is for the purpose of enabling the Council of Military Education to receive the reports of their examiners upon the examination, and to make out their report to the Commander-in-Chief of the cadets who have gained their commissions.

746. I suppose that you mean that it is with a view to enabling the names of those who have gained their commissions to be announced at the termination of the term?—Precisely.

747. It would of course be possible to make that announcement in some other way?—Yes, it could be published in the newspapers.

748. I think that I understood you to say that the Council of Military Education themselves, and the authorities at Sandhurst, were both in favour of getting rid of that period of comparative idleness?—Yes.

749. You said generally that you did not think that it would be desirable to press a reduction of the number of students at Sandhurst to that which would be required if they were only to receive commissions without purchase. Will you state more fully why you think that it would not be desirable to adopt that system?—Besides reducing the numbers it might also have the effect of reducing the status (if I may so call it) of the cadets themselves. Probably the cadets who went to Sandhurst, if they were confined merely to those who could not purchase, would not be of the same high class as a general rule as those who purchase; it might have that effect.

750. By "high class," do you mean socially or intellectually?—I mean socially of a high class.

751. Under the present system are the students at Sandhurst drawn from all classes?—From all classes.

752. Have you ever had that subject under the consideration of the Council?—Yes; we have never yet put it forward officially, but I laid it before the Commander-in-Chief as President of the Council, and His Royal Highness had some very strong objections to it, in which I think there is considerable force.

753. But you are of opinion that the adoption of that system would tend to get rid of that large class of comparative idlers of whom you have spoken?—Yes, there is no doubt of that.

754. As I understand you, those who have little or no hope of obtaining any advantage from their studies at the college, which they would not have possessed if they had never gone there, are the large majority of the students; I mean by that, those who have no hope of obtaining a commission without purchase?—Yes, they are the majority.

755. Because of course any person could obtain a commission by purchase without going to Sandhurst?—Yes.

756. And except that I believe there is a priority of appointment to commissions by purchase given to those who have passed through Sandhurst, there is no other advantage applying to those who fail in getting a commission without purchase?—There is no other advantage.

757. I think that the impression left on the Commission by the statements which you have made is that about as large a proportion as two-thirds of the present students at Sandhurst come more or less under the description of idlers?—Yes, but I would beg to correct that, and to reduce that number to possibly one half. I cannot speak accurately upon that point, it is a difficult thing to do so.

758. Do you think that the students become aware at an early period of their career whether or not they have a chance of getting a commission without purchase?—Yes, very soon.

759. And I suppose that you would think that, if they feel that they have no chance of doing so, it operates disadvantageously upon them, as discouraging them from work?—They then give up work to a certain extent.

760. Their sole object then is to secure the minimum number of marks?—Yes.

761. Do you think that the system of carrying on marks from the examinations which take place during the course of study, has any tendency to give an earlier intimation of the position in which a man will ultimately find himself, than if his position in the final

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

examination was exclusively dependent upon the marks then obtained?—Yes, it would to a certain extent have that effect, but I believe that a cadet knows very well what his chance is on first joining; in fact the result of the entrance examination is sufficient to show that.

762. Do you mean that those who are highest in the entrance examination are, almost invariably, those who are highest in the final examination?—I should think that they are very likely to go out nearly in the order in which they come in.

763. Do you speak of that from experience, or is it merely your opinion?—It is merely my opinion.

764. Have you ever thought whether there was any means of holding out additional objects of competition to students in the college which might infuse a little more life into the studies of the majority?—I hardly know what other prizes you could give.

765. (*Lord E. Cecil.*) If only 60 cadets in a year get commissions without purchase the effect upon the army generally of a very superior military knowledge is infinitesimally small, is it not?—It is just that amount.

766. I understand from what you have said in evidence that one half or more of the cadets only qualify in the same manner that other candidates coming from other public schools or establishments do?—No, the examination on leaving Sandhurst is quite different from the examination on entering; it embraces all the military subjects.

767. For these who get commissions by purchase?—Yes, the examination is the same.

768. In order to qualify for a commission is it, as it is stated in this paper dated the 5th September 1867, a commission by or without purchase that is meant?—That minumum qualification is the qualification which entitles the cadet to a commission by purchase; there is no qualification for a commission without purchase; that is competitive, and of course much higher.

769. Supposing that a cadet has idled away his time, say, for the first six months at Sandhurst, and that he does not see much chance of qualifying for a commission by purchase, is it open for him to leave the college and to qualify in the same way that other candidates do?—Yes, he may be withdrawn from the college at his option. He cannot be removed without the permission of the Commander-in-Chief, but that is merely formal.

770. Being removed, may he go up for the direct examination of other ordinary candidates for the army?—Yes.

771. Do you suppose that a large proportion of cadets, or any proportion of cadets, are in the habit of doing that?—No, I should think not. I may say that they all qualify for commissions by purchase at Sandhurst; not more than one fails at each examination.

772. The examination which they are called upon to pass is very much more severe than the examination for direct candidates, is it not?—It is in different subjects.

773. It seems to me extraordinary that idle cadets under those circumstances should not choose the easier mode of entering the army. Can you explain that?—It is because their fathers send them to Sandhurst with the view of getting a commission without purchase.

774. But suppose that they are incorrigibly idle, would not their fathers prefer to give them the easier examination which the candidates get for direct commissions?—No, because the qualification for a commission by purchase at Sandhurst is such that, idle as they may be, they seldom fail to pass it.

775. Is not the examination harder than the examination passed by the candidates for direct commissions?—No, it is easier, I should say.

776. Then, as I understand, a large proportion of the cadets at Sandhurst are no more advanced in military knowledge than the ordinary candidates who go up for examination for direct commissions in the army?—They have more military, but not more general knowledge.

777. I understand you to say that the examination of the cadets at Sandhurst is rather easier than the examination of direct candidates for the army?—I did not intend to say that the examination in itself is easier, but I think that it is easier to get marks upon that examination, because they get them throughout the course, whereas the marks at the direct commission examination must be got by one examination.

778. If the cadets at Sandhurst have already passed the direct examination of the army, why should they not be allowed to go directly into the army, because they are qualified exactly in the same manner as other candidates for the army are?—They qualify for admission to Sandhurst. If they want to qualify for a direct commission they must leave the college or they cannot go up for examination. No gentleman cadet is allowed to present himself for a direct commission examination during his residence at the Royal Military College, but he may leave the college and then go up for a direct commission examination if he pleases.

779. Does not that appear rather unnecessary? Supposing that there is that mode of entering the army by leaving the college, and that the cadet has already passed the examination necessary for a direct commission, why should he be called upon to pass it again?—He has not passed that actual examination, he has passed an examination for another object, and for another institution; and though they are very much alike, still passing the examination for Sandhurst would not entitle him to a direct commission.

780. In your opinion are the two examinations necessary?—Yes, I should keep them distinct.

781. Does it add to the certainty on the part of the State that a cadet has more military knowledge than a direct candidate for the army?—There is no doubt that a cadet who passes the examination at Sandhurst for a commission has considerably more military knowledge than a candidate who goes up for a direct commission.

782. I am talking of a cadet who has passed the entrance examination into Sandhurst; he possesses quite as much knowledge as the candidate who passes directly into the army, and I want to know why the double examination should be exacted, unless the second examination gives the authorities or the State a certainty that the cadet has acquired more general knowledge?—Cadets seldom go up for the direct commission examination, as they get their commissions from Sandhurst.

783. Can you explain why cadets who are incorrigibly idle do not make use of that privilege oftener? As I understand you, it is a privilege to have only to pass the same examination over again which has been passed before, instead of having to qualify in the more severe examination necessary for a direct commission?—In the first place the cadets are not free agents, they depend upon their fathers, and the father says, "You shall go to Sandhurst and work "for a commission without purchase, and if you do "not get it I will purchase it for you if you pass the "qualifying examination." I presume that the young men are not consulted.

784. With indulgent parents, and with incorrigibly idle cadets, why is not that privilege made use of more frequently?—I cannot explain that.

785. (*Lord Northbrook.*) Was not it contemplated in 1861 to increase the college at Sandhurst, so that all officers should pass through Sandhurst?—Yes.

786. It was increased in 1862, but in consequence of the opposition made to that proposal, direct commissions were still given, instead of commissions only upon passing through Sandhurst?—That proposition was never carried into effect.

787. But still, was not the college increased in 1862?—Yes.

788. With respect to the nomination of gentlemen to commissions, as long as Sandhurst is kept up to its present amount, a considerable proportion of com-

missions by purchase must be given to students from Sandhurst?—Yes.

789. And therefore the number of commissions by purchase is limited?—Yes.

790. And consequently it necessarily follows that a certain proportion of officers must go through Sandhurst in order to get commissions by purchase?—I do not see that this follows.

791. (*Lord E. Cecil.*) With regard to foreign military colleges, are you not aware that at West Point in America, and at St. Cyr in France, when cadets leave those establishments, they leave knowing all the necessary accomplishments of the branch of the service into which they are about to enter; are you not aware that they are perfectly acquainted with all the minutiæ of regimental drill and regimental economy?—Yes, I believe that they are; but at West Point, and at St. Cyr too, I believe they are treated as private soldiers and do the duty of private soldiers.

792. Is not there an attempt to treat the cadets at Sandhurst somewhat like private soldiers?—No.

793. Are they not lodged in similar barrack rooms?—No, not more than four in a room.

794. Are they not drilled as private soldiers?—They are drilled as private soldiers, but that is the only way in which they are at all treated as private soldiers.

795. Are they not called "private cadets"?—No, "gentlemen cadets."

796. But are they not looked upon as privates in the ranks?—Only whilst they are under arms.

797. There is a similitude, if it is not actually carried out, to the organization of a regiment?—A very slight one, indeed, I should say.

798. Are there not non-commissioned officers among the cadets?—Yes, corporals and under officers.

799. Are not the cadets divided into companies with subaltern officers and captains over them?—Yes.

800. And is not the whole under the direction of the commandant?—Yes.

801. In your opinion, does not that amount to the organization of a regiment?—No, I think that the two things are quite distinct. You may call it a military organization, but not a regimental organization. A regimental organization necessarily implies the presence of private soldiers, and there are no private soldiers at Sandhurst, they are all gentlemen cadets.

802. With regard to foreign colleges, is it your opinion that the cadets at West Point and St. Cyr can be made to serve as privates in the army?—It is a very long time since I read the regulations either for West Point or for St. Cyr, but my impression is that they are enlisted as soldiers, and can be tried by court-martial.

803. They are enlisted, but is it not true that they are only enlisted to serve in the college, and not in the army generally?—Yes, but whilst they are in the college they are strictly under the Articles of War, and they are treated as soldiers, I believe.

804. Are the cadets at Sandhurst under the Articles of War?—Nominally, I believe they are.

805. (*Lord Northbrook.*) In entering Sandhurst, is a nomination required?—Yes.

806. It is not by public competition?—No.

807. Have you ever considered whether a military college like that at Sandhurst could be conducted with greater efficiency if cadets on appointment received commissions of some sort or another?—I should object to that entirely; they would be more troublesome.

808. Have you any knowledge of the system on which the naval training ship is conducted?—No.

809. You are not aware that it is on that system?—Yes, I know that much.

810. So that in the other service it would appear that that system is carried out?—Yes, but they are boys.

811. Do you not think that there would be more proper order with regard to the discipline of a college if a young man felt that he would lose his prospects in the service if he did not conduct himself properly?—I am quite opposed to any such system as that of having large colleges composed of officers.

812. Will you be kind enough to state your reasons more fully for that opinion?—I think that all the education of young men should be gained before they get their commissions. I see no advantage in giving them a commission whilst they are at college.

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

813. (*Sir D. A. Cameron.*) In fact, you mean that a man should not be paid as an ensign unless he does an ensign's duty?—That would be a very good illustration of my meaning.

814. If all the cadets, as you say, manage to qualify for commissions by purchase in spite of their idleness, would it not be desirable to raise the minimum qualifying number of marks?—It would, but then it would have the effect of diminishing the numbers of the college, which we do not want to do.

815. (*Chairman.*) Does your objection to diminishing the numbers arise from any opinion that the college would be less efficiently worked within itself with smaller numbers?—No, it would be quite as efficiently worked, and more easily worked.

816. In fact, as I gather from your evidence, you think that, as regards the college itself, it would be more efficiently worked with smaller numbers?—Yes, I think so.

817. Is there any material difference between the cadets at Sandhurst and the cadets at Woolwich as regards their relation to the army? Are the cadets at Woolwich a part of the Royal Regiment of Artillery, and therefore to a greater extent to be considered as officers, than the cadets at Sandhurst?—No, I do not consider them at all more as officers.

818. Are the cadets at Woolwich called the cadet company of the Regiment of Artillery?—Yes, I believe so.

819. But you do not consider that that represents any practical difference in their military status?—None whatever.

820. (*Sir C. Russell.*) If the number of cadets at Sandhurst were reduced, would the cost to the remaining cadets be increased?—No, the Government would pay the difference if there was any.

821. (*Chairman.*) Have you any further suggestion to make with reference to the course of study or instruction at Sandhurst?—I would urge, what I know is in the contemplation of the authorities at Sandhurst, namely, the establishment of workshops, the same as at Woolwich.

822. On what grounds would you desire to see those workshops established?—I consider that it is an excellent means of recreation for young men to learn carpentering and turning and other things which they learn in those workshops at Woolwich; it is an admirable part of the institution.

823. Are they popular with the cadets?—They are very popular.

824. But you would rather regard it as a matter of recreation than as an important part of study?—It is not a part of study.

825. And you would not take any time from studies to be devoted to that purpose?—No, it should be all done out of study hours.

826. (*Lt.-Col. Chesney.*) In a Sandhurst batch is there any advantage at all in the first five or ten over the last five or ten?—I believe that they generally get their commissions according to the order in which they pass out, with the exception of the under-officers, who are entitled to priority.

Officers, Professors, &c., of the College.

827. (*Chairman.*) Will you state to the Commission the arrangements as to the officers for the management of the affairs of the college, and its government?—The governing establishment consists of a governor, a commandant, a major and superintendent of studies, a captain and lieutenant for each of the three companies, and an adjutant.

828. The governor, I believe, is also governor of the Staff College, is he not?—Yes, the Staff College is included in the Royal Military College, and the governor is at the head of both.

829. But the commandant, the superintendent of studies, and the other parties whom you have men-

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

tioned are only connected with the cadet college?—Yes, with the cadet college only.

830. There is a body of commissioners connected with the college at Sandhurst?—Yes.

831. Have they anything to do with the education there?—I think not.

832. How are the officers of the college appointed?—By the Commander-in-Chief with the concurrence of the Secretary of State for War.

833. Are the commissioners, as such, in the receipt of any salary, or are they purely honorary commissioners?—They are purely honorary; they have no salary.

834. There is, I believe, a body of professors at Sandhurst, who are beyond the officers to whom you have at present alluded?—Yes.

835. Can you state their number?—There are five professors and masters of mathematics, six of fortification, six of military drawing and surveying, three of military history, two of landscape drawing, four of French, and one of German. There are a riding master, and a lecturer in geology, and one in chemistry, the three latter being common to the cadet college and to the Staff College.

836. Of those professors, how many are military officers, and how many are civilians?—There are 16, including the riding master, who are military men, and 14 civilians, including the two in common with the Staff College.

837. How are the professors appointed?—They are appointed by the Commander-in-Chief and the Secretary of State for War upon the recommendation of the Council of Military Education.

838. I think that you before stated that the recommendation of the Council of Military Education is practically invariably adopted?—Yes.

839. What method do the Council take when a vacancy occurs in finding a person whom they can recommend for the appointment?—With regard to the civilians, we keep a list of candidates, and we write to them upon the occurrence of a vacancy for their testimonials, and we then make our selection. With regard to the military men, we give notice, by means of a general order issued by the Adjutant-General, that such and such a vacancy has occurred, and we call for candidates, and then we select from them.

840. The professors, I believe, have nothing to do with the discipline of the college?—The professors are charged with the maintenance of discipline in their halls of study, and they are also required to take notice of any irregularity which they may see out of study.

841. What is their power of maintaining discipline in the halls of study?—Their only power is to send the cadet out of study under arrest.

842. Have all the professors the power of placing cadets, under those circumstances, under arrest?—Yes, of sending them out of their halls of study under arrest.

843. Does that apply to civilian professors as well as military?—Yes.

844. To what extent do they exercise any authority with respect to any irregularity out of study?—They merely report it to the commandant, I believe.

845. Have the civilian professors any powers different from those of the military professors?—No.

846. Do you think that the position of the professors with regard to discipline is satisfactory, or would you desire to see it altered in any respect?—I am not an advocate for giving the professors more powers than those just stated, and which were laid down by a board of commissioners.

847. You mean the commissioners of the college?—Yes.

848. Do they take any part in the regulation of the discipline of the college?—On this occasion the whole question of discipline was submitted to them.

849. And considered?—And considered by them.

850. Have they the power of laying down regulations for that purpose without reference to any other authority?—Yes, I think that they must have that power, because they include the Commander-in-Chief, the Secretary of State for War, the governor of the college, and the Vice-President of the Council of Military Education, and there is no higher authority to refer to.

851. Will you state the names of the commissioners?—The commissioners are, *ex officio*, His Royal Highness the Field Marshal Commanding-in-Chief, president; the Secretary of State for War, vice-president; the Quartermaster-General; the Adjutant-General; the Governor of the Royal Military College; the Chaplain-General; the Vice-President of the Council of Military Education. Then there are several specially appointed besides, namely, the Duke of Cambridge, Sir Hew Dalrymple Ross, Sir Charles Yorke, Sir Richard Airey, Sir James Scarlett, Sir Edward Lugard, Lieut.-General Forster, Maj.-General the Honourable A. Gordon, Sir Alfred Horsford, Maj.-General the Right Honourable P. E. Herbert, Sir E. Wetherall, and Colonel Egerton.

852. How long has the Vice-President of the Council of Military Education been a member?—Since the beginning of this year.

853. Then I suppose that we shall obtain a statement of the general powers of the commissioners better from a member who has been longer at the board than yourself?—Yes.

854. The staff which you have mentioned, both of officers of discipline and of professors especially, is numerous?—Yes.

855. Do you think that it is more numerous than is required?—No, I am afraid not. We have often considered the practicability of reducing it, and have not been able to do so.

856. Do you think that with respect both to the officers of discipline, including in that term the major and superintendent of studies, and also as regards the professors, no reduction can be made?—My answer is merely with regard to the professors.

857. Do you think that any alteration could be made with respect to the number of officers of discipline?—I cannot believe that there is sufficient occupation for the captains and lieutenants of companies.

858. There is a captain and lieutenant to each company?—Yes.

859. Do you know their duties?—Their duties are the general looking after the discipline of the cadets in their dormitories and out of doors.

860. They have each a maximum of 100 cadets under them?—Yes; the captain and subaltern have a maximum of 100 cadets.

861. Can you state the duties of the adjutant?—The adjutant superintends all the drill, and he assists the commandant in the orderly room.

862. What are the duties of the major and superintendent of studies?—His duties are chiefly with respect to the studies; he has a nominal duty with regard to parades and discipline, but I may say that his main duties are connected with the entire arrangement of the studies and the superintendence of them and of the manner in which they are carried on.

863. Has he a power of enforcing punishment?—Yes; he settles the punishment for all offences committed in study which do not involve a greater punishment than seven days' arrest; he reports his punishments to the commandant.

864. Do they take effect without requiring confirmation from the commandant?—I do not know.

865. What are the powers of the commandant?—The commandant has the charge and immediate command of the whole establishment, everything is under him.

866. What are his powers of punishment?—He gives arrest of various kinds and duration. I do not remember at this moment the exact extent to which he can administer punishment.

867. Has he the power of dismissal?—No, the commandant has not.

868. Then is the only punishment except dismissal which is used in the college, arrest for a longer or a shorter period?—There is arrest of different kinds. There is isolated close arrest, and there is close arrest,

and open arrest. Every day's arrest carries one day's drill. There is also rustication.

869. What is the nature of isolated close arrest?—The cadet is placed in a room by himself.

870. Is there a room devoted for that purpose?—Yes; each cadet under isolated close arrest is locked up by himself.

871. What is the kind of room?—It is a very good room, it is of the same size as a dormitory.

872. Do you know the longest period for which isolated close arrest can be given?—No.

873. Can you state the general powers of the governor as regards the college?—The governor has very lately been given the power of rusticating, or removing altogether from the college, any cadet whose conduct he considers to require such a punishment, reporting to the Commander-in-Chief that he has done so.

874. Under the existing regulation, does the rustication or removal take effect as soon as the sentence has been pronounced by the governor?—The cadet may be immediately removed by the governor, but he is liable to be sent back by the Commander-in-Chief.

875. As a matter of fact, is the decision of the governor in that respect ever overruled by any other authority?—The only case in which this power was, to my knowledge, exercised since its establishment, which was of a very recent date, was when there was no governor; and then the commandant in conjunction with the acting governor, who was the commandant of the Staff College, thought it necessary to remove a cadet from the college, and he was sent back by the order of the Commander-in-Chief, who desired that he might be punished at the college.

876. Therefore, in that case the removal did not take effect?—No, he was sent back again.

877. Have the commissioners anything to say to removal, or to any individual cases of discipline?—I do not think they have.

878. With respect to the number of professors and masters, are you aware what proportion the number of professors and masters at Sandhurst, in comparison with the number of cadets, bears to the number of instructors at military colleges in other countries?—No.

879. (*Lord E. Cecil.*) Can you state what the relations of the two bodies, the Council of Military Education and the commissioners, are? Are the commissioners over the Council of Military Education, or are the Council of Military Education over the commissioners?—We have no official relations with each other.

880. Nothing passes between them upon any subject?—No, we have nothing to do with the commissioners; we deal with the Commander-in-Chief. Of course the Commander-in-Chief may submit any proposal of ours to the commissioners if he pleases, and he does so occasionally.

881. Through what channel do the commissioners report or suggest; is it through the Commander-in-Chief?—A meeting of the commissioners is called, and they come to certain resolutions, and those resolutions are sent by their acting secretary to the parties concerned.

882. To the Commander-in-Chief?—No, the Commander-in-Chief is one of the commissioners; they are sent to the governor of the Military College, for instance.

883. The Commander-in Chief is, *ex officio*, a member of the Council of Military Education?—Yes, he is the president of it.

884. He is also one of the commissioners?—Yes.

885. Which body of the two would have the influence in matters relating to the college?—There is no conflicting influence at all that I know of; they are quite distinct.

886. Do the commissioners attend the examinations of the cadets?—No, they go down upon the public day, and they hear the report read.

887. Does the Council of Military Education attend the examinations?—Not the actual examinations whilst they are going on. A certain number of the commissioners and a certain number of the Council of Military Education accompany the Commander-in-Chief upon the public days.

888. In short, the two bodies are amalgamated at the end of each half year, and they go down to the public examination at Sandhurst?—They have nothing to say to each other. There is no amalgamation.

889. I understood you to say that the Commander-in-Chief took a few of the Council of Military Education and a few of the commissioners?—Yes; the Commander-in-Chief is accompanied by two or three of the commissioners who are generally of his own staff, the Adjutant-General, the Quartermaster-General, and the Military Secretary; the Vice-President of the Council of Military Education and one of the members also go down; we meet at Sandhurst on the public day, but the commissioners have nothing to do with the examination.

890. It is not in your power exactly to define the duties of the commissioners?—No.

891. As to the number of the professors, there are, in round numbers, 30 professors and masters, are there not?—Yes; that includes the riding master.

892. That would be about one professor to every ten cadets, would it not?—Yes.

893. Is not that a very small number of cadets in proportion to the number of professors?—Taking it in that light it is, but you must look at it with regard to the number of subjects taught, that is what determines the number of professors; there are a number of different subjects which cannot be taught by the same man.

894. Would it not be possible in any way to combine some of those subjects, so that one professor could teach two subjects?—No, I do not think so.

895. Are you aware that, in former days, in the college two subjects were sometimes combined, and were taught by one professor?—I do not know.

896. Latin and history, for instance?—Both those subjects are now expunged from the course.

897. But you admit the possibility of combining two subjects, so that the same man could teach them?—Yes; the same man may no doubt have sufficient information to teach two subjects, so far as that is concerned.

897*a*. I observe that there are a large number also of executive officers added to the professors, which makes something like one professor and executive officer to seven or eight cadets; do you think that by any means the duties of a professor and of an executive officer might be combined?—I do.

898. What should you propose upon that head?—I think that amongst the professors some of them might be chosen to be placed in the positions of captains and lieutenants of companies. I think that they might add to their duties as instructors the duties of the present captains and lieutenants.

899. Within the last few years have not subalterns to companies at Sandhurst been appointed?—Yes, that was a few years ago. I cannot tell the exact date.

900. In former days was not the duty done entirely by captains?—Yes.

901. Why was that change made?—I believe chiefly because it was a custom at Woolwich. I do not know what the necessity for it was; it was done after I left the college.

902. Can you state what are the duties of the captains and the subalterns?—In a general way they have the charge of everything relating to the discipline of the cadets; there are a captain and a subaltern on duty every day; they visit the hospital, and they visit the dinners, and they go round the dormitories. The captains manage the clothing and the accounts of the cadets, they attend the parades, and superintend the drill. I believe that those are their chief duties.

903. What are the duties under those circumstances of the paymaster and the quartermaster?—The paymaster's duties are connected with the payment of

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

all the professors and officers, and all the people connected with the establishment.

904. But I suppose that such an item as paying the pocket money of the cadets might be put under the charge of the captains, might it not?—It is so already. The quartermaster has all the arrangements of the provision department.

905. Although there are certain defined duties for every day, I suppose that there is not more than one subaltern officer present, is there?—Yes, they all go to parade every day, and if they wish for leave they must ask it of the commandant.

906. I suppose that for the rest of the day the attendance of one officer is sufficient?—Two officers, a captain and a subaltern.

907. Is the captain always present?—Yes, I believe so.

908. Do you not think that those duties might be done by one officer?—Certainly; they always were done by one officer in my time.

909. Is there an adjutant?—Yes.

910. Was there always an adjutant in former days?—Not always, he was dropped at one time, and was re-established on the college being converted from a school into a college, in 1858.

911. What are his duties?—He superintends the drill of the cadets, and he assists the commandant in his orderly room.

912. Do you not think that it would be possible for the captain of the day to perform those duties, would he not be competent to drill the cadets and to look after them?—Yes, I think that the captain of the day might perform those duties. There might be so far this difficulty, that he might not know so well, coming merely once every three days to act as adjutant, what had taken place in the two previous days, whereas the adjutant knows everything.

913. I suppose that a report is made to the captains, and that they are furnished with information. If any matter occurs as to the state of college discipline on one day, is not that matter noted?—Yes, the captain of the day makes his report to the commandant.

914. Then the captain who succeeded him would know that report if it was of a grave nature?—I mean that with respect to the correspondence of a military establishment, there would be a certain disadvantage in the proposed plan.

915. (*Col. Haythorne.*) Are there not records and defaulters' books, and those sort of things?—Yes, but those books would be made up one day by one man, the next day by another, and the next day by a third. No officer commanding a regiment could, I presume, carry on the work of his regiment if his adjutant was changed every day; and in the same way I do not suppose that it could be done at Sandhurst without great inconvenience.

916. (*Lord E. Cecil.*) There are the governor and the commandant. There is no lieutenant-governor now, is there?—No.

917. Could not the commandant in some way or other perform the duties of commanding officer and adjutant with captains under him?—I do not mean to say that it could not be done, but I can see a certain inconvenience in it.

918. What is the mode of punishing the cadets; have the captains the power themselves of punishing the cadets?—The captains have lately had the power given to them of placing the cadets under arrest for three days.

919. Have they the power of sending a cadet into confinement?—No; I think that belongs to the commandant. The captains have not that power, I believe.

920. Are you aware that the late governor, Sir George Wetherall, proposed to do away with two captains, or three captains, for military purposes?—No, I never heard of the proposition.

921. Had he any proposition of the kind by which the duties might be economized?—Not that I am aware of, but that would not come to us. We have nothing to say to the discipline.

922. Then would it go straight to the Commander-in-Chief or to the commissioners?—It would go to the Commander-in-Chief.

923. Do you not think that the powers of the different authorities over the college, that is to say, the powers of the Council and the powers of the commissioners, are rather vaguely defined?—The powers of the Council are not at all vaguely defined; they relate entirely to the studies. I am not quite aware of what the powers of the commissioners are.

924. There is a quartermaster, is there not?—Yes.

925. Is there a paymaster also?—Yes.

926. Do they perform the duties of the Staff College as well?—Yes.

927. In former days one officer did the duty of both quartermaster and paymaster, did he not?—Yes.

928. When was that altered?—It was altered about the time of the great change which was made in 1858. All these arrangements were a part of the new system.

929. Are the duties now lighter or more severe?—They are more severe.

930. For what reason?—In the first place, the college has increased; it has nearly doubled, and everything is much better managed with respect to the diet of the cadets, which is now under the quartermaster alone. The Staff College has also been added.

931. In former days was not the diet under the quartermaster?—The quartermaster and the paymaster were combined.

932. Was not the diet under that officer?—It was under the paymaster; but a paymaster does not necessarily know anything of the provisioning of people, whereas a quartermaster does.

933. Was not the officer who performed the joint offices of quartermaster and paymaster either a non-commissioned officer in the army holding the position of quartermaster serjeant or a quartermaster?—No; the present paymaster, who was also quartermaster before this new arrangement, was never a paymaster or a quartermaster before; I believe he was a lieutenant on half pay.

934. Was not the gentleman whom he succeeded a quartermaster in the army?—I do not know.

935. Are the professors allowed to instruct private pupils either in the college or out of it?—No; I think that that has of late been put a stop to.

936. Then that permission did exist in the college?—Yes, it existed at one time.

937. And the professors found time not only to carry on their college duties, but also to give instruction to private pupils?—Yes.

938. Military officers are appointed to professorships—are they allowed their regimental full pay?—The salaries are upon a different footing with regard to individuals; but latterly that has all been revised and altered, and in future they are all to be upon consolidated pay as far as I remember.

939. Then in the future your idea is that there is to be a fixed salary?—Yes.

940. And their regimental pay will be included in the salary?—Yes.

941. I suppose that it sometimes happened under the old system that some professors received very much higher pay than others in consequence of receiving regimental full pay?—Yes, I believe so.

942. Can you tell us what the college at Sandhurst now costs, according to the estimates?—36,731*l.* is the amount in the present estimates, from which are to be deducted the contributions of students and of friends of gentlemen cadets at Sandhurst about 16,000*l.*, and also a contribution from the Indian Government of 3,000*l.*, making a total cost to the public of about 17,000*l.*

943. According to that if you have 300 cadets the cost of each cadet would be about 120*l.*—Yes.

944. Can you state what amount of that money is spent in maintenance and what amount is spent in education?—No, you can get that better from the authorities of the college.

945. (*Lt.-Col. Chesney.*) You spoke of an order which had been lately made that the professors should have certain powers out of study; do you mean by that to state that they previously had no powers out of study?—I believe that they were not required to take notice of irregularities out of study.

946. Would they not have been considered as stepping out of their regular line if they had done so?—I cannot say positively, but my impression is that they would have been so considered.

947. (*Sir Duncan Cameron.*) If it were thought advisable to instruct the cadets in all the military subjects mentioned by Lord Eustace Cecil, would it then be possible to do away with these subalterns of companies without increasing the number of military professors?—That would depend very much upon the amount of military instruction which it was intended to give them.

948. Do you know that at the school at St. Cyr they have about 50 company officers for 500 or 600 cadets in addition to the military professors?—I was not aware of it.

949. (*Rev. W. C. Lake.*) With regard to the difference of the subjects for the examinations at Sandhurst from those for the examinations for direct commissions, I think that at the examinations for direct commissions you make a great point of giving a good many marks to natural sciences, experimental sciences, and English history and composition?—We give the same number that we do to most of the subjects.

950. But you do not give any marks to some of those subjects at Sandhurst; you do not make them subjects for study at all?—No; classics for instance.

951. Then the study which you recommend at Sandhurst is in some material points quite different from the study which you recommend to be pursued for direct commissions?—The study at Sandhurst is chiefly of a military nature; it is chiefly professional.

952. You have a large staff of professors; do you think that there can be any better arrangement as to the lectures?—No; I am not able to propose any.

953. Do you know that in the French schools they have a plan which they call that of *répétiteurs*, who are a sort of private tutors, who carry on the work of the young men in small classes?—Yes, I am aware of that.

954. And that that system to some extent, or something like it, prevails at the English public schools?—Yes; I consider it an admirable system, but I do not know how we could introduce it at Sandhurst. I have never considered how we could introduce it.

955. (*Chairman.*) Has it ever been proposed by the authorities at Sandhurst, or by the professors there, that any such system should be introduced?—Never to my knowledge.

956. But, speaking generally, you are yourself inclined to think that it is a good system?—I approve of the system in the abstract. It would, I think, require a good many more masters.

Maj.-Gen. W. C. E. Napier.

3 July 1868.

Royal Military College, Sandhurst.

Accommodation provided for the cadets.

957. (*Rev. W. C. Lake.*) What is the average number of the pupils in each class to whom a professor lectures?—I am not able to answer that question.

958. (*Chairman.*) Is it your opinion that the existing accommodation for the cadets at Sandhurst is satisfactory and sufficient, or not?—It is deficient in some points, particularly in all that relates to ablution. There are two companies who have no means of "tubbing" except to a great degree in public. They have one ablution room where they go in and wash.

959. There are three companies?—Yes.

960. Is the other company provided with sufficient means of ablution?—The other company has separate washing rooms; not a washing room for each cadet, but quite sufficient. My impression is that the ablution accommodation for the C. company is quite sufficient. There are perhaps too many cadets in each room. There are four cadets now, I think, in each room of the A. and B. companies.

961. How is the C. company accommodated in that respect?—By long corridors with bunks.

962. One bunk for each cadet?—Yes.

963. Do you consider that a preferable arrangement to the arrangement for the other companies?—No, I think that the bunk system is a very uncomfortable system; it is cold in winter and hot in summer.

964. What arrangement with respect to the sleeping accommodation would you desire to see?—I have myself no objection to the system of three or four cadets being in a room, provided that they have the power of private washing in some way.

965. Of course the system of having three or four cadets in the same room is inimical to anything like private study?—I do not attach very much importance to the question of private study at Sandhurst.

966. (*Lord de Ros.*) Would you not prefer three in a room to four?—Yes.

967. (*Chairman.*) Is the accommodation of dining rooms and halls of study and those common rooms sufficient?—I believe that it is so; I have not heard of any complaints on that head.

968. (*Lord Northbrook.*) Putting aside the expense, would you not prefer that each cadet should have a room to himself?—I would not, if they are to be in bunks.

969. You are aware I suppose that the boys at Eton have each a room to themselves, and that the young men at the universities have each a room to themselves?—Yes, with respect to the universities.

970. (*Lt.-Col. Chesney.*) There is a reading room for each company, is there not, for those who like to read, besides the so-called dormitories?—Yes.

971. And there is also special accommodation for the corporals and the under-officers?—Yes, there is a room for the corporals, and there is a room for the under-officers.

972. Besides a general reading room for the company?—Yes.

973. (*Lord de Ros.*) How many have access to the same reading room?—The whole company; the corporals have a sitting room to themselves.

974. (*Chairman.*) The reading rooms are rooms for recreative reading, and not for study?—Yes.

The witness withdrew.

Adjourned to Tuesday next, at 12 o'clock.

Tuesday, 7th July 1868.

PRESENT:

THE RIGHT HONOURABLE EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
LIEUT.-GEN. LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
REV. DR. BUTLER.
REV. W. C. LAKE.
BRIGADIER-GEN. LEFROY.
COLONEL HAYTHORNE.
LIEUT.-COL. CHESNEY.

MAJOR-GENERAL WILLIAM C. E. NAPIER further examined.

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military College, Sandhurst.

Discipline.

975. (*Chairman.*) I believe that the discipline at Sandhurst is not officially under the supervision of the Council of Military Education?—It is not.

976. Therefore in your present position you have no official knowledge upon the subject?—I have no official knowledge upon the subject.

977. But I conclude that from your former experience at Sandhurst, and from visiting the College there from time to time, you may be able to give the Commission the advantage of your views with respect to that subject. In the first place, do you consider the present state of the discipline of the Royal Military College at Sandhurst to be in all respects satisfactory?—My acquaintance with the discipline of the College relates to a past period when I was there as Major of it, and of course that is of no use now. What you want to know is the present state of the discipline, and of that I have really no means of forming an opinion beyond what I hear mentioned in general conversation. Of course I can give my own opinion upon certain institutions which have been lately introduced there.

978. Will you give that opinion to the Commission?—Yes; I mean with regard to the billiard rooms, and the smoking rooms, and the refreshment rooms in general. I have always been of opinion that it was a mistake to introduce billiard rooms and smoking rooms into an educational establishment.

979. Were they established at Sandhurst when you held office there?—No.

980. But they were in existence before you became Vice-President of the Council of Military Education?—Yes.

981. Will you describe to the Commission the nature of the refreshment rooms, and what is supplied there, and under what arrangements they are?—The refreshment department consists of a "buffet," to which there can be no objection; but there is also attached to that department a private dining room, where a cadet can ask his friends to dinner. This I think objectionable upon the point of expense.

982. What sort of refreshments are furnished?—Beer and cakes, and soda water and ginger beer, and things of that description; but, I believe, no spirits or wine.

983. Are the cadets allowed beer in the smoking rooms or not?—Not now.

984. Was that formerly the case?—It was the practice, but it was stopped at the beginning of the last term.

985. Then beer is only now supplied from the "buffet"?—It is supplied from a tap in a room connected with the refreshment department.

986. Are these establishments to which you have just alluded under the direct superintendence of the authorities, and completely under their control?—Yes, they are in the college itself.

987. Is the "buffet" in the nature of a canteen, let to a tenant, or in what way is it managed?—It is let or lent to a tenant.

988. But it is distinctly under the orders of the authorities of the college?—Yes, it is completely under them.

989. Do you know the grounds upon which the establishment of the billiard tables and the smoking rooms was originally advocated?—The object was to wean the cadets from frequenting the public-houses.

990. Do you believe it to have had that effect?—To a certain extent it no doubt has had that effect.

991. Has it had the effect of putting an end generally to the resort of the cadets to the public-houses?—No, I believe not; certainly not as regards the billiard tables. With regard to the billiard tables I understand the effect to have been this, that whereas formerly the old cadets went to the public billiard tables and the young cadets did not play billiards at all, the old cadets now frequent the college tables and the young cadets go to the public tables.

992. Were not the billiard tables and the smoking rooms established upon the distinct recommendation of the commandant of the college and the authorities under whom the discipline is?—Yes.

993. Have the college authorities any power to put a public house or any shop out of bounds so as to prohibit the cadets from frequenting it?—Yes, all public houses are out of bounds.

994. Then the frequenting of public-houses at all is a breach of the college regulations?—It is.

995. Can the college authorities discommons a shop?—Yes, they can put it out of bounds.

996. The Commission are to understand that in your judgment the establishment of these billiard rooms and smoking rooms has upon the whole had an injurious effect upon the discipline of the college?—I do not know as to its effect upon the discipline, but I think that smoking and playing at billiards are habits to be discouraged in a college of young men, or boys, as many of them are, and I cannot help feeling that the establisnment of them within the college itself, and therefore under the sanction of the authorities of the college, must be an encouragement to young men to indulge in those habits rather than a discouragement of them.

997. Do you think that it tends to interfere in any manner with their studies?—I think that excessive smoking must interfere with the brain and the intellect of a youth.

998. Is there any other point connected with matters of discipline upon which you can give your opinion to the Commission?—Yes. I should give the subalterns of companies some power of punishing the cadets. At present they can only place them under arrest, and report to the captain of the company.

999. You would give them a direct power of punishment?—Yes, and I would also give the under officers a direct power of punishment.

1000. The under officers are cadets?—Yes.

1001. To what extent would you give the under officers the power of punishment?—To the same extent as they have at Woolwich; that is 48 and 24 hours arrest. There is another point. I think that the late power given to the Governor of the college of rusticating or removing from the college on his own authority any gentleman cadet whose conduct shall have merited such punishment, if pretty freely enforced, will have a very beneficial effect upon the discipline of the college. At the same time I think that the cadets should be made to understand that the Governor's decision is final, and that they should not be permitted to found any hopes upon an appeal to higher authority.

1002. That is in regard to the power of rustication and of removal?—Yes.

1003. Does the difference between dismissal and removal consist in this, that a young man who has been

removed may go up for a direct commission in the army?—Yes.

1004. Whereas a young man who has been dismissed cannot go into the army?—Just so. Those cases are reserved for the decision of His Royal Highness the Commander-in-Chief.

1005. You would approve of that?—That is very necessary.

1006. (*Lord de Ros.*) You would have no appeal from the removal?—Not from the removal or the rustication.

1007. (*Lord E. Cecil.*) What was the extent of bounds allotted to the gentlemen cadets during the time that you were Major?—The bounds were merely nominal; two miles from the college; but they were never attended to.

1008. Were they allowed to go beyond the two miles?—Yes, in fact they were allowed to go as far as they pleased.

1009. Were there any specified places put out of bounds?—Yes.

1010. Can you name them?—The square behind the college, the row where the professors live, all private property, and all public houses.

1011. For instance, were they always allowed to go on the lakes?—At certain seasons during the fine weather.

1012. Were they allowed to go to the railway station?—They were allowed to go anywhere within certain limits of time.

1013. You say that they were forbidden to go to public houses; was not that prohibition taken off shortly after you left?—Not that I am aware of. I am not aware of public houses ever having been placed within bounds.

1014. As to the system of espionage which existed in former days, did anything of that kind exist in your time?—There was nothing in my time which could be called espionage. The serjeants were placed upon duty, during the hours of recreation, in the villages immediately near the college, in order to prevent the gentlemen cadets from going into the public houses.

1015. They reported them if they saw them going into the public houses?—Yes.

1016. Can you tell us exactly what were the duties of the staff serjeants and what were their relations with the gentlemen cadets?—They drilled them, and when the gentlemen cadets were under open arrest the serjeant on duty saw that they attended every half hour to answer to their names.

1017. In your time did they ever search the cadets for tobacco, or search their rooms for spirits?—Yes, if there was occasion to suspect that there were any spirits introduced into the rooms.

1018. At what time of the day was that conducted, was it during the time when the cadets were at study, or was it in their presence?—I do not recollect, I think that it was at any time, I do not think that there was any fixed time for it.

1019. It might be done secretly without their knowledge?—I think that the serjeants by order of the Lieutenant-Governor, could go up and examine what were called the cadets' birdcages.

1020. They could ransack all their clothes and little articles to look for tobacco, or any other forbidden articles?—I believe so.

1021. You said that the serjeants were constantly on duty every day, they being sent out for the purpose of seeing whether the cadets went to the public houses, or did anything wrong?—Yes, that was the case formerly.

1022. During the time that you were there was it the case?—Yes.

1023. Between 1858 and 1861?—Yes.

1024. When was it done away with?—I am not sure of the date.

1025. To your knowledge does any portion of the old system remain?—Not that I am aware of.

1026. I suppose that you cannot tell us what the duties of the serjeants now are?—No, I am not aware what they do except drilling the cadets.

1027. Supposing that the cadets misconduct themselves at drill, what does the serjeant do?—He reports them to the officer on duty.

1028. He has no power of punishing them in any way?—None whatever.

1029. Supposing that a cadet was brought in for misconduct before an officer, would the serjeant be believed before the cadet?—The serjeants now I believe have nothing to do with the discipline.

1030. Supposing that a cadet was to misconduct himself at drill, and that he was brought up by the serjeant of the day before the officer, would the evidence of the serjeant be believed before that of the cadet?—The officer is always present at the drill. There would therefore be no "bringing up of a cadet before the officer."

1031. When you were Major was it a common thing to believe the evidence of the serjeant?—Yes. When I was superintendent of studies the serjeants had to do with the discipline.

1032. And their word was believed before that of the cadets?—I am not prepared to say that; I am not prepared to say that the word of a serjeant was taken in preference to that of a cadet; the matter was inquired into.

1033. I suppose that in evidence against a cadet, the serjeant's statement was taken, and that he was never sworn?—He was never sworn.

1034. Will you state what the punishments at the college are now, in the event of the misconduct of any gentleman cadet?—I can give you them in a general way. I know pretty well what they are, but I cannot speak authoritatively as to what they are.

1035. Will you state them in a general way?—In a general way the punishments are expulsion, removal from the college, rustication, isolated close arrest, close arrest, open arrest, and defaulters' drill.

1036. For what time, as a rule, are the cadets under isolated close arrest; is there any limit to the period?—I believe that there is, but I do not know what it is.

1037. Are they ever detained for a proportion of the vacation?—I think not now; they used to be.

1038. Was that the case during the time when you were superintendent of studies?—Yes.

1039. As to the mode of punishment, is there a sort of orderly room held every morning?—Yes.

1040. And are all refractory cadets brought before the commandant?—Yes.

1041. In the event of an officer or a professor reporting a cadet is he brought face to face with the cadet?—I believe that the captain of the company attends the orderly room with his defaulters' book exactly in the same way as in a regiment.

1042. For instance, in the case of disrespect to a professor would the boy be called upon for his defence?—When a professor reports a cadet for any offence committed in study his report is made in writing, and it is now taken as a matter of course, unless the cadet denies it, in which case the superintendent of studies inquires into the matter; and if he cannot settle it, it is referred to the commandant.

1043. In all cases of misconduct in study does the superintendent of studies first of all see the cadets before they go to the commandant?—Yes. Until lately the cadet and the professor used to attend in his office; but that has been abolished of late, as being unnecessary and rather derogatory to the professors.

1044. How is it done now; is a report made by the professor?—There is a written report by the professor.

1045. And I presume that that is read out to the cadet?—I think so.

1046. As to bullying in dormitories, did any such thing come before your notice during the time that you were superintendent of studies?—I do not remember any particular case.

1047. Are the older and the younger cadets put into the same dormitory; or, generally speaking, are the younger cadets put together, and are the older cadets

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military College, Sandhurst.

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military College, Sandhurst.

put together?—I do not know the practice now in that respect.

1048. What was it in your time?—In my time the younger cadets were put into a separate passage on first joining called the "short passage;" but I do not know anything about those details at present.

1049. You said that you strongly objected to smoking being allowed?—Yes, to smoking rooms.

1050. Would you put a stop to it?—I would not have them. I never would have established smoking rooms.

1051. Would you allow smoking at all?—I would allow smoking in the woods, but not in the public roads or in the streets. Indeed, I believe that it is not allowed in such places now, but I do not know.

1052. Have you any objection to the cadets seeing their friends at hotels or inns?—No, not under proper regulations.

1053. In the evening do the cadets take part in concerts or in play acting?—I believe that they do.

1054. That leads to no disorder?—I am not aware. I do not know these things officially; they are never reported to the Council.

1055. You said that you thought that the under officers ought to have more power; are you aware that in former times the responsible under-officer had the power of sending a cadet to isolated confinement?—No, I do not remember that; it is possible, but I do not know, I do not think that he ever had.

1056. And that the under-officers and corporals all had the power of arrest, for instance, confinement to dormitories?—I do not remember exactly now what was the extent of the power of the under-officers, but I know that they had the power of placing cadets under arrest as a punishment.

1057. Was not there a rebellion of cadets at Sandhurst in 1860 when you were there?—No; it must have been in 1861 immediately after I left. I was at the Staff College at the time of that *émeute*.

1058. You cannot give us at all the facts of the case?—No.

1059. (*Lord Northbrook.*) Do you consider that the questions relating to instruction and discipline are often very closely connected together or not?—At the Royal Military College they are kept distinct.

1060. Is there not an essential connexion between those two matters in conducting a college?—Yes, certainly in conducting an educational establishment.

1061. The Council of Military Education is not, as I understand, referred to in matters of discipline?—Not necessarily. The Commander-in-Chief has occasionally referred certain points to us.

1062. Do you think that it would be to the advantage of the college that questions connected with discipline should be referred to the Council of Military Education?—No; I think that it is better to confine the Council of Military Education to the Educational Department.

1063. For example, take the power of professors to punish certain cadets for inattention or misconduct during their studies, is not that a question of discipline intimately connected with the Educational Department of the College?—The question as to the power of punishment possessed by the professors at a military college is a very difficult one. I myself am not inclined to increase the powers which they at present possess in that respect.

1064. (*Lieut.-Col. Chesney.*) Are you aware that up to last Christmas in each case of complaint by a professor against a cadet, the professor was always confronted with the cadet?—Yes.

1065. Do you not think that that was very likely to put the professor on his defence, supposing that the complaint was dismissed in his presence?—Yes.

1066. That system I believe has been since altered?—Yes.

1067. You have stated that up to that time the professors had in effect no control whatever over the cadets out of their studies?—No; they had, I believe, no control.

1068. The Army List shows that there are no less than 12 or 14 military professors at the college. Was there not a great loss of power in not using those professors at all for any purpose of discipline up to last Christmas?—I think that it would have been better that all the professors, whether civil or military, should long ago have had the powers which are now given to them.

1069. From your knowledge of the professors and of the officers of the college, viewed as two distinct branches as they now are, do you think that the military professors are less likely to be associated with the cadets, and to have personal influence over them?—No, I think that many of the military professors mix very much with the cadets, and have them at their houses.

1070. Taking the officers of the college as a body, are the captains and lieutenants a younger class of men than the military professors?—The lieutenants are younger, but the captains are not.

1071. Has it not occurred to you that there must be great difficulty, if it is not practically impossible, in one captain and one lieutenant being responsible for the morals of 100 cadets, and having a personal knowledge of each cadet in the company?—Certainly; considering the time that the cadets stay there it is perfectly impossible that the captains and lieutenants can have a thorough knowledge of the cadets under them.

1072. Have you ever considered any scheme for breaking the present companies into smaller bodies, and using the military professors attached to the college for the purpose of superintending those bodies individually?—I have had some conversation upon that plan with the present superintendent of studies.

1073. Are you aware that at almost all schools and colleges except the Military College there is some person under the name of a tutor or master, who is either actually responsible, or who is understood to be responsible, for the individual conduct of each student?—Yes.

1074. But at Sandhurst there is no one but the captain or the lieutenant of the company who is supposed to be so responsible?—No.

1075. (*Rev. Dr. Butler.*) To whom do the young men feel that they are practically responsible in matters of discipline?—To the captain of the company and the commandant.

1076. What is about the average age of the captains?—I cannot say.

1077. Roughly speaking would they be called young men?—No, I should call them middle-aged men.

1078. Do the young men see any persons who are married; do they go into families?—Yes, a few who have friends either amongst the officers or amongst the professors do so.

1079. Is it common with the professors to see the young men privately at their houses?—Some of them used to do so. I do not know what they do now, but in my day Colonel Chesney was constantly having young men to his house. Their salaries are too small to permit of much in this way.

1080. To whom would the cadets apply in the case of any difficulty which they had got into, in the same way, for example, as young men apply to their tutor at college, or to the private tutor at a public school?—They would go to the captain of their company.

1081. Are any reports made from time to time to their parents as to how they are going on?—Yes, there is a half-yearly report.

1082. Does that report go into detail?—I do not know what it is now; in my day the progress in study and the conduct were put down.

1083. Do you think that that would keep up the knowledge of the parent as to the character of the young man?—No.

1084. Are returns made of all punishments which are inflicted?—I believe so.

1085. To whom are they sent in?—I presume that the Governor gets a return of every punishment. I do not know how it is now; that used to be the case when I was there.

1086. Are there any minor punishments less serious than the punishment of arrest?—Not that I am aware of.

1087. Do you know what is the greatest number of hours during which any one professor sees his class during the week?—No, I am not able to state that. I know how often they attend, but they have different classes.

1088. Is there a chaplain at the college?—Yes.

1089. Does he see anything privately of the young men?—I do not know; he has been appointed very lately. I am not at all aware whether he does or does not.

1090. Do you know whether he has to prepare them for confirmation?—He prepares them when they are confirmed at the College.

1091. Do you know whether the chaplain is appointed for a definite term of years?—The chaplain formerly was appointed for an indefinite time, but since Christmas last the appointment of chaplain at Sandhurst has been put under the Chaplain-General of the Army. I presume that he now holds his appointment under the same rules, with respect to length of time, as the other chaplains of the army do.

1092. (*Brig.-Gen. Lefroy.*) Is it not correct to assume that about two-thirds of the Sandhurst cadets are most nearly analogous to the boys in the fifth and sixth forms in public schools, and that the remaining one-third are analogous to the undergraduates of colleges?—I do not know.

1093. You cannot state the proportion?—I cannot. I do not know much about the fifth and sixth forms at schools, or about under-graduates.

1094. In both those situations if a pupil misconducts himself it is treated in the first instance as a breach of discipline, but then the head of his house, or the head master, or his tutor, as the case may be, represents it to him in its moral aspects, and endeavours to work upon his better feelings and just convictions. Does any machinery whatever of the like nature exist at Sandhurst, or is anybody responsible for bringing that species of moral influence to bear upon a young man?—When the Commandant is adjudicating upon the offences which are reported to him, I have not the slightest doubt that he gives that kind of advice to the cadets, but I do not know what his system is.

1095. You have alluded to arrest as being the principal minor punishment. The restraint is entirely one of honour, is it not; is there any physical restraint?—I am not aware whether it is so or not. I cannot answer positively, but I believe that they have the option.

1096. I think that you referred to the mischief of appeals against the decision of the Governor: is it within your knowledge that such appeals are usually or often successful?—The discipline not being within the province of the Council I am unable to give any answer to that question. I merely expressed a general opinion that the cadets should be impressed with the idea that the Governor's decision in the case of removal and rustication was final.

1097. (*Sir D. A. Cameron.*) Can you say whether the captains and subalterns of companies are sufficiently among the cadets out of study and off parade to control their conduct?—No, they certainly are not.

1098. Did not the appointment of subalterns to companies take place about the time when the change occurred in the duties of serjeants?—I believe so, but that was after I left.

1099. Do you know that it was intended that they should perform some of the duties which had previously devolved upon those serjeants?—I do not know anything about the object of the change.

1100. (*Sir C. Russell.*) You said that the public houses were all prohibited. Has anything been attempted, such as by a patrol, to inspect the public-houses suspected to be visited by the cadets after certain hours?—Not that I am aware of; the patrol in my day was by serjeants.

1101. Have you any notion of the sort of punishment which is inflicted if a cadet is found in a public-house?—I believe that he gets a certain number of days arrest, but I cannot answer that question exactly.

1102. I suppose that "arrest" means confinement to the college?—Close arrest is confinement to the dormitory; open arrest is confinement to the precincts of the college and grounds.

1103. (*Lord de Ros.*) As a regimental officer of experience, do you not think that the mainspring of regimental discipline is the captain's knowledge of his men, and would not that principle apply even more strongly to cadets?—Yes, it would be very important that captains of companies should be better acquainted with the cadets under them.

1104. A lecturer at Oxford can punish an undergraduate for disrespect or interruption of the lecture; do you not think that it would be advisable that there should be the same power in a study room at the military college?—If a cadet is disrespectful the professor at once sends him out of his class-room under arrest; he has that power.

1105. If any of the matters of the espionage of serjeants or other bad arrangements of discipline met with your disapproval, had you any power when you were superintendent of studies to alter or amend any of the rules of the college?—No, I could only suggest to the Lieutenant-Governor.

1106. (*Rev. W. C. Lake.*) It seems from your statement that very few of the subordinate officers have any power of actual punishment, but only that of reporting to the superiors. Will you enumerate the officers in whom the power of punishment is vested?—The governor, the commandant, the major and superintendent of studies, and the captains of companies.

1107. Not the subalterns of companies?—No; but I presume the adjutant.

1108. Do all the 300 cadets in Sandhurst live in one building?—Yes.

1109. (*Lord E. Cecil.*) Do the Commissioners generally decide points of discipline in the college?—Since I have been a Commissioner, we on one or two occasions have met and considered this very point of punishments, and the powers of the professors.

Proposals for requiring all candidates for commissions in the Line to pass through Sandhurst.

1110. (*Chairman.*) You are aware, I think, that it has been proposed from time to time that all candidates for commissions, whether by purchase or without purchase, in the cavalry and guards and the line, should pass through Sandhurst?—Yes.

1111. What is your opinion upon that proposal?—I am not in favour of it.

1112. What objections do you entertain to it?—I object to passing every officer through the same educational groove in the same college. I prefer that some officers should join their regiments from the public schools, others from private life, and others from military colleges. I think that the mixture is good.

1113. Then you do not think that it is necessary to every officer that he should receive a certain amount of professional training before he obtains his commission?—No, I do not consider it necessary; and I think that the small amount of professional training and education which he would be likely to acquire during the short course of one year to which it would be necessary to reduce the course at Sandhurst in that case, would be of very little advantage to him.

1114. Any scheme of that kind would of course require an increase in the number of cadets at the colleges?—Yes, a very large increase.

1115. Do you think that having a large number of cadets there would render the maintenance of discipline more difficult?—Decidedly so.

Amalgamation of Woolwich and Sandhurst.

1116. Another suggestion which has been made is that you should combine into one military college the college at Sandhurst and the Royal Military Academy at Woolwich. What do you think of that proposal?—I am also strongly opposed to it. I think that the effect of it would be to reduce the standard of education at Woolwich to the level of that at Sandhurst.

1117. And you desire to maintain a higher standard for the scientific corps, than that which you think necessary for the rest of the army generally?—Most decidedly.

1118. It has been suggested by some persons that a

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military College, Sandhurst.

partial union of the two institutions might be effected, in so far as this, namely, that those cadets who came out at the top of the list in the final competition for passing out of Sandhurst might be permitted without further examination to enter at Woolwich. What do you think of that proposal?—I think that there are two objections to it; the first is that the education obtained at Sandhurst by even the best of the cadets would not be sufficient to enable them to go through the course at Woolwich; and the second objection is, that I do not think that any cadet who had been for two years at Sandhurst, and had then the option of a commission in the line would be likely to go for another two years to Woolwich; he would rather go into the line at once.

1119. You therefore object to that proposal on the ground of the instruction at Sandhurst being lower than that which is given at Woolwich, and also on the practical ground that it would not succeed?—Yes, I think that it would fall to the ground.

1120. I understand you to say that you consider that the examination for passing out of Sandhurst does not show that the best of the cadets would have had that amount of instruction which he would require for the entrance examination at Woolwich?—Not as regards the entrance examination, because under the present regulations he could be examined for the entrance at Woolwich.

1121. As a free competitor?—Yes, but I think that his amount of knowledge would not be sufficient to enable him to go through the course at Woolwich. I do not mean the examination for entrance, but the course itself.

1122. (*Rev. W. C. Lake.*) You mean in fact that it would be lower than that of the inferior candidates who pass the entrance examination at Woolwich; you say that the best cadets at Sandhurst would not have received an education fitting them to pass through the course at Woolwich?—With respect to mathematics particularly, I believe that I may say that the amount of knowledge possessed by the highest cadets at Sandhurst is not equal to that of the lowest who go into Woolwich.

1123. Is it not sometimes the case that a candidate for Woolwich by considerable proficiency in classics, and other subjects, gets in with a very small amount of mathematics?—No, I should say not.

1124. (*Lord E. Cecil.*) Have you any information as to the number of old cadets who have obtained commissions at Sandhurst, who have afterwards competed at the Staff College?—No.

Returns, p. cxlix.

1125. Supposing that number of cadets to be very small would it not prove to your mind that the military education given at Sandhurst was of very little use, because supposing that it was of great use, it would be natural that the old cadets would try for the staff?—The education which the cadets get at Sandhurst proves of the utmost value to them at the Staff College with respect to military sketching and surveying and fortification, and also military history.

1126. The military education at Sandhurst I presume is, in your opinion, essential and advantageous to officers in order that they may qualify themselves for staff appointments?—It is not sufficient for qualification for the staff.

1127. It is not sufficient of itself, but it is preliminary?—Yes, preliminarily it is advantageous.

1128. And the great object of such education would be to qualify officers for those appointments, would it not?—I do not know that that would be the great object of it. In my opinion its chief object is to give to a fair proportion of the officers of the army a sound military education.

1129. If the examination for direct appointments is all that is absolutely necessary for an infantry officer, I presume that the superior education which is given at Sandhurst must be useful for some other purpose, and would not that other purpose be to make good staff officers for the army?—It would no doubt be useful for that purpose.

1130. Is not that its main object and use?—I do not know that. For instance, Sandhurst was established years before there was any Staff College, and therefore that could not have been its object. The object of Sandhurst is to educate a certain proportion of officers in a military manner.

1131. Is it your opinion or not that if a cadet having passed from Sandhurst into the army does not compete for a staff appointment, he is apt rather to fall off in his knowledge?—Unless he keeps it up he is sure to forget it.

1132. Then I presume that to keep it up he must have some object before him?—Men have different objects; some men will keep up their education for the sake of knowledge itself.

1133. Would not his principal object be in order to qualify himself to serve upon the staff?—I should think that would be a very powerful inducement to him.

1134. (*Lord Northbrook.*) With respect to the proposal that all candidates for commissions should go through Sandhurst, if that was carried out would not the proportion of cadets who would obtain commissions by purchase, as compared with those who would obtain commissions without purchase, be very greatly increased?—As regards Sandhurst itself of course it would.

1135. The mass of cadets would then only be anxious to pass the minimum of a qualifying examination?—Yes.

1136. Would not that very much increase the objection which you raised the other day, namely, to the effect produced by the idleness of that class of cadets?—Certainly.

1137. With respect to the other proposal of amalgamating in some way Woolwich and Sandhurst, have you any knowledge of the system which used to prevail at Addiscombe in the old East India Company's time?—No, not as to details.

1138. Under that system a certain number of appointments to the Indian army were given to Addiscombe College. The best of those students went out in the Artillery and in the Engineers, and the remainder received commissions in the line and in the cavalry. Supposing that you had to establish a military college in this country upon a fresh basis, do you conceive that some such system as this would be advantageous, namely, that there should be a competition into a college at a certain age, say between 15 and 17, and that there should be a competition out of that college after 18 months or two years study, and that the best of those students who competed out should have their choice for the Artillery and for the Engineers, and that the remainder should receive their commissions without purchase; the numbers being calculated upon a sufficient number of commissions without purchase to take the balance?—I would rather keep the colleges distinct; one college for the scientific corps and the other for the rest of the army.

1139. You think that the course of education is so distinct that that distinction ought to be preserved for the advantage of the scientific corps?—Yes.

1140. (*Brig.-Gen. Lefroy.*) Are you aware that in 1857, when considerable discussion took place on the subject of re-organizing our military education, it was proposed to have but one great educational college for the whole army?—Yes.

1141. But that scheme fell through, partly on account of the great expense which would be incurred in forming the establishment, did it not?—No; it fell through, I believe, in consequence of a discussion in the House of Commons.

1142. Does any part of your objection arise from a sort of feeling of disadvantage which the line might be supposed to labour under if the two ordnance corps skimmed off the cream of the whole establishment?—No, I should not feel any objection in that respect.

1143. You do not think that that would, either in opinion or in fact, be a disadvantage?—No, I do not think that it would.

1144. There was no sense of inferiority nor any idea of it in the Indian army when the Artillery and the

Engineers took the best of the cadets, was there?—I am not aware that there was.

1145. (*Sir C. Russell.*) Has your observation enabled you to form an opinion as to whether the boys who obtain a high number of marks in any way prove to be better officers on the average?—No, I have no means of knowing that.

1146. (*Lord de Ros.*) Without any reference to the staff, is it not desirable that regimental officers should have some good military education?—Yes, it is desirable, but not absolutely necessary for the whole body of officers.

1147. Is it not common after casualties on service for the quartermaster-general to apply to regiments and brigades for officers who have taken pains with themselves and have fitted themselves to come upon the staff?—I should suppose that it was.

1148. (*Rev. W. C. Lake.*) Do you know whether there is any precedent in any of the foreign armies for this attempted union of the different parts of the army in one military college?—No, so far as I know they are kept separate.

1149. (*Lord E. Cecil.*) Is it so in America?—No, all branches, I think, go to West Point.

1150. (*Rev. W. C. Lake.*) But is it not universal in the case of the continental armies?—I cannot say whether it is universal, but that is my impression.

1151. (*Chairman.*) You said that it was very probable that one of the objects of cadets at Sandhurst was that ultimately they might go into the Staff College with a view to obtaining staff appointments; but is it not probable that the principal object of their parents is, if possible, to obtain commissions for them without purchase?—That I conceive to be the chief object with which young men are sent to the Royal Military College.

1152. Do you not think it likely that a cadet having received a certain amount of professional education at Sandhurst, although he might not contemplate seeking employment on the staff, would still be likely to feel that interest in the higher parts of his profession which would induce him to continue his studies after he entered his regiment?—I think that many of the cadets might have that feeling.

1153. And that, therefore, much advantage might be likely to accrue to the army in general?—Certainly.

1154. (*Rev. W. C. Lake.*) Has it ever occurred to you on this question of military education to consider whether there is any other class of inducements in the shape of rewards or honours, besides entrance to the Staff College, which might tend to officers studying their profession scientifically?—Hardly so; but we had a proposition some time ago from, I think, General Lefroy, proposing to give a prize in the shape of an exhibition to the officers of the "Advanced Class" at Woolwich, and we approved of that proposal, and also advocated its extension to the Staff College at Sandhurst; we have not done anything more in that direction.

1155. (*Col. Haythorne.*) What is your opinion with reference to competitive examination generally?—That is a very wide question; I am not an advocate for throwing open everything to competitive examination; I rather prefer nomination and then passing a qualifying examination.

1156. Have you any idea whether it has answered since it was introduced into the Civil Service in India?—No, I have no knowledge at all of that.

1157. (*Lord de Ros.*) From your military experience, has any difficulty ever been found by British armies on service in obtaining efficient assistant staff officers from the regiments?—I am not able to answer that question.

1158. (*Col. Haythorne.*) Does it not sometimes happen that, for instance, at the examination for the entrance to Woolwich there may be 200 competitors and 50 vacancies in one year, and in another year half the number of competitors and double the number of vacancies?—Not exactly in those proportions, but they no doubt vary very much.

1159. (*Chairman.*) I conclude that your answer with respect to competitive examinations expresses your opinion generally, and has not special reference to the Royal Military Academy?—Just so.

Maj.-Gen. W. C. E. Napier.

7 July 1868.

1160. (*Lieut.-Col. Chesney.*) In your opinion would it not have a good effect over the studies at Sandhurst if a certain number of free exhibitions, say of the mere value of the outfit given to a non-commissioned officer from the ranks, were given to those who stand at the head of the list, or if there was any similar system of exhibitions?—I should be sorry to see that system introduced. I have never considered that question of exhibitions with respect to their introduction at the cadet college at Sandhurst.

Royal Military College, Sandhurst.

1161. (*Chairman.*) Would the establishment of a system of exhibitions given to those who passed out highest have any tendency to remove what I understand from you to be the principal evil at Sandhurst, namely, the want of a sufficient impetus to the mass of cadets to study?—I think not.

1162. (*Lord E. Cecil.*) I do not know whether you are aware, but I believe that in America it is the case that military degrees are given to cadets. Have you considered the question whether giving a military degree at the college would be a stimulus to study?—No, I have never considered that question.

1163. (*Chairman.*) I will now ask you to state to the Commission the objects of the Royal Military Academy at Woolwich?—The object of the Royal Military Academy at Woolwich is to educate young men for commissions in the Royal Artillery and the Royal Engineers.

Royal Military Academy, Woolwich. Examination for admission.

1164. Will you state the regulations under which candidates are admitted to that academy?—"Competitive examinations for admission are held in "London twice a year, in January and July. They "are conducted by examiners appointed for the purpose in the presence and under the superintendence "of the Council of Military Education. The candidates must be between 16 and 19 years of age. The "admissions are determined by the result of the "examination, the subjects of which are as follows:—1, Mathematics, pure: Section I., arithmetic, "algebra, Euclid, plane trigonometry, 2,000 marks; "Section II., spherical trigonometry, elements of "co-ordinate geometry, and of the differential and integral calculus, 500 marks; mixed, statics, dynamics, "and hydrostatics, 1000 marks; making a total of "3,500 marks for mathematics. 2, English language "and composition, 1,000 marks; 3, History of "England, its dependencies and colonies, 1,000 marks; "4, Geography (modern), 1,000 marks; 5, Classics: "Latin language, 1,500 marks; Greek language, "1,500 marks; 6, French language, 1,000 marks; "7, German language, 1,000 marks; 8, Hindustani "language, 1,000 marks. The examination in French, "German, and Hindustani includes writing from "dictation. 9, Experimental sciences, that is, chemistry, heat, electricity including magnetism, 1,000 "marks; 10, Natural sciences, that is, mineralogy "and geology, 1,000 marks; 11, Drawing: free-hand "drawing of machinery, architectural, typographical, "landscape or figure subjects, 1,000 marks." Of those subjects every candidate must qualify in geometrical drawing, but he does not count the marks which he gains in it towards admission; and no candidate is allowed to be examined in more than five other of those subjects, of which one must be mathematics. The obligatory portion of mathematics is that comprised in section 1 of pure mathematics, namely, arithmetic, algebra, Euclid, and plane trigonometry. From the other subjects of examination each candidate may select any not exceeding four in number. "In either "French, German, or Hindustani, every candidate "is required to obtain for qualification one-sixth "of the maximum of marks, whether he takes it up "as a subject in which he desires to compete or not." No candidate is admitted unless he obtains an aggregate of 2,500 marks. The minimum of marks in mathematics is 700, that is, in section 1 of pure mathematics.

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military Academy, Woolwich.

1165. Is not English a part of the requirements?—No, English is not obligatory.

1166. The competition for admission to Woolwich, is I believe entirely free?—Quite free, it is open I believe to any British subject.

1167. How do the candidates send in their names?—They send in their application to the Military Secretary.

1168. What are they required to state in that application?—"Any gentleman who wishes to present "himself at one of the half yearly examinations must "send in his name to the Military Secretary at the "Horse Guards, one month before the time of examination, forwarding with his application to be noted "the following papers:—1st, an extract from the "register of his baptism, or in default of that a "declaration before a magistrate, taken by one of his "parents, giving his exact age; 2nd, a certificate of "good moral character signed by a clergyman of the "parish to which he belongs, and by the tutor or "head of the school or college at which he has received his education, for at least the two preceding "years, or such other proof of good moral character "as will be satisfactory to the Commander-in-Chief; "3rd, a statement of the subjects of examination in "which (in addition to mathematics) he may desire "to be examined."

1169. What is your opinion of that system of admission to Woolwich by free competition?—I believe that it has worked very well.

1170. Do you believe that it has produced a satisfactory class of officers?—I cannot judge upon that point, as I have very little acquaintance with the officers of the Ordnance Corps. I can only speak as to the amount of education which they receive.

1171. Have you any observations to make with respect to the age of admission?—Yes, I should recommend a reduction in the age, but I am inclined to think that the Council of Military Education in their anxiety to meet the wishes of the service generally in that respect proposed rather too low a reduction of age for Woolwich. We proposed to reduce the limits to from 15 to 17, the same as for Sandhurst; on further inquiry, however, as to the probable results which such a reduction would have upon the standard of education, I think that most of us are now of opinion that from 16 to 18 would be a better limit. It must be remembered that the first commission of an officer in the Royal Artillery or the Royal Engineers is that of a lieutenant, while the first commission of an officer in the line is that of an ensign. This admits of the possibility of an officer of the Ordnance Corps being a little older when he gets his commission than an officer of the line without any disadvantage to the former as regards his comparative standing. It is also beyond a doubt that if the age of admission to Woolwich be much lowered the standard of education must be lowered in proportion. This is perhaps not to be desired. The Royal Military Academy is at present working in a very satisfactory way, both as regards study and discipline, and I have come to the conclusion that the less it is interfered with the better. I do not therefore advocate any greater reduction in the age than to reduce it to the limits of between 16 and 18.

1172. That is to say to reduce the upper limit by one year?—Yes.

1173. Do you think that any change is required in the examination for admission?—No.

1174. The object of that examination, I think, is not like that for direct commissions or for admission to Sandhurst, namely, to test whether the candidate has the general education of a gentleman, but your object is to test something more than that, namely, whether he has had education in certain subjects which are required for the prosecution of his professional studies?—Yes, while at Woolwich.

1175. And you think that the examination is well calculated for that purpose?—I do.

1176. (*Lord E. Cecil.*) Do you not think that more subjects ought to be introduced into the examination for entrance, and that less subjects and more purely military subjects ought to be studied afterwards?—There is a great choice of subjects already for the entrance examination.

1177. I am speaking more especially with regard to the subjects which are studied afterwards. Do you not think that a cadet ought to qualify himself in the ordinary subjects of a gentleman's education as well as in certain subjects (I will not specify what they are) so as to reduce the number of military subjects which should be studied afterwards?—I do not think that I clearly understand your question.

1178. In military drawing, for instance, do you not think that there should be a certain amount of perfection?—No; I entirely object to introducing any amount of military drawing into the entrance examination.

1179. I will specify drawing generally then?—Drawing is one of our subjects.

1180. Do you not think that a certain perfection in mathematics, and a certain perfection in one or more languages, and in history and geography, and English composition, and in drawing, might be required, so as to leave the cadet free to study purely military subjects afterwards?—I should not be inclined to require a greater amount of obligatory proficiency in any of those subjects than we do now. Many of those subjects do not come within the course afterwards at Woolwich. The course at Woolwich is not founded upon this entrance examination at all.

1181. Are not languages taught afterwards?—Foreign languages are; but the English language is not, history is not, geography is not, the classics are not, and geology is not now taught.

1182. Do you not think that a candidate ought to be qualified in languages at the entrance examination, so as not to have to study them afterwards?—Not necessarily. We should very much narrow the field of competition if we made that a requirement.

1183. On the contrary, would you not widen the field of competition, because you would have more subjects at the entrance examination?—We have all those subjects as a field for selection.

1184. Would not, in your opinion, a certain proficiency in languages, so as to prevent their being studied afterwards, be a good thing?—No, I do not see any necessity for requiring a perfect knowledge of a foreign language for an entrance examination.

1185. You would prefer that the languages should be studied afterwards?—I should prefer that they should be studied afterwards rather than that the scope of the examination should be so restricted as that would make it.

1186. What amount of proficiency in languages is required for the entrance examination; must the candidate be able to speak a foreign language?—No; he is obliged to acquire one-sixth of the number of marks in languages.

1187. Is the examination conducted *vivâ voce* or by paper?—By paper.

1188. (*Lord Northbrook.*) I believe from the report, and especially the second report, of the Council of Military Education, that very great pains have been from time to time taken in regulating the entrance examination at Woolwich, so as to avoid giving credit to any crammed questions, and to insist upon the candidates having a sound fundamental knowledge on every subject in which they have to obtain marks. Is not that so?—That was the object of limiting the candidates to five subjects.

1189. And especially as to mathematics, I understand from the reports of the examiners which I have read, that it has been successful, and that those candidates who have obtained the obligatory number of marks in mathematics have really a sound knowledge of mathematics?—I believe so, to that extent.

1190. (*Rev. Dr. Butler.*) Is it the case that mathematics tell somewhat less in entering Woolwich now than they did a few years ago?—Mathematics have always had 3,500 marks, which is what they have now.

1191. (*Brig.-Gen. Lefroy.*) Are you in possession of any information as to the classes of society from

which the candidates come who present themselves under this system of open competition?—No, I do not think that we see the parentage, the Military Secretary has that information.

1192. But such information could be obtained?—It could, no doubt, from the Military Secretary.

1193. From your own observation of the young men at the time when they are personally under your eye at the examination, should you say that there is any perceptible difference between them and those who present themselves under the nomination system at Sandhurst?—No, I do not see any difference.

1194. Is there not a great waste of power in admitting gentlemen cadets upon the strength of their classical acquirements, and from that moment dropping classics as a means of educational development?—The object of allowing them to count marks upon their knowledge of classics is to meet the general education of the country, and the reason for dropping classics while at the academy is because it is considered that other subjects are more necessary to them as officers. From the moment when they enter the academy the object is to instruct them to become officers of Artillery and Engineers.

1195. Then do you frame the system upon a purely utilitarian basis, disregarding the culture of the mind as such?—We consider that the subjects which are taught at the academy at Woolwich are quite sufficient to test or to cultivate anybody's mind.

1196. Do you consider the knowledge of classical languages and of classical literature as being otherwise than a most useful accomplishment for a military man?—In my opinion that knowledge is not absolutely necessary for a military man.

1197. But has not their complete exclusion a very narrowing tendency in any body of educated gentlemen?—But we do not exclude those subjects from the entrance examination. When the candidates go to the Military Academy it is to receive a military education. I can see no advantage in carrying on the study of classics at the Military Academy to the exclusion of one of the present subjects which are more important to military men.

1198. Take such subjects as geometrical drawing, chemistry, and some branches of applied mechanics, and other subjects which are included in the Woolwich course; what influence have they upon the intellectual condition of an officer who learns them under compulsion and who dislikes them and completely drops them when he leaves school, is he any better for having learnt those subjects?—I conceive geometrical drawing to be an absolute necessity for the Engineer officers.

1199. But only one-third of the Woolwich cadets become Engineer officers, and two-thirds become Artillery officers?—But the course is the same throughout, no distinction is made between them, and at Woolwich it never has been made that I am aware of.

1200. Looking to the distinct speciality of the two services, do you consider that identity of course an advantage?—I am told so by officers of the Artillery and of the Engineers. We have often considered the advantage of separating them at a certain point of the course, but there are always objections made either by the authorities at Woolwich or by other officers of the Engineers and of the Artillery. They think that an engineer should know everything which an artilleryman learns at Woolwich, and that an artilleryman should know everything which an engineer learns at Woolwich.

1201. Are you not aware that complaints have been made by cadets who have obtained admission into the army, that they derive no benefit from that accomplishment in their future progress, and have even no opportunity of keeping it up for their own intellectual satisfaction?—I have not heard of any such complaints.

1202. It appears that although the standard of qualification at the examinations at Woolwich is much higher than at Sandhurst, a large number of candidates do qualify, and that out of that number who qualify only 38 per cent. are admitted?—I dare say that that may be the proportion, the number of failures are 47 per cent.

1203. That is down to the latest period?—Yes, from 1858 to 1867 inclusive.

1204. What would be the objection to admitting at Woolwich all who qualified, placing the standard of qualification as high as you thought proper, and discontinuing the present system of periodical examinations when there is a very limited number of vacancies?—Because there are not vacancies sufficient; the academy only consists of a certain number calculated to supply the wants of the Artillery and of the Engineers, and you cannot exceed it; if you do you will have no commissions for them.

1205. You cannot limit the number of competitors so as to proportion the probable qualifications to the probable demand?—I presume that the only limit which can be put to it is the power of examination. We can examine about 150 in the hall at Chelsea. It would be very difficult and I think impossible to limit the number of competitors as you propose.

1206. Is there not a great difference in the value of the marks for the entrance examination at Woolwich and for that at Sandhurst?—Not very much, I think. Most of the subjects for the entrance to Sandhurst have 1,200 marks, whereas those at Woolwich have 1,000 marks; that is the only difference.

1207. Are there not in fact two measures, so that say 3,000 marks at Woolwich really represents far more than 3,000 marks at Sandhurst?—The examination papers for Woolwich are more difficult and of a much higher class than those for Sandhurst.

1208. Would it not be possible to have one scale, so that the marks at the two establishments should be directly commensurable?—No, because the one is a competitive examination and the other is a qualifying examination.

1209. What I am aiming at is, that there shall be something like commensurability between those candidates who have passed their respective examinations, so that any number of marks, say 3,000, whether for Woolwich or for Sandhurst, or for a direct commission, shall mean the same amount of examination, and shall have the same value?—I do not think that that is possible. I do not see how we can arrive at it.

1210. (*Sir D. A. Cameron.*) In the examination for admission to Sandhurst the English language is one of the obligatory subjects, but in the examination for admission to Woolwich it is not so?—Just so.

1211. Can any reason be given for that difference?—It is supposed that the candidates who present themselves for Woolwich are a class so much higher with respect to education that it is not necessary to examine them in English.

1212. A candidate for Woolwich would not be rejected on the score of bad spelling or bad grammar in his answers?—No, English is not obligatory.

1213. A candidate for Woolwich is required to have a certain knowledge of either French, German, or Hindustani. Is it not more necessary that he should have a knowledge of his own language; would it not be more necessary to him as an officer?—It was taken for granted, I presume, by those who framed these regulations, that all those young men who come up for Woolwich are so well educated that they have a competent knowledge of their own language.

1214. And is that shown by their answers at the examination?—I do not know. I cannot answer that question. I do not hear complaints of bad spelling from Woolwich.

1215. Is the English language taught at Woolwich?—No.

1216. (*Lord de Ros.*) With regard to classics for Woolwich, do not you think that Latin is an advantage in the acquirement of French and German and Spanish and Italian?—Certainly.

1217. Is not chemistry becoming of more daily advantage and almost of necessity, both to the Artillery and to the Engineers?—Yes, and it is taught at Woolwich very successfully.

1218. Does not the admission examination at Wool-

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military Academy, Woolwich.

wich absolutely require, to a great degree, the intervention of a cramming establishment?—I cannot say, but I should think so.

1219. In an examination wholly on paper may not a cadet appear very proficient in French or German without being even intelligible, *vivâ voce*, in consequence of his pronunciation?—Yes.

1220. (*Rev. W. C. Lake.*) What do you think leads to the cramming establishments being so much resorted to for the examination at Woolwich?—The difficulty of the examination.

1221. Do you know any subjects for which young men seem particularly to go to cramming establishments, especially for Woolwich?—They almost all go to crammers for Woolwich. I fancy that they go to them for every subject.

1222. As these young men are competitors you might expect that the best, at all events, of those coming from the public schools and passing a good examination at the public schools, would find that education enough for a competitive examination?—It would be sufficient for a qualifying examination, but not for a competitive examination.

1223. Classics and mathematics being taught in the best form in the public schools, how do you explain the fact that your cleverer boys do not seem content with a public school education, but go to crammers?—They go to the crammers because they do not feel equal to the competition without going to them.

1224. Then you mean that the crammers give a better education in certain subjects, namely, in classics and mathematics, or one better fitted for the Woolwich examination than the great public schools do?—No, I should not take those particular subjects, but I think that these private tutors certainly prepare for the Woolwich examinations better than the public schools do. I base my opinion upon the fact that we do not get young men from the public schools for this examination.

1225. Those two subjects, classics and mathematics, are the subjects which obtain much the highest marks?—Yes.

1226. And speaking generally, a boy who did well in those two subjects and in one other would be sure of getting his appointment, would he not?—I do not know; I can lay down no rule of the sort for a competitive examination.

1227. I wish to understand on what grounds you suppose it to be the case that the boys in competitive examinations are not content with the education of the public schools and resort so much to crammers; is it because you think that the public schools do not give a sufficient education in the main branches, or that the boys have a false impression?—It seems to me to be quite clear that if a boy is afraid to go up from a public school for a mere qualifying examination, he will, *a fortiori*, be more afraid to go up for a competitive examination.

1228. The mass of the boys who go up for a qualifying examination are the idle boys at the public schools; and the mass of the boys who go up for a competitive examination are the diligent boys who have used the advantages of the public schools to the best of their power?—Yes, but they compete against each other, and therefore to give them in their own opinion the best chance they go to these men who are in the habit of preparing candidates for such an examination.

1229. Do you think that these men do give them the best possible chance, or is it only that the candidates have a mistaken impression that they give them the best possible chance?—I should be inclined to think that a young man coming from a private tutor, or from one of those schools which profess to prepare for Woolwich, would have a much better chance than a candidate from one of the public schools.

1230. You have said that these cramming schools, or private tutors, do give a better preparation for the Woolwich examination than the public schools?—They give a better preparation for it, they cram up the candidates for the time being, but they cannot cram them in mathematics or classics.

1231. And those are two leading subjects?—Yes.

1232. Still I do not think that it is quite explained why, when classics and mathematics are the two leading subjects, and when by far the highest marks are given for those subjects, and when you say that they do not admit of cramming, the boys should resort to crammers, instead of being content with the education of the public schools?—I do not know, I cannot explain it, except that private tuition is more effective than public school tuition.

1233. Do you consider that the education given by the crammers is better for the purpose than the education at the public school?—I do not consider it better, but it is more successful in getting the candidates through an examination.

1234. Do you not think that the examiner should be able in the subject of mathematics to distinguish between a boy who had been crammed up for the purpose of the examination, and one who had a deeper and more substantial knowledge?—No doubt he would be able to do so, but at the same time I do not think that it would be desirable to cram up for mathematics. I imagine that the candidates for Woolwich go for three or four years to private tutors, that is my impression, although I have no precise ground for saying so.

1235. (*Lord de Ros.*) Are not the crammers for Woolwich rather a distinct class and a higher class than the others?—I do not know.

1236. (*Rev. W. C. Lake.*) Have you had complaints that the new cadets admitted to Woolwich by competition are inferior either in gentlemanly tone or discipline to the old ones?—No, I have not heard any such complaints.

1237. (*Lord E. Cecil.*) When you speak of private tuition do you look upon a cramming establishment, the head of which receives 100 young men, as a private establishment?—It is a private school.

1238. You do not confine it to a few pupils, three or four or half a dozen, as the case may be?—No, we do not know exactly what "private tuition" means.

1239. I should be very glad to know what your definition of "private tuition" is?—I have no definition to give; we get a return that a candidate has been educated at such and such a school and has had private tuition.

1240. If you were asked to define "private tuition" should you say that any gentleman who had 100 young men was giving them private tuition?—No; for instance, I should not call the Wimbledon School private tuition, because that is a large school.

1241. I suppose that there are numbers of those schools?—Yes.

1242. With regard to preparation and education, do you not draw a distinct difference between a preparation for these examinations and a good education?—Yes.

1243. Preparation may be a very good course preparatory to this examination, but it does not imply thorough education?—No, not always.

1244. (*Rev. W. C. Lake.*) You told us with respect to the examinations for direct commissions, that there was an exception in the cases of two schools, namely, Marlborough and Cheltenham, and that boys for those examinations came to you direct from those schools?—Yes, some do.

1245. Do they come direct from those schools also for Woolwich?—They come from Cheltenham, and a few from Marlborough; they also come direct from Wimbledon School. Returns, p.

1246. (*Rev. Dr. Butler.*) Do they come from Wellington College?—I think not to Woolwich.

1247. (*Chairman.*) I think that the result of your evidence upon this point is that, using the word "cram" in the objectionable sense, you are of opinion that the candidates for Woolwich cannot be crammed in the two main subjects for examination, namely, mathematics and classics?—Yes.

1248. But that there may be this resort to the objec-

tionable practice of cramming with respect to the voluntary subjects?—Yes.

1249. Do you know of any cases in which persons who have passed an examination, and who have been admitted to Woolwich, have afterwards been found so imperfectly instructed as to afford any difficulty in pursuing the high class of study which they are obliged to follow in that academy?—No, I have not heard of any such complaints.

1250. So that you would allow that with respect to mathematics they were not merely crammed, but were properly instructed?—I should say that they were properly instructed.

1251. A suggestion was made that you should limit the number of competitors. Would not the effect of that be practically to lower the standard of examination?—Undoubtedly.

1252. (*Lt.-Col. Chesney.*) What you said as to not coming direct to Woolwich from public schools does not apply to Cheltenham College, does it?—No, I except Cheltenham and also to some extent Marlborough.

1253. (*Rev. Dr. Butler.*) Do you know what proportion of successful candidates at Woolwich during the last few years has been found to come from public schools, not including Cheltenham and Marlborough for this purpose?—I can give in a return of that.

1254. (*Chairman.*) Will you now describe the course of study at the Royal Military Academy?—The course of study at the Royal Military Academy is not continuous in the same subjects throughout. It includes, first, mathematics for the three junior classes, namely, the third, fourth, and fifth; secondly, fortification throughout all the classes; thirdly, artillery in the first and second classes; fourthly, military drawing and surveying in all the classes; fifthly, military history in the first and second classes; sixthly, French in the second, third, fourth, and fifth classes; seventhly, German or Hindustani in the same four classes; eighthly, landscape drawing in the third, fourth, and fifth classes; ninthly, practical geometry in the third, fourth, and fifth classes; tenthly, chemistry and metallurgy in the first and second classes; eleventhly, practical mechanics in the first and second classes; and twelfthly, natural philosophy in the first and second classes.

1255. Is your first class the highest?—Yes.

1256. Are all those subjects obligatory?—French is obligatory, and either German or Hindustani is obligatory.

1257. And are all the other subjects obligatory?—Yes.

1258. What is the duration of the course?—Five terms, that is, two years and a half.

1259. Do examinations take place during the course?—There are half-yearly examinations for promotion from one class to another. These are conducted by the professors of the academy. Certain classes are also finally examined every half-year in certain subjects by the examiners of the Council.

1260. Then during the course there are two distinct kinds of examination, one conducted by the professors, and the other an independent examination by the examiners of the Council?—Yes; the examination by the professors is mainly to qualify for class promotion, but they carry on marks towards the final examination.

1261. Do all the examinations, those by the professors as well as those by the examiners of the Council, carry on marks?—Yes.

1262. Supposing that a cadet is not able to pass the examination which you describe as the examination for promotion, does he remain in the lower class, and is he subsequently again examined for promotion?—Yes, he remains in that class during the next term, and he is only allowed one term of grace.

1263. If he failed a second time he would be removed?—Yes; the only exception in that case is in the event of his having been in hospital for a long time. I may add that if a cadet is for seven terms at the academy he is not allowed to compete for place; he is put at the bottom of the commission class.

1264. What is the greatest time that a cadet is allowed to remain?—Five terms are the usual course. He is allowed a sixth term as a matter of grace; and if he has been ill in hospital, upon special consideration of his case he may be allowed a seventh term, but in that case he goes to the bottom of the list.

1265. But there is nothing beyond a seventh term?—No.

1266. Will you explain the nature of the final examination for a commission?—The final examination for commissions is conducted by the examiners of the council and the professors of the Academy, and the qualification for a commission is the obtaining of half the aggregate number of marks.

1267. What are the subjects upon which they are examined?—They are examined in different classes upon certain portions of the course. There is a final examination upon some subject or other, or upon some portion of a subject in every class, so that the last examination is only upon certain subjects; but to qualify they must obtain throughout the whole of their examinations nearly half the aggregate number of marks.

1268. I understand that throughout the whole of their course they are continually gaining marks; is that so?—Yes. I may add that those at the head of the list have the option of joining the Royal Engineers.

1269. Do they almost invariably avail themselves of that option?—Almost invariably; there are cases of exception.

1270. Do you approve of the course of study which is at present fixed?—As I do not belong to either of the scientific branches I cannot form a just opinion upon that subject. To myself it seems an enormous course of study, and I wish to reduce it, but it is very difficult to do so. When we propose to leave out something we are always met with an objection. We do not know what to leave out.

1271. Have you ever heard it stated that cadets leave Woolwich very much exhausted by their studies?—Yes, I have heard General Simmons say so.

1272. (*Lord E. Cecil.*) What is the duration of study daily?—The hours of study at Woolwich are six and three-quarters for five days a week and four and three-quarters on Saturday.

1273. Is military law taught?—No.

1274. I have been told that the final French examination is not *vivâ voce*?—It is not.

1275. And that it is not very much harder in its character, if at all, than that which is required at entrance?—No, I dare say that it is not much harder.

1276. Have the cadets a gymnasium?—Yes, an excellent one.

1277. Have you any opinion as to the term of study, do not you think that it might be reduced to two years if less subjects were taught?—Yes, I think that it might be reduced to two years, if certain portions of the practical part of artillery, for instance, were taught at Shoeburyness. By a reduction of the course of study no doubt the term of residence might be reduced to two years.

1278. Have you any opinion as to the separation of engineer and artillery classes after the first year of study?—I think that if the local arrangements would permit of it (which I am told they do not), a separation of the two after the third term would be advantageous.

1279. That is to say, after 18 months?—Yes.

1280. Not so soon as a year?—No.

1281. Have the cadets during the time that they are there any marks for good conduct, and do those marks count in the final examination?—I am not aware whether or not they have marks for good conduct at Woolwich, but they do not count in any way in their examination for competition if they have.

1282. Has such a question ever come before the Council of Military Education as to either Sandhurst or Woolwich?—Yes; at Sandhurst good-conduct marks existed for some years, and the system was

Maj.-Gen. W. C. E. Napier.

7 July 1868

Royal Military Academy, Woolwich.

abolished at the instigation of the Council of Military Education at the beginning of this term.

1283. For what reason?—Because they found that it very much interfered with the discipline.

1284. That it made the discipline worse?—Yes.

1285. Would not the natural effect be otherwise?—No; the system was this: every cadet was credited with 100 marks at the beginning of each term, and then for every punishment he forfeited so many marks according to a scale. That being the case the punishments were necessarily in the hands of one person, namely the commandant of the college, and the subordinate officers could not therefore punish. In my opinion the discipline suffered from that.

1286. Do you not think that by an improved principle of counting those marks that system would be beneficial to discipline?—There is no other way that I can see which would do away with that objection; it puts the whole of the punishments in the hands of one person, and it takes all power from the subordinates.

1287. (*Lord de Ros.*) Supposing that the marks were given on the recommendation of the captain, as the captain in a regiment would recommend to his colonel any soldier who behaved well, would there be any difficulty in that plan?—Yes; it would be an unfair way, because one captain might be more inclined to be lenient than another.

1288. (*Lord E. Cecil.*) You said that the entrance examination was competitive, and that the after examination was qualifying; but is it not in fact a competitive examination because only a certain number of commissions are given in the Engineers and in the Artillery?—Certainly.

1289. In that sense it is competitive?—It is very competitive so far.

1290. It is not simply a qualifying examination?—It is qualifying as far as a commission in the army is concerned, but it is competitive as to the branch of the service which the candidate gains.

1291. Supposing that a cadet comes up to the requisite amount of marks he may not obtain his commission because there may be no commission to be given to him?—No, he always obtains his commission; they only admit a certain number of cadets.

1292. May it not happen that cadets can qualify before their time, namely, in the fourth half instead of the fifth half?—I do not think that they can, I am not aware of any such case.

1293. Cannot a cadet if he is very proficient in study make a jump over one class for instance?—No; in the last term we allowed that to a certain extent, because the Indian Government wanted more officers of Engineers, and therefore we were obliged to have an intermediate examination at which we admitted cadets from one class to another.

1294. Does it ever happen that a cadet has to wait for any great length of time for his commission after having qualified?—I think not.

1295. (*Lt.-Col. Chesney.*) Respecting the division of studies between Artillery and Engineer cadets, is there not at present some loss of time by cadets who go for the Engineers studying a large portion of the Artillery course, and *vice versâ*?—That is my opinion, but I do not find it to be the opinion generally of the officers of those branches.

1296. On the other hand I suppose that until the cadets have been for a certain time in the Academy it is impossible for them to make their choice between the respective corps. The Engineers being a matter of special choice, would it not be impossible to give them that choice until they had been for a certain time in the Academy?—I would not give them a choice until after three terms.

1297. After those three terms do not you think that it would be a good thing to divide the course?—I think that it would be a good thing, but it is not considered by the authorities of the Academy to be expedient. I do not know whether that difficulty can be got over.

1298. (*Rev. Dr. Butler.*) Do you know whether there are any private opportunities of intellectual development at Woolwich outside the academical course, such as music, for example, or any other intellectual stimulus?—I am not aware of their having anything of the sort; they have a library and they have workshops, and I presume that they would be allowed pianofortes in their rooms; they are allowed pianofortes in their rooms at Sandhurst; I do not know whether or not they are at Woolwich.

1299. Is there a debating society?—I do not know, but I should think not.

1300. (*Brig.-Gen. Lefroy.*) There appears to be no fixed proportion, taking the examinations in detail, between the commissions given in the Royal Engineers and those given in the Artillery?—It depends upon the vacancies in each branch; the normal proportion I believe is generally about one-third in the Engineers to two-thirds in the Artillery, but it depends entirely upon the requirements of the two branches at the end of each particular examination.

1301. So that an individual cadet could have no certainty of his being able to get a commission in the Royal Engineers at the end of his career; it would depend upon the demand in the Royal Engineers at that moment?—Yes, and upon the competition.

1302. But instances, I believe, are not infrequent of gentlemen, who might have gone to the Engineers, selecting the Artillery?—They are not frequent. I have only known of one case at any one examination in which the Artillery was selected in preference to the Engineers, and very often there was not one.

1303. Is there any influence brought to bear at the examination to determine that preference, or from what does it arise?—I suppose that it arises from their own and their parents' wishes.

1304. Has it ever happened that scarcely any commissions in the Engineers have been available at a given examination?—I have known the number as low as six, or I think five.

1305. Out of how many?—Out of 30 or so. Upon the last occasion the number was 19 out of 42; but this is an exceptional state which will last only for the three next terms, and then it will go back to the normal state.

1306. Does relative position in the final examination follow with any regularity relative position at the entrance examination?—I have never looked to that point, but I think that it is very probable.

1307. But may it not be safely asserted that all those who come in upon classics go to the Artillery from the impossibility of getting sufficient mathematics for the Royal Engineers?—No, I think not.

1308. (*Sir D. A. Cameron.*) Do many cadets fail to qualify themselves for a commission either in the Artillery or in the Engineers?—I do not know the number, but there are very few.

1309. (*Lord de Ros.*) Are not the building and mining departments of the Engineers very important features in their art, and entirely different from Artillery duties; and would not earlier information in them be better than advanced study of artillery science?—It must be recollected that Engineer officers, after leaving the academy at Woolwich, go to Chatham for two years on purpose to study those branches.

1310. If they had an earlier initiation into them would it not be of advantage; and is it of any advantage for them to go on with the advanced study in artillery to the prejudice of other studies?—I have already said that I do not belong to the ordnance branch, and cannot give an opinion upon that point.

1311. (*Rev. W. C. Lake.*) I remember that some of the cadets did very well indeed for their age in their classics on their entrance examination. Might it not be desirable to give those who are proficient a moderate opportunity of keeping up their knowledge during the time that they are at Woolwich?—I object to increasing the number of subjects; I should rather reduce them.

1312. They might sacrifice something else. But if some of them are remarkably good scholars does not it appear to be a pity that they should have no opportunity at all of continuing those studies?—That is a

matter of opinion. At Woolwich every study is obligatory, and therefore it must be obligatory upon all; and that would be an objection to it.

1313. Would there be any objection to allowing a select and voluntary class, say in Latin, and letting the men who chose to do so go through that class, and making their marks count in the final examination?—I think that you cannot have any voluntary subject. If you had Latin and Greek you must introduce them instead of something else.

1314. Why?—Because of the competition. There are no voluntary subjects at Woolwich. I suppose that that rule has been established on account of the strict competition for the Engineers.

1315. (*Lt.-Col. Chesney.*) You have said that you would rather reduce the amount taught in Woolwich than increase it. Having reference to the present very high standard of the competition of cadets who go into Woolwich in mathematics, could you not do away altogether with the compulsory study of mathematics at Woolwich without a loss to the service?—Yes, provided that the obligatory qualification at entrance was raised. The present obligatory examination, in my opinion, would not be sufficient for an officer of the Engineers.

1316. (*Chairman.*) Would not that be putting the requirement for the entrance examination very high for youths of that age?—I think so.

1317. Will you now state to the Commission who are the officers entrusted with the government of the Royal Military Academy at Woolwich, and its discipline, as distinct from the professors?—The Lieutenant Governor, the Second Commandant, who is also Inspector of Studies, the captains of companies and the subalterns of companies.

1318. Does the Lieutenant-Governor practically occupy the same position at Woolwich which the Governor does at Sandhurst?—I think so.

1319. The Governor at Woolwich is, I believe, His Royal Highness the Commander-in-Chief?—Yes.

1320. Have you the same opinion with respect to the number of captains and lieutenants of companies at Woolwich as you expressed with regard to Sandhurst?—Yes, I should think that there are more than are necessary.

1321. Have there always been captains and lieutenants of companies at Woolwich?—I think not, but I cannot answer that question positively.

1322. Will you state the number of professors, distinguishing the civilians from the military professors?—There are 19 civilian professors and masters, and 14 military professors.

1323. For what number of cadets is that generally?—The present establishment is, I think, 220.

1324. Will you state to the Commission who are the professors and what they teach?—They are:—

J. J. Sylvester, Esq., M.A., F.R.S., Professor of Mathematics.

Lieut.-Col, J. J. Wilson, Royal Engineers, Professor of Fortification.

Brevet Lieut-Col. C. H. Owen, Royal Artillery, Professor of Artillery.

T. M. Goodeve, Esq., Professor of Mechanics.

Stephen Fenwick, Esq., F.R.A.S., 1st Mathematical Master.

Rev. G. Y. Boddy, M.A., 2nd Mathematical Master.

W. Racster, Esq., 3rd Mathematical Master.

Morgan W. Crofton, Esq., 4th Mathematical Master.

Brevet-Major W. J. Stuart, Royal Engineers, Captain C. N. Martin, Royal Engineers, Captain E. L. Bland, Royal Engineers, and 2nd Captain H. F. C. Lewin, Royal Engineers, Instructors in Fortification.

T. Bradley, Esq., Professor of Geometrical Drawing.

G. S. Pritchard, Esq., F. Bradley, Esq., Masters of Geometrical Drawing.

G. B. Campion, Esq., A. Penley, Esq., Masters for Landscape Drawing.

2nd Captain O. H. Goodenough, Royal Artillery, Instructor in Artillery.

2nd Captain H. W. Briscoe, Royal Artillery, 2nd Captain W. H. Wardell, Royal Artillery, Assistant Instructors in Artillery.

2nd Captain H. Brackenbury, Royal Artillery, Professor of Military History.

Brevet-Major A. W. Drayson, Royal Artillery, Professor of Surveying and Topographical Drawing.

2nd Captain G. A. Crawford, Royal Artillery, Captain A. H. Hutchinson, Royal Artillery, Captain F. E. Pratt, Royal Engineers, and Lieutenant W. H. Collins, Royal Engineers, Assistant Instructors in Surveying and Topographical Drawing.

Alphonse Lovey, Esq., Professor of French.

Theodore Karcher, Esq., LL.B., Edmund Valentin, Esq., French Masters.

C. A. Feiling, Esq., Professor of German.

F. Schlutter, Esq., C. H. Schaible, Esq., Ph.D., M.D., German Masters.

Major R. Robertson, Ret. Indian Army, Professor of Hindustani.

C. L. Bloxam, Esq., Lecturer on Chemistry.

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military Academy, Woolwich.

1325. Are the officers of discipline and the professors appointed in the same manner as at Sandhurst?—Yes, I think so; there are some slight differences with regard to the professors, but it is not worth mentioning; we leave the selection of them more in the hands of the authorities there than we do at Sandhurst.

1326. Is the recommendation held officially to come from the Council of Military Education?—The authorities at Woolwich send to the Council a list of candidates for a vacancy in a professorship, and the Council generally request the Lieutenant-Governor to make his own selection from that list.

1327. Then practically the Council takes a less direct part as regards positive influence over the selection of professors at Woolwich than at Sandhurst?—Yes, but I am not sure that we are at all controlled in it. I imagine that we do it because it is supposed that the officers at the head of that establishment, whether of the Artillery or of the Engineers, are better acquainted with their own officers than we are, and therefore we leave it to them to select.

1328. That may apply to the case of military professors, but does it apply to the case of civil professors?—So far as I remember we have had no appointments of civil professors since I have been at the Council, but I have no doubt that we should appoint them in the same way as at Sandhurst.

1329. Do you consider yourselves equally responsible for the appointment of professors at Woolwich as at Sandhurst?—Yes, to this extent, that I have no doubt we should stop the appointment of anybody to whom we objected.

1330. Could you obtain the appointment of the person whom you thought best qualified?—Yes, I should certainly say so.

1331. Have the professors at Woolwich the same position as to discipline as at Sandhurst?— I think there is a slight difference in this respect.

1332. Do you think that the number of professors at Woolwich is proper?—It seems large, but the reason is the same as in the case of Sandhurst, namely, that there are a great number of subjects taught.

1333. I believe that the discipline at Woolwich is not under the Council?—It is not. Discipline of the Academy.

1334. So far as your knowledge goes, do you believe it to be in a satisfactory state?—Yes; from all I hear it is in a very satisfactory state at the present moment.

1335. Are the punishments of the same character as those at Sandhurst?—Yes; the punishments are dismissal, rustication, and reduction of under officers and corporals.

1336. (*Rev. Dr. Butler.*) Is dismissal equivalent to expulsion?—I suppose so. There is also restriction for a limited period from all indulgences or leave, and there are likewise open arrest, and confinement to the room or close arrest.

1337. (*Chairman.*) Has the Lieutenant-Governor at Woolwich that power of rustication or removal which you desired to see in the hands of the Governor at Sandhurst?—No, the Commander-in-Chief being Governor of the academy, the Lieutenant-Governor of course cannot have that power.

Maj.-Gen. W. C. E. Napier.

7 July 1868.

Royal Military Academy, Woolwich.

1338. Then in any case where rustication or removal is necessary there would be a direct reference to His Royal Highness as Governor of the Academy?—Yes.

1339. I have understood from you that the under officers have greater disciplinary powers at Woolwich than at Sandhurst?—Yes.

1340. And that you approve of that?—Yes, I approve of it.

1341. Are there any non-commissioned officers at Woolwich, such as those who formerly existed at Sandhurst?—There are some non-commissioned officers at Woolwich for purposes of drill.

1342. But not for any purposes of discipline, or espionage, or anything of that sort?—No, I believe that there never have been.

1343. Have there been any serious difficulties at Woolwich with regard to discipline within the last few years?—No, I believe not, I have not heard of any lately.

1344. On the whole then, I gather from your evidence that you think that the state of discipline and the internal arrangements of the academy are satisfactory?—Yes, as far as I am able to judge of them, but they do not come within my own knowledge.

1345. Is there any body of Commissioners at Woolwich the same as those at Sandhurst?—No.

1346. With respect to the accommodation at Woolwich, and the arrangement of the buildings, have you any remarks to make?—No, I believe that that is very good at Woolwich.

1347. (*Lord E. Cecil.*) With regard to the professors, what is their power of punishing at Woolwich?—They have no power of punishing.

1348. Do they take notice of anything which occurs out of study with regard to the discipline of the cadets?—I believe not; I believe that they are not required to do so.

1349. What are their powers limited to, are they precisely the same as they are at Sandhurst?—Their powers are limited to reporting cadets for neglect of their work, or for any improper conduct in their hall of study. But there is one thing to be remarked, namely, that at Woolwich the professor is assisted in the maintenance of order by one of the corporals, who in fact is responsible for the discipline of the hall of study, so that the professor has nothing to do with the matter unless the corporal tells him that he cannot maintain order.

1350. Do you think that the military officers and the professors might be combined in any way, that is to say that military officers might undertake the duty of professors, or that professors might undertake the duty of military officers?—They might at Sandhurst. With reference to Woolwich I am not sufficiently acquainted with the details of the duties of the military officers there to form an opinion upon that point.

1351. I believe that you have stated that you think the number of professors large?—It appears large, but I believe that it is not more than is necessary.

1352. Has there ever been any attempt on the part of the Council of Education to reduce the number of professors?—Not that I am aware of.

1353. Or to reduce the number of executive officers?—No, we have nothing to say to them.

1354. That does not come under your observation at all?—No.

1355. With regard to billiard tables, reading rooms, and smoking rooms, do those exist by permission of the authorities?—I believe that they are now building billiard rooms at Woolwich. They have no smoking rooms that I know of.

1356. Are cadets allowed to smoke freely about the college grounds or not?—I believe not. I believe that they are only allowed to smoke under the gymnasium.

1357. Is there a canteen for the sale of spirituous liquors to the cadets under the control of the authorities?—I believe not.

1358. (*Lt. Col. Chesney.*) You spoke of the Council not having quite so much real control over the appointment of the professors at Woolwich as at Sandhurst; but have you not specially Engineer and Artillery members to consult on all such appointments from those branches?—Yes.

1359. Is it not rather a matter of custom than for any other reason that the appointment of professors should not be completely under you as at the other colleges?—I believe that if we chose we could claim as complete a control over that matter as we have at Sandhurst.

1360. But hitherto you have not done so?—No, we have not interfered so much.

1361. Are you aware that there is a difference between the orderly and regular bearing of the cadets at Woolwich and at Sandhurst, and that one class of cadets is considered better than the other? I am speaking of their out-of-door manner and bearing?—From what I have observed and from what I hear I think that the cadets at Woolwich, when they go outside the grounds, are dressed in a smarter manner than the cadets at Sandhurst, and the reason is obvious, namely, that the cadets at Woolwich go out into a garrison town where every officer of the Artillery takes a personal interest in them, whereas the Sandhurst cadet goes into the woods and heath of that country.

1362. (*Rev. Dr. Butler.*) With whom does the power of dismissal rest at Woolwich?—I cannot answer that question from my own knowledge, but I believe that it rests with the Commander-in-Chief. I believe that no cadet can be dismissed without the sanction of the Commander-in-Chief.

1363. Would the same sanction of the Commander-in-Chief be required for rustication?—Yes, he is the governor of the academy, there is that distinction between the two institutions.

1364. Is there any one who would be considered responsible for the moral conduct of the young men as distinguished from a serious breach of military discipline; is there any one for example, who would communicate with their parents, supposing that there was anything wrong?—I presume that the Lieutenant-Governor would be the person to do so.

1365. Is there anybody who would make it his business to study the character of each young man, and to communicate from time to time, if necessary, with his parents?—I should suppose not; these are matters of discipline with which, at Woolwich, I am not acquainted. I happen to know them at Sandhurst from my former connection with the College, but I do not know them at Woolwich.

1366. Are there any periodical reports of the conduct of the young men which are sent to their parents?—I am not aware. I do not know any of those details as to Woolwich; they do not come under us.

1367. (*Brig.-Gen. Lefroy.*) I understood you to say that the conduct of the cadets had been recently unexceptionable; there have been no serious rows?—I have not heard of any, but they would not come to my knowledge officially.

1368. You have given evidence that there is nobody at Woolwich who has a power analogous to the power of the Governor at Sandhurst, and I wish to ascertain your opinion whether that is not unfavourable to the maintenance of discipline there. At the present moment there is nobody at Woolwich who has that power which is vested in the Governor at Sandhurst?—You mean the power of dismissal and of rustication upon his own authority?

1369. Yes?—No, but that is a question of which I have no official knowledge.

1370. Is it not your opinion that for the maintenance of authority over such a body of young men the power must be prompt and decisive, and without appeal?—Yes.

1371. Is there any reason why such an authority should not be vested in the resident Governor or Lieutenant-Governor?—I am not aware of any reason, unless the fact of the Commander-in-Chief being the governor of the place is a reason.

1372. Do the military professors at Woolwich hold

their office for any term of years?—Yes, for six years, and so they do at Sandhurst.

1373. Are the offices generally *de facto* vacated at the end of that time or are they renewed?—The time has not yet arrived for their being vacated

1374. Do you not think it desirable, looking to the beneficial and honourable character of the military appointments, that they should be periodically vacated in order that there may be inducements for other officers to seek for them?—Yes, there is a limit of six years.

1375. (*Lord de Ros.*) Do you not think that rustication is a very unsuitable punishment in a military academy as breaking in upon a course of study, and in fact rather leading to idleness?—It is a very effectual punishment to a young man because it throws him back six months in getting his commission; it is a less punishment than sending him away altogether.

1376. (*Lt.-Col. Chesney.*) Is it not the special advantage of the punishment of rustication that it is one of the few punishments which become known to the friends of the cadets, and that it affects the latter in that way through their friends, an effect which would not follow any ordinary college punishment?—It is a much more severe punishment than any other punishment short of dismissal.

Maj.-Gen. W. C. E. Napier.

7 July 1868.

1377. With regard to the six years appointments of professors, is it not understood that if the Council choose, and if there is no special objection, they will be able to renew such appointments as they deem advisable for the good of the college?—The Council have not the power of renewing the appointments; they have the power of recommending that the professors should be kept on for another period.

1378. (*Lord E. Cecil.*) As to the salaries of the military professors, do you know whether they are allowed to keep their half-pay and to receive their salaries as professors besides?—I believe that their salaries are all to be consolidated.

1379. Are they all to receive a regulated stipend?—Yes.

1380. (*Chairman.*) Are any of the professors or teachers at Woolwich allowed to take private pupils?—I believe that they are, but I do not know. Upon that point I should like to state my opinion that the professors ought to be allowed to take private pupils, provided they are not cadets at the colleges.

1381. (*Brig.-Gen. Lefroy.*) A proposal was made some time ago that instruction in veterinary science should be introduced into the Military Academy, was that proposal ever entertained?—Not that I am aware of. The Council considered that it would not be expedient to introduce it at the Royal Military Academy.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

Wednesday, 8th July 1868.

PRESENT:

THE RIGHT HONOURABLE EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
LIEUT.-GEN. LORD DE ROS.	REV. W. C. LAKE.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.	COLONEL HAYTHORNE.
	LIEUT.-COL. CHESNEY.

MAJOR-GENERAL WILLIAM C. E. NAPIER further examined.

1382. (*Chairman.*) Will you state to the Commission what are the objects of the Staff College?—The object of the Staff College is to educate officers for the general staff of the army.

1383. Will you state the regulations under which candidates are admitted to that college?—The Staff College is open to officers of all arms of the service except the Royal Engineers. It consists of 30 students, who compete for admission by examination. There are 15 vacancies annually, two of which may be filled by officers of the Royal Artillery, provided they are among the 15 candidates who are highest on the list. The qualifications requisite for admission are, first, a previous service of not less than five years, exclusive of leave of absence; secondly, a certificate from the commanding officer of the candidate as follows:—

"I hereby certify that I have examined on the various subjects connected with his duty as a regimental officer, and more especially on the points which form the chief qualifications of a staff officer, with a view to his competency for admission to the Staff College, Sandhurst, and to the best of my belief and judgment I consider him, from his general knowledge of the service, character, habits, and disposition, to be qualified in those respects for employment on the staff. He is a (good, fair, or indifferent) rider, and is not short-sighted."

That certificate is signed by the commanding officer of the regiment and countersigned by the general of brigade or other superior officer. "Thirdly, the candidate, if not a captain, must have passed the examination for a troop or company. Fourthly, a medical certificate of good health and fitness for the active duties of the staff" is required. "The competitive examination for entrance to the Staff College comprises the following subjects, the relative value of each at the examination being shown by the number of marks attached to it. Mathematics, 1,200 marks; military history, 600 marks; military geography, 300 marks; making together 900 marks. French 300 marks; German 300 marks; Hindustani, 300 marks; fortification, 600 marks; military drawing, 300 marks; mineralogy and geology, 300 marks; chemistry, heat, electricity, and magnetism, 300 marks. In mathematics, 400 marks are allotted to arithmetic, the first four books of Euclid, and algebra, including questions producing simple equations, and of this number at least 250 must be obtained for qualification. Every candidate must take up either the French, German, or Hindustani language for qualification; the qualifying minimum is, in French, 150 marks, in German or Hindustani, 100 marks. The remaining subjects, as well as the higher portions of mathematics, may be taken up or not at the option of the candidate, the marks gained therein being reckoned in determining his position in the list of competitors. No candidate, however, is allowed to count marks in any subject left optional unless he obtains at least one-sixth of the number allotted to it. The examination of officers serving in the United Kingdom for entrance to the Staff College is held in London about the month of July under the direction of the Council of Military Education." Those examined abroad are examined on the same questions which are set for the examination of candidates in London, and these questions are answered in the presence of a board of officers.

Maj.-Gen. W. C. E. Napier.

8 July 1868.

Staff College. Entrance examination.

Maj.-Gen. W. C. E. Napier.

8 July 1868.

Staff College.

1384. Is there a general minimum?—No; the qualifying minimum is 250 marks in mathematics and 150 marks in French or 100 marks in German or Hindustani.

1385. Can you state the average number of candidates at these examinations compared with the number of vacancies?—The vacancies are always 15. The candidates in 1858 were 56; in 1859 they were 34; in 1860 they were 33; in 1861 they were 32; in 1862 they were 23; in 1863 they were 28; in 1864 they were 27; in 1865 they were 34; in 1866 they were 28; and in 1867 they were 23.

Returns, p. cxlvii.

1386. The number of candidates appears to have been diminishing of late years?—Yes, except in 1866, when there were 28 and in 1865 when there were 34; 1862 and 1867 were the lowest years, there were 23 in each of those years.

1387. Do you know whether the average character of the papers has diminished since the examination commenced?—I am not able to answer that question.

1388. Will you state the number of failures?—In 1858 there were 22; in 1859 there were 4; in 1860 there were 6; in 1861 there were 7; in 1862 there were 6; in 1863 there were 4; in 1864 there were 9; in 1865 there were 9; in 1866 there were 6; and in 1867 there were 3.

1389. Supposing an officer not to be in the list of those who fail, but not to be able to enter the Staff College on account of his not being among the first 15, has he any preference for entering it afterwards?—No; he must go up again for examination.

1390. Do you consider that the officers who offer themselves for these examinations are well calculated intellectually and physically to perform the duties of staff officers?—I should say that most of them are. There are occasional exceptions.

1391. Can you state the average age of the officers?—No; I do not know whether I could give you a return of it or not.

1392. Will you try to do so?—I fear I shall not succeed in doing so.

1393. Have you any alteration to suggest in the regulations for admission to the college?—No, I have no alteration to suggest.

1394. The object of the examination is apparently to test to a certain degree professional acquirements?—Yes; we consider it an advantage to a man that he should possess that knowledge in order to enable him to go on with the course.

1395. But so far as that which is obligatory is concerned, I suppose that your only object is to ensure that a candidate has a sufficient knowledge of mathematics and of French to enable him to go through the course?—One language is obligatory, not French alone; but French, German, or Hindustani, either of the three languages taught at the Staff College.

Course of instruction.

1396. Will you state to the Commission the ordinary study at the college?—The course of study at the Staff College consists of mathematics; French, German, and Hindustani; fortification and artillery; topographical drawing, military surveying and sketching, reconnaissance; military art, military history and geography; military administration, including the organization and equipment of armies in the field; military legislation; elements of natural philosophy, chemistry, and geology as applied to the military sciences; and riding.

1397. Are any marks given for riding?—No.

1398. Has any one ever been objected to for not being able to pass in riding?—No; they are examined by an officer sent down from the Horse Guards.

1399. And a certificate is given that they are sufficiently proficient in riding?—The inspecting officer makes his report.

Of the foregoing subjects the following are obligatory and must be studied by every officer: fortification, military drawing and surveying, military history, military administration and legislation, and French, German, or Hindustani; that is the obligatory course.

1400. What number of marks must the student obtain in those subjects?—He must obtain 1,800 marks on those five subjects for qualification at the end of the course.

1401. I see that at the examination in December 1867 the amount of obligatory marks was 2,500; have they been reduced since that date?—Yes; formerly seven subjects were required from each student, with a higher aggregate, and now the number of subjects is reduced to five; and the aggregate number of marks has been reduced in proportion. Besides those five subjects every student may select two of the following subjects for examination: mathematics, lower course; mathematics, higher course; any modern language; natural sciences; and experimental sciences. In addition to any two of those subjects the student may be examined in spherical trigonometry and practical astronomy. The marks gained in those subjects count for position in the order of merit, but they are not necessary for qualification. There is also another condition, namely, that "any officer who does not take "up mathematics as a subject will be required to "satisfy the examiner that he has a competent knowledge of mensuration; of the mode of determining "heights and distances by ground problems and by "the ordinary trigonometrical calculations with the "aid of logarithms; and of elementary mechanics."

1402. That implies merely a pass examination in those subjects with no marks allotted?—Just so.

1403. Then an officer may pass out of the Staff College without taking up mathematics at all as one of the subjects of his final examination if he simply passes in the marks for mathematics which you have just mentioned?—Yes.

1404. Are there examinations during the course of study for which marks are carried on to the final examination?—Yes, they get marks in many of the subjects for work done during the course, such as for plates in fortification, for military drawings, and for memoirs on military history; and they have also periodical examinations for which they carry on a certain amount of marks.

1405. Can you tell us how often those examinations take place during the course?—They vary in different subjects.

1406. What is the total duration of the course?—Two years.

1407. Is any period of grace allowed, if an officer does not pass out at the end of the two years?—Not unless he has been ill for any period. There is always a probationary examination by the examiners of the Council at the end of the first year in which a certain amount of marks must be obtained, otherwise the officer is desired to rejoin his regiment.

1408. What are the subjects of that examination?—They are the same as for the final examination, but the marks are fewer.

1409. But those marks are carried on to the final examination?—Yes; all the credits gained on the four military subjects are carried on to the final examination, and the officer at the end of the first year may qualify if he pleases in the obligatory language, or in any of the voluntary subjects, provided that the marks gained amount in each case to three-fourths of the allotted maximum.

1410. When you say that an officer may qualify in those subjects, do you mean that his examination is final as far as those subjects are concerned?—Yes.

1411. And the marks then gained in those subjects go on to the final account?—Yes.

1412. What instruction is there of a practical description?—There is instruction in throwing up field works, and in laying out roads, and in constructing bridges, and in taking up positions and defending them, and in defending villages and houses.

1413. Are any marks obtained in those practical subjects?—There are no marks given for throwing up field works, but for the other matters there are, that is to say, for the different operations of placing a village in a state of defence or making a sketch of ground for a position for occupation by troops.

Reconnaissance is a part of the out-door work, and indeed all military surveying is out of door work.

1414. The marks obtained by this out of door work count, that is to say, for military surveying and reconnaissance?—Yes.

1415. Why are no marks given for throwing up field works?—Because they are executed by the sappers under the eyes of the officer.

1416. With respect to surveying, does field sketching on horseback form a part of the course of surveying?—No, I think not.

1417. By field sketching on horseback I mean the making of a rapid sketch of ground, as distinguished from an elaborate survey such as an engineer would make for the purposes of map-making.—The officers are at liberty to make their reconnaissance sketches either on foot or on horseback, and as rapidly as they please.

1418. Are they required to execute those sketches within a given time?—The sketch and the report must be made within a given time.

1419. Have you any alterations to suggest with regard to the course of study or the final examination?—None.

1420. You think that they are satisfactory?—I do.

1421. Can you give us any information as to the number of officers who have passed through the Staff College and have since received staff appointments?—We have no official knowledge or information as to the number who obtain staff appointments, but I think that it would be desirable if the Council of Military Education were informed whenever an officer who had passed through the Staff College was appointed to the staff, and also whenever he left it.

1422. Is the accommodation of the rooms and halls of study at the Staff College sufficient for the number of officers?—It is ample, and it is more than sufficient.

1423. I believe that officers who have passed their final examination are attached to other arms of the service are they not?—Yes.

1424. Have you any suggestion to make with reference to that portion of the arrangement?—I think that the periods for which they are attached to the other branches are too short.

1425. What is the period at present?—Officers of cavalry and infantry are attached to the artillery, either at Woolwich or elsewhere, for a period of six weeks. I should propose to double that period. Officers of cavalry, are attached to infantry for one month. I should double that period. Officers of artillery, horse artillery excepted, are attached to cavalry for one month, and officers of infantry for six weeks; I should make that two months.

1426. Were not the periods originally longer?—They were originally six months in each branch.

1427. Why were they reduced?—They were reduced at the instigation of commanding officers of regiments, who lost the services of the officers for so long a period from their regiments.

1428. But the object of the whole course at the Staff College, and of the attachment of these officers to different branches of the service, is to qualify them, not exclusively for the discharge of their regimental duties, but to become staff officers, is it not?—Yes.

1429. And therefore I understand you to be of opinion that, with reference to their duties on the staff, the period ought to be increased?—Yes.

1430. Do you think that the periods which you have named would be sufficient from that point of view; they are not nearly so long as the original periods?—Merely in that point of view, with reference to fitting officers for the staff, I should prefer that they attended each branch for three months, but I propose the lower period of time in order to meet the very reasonable objections of commanding officers of regiments.

1431. Why is the Staff College not open to engineer officers?—Because the engineer officers are considered as not required to go to it, their education is deemed to be sufficient without it.

1432. (*Lord E. Cecil.*) With regard to the admission to the Staff College, was it not the practice in former days that some payment should be made by the officers?—Never at the Staff College; at the senior department it was.

Maj.-Gen. W. C. E. Napier.

8 July 1868.

Staff College.

1433. Was that abolished at the time when the senior department was done away with?—Yes.

1434. For what reason?—Because the State felt that it was bound to educate staff officers at the expense of the public.

1435. Have you ever heard it mentioned as a matter of complaint by the students at the Staff College that their pay is not sufficient to cover their expenses, and that they are put to a great deal of additional expense?—The only complaint which I have ever heard of to my recollection is with regard to their servants, namely, that they are not allowed to take their soldier servants with them, and that the allowance of 1*s.* a day is not anything like sufficient to provide them with servants.

1436. Would you be in favour of increasing the pay of an officer during the time that he was at the Staff College as an additional incentive to candidates from the army to compete?—No, I think not. With regard to your first question, I might say that no payment is required from students to the funds of the college, except an entrance subscription of three guineas to the college library, and a contribution to the mess.

1437. With regard to the regulations as to the certificate which is given by a commanding officer to a regimental officer, is it necessary that he should examine the officer on points which form the chief qualification of a staff officer?—I have no idea how each commanding officer satisfies himself as to the fitness of the candidates. I only know the terms of the certificate.

1438. If the regimental officer had not been brought up at the Military College, how would it be possible for the commanding officer to decide whether that regimental officer had the necessary qualifications for a staff officer or not?—I think that every commanding officer knows whether an officer under his command is likely to make a good staff officer or not, because it is only as to his general qualifications, and not as to special subjects. The certificate says, "From his "general knowledge of the service, character, habits, "and disposition."

1439. There is the following paragraph at the end of the general order, "As soon as the college "shall be in a position to supply all vacancies in the "staff of the army, no officer will be appointed to the "staff who shall not have passed the final examina- "tion of the college, with the exception of those of "the Royal Engineers and of those substantive field "officers who attained before the 1st of January 1860 "the rank of lieutenant-colonel." Does that mean to say that in future no officer, even if he is applying for the appointment of aide-de-camp, shall be qualified unless he has passed through the Staff College?—No, it refers entirely to the general staff, and not to the personal staff.

1440. What check is there upon the time which is allotted to candidates for examination before a board of officers abroad? What check is there as to the time which they take to answer the papers which are given to them?—They are allowed three hours to answer each paper.

1441. Officers of artillery, I believe, are excluded from the same privilege as the Engineers enjoy, that is to say, if they wish for a staff appointment they must pass through the Staff College. What reason is there for that?—There are certain appointments belonging to the Artillery itself for which they are not obliged to pass through the Staff College; but if they want to get a general appointment, such as a brigade-majorship, or a deputy assistant adjutant-generalship, or a deputy assistant quartermaster-generalship, they must then pass through the Staff College.

1442. But I presume that, as a rule, they have

Maj.-Gen. W. C. E. Napier.

8 July 1868.

Staff College.

gone through the same amount of military instruction which engineer officers have gone through, have they not?—No; because the Engineers go for two years to Chatham after leaving Woolwich.

1443. Are the duties which they learn at Chatham especially requisite for staff officers?— I should imagine that what they learn there is sufficient to qualify them for the duties of staff officers.

1444. I understand that the difference is made between the artillery officer and the engineer officer simply because the engineer officer has an additional course of two years to pass at Chatham?—It was considered that an engineer officer's education was sufficient to qualify him for the staff without any necessity for his going to the Staff College. At first they did go there, but it was found that they had not much to learn.

1445. Why is an officer of the Staff College instructed in English composition while a cadet at Woolwich is not? Why should not a cadet at Woolwich be instructed in composition if an officer at the Staff College is instructed in it?—An officer at the Staff College is not instructed in composition, but he has an opportunity given to him of exercising himself in composition by means of writing his memoirs upon military history and his reports upon reconnaissances.

1446. The paragraph of which I am speaking is to this effect, "The following are the subjects of in- "struction at the Staff College," and amongst them is named "exercise in composition"?—Yes, but there is no professor for it whatever. The only exercise which the officer gets is what I have just mentioned.

1447. Are a certain number of marks received for this work?—The memoirs on military history and the reports on reconnaissance all receive marks.

1448. Supposing that there was a case of bad spelling, would the paper be at once cast?—No, I do not suppose that the examiner would take any notice of it at all.

1449. Or if there was any grammatical fault, would it interfere with the number of marks given for the essay?—In my own practice, when I gave marks for reconnaissance, I did not make any deduction for that, but I always noticed it in the margin so that the officer might see it.

1450. In short, an officer might spell badly and write bad English, and it would not have any effect upon the marks?—I cannot tell what the practice is; it depends upon the examiners. In point of fact, I may say that I never remember any case of bad spelling. As a general rule, all the officers at the Staff College write fair English.

1451. But so far as you know, that consideration does not enter into the examination by the examiner?—No.

1452. As every officer is supposed to have received the general education of a gentleman on entering the army, why should there be any non-military subjects taken up or examined upon in the entrance examination?—Merely to give him an opportunity of choosing whatever subjects he pleases to be examined in.

1453. Do you not think it a great point to diminish the subjects for examination as much as possible?—The only obligatory subjects are a little mathematics and one foreign language.

1454. But why should the mathematics be required, supposing that he had received the education of a gentleman?—Because it is considered requisite to a staff officer that he should have a certain amount of acquaintance with mathematics. We make it an obligatory matter in the course.

1455. As to reconnaissance, is there any instruction given in military signalling or telegraphy, or anything of that sort?—No.

1456. Has that subject ever come under the consideration of the Council of Military Education?—Not that I am aware of.

1457. You gave us a return with regard to the falling off of candidates for competition at the Staff College; do you not think that it is due principally to the disproportion between the number of qualified men who are now waiting to receive staff appointments and the number of staff appointments open to them?—Certainly; I have no doubt of that.

1458. With regard to discipline, what are the punishments in the case of a breach of rules on the part of an officer, is he at once dismissed?—I have never heard of any case of breach of discipline since the college has been established; I suppose that if there was any gross case the officer would be sent back to his regiment.

1459. Would he be placed under arrest by the commandant?—The commandant of course has the same powers over the officers at the Staff College as an officer commanding a regiment has over the officers of his regiment.

1460. (*Sir C. Russell.*) With regard to riding, is it not a fact that some officers are so well aware of the pace at which a horse either trotting or cantering covers the ground, that by the aid of a watch they are able to give valuable information in reconnaissance as to distances?—Certainly.

1461. Do you not think that this should be taught?—I see no objection to teaching it.

1462. Would the Staff College accommodate a larger number of officers than 30?—Yes, it is built for 40.

1463. Would the present professors be equal to the instruction of an increased number of pupils?—Certainly.

1464. As the course at the Staff College occupies two years, would not a severe campaign speedily use up the officers who have passed this examination?—Probably, particularly as they are dispersed all over the world with their regiments.

1465. So that they would be very difficult to get at?—Yes.

1466. Have you a sufficient crop of passed officers to fill your army with staff appointments in the event of a sudden campaign?—I do not know.

1467. Would not a severe campaign speedily exhaust the supply?—It would of course depend upon the magnitude and the duration of the war.

1468. Do the returns relating to the examinations at the School of Musketry at Hythe come before you as Vice-President of the Council of Military Education?—No.

1469. Do you not think that they should?—No, I do not think so; certainly not.

1470. Are you aware of any reasons why the School of Musketry and the Staff College should not be united?—The two are perfectly different subjects.

1471. You think that as they are perfectly distinct subjects they should not be combined?—Just so.

1472. Are you aware that each battalion or regiment has a qualified musketry instructor?—Yes.

1473. Do you think that if each battalion or regiment had a qualified officer capable of instructing not only in musketry, but in such subjects as field fortification, sketching, surveying, reconnaissance, and military history, it would be useful to many officers in the army?—It would be very useful if you could get a man so qualified.

1474. Would an officer who had passed the Staff College examination, as well as the Hythe course, be qualified to undertake such a duty?—I could not say that every officer who had passed through the Staff College would be sufficiently acquainted with those subjects to teach them to others, but I have no doubt that many men who had passed through the college would be able to do so.

1475. Would not an officer so instructed be useful as an aid to the Engineers in constructing field works?—Certainly.

1476. (*Lt.-Col. Chesney.*) How old do you reckon the Staff College to be as an institution?—It was established at the beginning of 1858.

1477. Then it is 10 years old?—Yes.

1478. I find by this return that in the second year and in the eighth year of the college the number of candidates for admission into the college were the same, and that they were the same in the fifth and in

Returns, p. cxlvii.

the ninth years; can it therefore be said that there is really any falling off in the number of the candidates?—On the whole there appears to me to be a slight falling off in the number of competitors.

1479. Do you mean, if you leave out the first year?—In the second and the eighth years there was no falling off. The second and the eighth years are the same.

1480. And the fifth and the ninth years are the same?—Yes, but the third and the fourth years are greater than any of the others; I think that the falling off, if anything, is very slight.

1481. I suppose that if an officer goes up for the Staff College and fails to get in, the circumstance is well known in his regiment?—Yes, it must be.

1482. Would not the fact that no man would like to go up and be known to fail be likely to operate in limiting the number of officers who go up?—It is possible.

1483. With regard to riding in the Staff College, is it not possible than an officer should be absent from sickness on the day of examination in riding, and consequently leave the college without ever being examined at all?—Yes, that is possible.

1484. Is not that likely to be rather a serious defect in a staff officer if he is an uncertain rider?—Yes, if he is a bad rider; but it does not follow that he will be a bad rider because he is absent from the examination.

1485. I believe that there are some instructions used in the college with regard to the style and handwriting of the memoirs prepared by the members; can you put in a copy of them?—I have not them with me; you can get them from the commandant.

1486. A copy can be procured from the college?—Yes.

1487. Is it not part of the reconnaissances that an officer should be practised in rapidly surveying ground, with a view to positions?—He is practised in sketching the ground, but not necessarily with rapidity that I am aware of.

1488 They are limited as to time?—They are limited as to time for their whole sketch and report, but there is no limit that I am aware of as to the time for which they are engaged in the actual sketch; there was not any such limit in my time.

1489. Does it facilitate an officer's passage through the Staff College that he should have been examined and certified as having passed in any of the Indian languages in India? Is there any privilege of marks for that examination, or is it allowed to count?—No.

1490. What objection would there be to allowing an officer who had passed the language examination in India counting that subject at the Staff College?—That probably would be unfair upon the others in the competition.

1491. Are officers of the Staff College allowed any privilege in India as to going upon the staff? Are they recognized as such in India?—They are not admitted to the staff in India until they have passed in the native languages in the country.

1492. In the report of the Commissioners in 1857 upon the education and training of officers for the Scientific Corps, General Shaw Kennedy, in a letter written to a member of that Commission, states, "Here "we at once come to the immense national importance "that should be attached to the army's having a "carefully educated and well trained staff, and the "necessity of the rule being absolute that none but "officers so educated and so trained should be on the "staff." Do you agree with that opinion of General Shaw Kennedy?—No; not entirely. I think that actual experience on the staff in the field is a sufficient qualification.

1493. But when service in the field is not to be obtained, do you not consider that previous training is important?—Yes.

1494. General Shaw Kennedy would include even aides-de-camp in the staff officers who should require to go through a course of study; do you agree with him in that part of his opinion?—No; I would rather leave it to a general officer to choose his own aide-de-camp where he pleases.

1495. Are you aware that in the late American war the armies began at first with a very small staff, and gradually increased the number of their staff officers as the war went on?—I should think that was a very probable and even a necessary consequence of such a war.

1496. Do you not think that it is a subject of national importance to provide a number of officers ready qualified for the staff of the volunteer and militia armies, as well as the regular army, in case of their being called out, so as to have qualified officers ready to take their staff duties?—Yes; I think that might be of importance.

1497. At the present time the expense of the Staff College is about 8,000*l.* a year; is it not possible to conceive of a war costing 30,000,000*l.* a year in the present practice of vast national expenditure upon large wars?—I suppose that a war of great magnitude might cost that amount.

1498. In that case a single day's expenditure would be rather more than the expense of the Staff College for 10 years?—Yes.

1499. (*Sir D. Cameron.*) Is it not desirable to induce the best educated men in the army to compete for the Staff College?—Certainly.

1500. For that reason would you approve of the number of subjects for the entrance examination being increased; for instance, would you approve of classics, English composition, and general history being included among the subjects?—I see no objection to that, provided that the number of subjects were then limited.

1501. Do you think it desirable to alter the present system of examination? Would you recommend any alteration of it with the view of encouraging the best educated men to come into the college?—I hardly like to give a positive answer off hand upon that question, it requires a great deal of consideration.

1502. Is every student at the Staff College obliged to keep a horse during the whole time of his residence?—He is not obliged to keep a horse, but if he chooses to do so he is allowed forage for it.

1503. I suppose that he must keep a horse during a part of the time?—During a part of the time he must either keep a horse or hire a horse for the reconnaissances.

1504. Are reconnaissances generally made in the vicinity of the college?—Yes, most of them are made within a certain limit; but the last reconnaissance is a large one, which sometimes extends from Sandhurst to the south coast.

1505. Should not officers be frequently required to make reconnaissances at a considerable distance, say 15 or 20 miles, and return the same day, and also send in their report the same evening so as to test their endurance of fatigue?—I think that would not be a bad plan.

1506. Is that done now?—No.

1507. How many reconnaissances does an officer make during the time that he is at the college?—You will get that information better from the commandant. I think that the number is about four or five; but I am not quite certain.

1508. If the number is so small I presume that you would not consider it enough, it being almost the principal qualification of a staff officer to be able to make reconnaissances well?—But the extended reconnaissance lasts for eight or ten days, and they are out all that time working every day.

1509. And do they send in their work every day?—No.

1510. They come back to the college and then make their report?—They do their work every day, but they do not send it in until they come back.

1511. Who examines the reconnaissances which are made?—The commandant.

1512. Do the Council of Military Education ever look at them?—Yes, specimens are forwarded to the Council.

Maj.-Gen. W. C. E. Napier.

8 July 1868.

Staff College.

1513. But the marks are given by the commandant?—Yes.

1514. Who are the examiners at the Staff College?—The same as those employed in the other examinations.

1515. Without exception?—Yes. We keep a list of examiners, and employ them in rotation.

1516. Are the officers examined at their final examination in every subject by the examiners of the Council?—In every subject except reconnaissance and astronomy.

1517. (*Chairman.*) But you stated previously that marks were carried on to the final examination from the periodical examinations; are not those marks given by the professors or authorities of the college itself?—In most of the subjects credits given by the professors at their examinations are carried on, and also credits which are gained at the probationary examinations under the examiners of the Council are carried on.

1518. (*Col. Haythorne.*) Do you think that the certificate of the commanding officer is a sufficient guarantee that officers entering the Staff College are thoroughly fitted by their character, and energy, and activity for the staff of the army?—I think that it ought to be, if it is strictly and conscientiously given.

1519. Do you think that, as it is, it has proved to be so?—No. If you mean whether in effect it has been a sufficient guarantee, I must say that it has not.

1520. Are there not many appointments on the general staff of the army now held by officers who have not passed at the college, which in the usual course will be vacant, and which in future will be open to qualified officers from the college?—Yes.

1521. Will this opening provide for all those officers who are now waiting for employment on the staff?—I cannot form any opinion upon that point. I do not know what vacancies there are or what likelihood of vacancies there is.

1522. Can you propose any plan of obtaining a sufficient guarantee for officers entering the college?—No; I have often thought of it, and have even made propositions, but we have never been able to devise anything which would be a certain guarantee.

1523. Does the commandant of the college make any personal report of the officers with regard to their character, activity, and fitness for the staff of the army?—Yes; the Commmandant of the College sends in every year a confidential report containing full information as to the character, the peculiar qualifications and acquirements, and the general fitness for the staff of all the officers who pass out at the end of each year.

1524. To whom is that report sent?—It is sent to the governor, who forwards it to the Military Secretary.

1525. Do you think that it would be advisable to have those reports periodically, like a half-yearly report of officers of a regiment?—The object of that confidential report is to enable the Commander-in-Chief to know the peculiar qualifications which each officer possesses, so that he may appoint one to one department of the staff and another to another. During the whole course, monthly reports of the application and progress of each student are forwarded to the Council of Military Education.

1526. (*Lord de Ros.*) Have officers who are examined in England for the Staff College access to the examiner for explanation, as in the case of examinations for direct commissions?—No, the examiner is not present at the examination.

1527. Have officers who are examined in the colonies any means of obtaining explanations of the questions which are asked them?—No.

1528. What is meant by the study of the art of war; does it mean the study of campaigns by a map, or of military history, or what?—The art of war forms a portion of the subject of military history.

1529. Does the study of military administration mean the organization of an army in regard to the connection between the quartermaster-general's department, the commissariat, the transport, the general head-quarters' accounts, and the purchase of materials, or what?—Yes, everything which you have mentioned.

1530. As French is the language of the military world, especially in regard to professional works, should not a staff officer be proficient in it to a very considerable amount?—I think that it would be a great advantage to a staff officer, but I am not prepared to say that it is an absolute necessity for every staff officer.

1531. You have enumerated the out-door studies. Do you consider the knowledge of deep mathematics essential to the prosecution of those studies?—No.

1532. Do you not consider rough reconnaissance on horseback, with regard to the marching and progress of an army, quite as important as the reconnaissance and sketching of positions?—Yes; they do make reports upon roads as a part of the reconnaissances.

1533. Is it not the practice on service for the quartermaster-general to send out his officers to examine the country, and could that be done on ordinary occasions except hastily and on horseback?—No; on ordinary occasions in actual war it must be done rapidly, and on horseback.

1534. It could not be done on foot by any means whatever?—I do not know that; I cannot say.

1535. Is there any use in attaching officers to regiments of infantry and cavalry and to artillery, as regards the detail of those arms?—A general acquaintance with the details of all arms is, in my opinion, necessary for an officer of the staff.

1536. Would not that general knowledge be better acquired by attending the general staff at Aldershot for two days than by being for two months with infantry or cavalry?—No; I think that the time you propose would be too short; but many of the officers are attached to regiments at Aldershot.

1537. Is it not the object of a staff officer to know intervals, spaces, rates of march, and the general effect of general words of command, rather than the actual movements of a squadron or company?—Yes; but I consider a knowledge of the movements of the different arms very essential.

1538. Are you aware that it takes fully three years to make a tolerable squadron leader, much more to enable a cavalry officer to manœuvre a regiment?—I have no knowledge of that.

1539. May it not happen that from former habits of business and a perfect acquaintance with French an officer may be especially fit for the staff (for instance, Colonel Rose, now Lord Strathnairn) without mathematical or deep scientific knowledge?—Certainly; there are appointments on the staff in which the knowledge above described would be sufficient.

1540. Are you not aware that reconnaissance by the pace of the horse is not merely advisable but is an absolutely necessary qualification for a quartermaster-general's officer?—I suppose that it may be considered so.

1541. You are aware that a brigade-major is the representative of the adjutants of the brigade; what staff knowledge should he acquire to exercise his duties?—It is not absolutely necessary in the case of a brigade-major, but the officers at the Staff College are educated for every branch of the staff. It is supposed that when they leave the Staff College they are fitted to undertake any duty connected with the staff.

1542. If engineers know all that is necessary for the staff do you see any reason why you should not take the whole staff at once from the engineers?—I think that would be neither beneficial to the engineers nor to the rest of the army.

1543. Did you ever hear in any foreign service of the duties of musketry instructor and of general staff officer being combined?—I do not know anything about musketry instruction in foreign armies.

1544. Have you ever met with any practical general

officer who agreed with General Shaw Kennedy in the opinion that the rule should be absolute that none but carefully educated and well-trained officers should be on the staff?—No; I do not know that I ever asked any general officer's opinion upon the point.

1545. Do you think that any training in a college would form a practical staff, capable of managing a corps of volunteers in the field, and would not a few adjutants, however uneducated, be of much more use to the commanding officer entrusted with their movements?—In the event of the volunteers being called out on active service I see no reason why officers of the general staff should not be as useful to them as to any other branch of the service.

1546. In the regulations for admission into the Staff College it is stated that no shortsighted person is to be admitted. Are you aware that Cæsar, Napoleon, Turenne, and Luxembourg were shortsighted?—Those officers were distinguished commanders of armies; but I think that, as a general rule, a staff officer should not be short-sighted.

1547. (*Rev. W. C. Lake.*) Do you consider it desirable to have a very large number of subjects for the entrance examination?—The object of a large number of subjects is to enable officers who are in possession of different kinds of knowledge to get into the Staff College.

1548. The number of subjects is ten, is it not?—Nine; military history and military geography are one subject.

1549. Do you not think that having so many as nine distinct subjects necessarily leads to cramming up some of them?—I think that it very probably has that effect.

1550. Do you think that at all desirable, particularly for young men who are generally about 25 years of age?—No; it is very undesirable.

1551. Do you think that it would be desirable to diminish the number of subjects?—I do not know that. There are advantages and disadvantages in the system, and I am not prepared to say which counterbalances the other.

1552. You allow any marks to count, provided the candidate obtains as much as one-sixth of the marks?—Yes.

1553. You would allow a man to pass who obtained 50 marks out of 300 in French, German, Hindustani, and military drawing, would you not?—No; in French 150 marks are required, and in German or Hindustani 100 marks are required.

1554. In the subjects in which you allow one-sixth to count, does not that imply an extremely small knowledge of the subject?—Yes, a very slight knowledge.

1555. Do you approve of cramming, or do you think that it is practically of any use to a young man?—I did not say that it was cramming; I said that it might lead to cramming.

1556. If you allow so many subjects to be taken up, is it not an encouragement to men, instead of getting up three or four subjects thoroughly well, to cram up nine subjects superficially?—It may have that effect.

1557. Are you aware of the general nature of the answers on the subjects of mineralogy and geology, and of chemistry, heat, and electricity?—No; we do not usually look at the answers.

1558. They do not come before you?—Yes, they come to us, but we merely take the marks of our examiners, we do not look over the work ourselves.

1559. Have you heard any statement that on those subjects the answers are generally of a most superficial description?—No, I have not heard anything about that. Our examiners would inform you on that point.

1560. On what grounds do you give such high marks in mathematics for the entrance into the Staff College; you give a much higher proportion to the mathematics for the entrance into the Staff College, than you do for the entrance into Woolwich, whereas mathematics would seem to be much more required for the Woolwich course?—I do not know upon what principle that was done.

1561. Do you think it desirable to continue the very high proportion of marks given to mathematics for the Staff College?—That is a question which I should like to consider more at leisure, because there may be reasons for it which I am not aware of. I suppose that there was some reason for putting it so high which I am unacquainted with.

1562. Have mathematics a very direct bearing upon any of the most important subjects of study in the Staff College?—They have a direct bearing upon fortification and surveying, but I suppose upon nothing else.

1563. Without any intention to disparage mathematics as a general military study, I wish to ask you whether you do not think the proportion of mathematics at the entrance examination too high?—It possibly may be too high in proportion.

1564. Speaking generally, will you give us your opinion whether it is or is not desirable to diminish the number of permitted subjects at the entrance examination?—I should say that upon the whole it is not desirable to do so, the object being to give an advantage to every officer who possesses knowledge of some sort or other.

1565. Could not you meet that by making two or three subjects matters of necessity, but not allowing their amount of marks to count, and making the competition in three or four subjects?—No; rather than that I would limit the subjects, as we do in the other examinations, to a selection of five of these subjects.

1566. Do you consider the appointments which have been actually made from the Staff College to have been in a reasonable and fair proportion to the other appointments which have been made to the staff?—All the minor appointments, such as brigade major, deputy assistant adjutant-general, and deputy assistant quartermaster-general, I may say, are now given to officers who pass through the Staff College. The higher appointments have not often been given to them, for the simple reason that few of the officers who have passed through the Staff College have had the army rank which, according to the rule adopted at the Horse Guards, qualifies them for the higher appointments. I believe the rule at the Horse Guards is that those higher appointments are only given to substantive lieutenant-colonels.

1567. Do you think that rule is altogether fair to the officers who have studied at the Staff College?—I think it is very important that those higher appointments should be filled by officers of high substantive rank.

1568. (*Chairman.*) With reference to a question which was put to you by Lord de Ros as to General Shaw Kennedy's opinion of the necessary qualifications of staff officers, did you by your answer mean to imply that it was the opinion of practical general officers that careful education, and good training, were undesirable for staff officers?—Certainly not.

1569. I suppose that you are of opinion that, as a general rule, officers for the staff should be carefully educated and well trained?—Decidedly.

1570. Under the existing regulations there is a provision for appointing officers of proved ability in the field direct to the staff?—Yes.

1571. Do you think that in peace time it is desirable that officers, except such as may have proved their ability in the field, should be appointed from a staff college alone, or partly from a college of that kind and partly by pure selection?—I think that there should be but one rule when there is a staff college, and that it should be the only portal to the staff, with the exceptions already existing.

1572. I suppose that you would be of opinion that if you desire to get the best men to go into the Staff College, and to study there, it is essential that you should hold out to them a fair prospect of obtaining staff appointments?—Certainly.

1573. And that the advantage which you are likely to gain from your Staff College depends very much upon the extent to which you are able to hold out inducements of that description to go there?—Yes.

1574. At present very few officers who have passed

Maj.-Gen. W. C. E. Napier.

8 July 1868.

Staff College.

through the Staff College have been appointed to the higher positions on the staff. I, however, conclude that that is an arrangement the effect of which will diminish from day to day as officers who have passed through the Staff College attain the rank which is considered by the Horse Guards necessary for holding those higher appointments?—Yes, that certainly ought to be the result.

1575. I suppose that you would be of opinion that when a sufficient number of officers who have passed through the Staff College have attained that rank, the rule of appointing other persons should cease in time of peace?—Yes, subject to the limitations imposed by the present regulations as to the substantive field officers who obtained the rank of lieutenant-colonel before the 1st of January 1860.

1576. Are there at the present time a considerable number of officers who have passed through the Staff College, and who have not obtained staff appointments?—Yes.

1577. Is not that a reason for reserving for such officers the appointments of brigade-major, although the duties of that office may not be such as to require the higher kind of qualification for staff duties?—Yes.

1578. Do you think that it would be possible to hold out any additional inducements beyond those which are at present offered to officers who pass through the course at the Staff College?—A slight additional encouragement might be afforded by appointing officers who had passed through the Staff College to the different large camps and garrisons as instructors in fortification, and military drawing, and military history, in the same manner as is now the case with the surveying class at Aldershot.

1579. And that would of course give to those officers an extra rate of pay?—Yes, it would give them the usual pay of a brigade-major.

1580. At present the number of students at the Staff College is regulated by the probable requirements for staff officers in time of peace?—I assume that that was the original basis of the calculation.

1581. But in time of war you would require a very much larger number of staff officers?—Yes.

1582. Would not that be a further reason for endeavouring to supply additional appointments for staff officers in time of peace, which might without inconvenience to the public service be at once vacated in time of war by officers who were to be appointed to active posts in the field?—Yes.

1583. Are the professors at the Staff College appointed in the same manner, generally speaking, as those at Sandhurst and Woolwich?—Yes, on the recommendation of the Council of Military Education.

1584. Have you any remarks to make with respect to the staff of professors at the Staff College?—No.

1585. (*Lord E. Cecil.*)—Do you think that it would be possible in any way to institute a system of military degrees at the Staff College?—I can hardly answer that question without knowing some details as to what these degrees are proposed to be.

1586. In the same way as there are honorary degrees of wranglers at one university and of honorary classes at another university, could you not give a degree entitling the holder to some especial honourable distinction, which would be an inducement for more candidates to compete for such a degree than now present themselves?—I presume that there would be no difficulty in that; whether the inducement would be considerable I cannot say.

1587. Do you now classify the officers who pass through the Staff College in any form, so that the merit of one appears pre-eminent to the merit of another?—They are placed in order of merit according to the examination which they pass.

1588. Does that appear to the public? Is any distinction put opposite their names in the Army List beyond the mere fact that they have passed through the Staff College?—No.

1589. Do you not think that it would be a great inducement if officers could append to their names a degree specifying that they had passed through the first class or the second class, or whatever you might like to call it, in the Staff College in the same way as when they have gained the Victoria Cross?—We have no distinction of classes. We do not classify them in any such way.

1590. Do you not think that that would be of itself an inducement for more candidates to compete for the honours of the Staff College?—I can hardly tell whether it would or not.

1591. Has the Council of Military Education ever given that subject its consideration?—No.

1592. (*Sir C. Russell.*) You suggested that an officer capable of instructing officers in fortification and other military science should be attached to our large camps. Do you not think that, when regiments are on Colonial service, officers are peculiarly circumstanced so as particularly to induce them on those occasions to apply themselves to study?—I would extend it to garrisons abroad as well as at home, Malta and Gibraltar, and large garrisons everywhere.

1593. Then you do not think it necessary to extend it to so wide a degree as I have suggested?—No; I should say that it would be useless, and the expense would be great.

1594. What is your objection to extending the advantage of an officer capable of instructing in military knowledge to regiments as well as to garrisons?—I do not see the necessity of incurring the expense of an extra officer to each regiment when you could not force the officers to attend his lectures; he might have nothing to do, and might be perfectly idle.

1595. Are you aware that if volunteers as musketry instructors cannot be found in a battalion, an officer is detailed to undergo the course of instruction necessary to fit him for that duty?—Yes, but you could not apply that principle to the Staff College.

1596. (*Lt.-Col. Chesney.*) You were asked just now whether adjutants of regiments would not be more useful as a staff to volunteers than Staff College officers. Is there any reason why the same character should not be combined in the same individual?—Any officer can go to the Staff College, whether he is an adjutant or not.

1597. A captain of short service can be appointed to the staff though he has passed last in the examination at the Staff College, while a lieutenant of even a longer service with a higher place at the Staff College cannot hold a staff appointment, unless specially recommended. In your opinion does not that tend to prevent a larger competition for the Staff College among the younger officers?—The knowledge that such an officer cannot for want of rank get a staff appointment, or that he has no prospect of a staff appointment for several years after he has passed through the Staff College, will doubtless in many cases act as a deterrent.

1598. (*Sir D. A. Cameron.*) Is not a knowledge of military law very essential to a staff officer, especially when he is employed in the adjutant-general's department?—Yes, and even sometimes to a brigade-major.

1599. Do you think that the study of military law is sufficiently encouraged at the College; do not you think that 100 marks is a very small number to allot to that subject?—This is not the usual number allotted. It was an exceptional case.

1600. Can you inform the Commission as to the number of marks allotted to military legislation at the final examination?—Military administration and legislation, taken as one subject, have a maximum of 600 marks; 400 are given to administration and 200 to legislation.

1601. You admit that every officer who leaves the college ought to have a thorough knowledge of military law?—Yes, as far as it can be gained there.

1602. Do you think that 17 questions are sufficient to test an officer's knowledge of military law?—The paper is drawn out in order to be of three hours' duration, and there are as many questions as could be answered in the time.

1603. Do you not think that it would be desirable to have an oral examination upon the Mutiny Act and the Articles of War?—An oral examination in most of the subjects might be desirable, but there are practical difficulties in it.

1604. (*Chairman.*) A few years ago it was determined to appoint at some of the principal garrisons acting Deputy Judge-Advocates, who were as soon as possible to be selected from officers who had passed the Staff College, and had there received special instruction in military law; have any steps been taken as far as you know for the purpose of carrying out that resolution?—Not that I know of, so far as regards the Staff College.

1605. You have explained to the Commission that a certain number of officers are now appointed to positions upon the general staff without passing through the Staff College; do those officers pass any examination?—Yes, but at present that has become, I may say, obsolete. We hardly ever examine any one for the general staff, because those who are qualified by rank for the superior appointments are not required to be examined; and I may say that the whole of the minor appointments are now given to officers who have passed through the Staff College, the only exception being that we occasionally have to examine an officer of the guards for the local appointment of brigade-major to the guards.

1606. Therefore the practice of appointing officers below the rank of lieutenant-colonel to the staff, without passing through the Staff College, may be said, with the single exception which you have mentioned, to have ceased?—Yes.

1607. Officers for the personal staff, that is to say, aides-de-camp and assistant military secretaries, are not required to pass through the Staff College?—No.

1608. Are they required to pass any examination?—Yes, they have certain examinations as to their knowlege of military duties, which are conducted by a Board of officers, to which the Council have nothing to say. The examination by the Council's examiner for the appointment of aide-de-camp consists of English composition, the candidate's proficiency in which is tested by his answers to the examination papers, and of any modern foreign language which he may select, in which he is examined *vivâ voce*, and is also required to write a short letter on a given subject. He is examined in military sketching, so far that he is required to sketch at least two square miles of country selected by our examiner; and in field fortification he must show a knowledge of the principles and construction of field works, and must be able to explain the particular objects to which they are applicable, as well as the modes of defending and attacking them. An assistant military secretary is examined in military drawing and sketching; judgment of ground, and its occupation by all arms; practical geometry and trigonometry; castrametation; permanent fortification; military history and geography; one foreign language; and in professional subjects. There is thus a much higher examination for assistant military secretaries than for aides-de-camp.*

1609. Do all officers who receive these appointments pass through these examinations?—I do not know; we examine those who are sent to us by the military secretary, we know nothing more.

1610. But it is a part of the Queen's Regulations that they should pass those examinations?—Yes.

1611. Have you any alterations to suggest with respect to them?—I should be inclined not to examine them at all for the personal staff; I think that a general is the best judge of what he wants in his personal staff, and I should not shackle him in any way in his selection.

1612. Not with respect to either aides-de-camp or to military secretaries?—No, I think that he knows best the article he wants, and if he does not get it it is his own fault.

Maj.-Gen. W. C. E. Napier.

8 July 1868.

1613. Do you know whether officers often fail to pass these examinations?—Not often, we have very few assistant military secretaries to examine, and the aides-de-camp very seldom fail; we make the examination as easy as possible.

Direct Staff appointments.

1614. So that practically it does not oppose a barrier to the freedom of choice on the part of a general officer?—It is more of an impediment than a barrier.

1615. (*Lt.-Col. Chesney.*) In saying that a general should always be left unshackled in the selection of his personal staff, are you clear that if he selects those who are not very highly qualified the service may not possibly suffer; is it quite clear that the service itself may not suffer if he selects unqualified persons?—I do not think the service is likely to suffer.

1616. (*Sir D. A. Cameron.*) Are not the duties of an assistant military secretary totally different from those of a deputy assistant adjutant-general and of a deputy assistant quartermaster-general?—Entirely.

1617. Then do you not think that the examination ought to be totally different?—Yes, if there is any examination at all I think that it ought to be quite different.

1618. (*Lord de Ros.*) Do you not think it advisable that the personal staff should be examined in two points, namely, as to writing a good English letter and as to the knowledge of a foreign language?—I think that you may take it for granted that a general would not appoint to his staff an officer who could not write his own language.

1619. (*Rev. W. C. Lake.*) Or who could not speak French?—No. I do not see the absolute necessity of an aide-de-camp speaking French.

1620. Is the examination to which you subject these officers for the personal staff at all a strict one, and do they all of them pass it fairly?—It is not at all strict, we make it as easy as we can.

1621. Do they all meet your requirements?—No, some fail.

1622. (*Chairman.*) In these cases does the examination precede appointment or follow appointment?—Generally speaking it follows a provisional appointment.

1623. And if the officer fails to pass the examination does he lose the appointment?—In that case he is generally examined again at the expiration of a certain period.

1624. How many chances are given to him?—It entirely depends upon the Commander-in-Chief.

1625. (*Rev. W. C. Lake.*) Have you ever known any case in which a person has failed of obtaining his appointment from not passing the examination?—Not to my knowledge. As far as my recollection goes I am not aware of any case.

1626. (*Lord E. Cecil.*) Were not the military secretaries at one time supposed to be examined if they were not of the rank of lieutenant-colonel?—Not since I have been in the Council; I am not aware of it.

1627. (*Chairman.*) Then military secretaries at present are not examined?—No, only assistant military secretaries.

1628. Will you state to the Commission the objects of the Advanced Class at Woolwich for the artillery?—The object is to qualify officers of the Royal Artillery for certain scientific departmental appointments; the intention being that first appointments to all positions of a special scientific character shall be made exclusively from officers who have passed through the contemplated course of instruction.

Artillery Advanced Class.

1629. Will you state the regulations under which officers are admitted to that class?—No officer is admissible under six years' service, and he must have undergone a course of instruction at Shoeburyness. A medical certificate of health is also required.

1630. What are the subjects at the entrance examination?—The officers are examined in plane trigono-

* This regulation has since been altered. The examination for the post of assistant military secretary is now (1869) the same as for that of aide-de-camp.

Maj.-Gen. W. C. E. Napier.

8 July 1868.

Artillery Advanced Class.

metry, co-ordinate geometry, and calculus, in practical mechanics, in chemistry, and in physics.

1631. The object being to ascertain that they are already officers of considerable scientific attainments?—Yes.

1632. Are all those subjects obligatory or are any of them voluntary?—They are all obligatory.

1633. What is the duration of the course?—The duration is two years.

1634. What is the nature of the course?—The subjects of study are statics, dynamics, hydrostatics, and ballistic instruments; electricity, chemistry, and metallurgy; they go through a course in the Royal Laboratory Department and study gunpowder and gun cotton, and they go through a course in the Royal Carriage Department. During the course they visit different places; they pay visits to various metallurgical works, where they see the different processes in practical operation.

1635. In various parts of the country?—In various parts of the country; they go to Waltham Abbey, and to the East London Waterworks, and other places of that description.

1636. That is with a view to studying machinery?—Yes.

1637. And also metallurgy?—Yes. Then they have an examination at the end of the first year, in which they are required to make a certain number of marks, half the marks of the total aggregate. The subjects of that examination are mathematics, mechanism, and the steam engine, metallurgy, chemistry, the Royal Gun Factories, and the Royal Laboratory. At the end of the second year there is a final examination, in which out of 3,100 marks they have to obtain a minimum of 1,860. The subjects of that examination are statics, dynamics, hydrostatics, and ballistic instruments Didion's "Traité de Balistique," electricity, heat, chemistry, metallurgy, Royal Laboratory, gunpowder and gun cotton, the Royal Carriage Department, and the Royal Small Arms department.

1638. Do you believe that the system is working satisfactorily?—I believe that it is working very satisfactorily as far as my knowledge enables me to judge.

1639. Do the number of candidates for admission exceed the number which can be admitted?—Not at the last examination, that is to say, the examination of February 1868. Return p. clxi

1640. By whom are the examinations conducted?—Partly by our examiners and partly by their own professors.

1641. Are the professors appointed upon the recommendation of the Council?—Yes, they were all obtained by the Council.

1642. Have you any suggestions to make with reference to the Advanced Class?—None whatever.

1643. You believe it to be working satisfactorily?—Quite so.

1644. And to be advantageous to the Artillery service?—I have no doubt that it is. Of course, that is a point upon which I cannot form an opinion of much value. I should observe that the class is limited to eight.

1645. That is in order to maintain the proportion between the number of officers passing and the appointments likely to be ready for them?—Yes.

1646. (*Lord E. Cecil.*) Does an officer who has passed the Advanced Class at Woolwich come under exactly the same rule as an Engineer officer?—I am not aware whether it entitles him to the general staff of the army; I should say not.

1647. (*Chairman.*) Do you suppose that it is likely that an officer who had passed through this very high special class, with a view to certain appointments which are hereafter exclusively to be given to those officers, would seek appointment upon the general staff?—I should think that it is not probable. One of them was sent out lately to Abyssinia for special duty there.

1648. (*Lord E. Cecil.*) But I suppose that the higher staff appointments, such as that of military secretary, may under such circumstances form an object of ambition to them?—Of course; they would not be examined for that after passing through the Advanced Class.

1649. (*Lt.-Col. Chesney.*) Are you aware that in the first Advanced Class of artillery there were two officers who had already taken a Staff College certificate?—Yes.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

Thursday, 9th July 1868.

PRESENT:

THE RIGHT HONOURABLE EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
LIEUT.-GEN. LORD DE ROS.	REV. W. C. LAKE.
LORD NORTHBROOK.	BRIG.-GEN. LEFROY.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.	COLONEL HAYTHORNE.
	LIEUT.-COL. CHESNEY.

MAJOR-GENERAL SIR FREDERICK ABBOTT, C.B., examined.

Maj.-Gen. Sir F. Abbott.

9 July 1868.

1650. (*Chairman.*) You are a general officer?—I am a major-general.

1651. And you lately served in the Bengal Engineers?—Yes.

1652. You were lieutenant-governor of the East India Company's College at Addiscombe?—Yes.

1653. For what length of time?—For 10 years and a half, between February 1851 and June 1861.

1654. You are now a member of the Council of Military Education?—I am.

1655. When were you appointed to that office?—In July 1862.

Examinations for direct commissions.

1656. You are probably aware that it has been suggested that it would be desirable to reduce the age for admission to the army by direct commissions; do you think that that is necessary or desirable?—The present age is from 17 to 20.

1657. Would you reduce the lower limit?—Certainly not.

1658. Would you desire to reduce the higher limit?—No.

1659. You think that the limits as they stand at present are satisfactory?—I think that they are very fair indeed. I would have a large range for admission into the army without competition, without going through the military colleges, because you would then get men who had finished their education at the large schools and colleges; they would come at a later age. You would get men, for instance, like Sir Herbert Edwardes, and others who had finished their education

at college. They, generally speaking, prove very valuable men in the army.

1660. And I suppose that you would also wish to admit a certain number of men who had passed through the universities?—I certainly would; that, I think, is provided for in the regulations.

1661. Do you consider that the present system of examination for direct commissions is satisfactory?—I do not know that I could specially improve it. I might perhaps suggest a confinement to fewer subjects, but I do not feel very strongly upon the point; I think that the system is working very fairly.

1662. Do you think that the present number of subjects gives any facility for cramming?—Every subject which is added to the list, of course, is *pro tanto* another subject added to the cramming list. The reason of the necessity for having this number of subjects taught is, that we cannot get the young men to pass a good examination in what they ought to pass, that is to say, classics. Boys go to school at 9 or 10 years of age, and learn Latin and Greek till they are 15 or 16, and then we find when they come to us that 50 per cent. of them cannot construe an ordinary line in Virgil.

1663. Is that your experience of public school education?—I am afraid so.

1664. That is shown by the papers which come before you?—By the papers which come before the Council. I do not presume to say that all those young men come from the public schools. We cannot tell where they come from; but they come from classical schools; for, of course, all English gentlemen go to classical schools of some sort during the early periods of their education.

1665. The evidence which has been given to us shows that a very large proportion of those who come up for the examination for direct commissions, and also for the entrance examination to Sandhurst, have been for a time under the instruction given at what are called "cramming" schools?—That is of necessity, because they cannot get the information they require anywhere else.

1666. Speaking generally, do you consider that those schools are of an objectionable character?—Many of them are so from want of discipline.

1667. Then you would prefer to see boys come straight from public schools to the examination?—Most assuredly from the public schools and from the acknowledged private schools. Many of the private schools are admirable, and if we could only get the young men from those we should be very well satisfied.

1668. Do you consider that it is in consequence of the instruction given at those schools not being of a satisfactory character that the intervention of the crammers is necessary, or is it the result of any other part of the system?—I think that it is from the system upon which education is given at a public school. A boy goes to a public school, and if he is studiously inclined he gets on very well. The masters pay a good deal of attention to him, and he rises to the sixth form, and he then comes under the eye of the headmaster; but I believe that as respects the others who are not attentive to their books, very little pressure is put upon them to make them learn, and if a boy is left to his own inclinations he prefers to be idle.

1669. It has been suggested that it might be possible to take the position of a boy in one of the acknowledged public schools of the country in lieu of any examination; that is to say, that if he were in the sixth form at Harrow, or Eton, or Rugby, or any other school of that sort, it might be taken as sufficient evidence that he had received the education required for an officer. Do you think that that would be a good plan?—If you could confine it to the great and acknowledged public schools, and took men from the sixth form, provided they knew arithmetic, I should see no objection to it; but it would be opening a door which I do not think you would be able to close; pressure would be put upon you by the other schools, and they would say, "Why are not our certificates accepted?", and the public, I think, would take their part.

Maj.-Gen. Sir F. Abbott.

9 July 1868.

Preparatory schools.

1670. Do you think that it would be possible to conduct your examinations locally in the principal schools, and to send down your examiners to them, so as to bring the examinations home to the boys, and so to a certain extent to shut off the cramming schools?—That would never do, because the students have not the information. It does not signify whether we examine the boys at their school, or whether they come up to Chelsea, if they have not got the information that is required.

1671. In your opinion the defect is not in the system of examination, but in the education which the boys receive?—Our system, as we hoped, was based upon information afforded by the head masters of the public schools. When General Cameron was at the head of the Council a proposal was submitted as to what a boy of 16 should be able to pass in, and the head masters favoured the Council with their opinion. We struck the minimum at a very much lower limit than they suggested, but it was useless; we found that the young men could not come up to it; they knew no arithmetic and they did not know Euclid; most of them knew very little of Latin; and of course we were obliged to substitute for that something which they did know, and they get that knowledge at what are called cramming schools. "Cramming schools" is a hard term to use. A certain class of schools profess only to give six months' education; those are decided cramming schools, the boys are crammed. But there are other schools of a very superior class, at which they get a very excellent education; they are very carefully taught and prepared; and such schools prepare for the Woolwich examination.

1672. A proposal was submitted by the Council of Military Education with reference to the suggested inspection of these so-called "cramming schools" by a Government inspector; do you think that that scheme could be carried out?—I do not think that it could be carried out efficiently, for several reasons.

1673. Will you be good enough to state why?—I think that it would be almost impossible for an inspector to go to a school and ascertain the whole particulars of the school merely by inspection. We get boys from, I should think, upwards of 100 schools, and I think that it would be impossible for one inspector to go down and ascertain the exact nature of each of those schools.

1674. Do you think that a single inspection in each year, or even half-yearly, would really give you any assurance that the school was satisfactory?—None whatever.

1675. (*Lord E. Cecil.*) Do you consider that a boy who passes through a public school should be able to go up directly to the examination and should enter the army, or enter Sandhurst?—I think that he should be able to enter the army or Sandhurst.

1676. Do you think he ought to be sufficiently prepared to compete in the examination at Woolwich?—He might be able to pass what we call our qualifying examination, but those who go to special schools would beat him in competition.

1677. Do you think that the education at public schools ought to be so arranged or modified that a boy should be able to pass for both the army and the scientific corps?—I think so, certainly.

1678. You would infinitely prefer that boys should go straight up for the army at Sandhurst, or at Woolwich, from a public school, rather than by means of what is called private tuition or cramming schools?—I would.

1679. So far as your observation goes, do you think that the tone of a public schoolboy is far superior to that of a boy who has passed through a cramming school?—Certainly.

1680. With regard to the direct examination for the army, would you alter it in any way? Do you think that all that is required for a regimental officer is simply the ordinary education of a gentleman?—For entering the army by direct appointment I think that

Maj.-Gen. Sir F. Abbott.

9 July 1868.

it is quite sufficient. I would rather take the young men fresh from their schools, and put them into the army at once, under a good commanding officer.

Preparatory schools.

1681. Would you be in favour of the institution of modern or military classes at all public schools?—I should not think it necessary to make separate classes. I think that it would be quite sufficient to teach what they profess to teach; that is to say, the classics, mathematics, history, and geography. We do not want anything else.

1682. How would you propose to prepare the young men for the entrance examination at Woolwich, because I understand you to have said that you would infinitely prefer that boys should go up from the public schools to Woolwich?—Yes. What I say is, that under the present system of education they could not compete with those who go to the special schools; but if the masters would take them in hand and teach them at the public schools, as they might do, there would be no difficulty. There is nothing in our examination that a lad trained at one of the public schools, and taught what they profess to teach, ought not to pass if he has good abilities.

1683. I presume that it would involve special military instruction, at least for Woolwich, at our public schools?—I do not think that it would.

1684. Do you think that the ordinary subjects of education which are now taught, if taught well, would be sufficient to enable a boy to pass at Woolwich?—That is the point; it is not what they teach but what they ought to teach. They do not teach mathematics, and as far as I see they teach nothing but Latin and Greek. Young men come from the public schools who do not fully understand arithmetic.

1685. Then you think that if the teaching at the public schools was good, a boy should be able to go up straight to Woolwich?—Certainly.

1686. During the time that you were at Addiscombe did it come under your observation at all that the candidates for admission came up from what are called cramming schools?—Generally.

1687. They existed even in those days?—They have existed for the last 40 years in some form or another.

1688. But I fancy that it is only within the last 15 or 20 years that any large number of them have existed?—I should think so. I have been in India a great many years.

1689. Do you think that the greater proportion of the young gentlemen who entered at Addiscombe came from a cramming school?—Most of them.

1690. And you have always observed a very great difference between the tone of young men who came up from public schools and the tone of those who came up from other schools?—I scarcely remember any who came directly from the public schools, so that I have hardly any means of judging.

1691. (*Lord Northbrook.*) I believe that the examination for direct commissions has been reduced from time to time with regard to its strictness?—It has.

1692. At the present time how would you describe it; is it a very easy examination indeed?—It is a very easy examination; and a lad who up to the age of 16 has been in a public school, ought to pass our examination very easily.

Returns, p. cxlvii.

1693. From the returns which we have before us, in round numbers since the year 1858 5,000 young gentlemen have gone up for examination, and 1,600 have failed. Would not that show that those gentlemen who came up, who were cast, had received a very imperfect education of any kind?—Certainly.

1694. Have you any suggestions to make whereby the standard for admission to the army could be at all raised?—If we do raise the standard suddenly, the army will want officers.

1695. Do you think that it would be possible to make French one of the obligatory subjects without very considerably increasing the number of rejections?—For a time it would certainly increase the number of rejections.

1696. Do any of the young men now go up for direct commissions in Hindustani?—A very small proportion, perhaps about two per cent.

1697. In fact it comes to this, that, unless the general education of youths of that class in this country is improved, it is impossible to raise the standard of examination for direct commissions?—That is exactly the case.

1698. With respect to what are called "cramming" schools, I see that a candidate is obliged to produce a certificate from the master or tutor under whom he has been educated, of his general moral conduct for at least the two preceding years. Do you think that that clause might be in any way brought to bear on certain places of education where no control whatever is exercised over the moral conduct of the pupils?—I do not quite conceive what your lordship means.

1699. We have been told that in certain cases young men enter the army in a condition of health from which it is quite clear that their moral conduct has not been under control previous to admission. Supposing that one or two successive cases of the same kind came from the same institution, could not the master of that institution be debarred from giving that certificate, and therefore could not youths coming up from that institution not be allowed to compete?—I do not think that that could be done.

1700. What is the value of this certificate; I suppose that its value is little or nothing?—It is very little.

1701. (*Lt.-Col. Chesney.*) We have had it stated in evidence that Cheltenham College is remarkably successful in sending up pupils for the Woolwich examination; is that the case?—Yes, and it has been so for many years.

1702. Is there any particular reason why other public schools should not do something towards approximating to the condition of Cheltenham school in that respect?—There is no reason why they should not; it is entirely at their own option. Generally speaking the head masters of the public schools prefer classics. There is no other reason that I know of.

1703. Can you give the Commission a general idea of what is about the least cost of the education of a boy at one of the less expensive public schools?—I cannot.

1704. If a plan should be carried out for distributing the appointments for the army between the different public schools as they now are, would not it be tantamount to excluding from the army the sons of poor officers?—You would exclude all the sons of those who could not afford to send their sons to public schools, and it would be exceedingly unjust and unfair.

1705. Would not also any plan of that sort be a direct encouragement to what appears to you at present to be an imperfect education?—Most assuredly it would, and it would be very unfair.

1706. (*Brig.-Gen. Lefroy.*) In comparing the results of public school education with those obtained by masters of what are called cramming schools or forcing schools, have you ever compared the number of hours week per week on the average which is got out of the boys under the two circumstances?—I have no means of comparing them specially, but I know very well that at the special schools they work much harder than they do at the public schools.

1707. Is not the difference in the result much more referable to that greater quantity of work than to anything in the method of teaching, or the system pursued?—I do not think so. I think that the method at the public schools is a good deal in fault, inasmuch as there is no pressure put upon boys. If I understand rightly, three classes of boys go to a public school. The first class we will say are studious youths; these work hard and take naturally to their books and so become the pets of the master; those youths seek the universities and the learned professions. The next class are those boys who probably are moderately affected towards learning and are ready to do exactly what their parents tell them to do; many of those boys come to Woolwich; some

of them go to the army, and some of them join professions as desired by their parents. Then there is a third class who are the idlers, and of those we get the most; they can do nothing else, and they say "We "will go to the army; we do not like books; we will "go to a crammer, and we will cram up enough in six "months to pass the examination." These are generally the men who now feed the army.

1708. Do you take idleness at the critical period between the age of 15 and 17 as a criterion of mental inactivity or stupidity?—Not always.

1709. Do not these very idle youths in after life very often turn out in all respects such officers as the service may be proud of?—They sometimes turn out to be splendid officers. I have known a great many instances. I should be sorry to reject those young men.

1710. Therefore any good system from a national point of view should be such as would permit the admission into the army of youths who might present that character of idleness, but who in other respects would have admirable characteristics for soldiers?—Certainly.

1711. (*Sir D. A. Cameron.*) Are commissions without purchase ever given to candidates who at the examinations for direct commissions show that they have received a superior education?—Never now, I believe.

1712. Do you think that desirable?—It would only be removing competition from Sandhurst to the schools. I do not know of any other objection to it.

1713. Do you think that you might without inconvenience require a higher qualification for entrance into the army by direct commissions if the purchase system did not exist?—I should be very sorry to make the admission too high. I think that it would exclude a great many very valuable officers; boys who do not take to their books but who take to the sword, and who attach themselves to their profession with a real good will afterwards. We should be very sorry to lose them. I may add that, under the present system, until the great schools will seriously take up the proposal for giving a general education, any advance which you make in the requisitions for admission to the army must of course increase the cramming.

1714. (*Lord de Ros.*) Must not the public schoolmasters have overstated the qualifications which they could produce in their boys, or else why do not they furnish as good candidates as the crammers?—I can only speak from results, namely, that we do not find that amount of education which the public schools profess to give.

1715. Is it not to be inferred that the crammers specially devote their skill to the study of the questions which are likely to be asked rather than to the general objects of study?—Assuredly.

1716. As an officer, do you not think that good training of the mind and gentlemanly habits are quite as important for a cadet as any amount of mere education?—They are of the highest importance.

1717. May there not be something in the mode of examining which causes the failure of some candidates and the success of others to be uncertain, and not always decided upon a sound and impartial principle?—Wherever a boy comes up with merely what is called crammed knowledge it is just a chance whether he fails or whether he succeeds.

1718. (*Rev. W. C. Lake.*) You have spoken of most of the schools which are called by the general name of "cramming schools" as being objectionable from the want of discipline?—Yes.

1719. Are you aware that the Government inspectors for the national schools inspect considerably more than 100 schools in the course of a year, and as many as 200, and that they give opinions with regard to discipline? Do you think that it would be impossible for an inspector to give an opinion with regard to the discipline of 100 schools?—I think that it would be impossible for him to give an opinion worth having. I do not think that it would be based upon sufficiently accurate grounds by mere inspection.

1720. Admitting that your inspectors might sometimes be deceived, still in cases of a gross want of discipline would they not probably detect it?—They would now and then do so. *Maj.-Gen. Sir F. Abbott.* 9 July 1868.

1721. Do you not imagine that several of these schools are marked by a very great want of discipline?—Some of them are. Preparatory schools.

1722. Such schools would be struck off your roll would they not?—Assuredly.

1723. Would it not be a clear gain if there was an inspection, and if the schools which were worst in point of discipline were struck off your roll?—Yes, if it could be done. It could be done in a few instances; there is no doubt that certain of the worst and notorious schools would be excluded.

1724. Were you in the Council at the time when the opinion of the public schoolmasters was asked?—No.

1725. Do you happen to know who the schoolmasters were who gave that opinion?—Their names are all in the first report of the Council; they were Dr. Jelf, Principal of King's College, Dr. Vaughan, Head Master of Harrow, Dr. Moberley, Head Master of Winchester, the Rev. Charles Scott, Head Master of Westminster, the Rev. Charles Goodford, Head Master of Eton, the Rev. Edward Elder, Head Master of Charterhouse, and Dr. Goulburn, Head Master of Rugby.

1726. Then the head masters of all the great public schools told you that without any doubt they could send up boys who would be fit to compete for the examination for a direct commission?—I do not think that it was in those words, they stated what they considered that a boy should be able to do who had passed through their schools.

1727. Then the masters of the public schools fixed a standard for the examinations in accordance with what they supposed it to be probable that their boys could do?—They did not fix anything; they merely stated what a boy ought to do.

1728. (*Sir D. A. Cameron.*) That is to say a boy of average ability?—Yes.

1729. (*Rev. W. C. Lake.*) But in point of fact very few boys have come straight from public schools to compete for direct commissions?—Very few; a very small per-centage.

1730. You mentioned one or two cases in which public schools or very large schools did send a number of boys to compete for direct commissions; you, I think, named Cheltenham?—I mentioned Cheltenham as being one of the special schools; it is not to be called a classical public school, it has a special department.

1731. It is a very large school which has one special department?—It has a special department, which is called a modern department. The school is a very large school, consisting, I believe, of something like 1,000 boys, and it is divided into two departments, one called the classical department under the head master, and the other called the modern department under a second master; and the boys from the modern department are those who come to the examinations for Woolwich and Sandhurst and for direct commissions.

1732. And they have generally or in a great many cases come direct to you?—Yes, I believe that they do; I used to get a great number at Addiscombe.

1733. Do you see any insuperable difficulty in the way of any large public school doing the same sort of thing as Cheltenham has done?—I see no difficulty in it, it is a mere matter of opinion and matter of taste; I contend that it is not even necessary to have a second department. If the whole of the time were not given to Greek and Latin, and if a fair proportion of that time were given to mathematics, and to subjects of general education, I think that there would be no necessity for having a special department.

1734. You mean that in what the public schools now profess to undertake they entirely fail?—I should be sorry to say that.

1735. They do not send up boys to your examination?—We do not get the boys whom we expected to

Maj.-Gen. Sir F. Abbott.

9 July 1868.

Preparatory schools.

get after receiving these letters from the head masters; we were warranted by these letters in expecting that a greater number would come direct to us from the public schools, especially for the infantry.

1736. Sir Duncan Cameron made a suggestion that it would be desirable to reward some of the boys who had done best at the entrance examination by commissions without purchase. That would not necessarily raise the standard of the examination, would it?—As I said before, I think that it would send more boys to the crammers, and that they would be crammed longer.

1737. Do you find that Marlborough equally with Cheltenham sends boys to compete for the direct commissions?—I think that we have a few from Marlborough, but not many.

1738. (*Lord de Ros.*) Are you aware that there is this difference between Cheltenham and the other public schools, namely, that at Cheltenham the instructors in the modern department on military points are not all extra masters as at the public schools, where the extra masters have not a proper position?—The instructors in the modern department at Cheltenham are permanently established.

1739. (*Chairman.*) You stated that many youths who must be classed perhaps among the comparatively idle boys at the public schools yet made very good officers?—Yes.

1740. I imagine that in your opinion they are not excluded from the army by the present system of examination?—They are not.

1741. You have been asked whether it would not be as easy to examine into the discipline of these cramming schools as it is for a school inspector to examine into the discipline of primary schools in the country, but is not there a certain difference in the meaning of the word "discipline" with respect to those two bodies? Is not the discipline into which you wish to inquire in the cramming schools, the discipline exercised over the entire conduct of the students there, and is not the discipline which the inspector of a primary school looks to, the discipline exercised in the school itself?—I imagine so.

1742. And is it not quite possible that a man might very easily and very fairly report upon the discipline of a scholar in a school, when he might find it extremely difficult to ascertain what was the general discipline maintained over the entire body of young men throughout the whole day?—Certainly; it would be impossible for an inspector to ascertain the discipline of the school, taking what we mean by the term "discipline," without living in the neighbourhood, and without inquiring and being acquainted with the school and being acquainted with the persons who would give him information. It would become a system of espionage.

1743. I believe that it is your practice to keep a list of the examiners at the Council of Military Education, and practically to employ the same examiners?—Yes.

1744. Do you think that that system gives any special facilities to those who conduct the cramming schools to make themselves acquainted with the style of examination which is likely to be carried out, and that therefore it would be an advantage to change your examiners from time to time?—So far there must be some little advantage given to the crammers by our employing the same examiners, but I think that the difficulty of changing them is very much greater than would be compensated by obviating that little objection.

1745. (*Lord de Ros.*) Is it not your opinion that many of those who in early life are idlers, educate themselves after they enter the army from a laudable ambition which has not been roused in their early life?—Certainly.

1746. (*Lt.-Col. Chesney.*) Referring to the question which Lord de Grey has just asked you, supposing that there was a case where a crammer allowed his pupils to reside out of his own house without any control of them at all at night, would not an inspector be likely to discover that system and to report it?—Yes, I suppose that he would.

1747. Of the subjects taken up for the three examinations which we have been speaking of, in your opinion are there any special subjects more easily crammed than the others?—Yes.

1748. Will you state what they are?—History and geography.

1749. What do you think of the preparation in the so-called sciences as they are at present taught in schools?—The little which the candidates bring up is worthless.

1750. (*Chairman.*) Then is not that an argument for striking them out of the examinations?—I should not object to that.

1751. (*Sir C. Russell.*) Do you consider it desirable that more boys should come up for examination direct from the public schools?—Very desirable. Our object has been to get lads from the public schools.

1752. (*Chairman.*) Do you consider that all the preparatory schools which are called cramming schools are to be included under one category?—By no means. There are many schools which are really excellent schools in themselves, and which make it their duty to teach honestly and fairly, and they ought never to be classed with the rest which are called "crammers;" and I think that too little distinction has been made; the word "crammer" has been, I think, used too freely and indiscriminately.

1753. Have you any other suggestion or remark to make with reference to this part of the examination?—I have not.

1754. (*Sir C. Russell.*) Are you aware of any reason which has prevented the Council from communicating with the head masters of schools since they made that statement to which you have referred?—I know no reason.

1755. (*Rev. W. C. Lake.*) Has no correspondence, so far as you are aware, passed between the Council and the head masters of schools with regard to the fact that so few boys come direct from the public schools for examination?—None.

Royal M College, Sandhurs

1756. (*Chairman.*) It has been suggested that it would be desirable to lower the age for admission to Sandhurst, what is your opinion upon that point?—I should be sorry to see it lowered below 16.

1757. Will you state your reasons for that opinion?—Because I think that we ought not to interfere with the natural education of a boy, and to take him to special work before that education is finished. If we lowered the age I should recommend going back to the old system of making it a place of education for the sons of officers and gentlemen, taking them in at an early age; but I would not recommend that in preference to the present system.

1758. Then you do not mean to say that you yourself would recommend a return to that former system?—I would not; but if the age were lowered, I think that it would be better to lower it completely, and to make a school of the place.

1759. You think that it is undesirable to break in upon the school education of a boy at the age of 15, and to transfer him to Sandhurst?—I think so.

1760. Under the present regulations much older men are admitted to Sandhurst who come from the universities?—Yes.

1761. Do you think that objectionable?—Very objectionable.

1762. Because it leads to an admixture of persons of very different ages?—Yes, because it leads to a great variety of ages, and it is not, I think, wholesome for a place to have men of 20 and boys of 16 together.

1763. Are there at present many students who come to Sandhurst from the universities at an older age?—I believe very few indeed.

1764. Have you any suggestions to make to the Commission with respect to the course of study at Sandhurst?—Nothing very important. I think that if I were asked to alter the system in any way it would

be simply to abolish what are called the voluntary studies, but it is not a matter on which I place very great importance.

1765. Were there any voluntary studies at Addiscombe?—None.

1766. All the studies there were obligatory?—Yes.

1767. Were the same number of subjects studied at Addiscombe as at Sandhurst, or fewer?—I think that they were as nearly as possible the same.

1768. When you say that you might perhaps be inclined to get rid of the voluntary subjects, is it from a desire to reduce the number of subjects or because you dislike the practice of having voluntary subjects at all?—It is simply because I dislike the system of voluntary subjects. They must create inconvenience in the routine of the college studies.

1769. Do you think that they lead to a neglect of the obligatory subjects?—No, it is not that; but it is that where a part of a class go to a voluntary study the other part of the class are left idle unless they can find a corresponding voluntary subject to study, which is not likely.

1770. Comparing the systems at Addiscombe and at Sandhurst, can you say that the study at Addiscombe was closer than that at Sandhurst or not?—Very much closer. I consider the study at Addiscombe to have been rather severe; something approaching to eight hours a day, without a half holiday of any sort excepting one now and then; there were no recognized half holidays.

1771. How is it at Sandhurst?—I speak before Sir Duncan Cameron. I think that it is about six and a half hours a day for four days in the week, and that the students have a half holiday twice a week. That makes a very great difference in the study.

1772. Did you find that the course at Addiscombe was too severe?—It was intended for a different object. It was not too severe for what we wanted. The object at Addiscombe was to prepare for the scientific corps and not for the line.

1773. Do you think that the course at Sandhurst is sufficiently close for the purposes for which it is instituted?—I think so.

1774. General Napier expressed an opinion that the presence of the Queen's and Indian cadets at Sandhurst was disadvantageous to the studies of the place; do you share in that opinion?—I quite agree in that opinion. I think that it is highly objectionable that there should be two classes of students studying under different regulations.

1775. Then I suppose you would prefer that commissions without purchase should be given to those Queen's and Indian cadets without their being required to pass through the college?—Certainly. I think that it would be a very great advantage to the Royal Military College and a great benefit to the parents, and I think that it would be cheaper to the country.

1776. You are aware that some years ago it was proposed to pass all officers for the infantry, the cavalry, and the guards through Sandhurst?—I think that it was.

1777. Do you think that that would be a good system?—I think that it would be very difficult to carry it out; and I do not see the advantage of it. I do not think that it is an advisable system.

1778. Do you think that it is a good plan to get men into the army from various places of education, from the public schools, from the universities, and from a military college?—Decidedly.

1779. What where the number of students at Addiscombe?—150 was the complement.

1780. That is half the number of those at Sandhurst?—About half.

1781. Do you think that a small college is more easy to manage than a large one?—I think so.

1782. Of course if everybody who was intending to go into the army, with the exception of the scientific corps, had to pass through Sandhurst, you must increase its numbers?—Giving the very smallest smattering of education, you must have a thousand boys to satisfy the whole demands of the army.

1783. What do you consider to be the object of the present college at Sandhurst?—To provide a certain portion of professionally educated officers, and partly for benevolent objects.

Maj.-Gen. Sir F. Abbott.

9 July 1868.

1784. General Napier told us that the largest portion of the students had very little encouragement to work, from the fact that at a very early period it became evident who was likely to get a commission without purchase, and who had no chance of doing so; do you agree with General Napier in that respect?—Entirely, these lads in the first six months can calculate their places within two or three.

Royal Military College, Sandhurst.

1785. Does that produce a considerable amount of idling?—Most assuredly; those who find that they have no chance merely content themselves with qualifying, just as the Queen's cadets do.

1786. And those who find that they have no chance are the large majority?—Yes, where there are 30 prizes given to 100 competitors.

1787. Do you think that any advantage would accrue from confining the college to those who were to obtain commissions without purchase?—The college itself would undoubtedly be greatly benefited, you would then have a number of young men all studying with some particular object.

1788. When you say "the college itself" you appear to point to some disadvantages of another kind?—I simply wished to guard myself from saying that it was the best system which could be used.

1789. Could you suggest any system which would be preferable to that?—I could not.

1790. And you think that, so far as the college itself is concerned, it would be an improvement upon the present system?—Undoubtedly.

1791. Do you think that it would be desirable to unite Woolwich and Sandhurst into one college?—I should not think that it would.

Amalgamation of Woolwich and Sandhurst.

1792. There is an impression I know among some persons that Addiscombe was in that sense a single college, is not that impression incorrect; ought not Addiscombe rather to be compared with Woolwich?—That view is partly correct inasmuch as we had places for all; a certain number of youths were sent in together; a certain qualification was required for the scientific corps, and all who could not come up to that mark had commissions in the line given to them, but that would be very different from having the great majority of cadets seeking commissions in the line merely.

1793. The principal object of Addiscombe I believe was to train officers for the Artillery and for the Engineers?—It was.

1794. And those who failed to qualify for those branches of the service received commissions in the line?—Yes; there was no profession made at Addiscombe of training for the line, but we simply thought it fair that where a number of lads were collected together all should not be obliged to attain to the same qualifications, therefore the best were selected for the scientific corps, and it would have been very hard to turn out the others without any commissions whatever, and they got commissions in the line.

1795. But the body of officers for the line were appointed directly?—Yes, just as it is in the Queen's service.

1796. Can you tell us what average proportion went out in the scientific corps as compared with those who only got commissions in the line?—I think that I speak tolerably correctly when I say that two-thirds went out in the scientific corps, and one-third in the line.

1797. Do you think that any advantage would accrue from a sort of partial union between Sandhurst and Woolwich, that is to say, from allowing the cadets at Sandhurst who had passed out first to enter Woolwich without competition?—It would be impossible to do that under the present system of competition.

1798. Do you mean by that that it would be an interference with the present system of competition?—Entirely so.

1799. Would the education which the young men

Maj.-Gen. Sir F. Abbott.

9 July 1868.

Comparison of Sandhurst with Addiscombe.

receive at Sandhurst and the test which is afforded by the final examination there be equivalent to the test of the competitive examination at Woolwich?—I think not. I think that generally speaking they would not be able to hold their own against the competitors.

1800. Will you be good enough to tell us what were the number and duties of the military authorities at Addiscombe as compared with Sandhurst?—The resident authorities were one lieutenant-governor, one staff officer, and two orderly officers.

1801. Was there any quartermaster, or paymaster or adjutant?—None.

1802. Or surgeon or medical officer?—Not attached to the place.

1803. Was there a chaplain?—One of the professors acted as chaplain.

1804. Will you explain to us what were the duties of the orderly officers?—To attend all parades and to have an eye to the general discipline of the cadets.

1805. Were the cadets divided into companies?—No, we had what were called divisions.

1806. Were there under-officers or corporals appointed from the cadets themselves?—There were under-officers, whom we called sub-officers and corporals.

1807. What were the arrangements at Addiscombe with respect to discipline? The principal conduct of the discipline I suppose was in the hands of the lieutenant-governor?—Entirely.

1808. Had he a power of dismissal from the college?—Not without reference to the chairman of the board of directors.

1809. Was it the practice of the court of directors to accept the recommendations of the lieutenant-governor upon that point?—They always did so. I may explain here that the lieutenant-governor would remove a boy for any flagrant offence and then take the orders of the chairman of the court of directors.

1810. Do you know of any case in which the lieutenant-governor was not supported by the chairman of the court of directors?—In my time there was no case in which I was not entirely supported by the chairman of the court of directors.

1811. Had a staff officer or orderly officer power to inflict any punishments?—Only to give a few extra drills.

1812. Had the under-officers any power of placing cadets in arrest?—Yes, all the sub-officers could give one day's extra drill of their own authority.

1813. Will you tell us the number of professors that there were at Addiscombe?—Fifteen masters and two lecturers.

1814. Had those professors any disciplinary authority?—None whatever beyond keeping order in their own classes.

1815. Could they put a cadet under arrest?—No; they merely sent him out under the censor of the class.

1816. Was the censor the same as the head officer?—No; censors were appointed to each class from among the cadets.

1817. Supposing that a professor observed any irregularity out of college, would it be his duty to take notice of it?—Not unless it was something gross which brought discredit upon the college.

1818. Do you think that it would have been an improvement, or the reverse, if the professors had had any duties in connexion with the maintenance of discipline?—I was always against the system of giving them any share in the discipline of the college. I think that they get on better with the cadets when the cadets look upon them as their friends and not their tyrants, and I think that the gentlemen themselves liked it better.

1819. During the time that you were at Addiscombe were there any serious cases of insubordination or want of discipline, excepting in individual cases?—I should say none; there have been irregularities, but I believe that there was nothing which I found it necessary to use any extraordinary measures about.

1820. We have been told of certain billiard tables and refreshment rooms which exist at Sandhurst. Do you think that the establishment of arrangements of that kind is a good thing?—I should not have liked them at Addiscombe. I think that they are bad. With regard to billiard tables, I think that we ought not to teach the young men the practice of gambling. I believe that the effect is generally this, that under ordinary circumstances where there are no billiard tables at the college the upper portion of the cadets go to the town and occupy the tables there, and that the younger part are not allowed to play at all, but that when we introduce billiard tables into the college itself, the senior part of the college occupy those tables and the junior part go to the town, so that the whole of the boys play at billiards instead of only one half of them. When there are no billiard tables in the college I am sure that many a moral and well disposed lad never goes to the billiard tables because they are in a public house, and because it is wrong to do so, whereas when you introduce them into the college the cadets are educated in playing billiards and consider it as a legitimate amusement; in fact a boy can hardly help playing, and we know very well that boys will not play for nothing any more than men, so that whatever rules you may make against their gambling they certainly will play for money.

1821. General Napier suggested that the course at Sandhurst should be lengthened to two years. Do you think that that would be a useful change?—Not unless you wish to have a much higher scale of education. I think that a year and a half is sufficient. You would perhaps produce better discipline by having two years; you would have more seasoned sub-officers to assist in the discipline, and so far it would be an advantage.

Royal M College, Sandhur

1822. But you would delay the period at which the cadets would get their commissions?—Yes; and I think that it would be hard upon those who did not get their commissions without purchase to keep them longer in the college, when they might have got their commissions without going there at all.

1823. Do you think that there are any additional military subjects, such as, for instance, military law, which might be studied at Sandhurst?—I am very much against it.

1824. Upon what ground?—That it is so repugnant to youths to study military law; they never could understand it, and would hate it.

1825. (*Lord Northbrook.*) Can you describe generally the qualifications of those cadets who pass from Sandhurst for commissions by purchase; what is the value of the education which those who get commissions by purchase receive at Sandhurst?—I do not think that they gain very much; there must be the seeds of education in them, which may in many cases hereafter produce fruits; but as regards the generality of those who get their commissions by purchase, I should say that the education was a good deal thrown away.

1826. Would you consider the result a fair result from 18 months' study?—No.

1827. Comparing it with the qualifications of cadets who went out from Addiscombe into the line, how would you place it?—I think that it is much the same.

1828. Have you any suggestions to make as to raising the standard of those who pass out from Sandhurst for commissions by purchase?—It is impossible to make idle boys work. I have no proposition to make upon that point.

1829. Have you considered whether a minimum of marks might not be established for the entrance of cadets to Sandhurst, so as to secure at any rate a fair knowledge of mathematics?—There is a minimum of marks.

1830. Would you raise the minimum?—No, I would not; I do not think that it would be of great importance to have a high standard of mathematics for admission, unless the proposal was carried into effect of having few more than could get their commissions

without purchase; and then no doubt the admission ought to be competitive.

1831. Would you increase the minimum number of marks which a cadet has to acquire in order to gain a commission by purchase?—It might perhaps be raised a little, but it is questionable; I think that the system which is now being pursued is one of the best which can be followed, that is to say, making them get a certain minimum each term, instead of waiting until the end.

1832. But still, as you describe it, the result is anything but satisfactory?—It has hardly been tried yet. This is a new system which has just come in, and I believe that it is working well. It is to make each cadet after his first six months pass a qualifying examination, and if he does not do that to reject him. A number were rejected at the very first essay the other day.

1833. And discharged?—Yes, but they were admitted again by order of His Royal Highness, because there had been some misapprehension regarding the understanding of the order.

1834. Do you think that cadets on passing out might be classified, and that a distinction might be given to those who passed in the first class?—I think that it is quite a sufficient premium to give them a commission without purchase.

1835. My question was directed to ascertain any way in which the qualifications of those who did not succeed in getting commissions without purchase could be raised?—I do not see that any special advantage would accrue from it.

1836. At present, assuming that the examination to qualify for a direct commission cannot be raised, those officers of the line who come through Sandhurst represent the only officers in the army who enter the army with anything like a special military education?—Yes.

1837. The army is employed very much in India at the present time?—Yes.

1838. In the end the Indian Staff Corps will be, I believe, officered from the British army, according to the present regulations?—I believe so.

1839. Will not it become a matter of the most urgent importance that there shall be a proportion of officers in the line regiments going to India who shall have received some special military education?—Yes, it will be very advisable indeed.

1840. Therefore any measure which would tend to raise the standard of development of the officers must be a measure of great public importance?—Certainly.

1841. With respect to India, I see that Hindustani is not a part of the course at Sandhurst?—It is not.

1842. Do you think that it would be advantageous that an opportunity should be given to officers at Sandhurst to learn Hindustani?—I do not think that it would be of the slightest use.

1843. You would prefer their acquiring that knowledge in India?—Yes.

combe. 1844. (*Lord E. Cecil.*) What was the age at which the cadets entered Addiscombe?—It was varied several times. Before I took charge it used to be from 14 to 18, subsequently to 1851 or 1852 the age of admission I think was from 15 to 18.

1845. Which age do you think worked best?—The older age.

1846. Was there any such body at Addiscombe as is represented by the Commissioners at Sandhurst?—The chairman of the court of directors was governor of Addiscombe, and the court of directors were official visitors, and so far they represented the Commissioners of the Royal Military College.

1847. Did they attend at the half-yearly examinations?—A deputation always came down.

1848. Did they interfere in any way with the discipline or the finance of the college?—The finance was entirely under them, but they never interferred with the discipline while I was there; they had the power to do so.

1849. Do you know anything at all of the duties of the Commissioners at Sandhurst?—I do not.

1850. With regard to the lodging of the cadets at Addiscombe, were they lodged in associated dormitories, or were they lodged singly?—Just prior to the date of my taking charge every cadet had been given a separate bed place.

1851. Did you not think that a very great improvement?—Very great.

1852. Did any cases of improper conduct arising from ne association of the cadets come before your notice?—I never heard of such a thing.

1853. No boys were ever ordered to leave on that score?—No, I never heard of such a thing, and there was no suspicion of the kind.

1854. What were the punishments at Addiscombe?—Extra drill and arrest.

1855. Had you no such punishment as isolated confinement?—I call that close arrest.

1856. Will you explain what close arrest was?—The confinement of the cadet to his room.

1857. On bread and water?—No, that was never done.

1858. There was nothing of that sort?—No, nothing childish.

1859. Was rustication or detention for a part of the vacation a portion of the punishments?—Rustication was an acknowledged punishment for serious misconduct or for want of proper application to the studies. I very seldom recommended it; I had a great objection to it.

1860. Was there detention?—I myself introduced detention on certain occasions, such as the following: At the end of the term it is always known to be a very great difficulty to keep boys steady, they are full of fun, and therefore if a boy committed a prank towards the end of term, and could not get his fair amount of drill, I detained him for a day or two after all the rest had gone away, and I found that to be the most effective of all punishments; there was nothing which the cadets hated so much.

1861. You think that it worked well?—Perfectly; it put a stop to a great many irregularities on the last night.

1862. Can you give us any idea of what was the cost of the education of a cadet at Addiscombe?—Very much the same as at Woolwich. The nominal contribution was 100*l.*, and then there were extra expenses which raised it up to about 120*l.* or 130*l.* a year.

1863. How was the discipline carried on at Addiscombe; was it carried on by means of serjeants?—I abolished the whole of the interference of the serjeants in the matter of discipline. I did so on my own responsibility, and it was afterwards very much approved of by the court.

1864. Were there certain bounds?—There were no bounds whatever.

1865. Were cadets allowed to enter whatever houses they pleased?—No; I do not exactly call those "bounds;" they were not allowed to enter public houses.

1866. Did you find that having one college for the whole service worked well or ill?—It was sufficient for the whole service, and therefore we could not possibly have had a second.

1867. Did you approve of having only one college for the service; would you have preferred having two?—Certainly not two. We only wanted a certain number of officers, and that number of officers was easily provided by Addiscombe.

1868. I think that you have stated that about one-third of the cadets went into the line and about two-thirds into the scientific corps?—I think so, taking a large average.

1869. And you do not think that the officers of the Indian army were worse instructed or worse conducted, or that their general conduct was lower than that of the officers in the Queen's army?—I should certainly say not.

1870. Do you not think that the competition to

Maj.-Gen. Sir F. Abbott.

9 July 1868.

Addiscombe.

obtain commissions in the scientific corps of the Indian army had a good effect amongst the cadets in increasing the general military knowledge of those who afterwards entered the cavalry and infantry?—There is no doubt that some of those cadets who failed to attain to the scientific corps were very well qualified as officers in a military capacity, but they almost entirely went into the line, and none into the cavalry. The cavalry was a special appointment under the court of directors. It being considered the best service, they used generally to give the appointments to their own relatives and friends.

1871. Would not that be rather an argument in favour of having one college for the three branches of the service?—No, not so far as that; it would be an argument for having a certain portion attached to the Woolwich college who might be run off into the line, but I do not think that it extends so far as to recommend one college for the whole, because it did not extend to that in the Indian service.

1872. Would you be in favour of keeping Woolwich as it is, with a small and separate establishment for officers' sons who are to enter the army without purchase, and allowing the large mass of candidates for the army to go up from the public schools for direct examination?—I should be against any mixture of that sort.

Royal Military College, Sandhurst.

1873. Without saying whether such a school should exist at Woolwich or at Sandhurst, without mentioning the locality of the school, would you be in favour of such a scheme as I have endeavoured to sketch out?—The scheme, as I understood your lordship to sketch it out, is to have the Royal Military College as it is, or slightly modified, so as to receive the sons of officers.

1874. Yes; to have a small separate establishment for officers' sons without purchase?—I think that it would be entirely wrong to give the whole of the non-purchase commissions to officers' sons. I think that it would break down the whole tone of education at once; you must have competition with the public generally in order to have a wholesome education.

1875. I understood you to say that you were in favour of confining the number at the Royal Military College to exactly the number of cadets who could get commissions without purchase?—Not exactly the number, but to leave a sufficiency for competition, so that there might be a fair possibility of a cadet getting his commission.

1876. Would you entertain any objection to having a college for the scientific corps somewhat in the same locality with this school?—If I had my choice I would keep them quite separate. I do not see any advantage in their being in the same locality, and I think that they are better separate.

1877. You would have them in different localities?—Yes. The establishment at Woolwich could not be placed in a better locality than it is in now, and I think that the site of Sandhurst is wonderfully well adapted for its purposes.

1878. You said something about professionally educated officers. Do you think it of very great importance to have all officers who enter the army, namely in the infantry and the cavalry, educated professionally?—I do not. I think that there is work for everybody; there is work for the bold schoolboy, and there is work for the scientific one. We do not want all to be on the staff, we want some men to be attached to the regiments, according to the good old pattern of officers who stuck to their regiments and looked upon their regiments as their own family, and never wished to leave them.

1879. Then as I understand you, you do not think it a very great advantage to have the few cadets which Sandhurst sends up professionally educated for the army?—Yes, I do think it an advantage to have a certain number professionally educated.

1880. For what reason?—Because the army wants staff officers as well as regimental officers.

1881. Then you think that the great object to be served by Sandhurst is to send cadets into the army for the purpose of afterwards obtaining staff appointments?—Certainly, that is the principal object.

1882. As far as the duties of a regimental officer are concerned, you think that that professional education is not absolutely necessary?—It is not absolutely necessary, and it is perhaps better learnt by a great many in their own regiments than at Sandhurst.

1883. What is your opinion of the reason of the general apathy and idleness which is said to exist at Sandhurst?—Simply that to create industry men must have an object before them. When the cadets at Sandhurst have ascertained that they have no fair prospect of obtaining commissions without purchase, they have no inducement to work; they reason amongst themselves, and they say, "I can pass the "qualifying examination taking it easily, and why "should I work? My brother can get into the line "just as well as I can, and do very little for his com-"mission."

1884. Have you ever considered any means by which an additional stimulus might be given to the cadets to study?—I have never considered that point, because I did not know any practicable mode of giving such a stimulus. I suppose that a money bonus is the only stimulus. I do not see much objection to that.

1885. Do you suppose that the founding of military fellowships, or the giving of scholarships, or anything of that sort would answer the purpose?—It certainly would not stimulate the idle boys.

1886. Do you think that giving military degrees would have any effect?—It would not stimulate the idle ones.

1887. Of course there are a certain number of military cadets who would study under no circumstances, but there are a certain number of other cadets who would study if they saw an immediate advantage in so doing?—Yes.

1888. I suppose that all the cadets at Sandhurst, or at any other military establishment, are not so incorrigibly idle that they will not study if a sufficient stimulus is given to them?—I quite agree with that; I have never considered the case, but it is possible that something might be done in that direction if it were worth while.

1889. Are you aware that in America at the military college at West Point all the cadets take a degree and pass out as graduates?—I believe so.

1890. And that that confers a certain distinction?—Yes.

1891. Are you aware that the fact of a young man having passed through West Point would, more or less, entitle him to employment civil or military?—Yes.

1892. Has that ever come under your notice?—I have read the public rules and regulations at West Point.

1893. Do you think that such a military degree would be an advantage or not?—I do not think that it would be an advantage in the British service, because we have no civil employments except those given to the Engineers. The title of the Engineers or of the Artillery is in my opinion quite sufficient to guarantee that the officer is a well educated officer, which is exactly equivalent to the West Point degree.

1894. You are not in favour of any military degree?—No; I do not think that it would be of the slightest use.

1895. Was there a staff college or senior department at Addiscombe?—None.

1896. Something has been said, and a good deal has been written, upon giving probationary commissions to cadets after passing through a military college; would you be in favour of that as applying to the infantry and cavalry?—Certainly not; I would appoint them direct.

1897. You are perhaps aware that in some foreign armies that is the case? I think that it is so in the Austrian and Spanish armies; and in the Prussian army to this day I believe that there is something of the same sort, although the young man is not commissioned. That, however, is not a system which you would at all wish to introduce into the English army?—No, I would leave it entirely to the officer com-

manding the regiment. If an officer is a bad officer it is very easy to get rid of him in our service; the commanding officer has only to bring the matter to the notice of head quarters, and the officer will be obliged to sell out.

1898. I suppose that no such things as rebellions or mutinies ever took place at Addiscombe?—During the whole time that I was there I never had a rebellion, nor any personal affront of any kind.

1899. Nor bullying?—No, there was no bullying whatever. There was a certain amount of what were called "privileges," which were afforded to the seniors, of going to certain particular parts of the establishment, and walking on certain pavements, and such like; they were foolish things.

1900. What has been your opinion of the discipline at Sandhurst for the last few years?—I am not a sufficient authority to speak upon that point as I know so little of it.

1901. It does not come before you?—No, we have nothing to do with the discipline.

combe. 1902. (*Lt.-Col. Chesney.*) With respect to the serjeants at Addiscombe, I have understood that in former years they had a good deal to do with the discipline?—Until I went to Addiscombe they had almost entire charge of the discipline.

1903. Were cadets forbidden to go into public houses?—Yes, strictly.

1904. Were the serjeants allowed to report them for that?—Not under my rule.

1905. Nor the professors?—The professors might have done it if they had pleased, but practically they did not, they were not required to do it.

1906. With only three officers under you in the college, and no one else being allowed to report, how could you possibly secure that the cadets did not go into public houses?—I trusted in a great measure to the cadets managing themselves.

1907. Have you reason to believe that the senior cadets took that sort of moral authority into their own hands?—Not so much as I could have wished; but I consider that the discipline was immensely improved by the change which I made, it was acknowledged by the whole neighbourhood.

1908. You spoke of censors having been appointed in the halls of study, did that apply to the junior classes; had you a cadet in charge of the junior classes?—To explain that matter I may state that our sub-officers were never detailed to take charge of halls of study; we never separated them from their classes, and therefore it was necessary to have some of the cadets of the junior classes appointed to have a general superintendence, and these were called censors. I appointed three and sometimes four, according to the size of the class. The cadets who were called censors had a little distinction, they had extra pocket money, and they were expected to aid the professor in keeping the class in subordination.

1909. To assist him in his duties in the hall?—Yes.

1910. Did those appointments at all lead to their being made sub-officers afterwards?—Yes; if a lad behaved well and fulfilled his duties well he had precedence in becoming a sub-officer.

1911. How did you first select such officers in the junior classes?—I first gave them a month's trial, and I then took the opinions of the professors who had charge of particular classes, and they gave me in the names of three or four cadets, and from those I formed my list.

1912. In the final appointment of sub-officers had position in class no weight at all?—It certainly had. With the exception of a censor who had performed his duty well, and who had *pro tanto* a claim, I gave my appointments by seniority of standing in the class, provided that the characters of such cadets were good.

1913. What power had a censor as soon as he was appointed?—He could only report to the officer on duty.

1914. But I suppose that practically it gave him a control?—Certainly.

1915. (*Brig-Gen. Lefroy.*) I understand you to speak of the education at Addiscombe as having been substantially similar to the education at Woolwich?—I do not think that I said so. We did not teach any practical subjects, such as artillery.

1916. Did you keep up classics there at all?—Nominally one hour a week was devoted to them.

1917. Was not that sufficient to prevent boys who joined with some knowledge of the Latin and Greek languages from quite forgetting that knowledge?—It could not have had much effect upon them, it was so small.

1918. Is not it the case that a considerable stimulus was applied at Addiscombe, first in the choice of presidencies in which the cadets should serve, and next in the variety and value of the prizes given?—Of course the first stimulus was that of getting into the Engineers, that was the grand prize. There was also advantage in the choice of the presidency. But I do not think that prizes had much effect as a stimulus.

1919. As a matter of fact were not the prizes which were given valuable?—I do not think that they were, generally speaking, more valuable than those which are now given at Woolwich. One or two very nice prizes were given, the others were chiefly books.

1920. You do not attach much importance to prizes as an encouragement to exertion?—I do not.

1921. Were any prizes given for good conduct?—Yes.

1922. Did it appear to you that those were generally obtained by the boys who really deserved them on moral grounds?—I object to the whole system of prizes for good conduct, because I think that it is utterly impossible for the head of a college to know who is the best boy in it. I, therefore, gave them according to general rules. I gave them to those who were in charge of classes if they performed certain duties well.

1923. The principal minor punishment was arrest; was it an arrest of honour or under physical restraint?—We had arrests on honour, which were called open arrests, and we had close arrests; there were two distinct systems of arrest.

1924. Do you not think that the maintenance of a system of arrest on honour, such as has always prevailed at Woolwich, is very valuable for its moral effect?—I think so, and I always practised it, and I never confined a man to close arrest unless he had had broken his arrest of honour.

1925. Questions have been asked as to the terms of obtaining commissions without purchase. Is not the number of commissions without purchase a very variable quantity, and independent even of the good will of the Commander-in-Chief?—Yes; it is variable within certain limits. I think that to my knowledge it has varied from 25 to 40 at the commission examinations.

1926. Therefore under our present system it would be difficult to hold out the prospect of commissions without purchase to any unlimited class, such as sons of military officers?—Certainly.

1927. It was formerly the case at Woolwich that negligence in study was a military offence, and was *ipso facto* punished by arrest when it was announced at the end of the month?—I understand so.

1928. Might not some such system as that be applied at Sandhurst?—I do not think that it would do much good. I think that it only irritates without creating much improvement.

1929. You expressed a disinclination to commit any military disciplinary power to the professors. Would that extend to not expecting them to take cognizance of offences under their very eyes; for instance, if they saw a cadet in some unbecoming circumstances out of doors?—I have said that they should be expected to report anything disgraceful.

Maj.-Gen. Sir F. Abbott.

9 July 1868.

Addiscombe.

1930. But not to punish it?—Not to punish it; I would not have them take notice of minor offences.

1931. The professors at Addiscombe as a body were, I believe, very liberally paid?—They were very liberally paid.

1932. Had that the effect of increasing their influence and status at the college?—I think very decidedly; not so much because they were well paid, but because we could afford to get first-rate men.

1933. (*Colonel Haythorne.*) Did not the class of officers who failed for the scientific corps in India often fill very high appointments, both in the engineering department and in the surveying and topographical department?—Yes, I have said that many turned out very well indeed.

1934. What was the standard of those men to whom I have just alluded, with reference to those who pass out of Sandhurst; I mean with regard to attainments in general?—The two colleges were somewhat different in form, that is to say, we studied different things at the two colleges. Some few of those who failed to get into the Engineers and Artillery were very fairly advanced; just as some are at Sandhurst.

1935. Do you think that the rules and discipline applicable to youths of 16 are suitable to those of 22 or 23, which is the space which they run over at Sandhurst at present?—If you go above 16 you must apply the same rules to those of 16 as you do to those of 22 or 23. I look upon it that there can be only two modes of dealing with cadets, namely, either as boys or as men.

1936. Did I correctly understand you to say that you were an advocate for doing away with the voluntary subjects at Sandhurst?—Yes.

1937. Would that tend very much to generalizing the education throughout the army, especially as regards languages?—The voluntary subjects at Sandhurst are of two kinds; thus a cadet has the choice between French and German while the whole of his class are studying languages. But it is not so with other voluntary subjects. One cadet may take up geology while the rest of his class are doing nothing.

1938. Was the standard of examination at Addiscombe on coming out equal to that now in force at Woolwich?—It was not to be compared with the present examination for commissions at Woolwich.

1939. (*Lord de Ros.*) You mentioned drill as a punishment; did that mean instructive drill or what in a regiment would correspond with knapsack and shot drill?—It would correspond with knapsack and shot drill, but we did not use knapsacks or shot.

1940. Did the orderly officers of whom you have spoken go round and inspect the dinners?—Our orderly officers attended daily, and reported upon the provisions supplied.

1941. Was any control attempted over the cadets as to pocket money or contracting debts in the village or the vicinity?—There was a nominal limitation, which was never attended to, with regard to the pocket money, and of course all debts in the town were most strictly forbidden.

1942. Was there ever any question of searching the cadets' rooms or trunks?—On one occasion I found it necessary to do so.

1943. Was it done in the presence of the principal officers?—It was done in the presence of the staff major.

1944. Were any persons whatever employed to watch or observe the cadets when outside the college?—None in my time.

1945. How would it have reached your knowledge if cadets had frequented any public house? Would the elders have interfered for the credit of the establishment to inform you of it?—Certainly not.

1946. You had no means except moral influence of preventing that?—None whatever.

Royal Military College, Sandhurst.

1947. (*Rev. W. C. Lake.*) How long is a boy allowed to remain at Sandhurst?—A year and a half, but it is extended to two years in cases of serious sickness.

1948. Not in case of failure?—No; a cadet is only allowed three half years.

1949. You appear to think that it would greatly benefit Sandhurst if the Queen's cadets were removed altogether?—I think so.

1950. In fact that would be your chief remedy for the existing idleness at Sandhurst, would it not?—Not the chief remedy. I think that the limitation of the numbers is the great remedy, so that the numbers may be somewhat commensurate with the number of commissions given.

1951. Would not that practically be the same as the removal of the Queen's cadets?—No, there are about six or seven Queen's cadets there.

1952. (*Chairman.*) There may be 20 Queen's cadets and 20 Indian cadets, may there not?—So many are admissible, but the number is never full. The Indian cadets are generally kept up to the mark, but what becomes of the Queen's cadets I do not know, there are very few of them.

1953. I think that you have stated that the principal object of the professional training given to cadets at Sandhurst, especially to those who are to obtain commissions by purchase, is to prepare officers subsequently by passing through the Staff College to enter the staff of the army?—It is to prepare a sufficient number of officers who may become staff officers.

1954. Do you not also consider that although it is not necessary to have all regimental officers, or perhaps the majority of them, highly educated, it is an advantage, independently of affording a means of obtaining suitable staff officers, to have among the regimental officers some who have had a general professional training and who have a turn for professional study?—Certainly; and you get that because we send out from Sandhurst a great many more than can ever go on the staff; there are a very large number of well educated professional officers sent out from Sandhurst.

1955. And that is a valuable thing?—Very valuable indeed.

1956. Of course if the system of limiting Sandhurst pretty nearly to the numbers who could get commissions without purchase were to be adopted, it would reduce the number of professionally educated officers whom you would have in the army?—It would do so to a certain extent.

1957. And so far it might be a disadvantage to the army in general?—It might.

1958. Do you approve of the system which exists at Sandhurst of carrying on marks from the intermediate examinations to the final one?—I approve of it because it is found to be the only mode of making the young men work at first. There is a tendency in the dispositions of most young men to put off the evil day of study. They say, "I have a year and a half before "me, I will take it quietly now, and I shall easily get "through it by reading up at the last." They leave it a little too late, and then they fail. By holding examinations every half year and making the cadets carry on their marks from each examination we induce a habit of study, and are able to eliminate those who will not study and to get rid of them.

Addisc

1959. (*Sir. D. A. Cameron.*) At Addiscombe were any periodical reports of conduct sent to the parents or guardians of the cadets?—Every half-year I sent a very special report under my own hand.

1960. (*Chairman.*)—Had those reports reference not only to their progress in their studies, but also to their moral character?—Yes, I stated how many punishments they had had.

1961. (*Sir C. Russell.*)—Was riding taught at Addiscombe?—No.

1962. Were swimming and fencing taught?—Fencing was taught.

1963. Was fencing obligatory?—It was optional; the broad sword was obligatory.

1964. Do you consider that it is advantageous to a man intending to devote himself to military pursuits to be able to ride well, to swim, and to fence?—Most certainly.

1965. You have stated that in the case of arrest

boys were trusted upon their honour. Do you think that trusting boys to a considerable extent upon their honour tends to elevate their character?—Most assuredly; there can be no doubt of it.

1966. (*Lt.-Col. Chesney.*)—Was idleness in study *per se* an offence?—It was not punishable as an offence further than that if I found that a lad would not work, I did not give him leave to go home from Saturday to Monday.

1967. Did you not find considerable practical difficulty in dealing with those cadets who knew that they had no chance for the Artillery or for the Engineers?—I have said that it is always difficult to deal with those cadets.

1968. (*Lord de Ros.*) What were the hours of meals at Addiscombe?—The hour for breakfast was 8 o'clock in the summer, with one hour of study before breakfast; then there was a study of four hours between 9 and 1, with a break of 10 minutes to go to the back yard. At 1.15 or 1.30 there was dinner; then a parade; there was then a study of one hour and three-quarters; tea at 6; there was then a recreation of two hours, followed by an evening study from 8 till 9.30, and then dormitories.

Military ny, ich.

1969. (*Chairman.*) With respect to Woolwich, do you consider that the present system of admission to that academy by open competition has worked well?—I think that it has.

1970. So far as you can judge, do you consider that the officers who have been turned out of the academy under that system have been a suitable class of officers?—I have not had much opportunity of judging personally, but I believe from report that they are very superior men. My Indian friends in the Engineers who have had to deal with them report them to be a very superior class, according to their experience.

1971. Then I suppose that I may conclude that you would regret the adoption of any arrangements which would interfere with that competitive mode of admission?—I was very much against the competitive system before it was introduced; but I must acknowledge that it has worked uncommonly well in furnishing very superior officers for the Engineers, and I believe for the Artillery also.

1972. It has been suggested that the age for admission to Woolwich should be reduced; what is your opinion upon that point?—I think that would be a calamity.

1973. Would you not consider that any reduction of the lower limit of age would render it practically impossible to maintain the present high standard of competition?—I think so. I think that a boy of 15 is quite unfit to compete for admission to Woolwich; his ordinary education is not finished at that time, and his mind has not become steady. I think that it has been by getting men of a superior age that we have effected so very great an improvement in the intellectual qualifications of our officers.

s, p. clvi.

1974. I believe that as a matter of fact very few candidates for Woolwich come up direct from public schools?—I believe scarcely one or two per cent.

1975. In your opinion is there any difference between the character of the "cramming" for the Woolwich examination and that for the entrance examination into Sandhurst, or that for direct commissions?—I should be very unwilling to call it a "cramming" education which prepares a young man for Woolwich. I think that a young man who passes well at our examinations at Woolwich has been carefully and very well instructed upon many subjects. There is no doubt that the young men are crammed a little in history and in subjects of that sort, but in the main points of mathematics, and of course classics, they cannot be crammed.

1976. The examination is of such a character as to render cramming, in the objectionable sense of the word, almost impossible?—Yes.

1977. Do you consider the course of instruction at Woolwich now to be satisfactory?—Yes; I think that it is a very excellent course which they are put through. It has passed through my mind, and through the minds of others, whether it is absolutely necessary to keep the cadets who are intended for the Engineers and for the Artillery together quite to the end of their course, and I think that it is possible that some plan might be devised for separating them after two years' education; but that would necessitate a supplementary school, either at Woolwich or at Shoeburyness.

1978. At present the entrance into the Engineers is a matter of choice to those who pass out best at the final examination, is it not?—They are all reported qualified for admission to the scientific corps, and they take the choice of corps according to seniority on the list.

1979. But as a general rule, do not those who are the highest choose the Engineers?—They either themselves choose the Engineers or are made to choose the Engineers. I believe that many a young man would prefer the Artillery, but he is forced into the Engineers by his parents.

1980. If you separated the two services at an early period, how could you deal with those cadets who passed out the best?—The education at Woolwich would have terminated; one portion would pass to the supplementary school at Shoeburyness, and the other would go to Chatham.

1981. Then your proposal would be rather to shorten the course at Woolwich, and have a course for Artillery officers similar to that for Engineer officers at Chatham?—Certainly.

1982. Do you think that it would be an advantage that those cadets who were intended for the Artillery should go to Shoeburyness in the same way as those who are intended for the Engineers go to Chatham?—Yes.

1983. But you would not propose to separate the course at Woolwich?—I think that it is impracticable; I think that it is advantageous that they should be brought up side by side until they leave the academy.

1984. So far as your information goes, although I believe that the matter is not officially under the Council, do you believe the discipline at Woolwich to be in a good state?—I live in the immediate neighbourhood of Woolwich, and I must say that all that I see of the cadets there impresses me most favourably with the state of discipline at the academy.

1985. Is their appearance out of doors smart and officer-like?—I must say that I never met a cadet doing anything which he should not do, or looking otherwise than he should look.

1986. (*Brig.-Gen. Lefroy.*) Have you never met them smoking?—Never.

1987. (*Col. Haythorne.*) Have they billiard tables there?—They have just set them up.

1988. (*Lord E. Cecil.*) Do you think that the instruction in drill at Woolwich is satisfactory?—That has not come under our knowledge; I believe that it is very good.

1989. With regard to the instruction which is given in mathematics, are not all the cadets instructed in a large hall of study?—In several large halls of study.

1990. Is it your opinion that a cadet can with advantage study the solution of a difficult problem in mathematics in a crowded hall?—I never found any difficulty, and I do not think that there is any difficulty where order is kept.

1991. At Woolwich is there any difficulty in studying privately?—Most of the men have rooms of their own, but I do not think it advisable; I think that they have quite sufficient study in their halls.

1992. In preparing for examination do you not think it advisable that a cadet should have an opportunity of studying privately?—No doubt they do so; they read up a great deal at night.

1993. In foreign colleges I believe that they have masters who are called *répétiteurs;* do you think that system advisable?—It is quite contrary to our system; ours is the tutorial system, but where a *répétiteur* is employed it is the professorial system.

1994. Does not the *répétiteur* instruct the pupil privately?—No, he does not.

Maj.-Gen. Sir F. Abbott.

9 July 1868.

Royal Military Academy, Woolwich.

1995. We know that young men at the Universities are in the habit of coaching their subjects up, do you not think that advisable at Woolwich?—No; the hours of study there are so ample that there is no room for a separate "coach" or tutor.

1996. Do you not think that the work might be better done by means of private study out of school, and thus shortening the hours of study in school?—I do not think so; we give them the very best masters that we can for teaching them these subjects, and it would only be a very great expense to them to find their separate tutors; and then while some were studying the others would be idling. In fact, your lordship wants to ascertain whether the professorial or the tutorial system is preferable.

1997. Yes, or whether there might not be a combination of the two?—I do not think that there is room for it. I think that our system is the best.

1998. I suppose that you consider that the course of instruction in mathematics at Woolwich is very severe, do you not?—It is pretty severe; I will not say that it is very severe. We require what are called half marks, and very few fail to obtain them.

1999. I have heard it stated that some of the papers which are given in the examination are quite as hard as those which are given at the Universities to young men going up for honours, is that your opinion?—I should think that many of our young men at Woolwich take up those papers very fairly.

2000. Do you think it fair that boys of between 16 and 18 should be required to answer the same questions as young men of between 22 and 24 are required to answer at the Universities?—Yes; if they have been taught the subjects sufficiently well it is quite fair to ask them those questions. I do not think that we go beyond the understanding of youths of the age that we have.

2001. Do you not think that it leads to undue forcing of the intellectual powers?—I do not think that our present system does unduly force the intellectual powers.

2002. But must not the mere fact of the young men having to answer these difficult questions in mathematics entail an amount of labour which they are not fitted for, either physically or mentally?—I do not think that that is the case; I do not think we give to young men of that age anything which unduly burthens their minds. Where there is competition you must have high questions given to bring to light the superior talents; with easy questions all pass the same examination, and there is no difference between a good mathematician and a bad one, and I suppose that it is the same with the classics.

2003. Then the competition would lead to a very high standard, and to excessive forcing of the intellectual powers?—There is no doubt that it leads to a full exercise of the intellectual powers.

2004. Some people are of opinion that officers who pass very severe examinations of this kind are sometimes practically useless for their ordinary regimental duties; is that the result of your observations?—I have not been much mixed up with officers after they have passed their examination, but you have only to refer to the returns of the regiments. This system has now been in force for 10 years, and there are now, I suppose, officers in the rank of second captains, both in the Artillery and in the Engineers; those men must be very well known to the heads of departments, and I should recommend the Commission to inquire at the Horse Guards what is the character of these officers who have come out. If you take the Army List I can point out the names of some very distinguished officers. I believe that there are now some superior men in the service who entered the army in 1858, either in the Artillery or in the Engineers.

2005. (*Lt.-Col. Chesney.*) By the regulations it seems that the average age of a cadet entering Woolwich would be nearly $17\frac{1}{2}$?—Between 17 and 18, I suppose; I once carefully went over it, and I found that the age of admission was nearly 18.

2006. And the course at Woolwich is about two and a half years?—Yes.

2007. Consequently the final time would be at about 20 years of age?—Yes.

2008. This very difficult mathematical examination, which is equivalent to the Cambridge examination for honours, is given when the cadet is leaving is it not?—No, but half way through, when he is about 19 or 20; he is very nearly 20 before he passes that examination.

2009. (*Sir C. Russell.*) Do you think that if a less severe examination was instituted, and if you thereby got younger men into the Artillery and the Engineers, you would derive sufficient advantage from that to compensate for the diminished amount of qualification; do you consider that the age of 20 and over is not somewhat excessive for first entering the service?—I do not think so. These men can hardly be said to be entering the service; they have been two and a half years in the service; they have been brought up under strict military discipline, more strict than if they had been in their regiments; they have positively entered the service at 18.

2010. Do you consider that if the examination was less severe than it is, and if officers were therefore enabled to enter the Engineers and the Artillery at an earlier age, that fact would compensate the service for their diminished acquirements?—I do not think that one year deducted from the age of a captain, or of a lieutenant-colonel, is to be compared to the advantage which you get by adding to the age of a young man learning his profession. The most valuable years of a man's life are those between 17 and 20, and therefore that in my opinion would not be compensated by forcing him a year younger into the high grades of the service.

2011. Was not a cadet's time at Addiscombe allowed to count with regard to pension?—It was after the completion of his sixteenth year.

2012. Was the commission itself at Addiscombe ante-dated?—No.

2013. (*Brig.-Gen. Lefroy.*) Referring to the opinion which you expressed that there might be some advantage in separating the special education of cadets intended for the Engineers and for the Artillery, would not that amount to making two schools of application, one for either branch of the service, and one theoretical school open to both branches?—It would.

2014. It would in fact be the French system would it not?—Not quite.

2015. But very nearly?—At Metz the men are trained up very nearly together; they pursue, as I apprehend, exactly the same studies.

2016. You expressed the opinion that in such a case the proper place for locating an artillery school would be Shoeburyness?—Or Woolwich. What I mean is, that there is a great deal of time now expended in a cadet's education in dealing with the practical duties of artillery, and of the laboratory, which I think he might perhaps learn better when he was a young officer with his regiment, and that would be a gain of six months.

2017. Do you see any objection to dividing the subjects of education into two groups, one group being obligatory upon all, and the other group being so far obligatory that the cadets should make their choice as to the subjects which they followed, but that they should be obliged to give precisely the same time to whichever they chose?—At present I do not think that we have more subjects, excepting in the matter of languages, than should be taught or than all should learn.

2018. Do you think that it is advantageous to the artillery cadet that he should devote such an immense time as he does to fortification plates?—There you come to the separation, and that is what I was alluding to. The last part of the course might be pursued by the Engineers at Chatham and by the Artillery at Woolwich or at Shoeburyness, but I do not think that there is any part of the theoretical

course which could be well diminished with advantage to either party.

2019. Looking to the present development of artillery and the mechanical questions which are concerned in it, do you think that a lower mathematical standard is requisite for the Artillery than for the Engineers?—I do not, or at least very little. I think that all engineers require a maximum knowledge, whereas all artillerymen do not.

2020. Then is not the system a disadvantage to the artillery service, by which the mathematical attainments are so largely directed to the Engineers?—On referring to our syllabus I do not think that we do carry mathematics to any excessive depth. Mathematics are given in three terms out of five, and to all alike.

2021. Do you not think that the questions concerned in the conduct of the manufacturing departments, questions of applied mechanics, which are special to the artillery branch of the service, require as much preparation at the Military Academy as any subjects which are special to the engineer branch?—Yes.

2022. Is not that secured under the present system?—It is; they are all taught alike.

2023. (*Col. Haythorne.*) Is it not the case that many of the youths who compete for entrance to Woolwich suffer seriously in health from the severity of their studies?—I do not know; I have no knowledge of that. I can very easily imagine that weakly constitutions will break down under any severe course of study, but I do not think that it is special to the preparation for Woolwich.

2024. (*Rev. W. C. Lake.*) You consider the course at Woolwich one of severe study?—Fairly severe.

2025. Increasing in severity towards the end?—It does.

2026. Do you think that all reasonable means are taken to provide for the health of the students during that time?—I think so; I think that the academy is very well regulated.

2027. Can you give us any opinion as to whether the attainments at Woolwich are generally about the same as at the Polytechnic in France and at Metz?—In my opinion they are not so high at Woolwich as they are at the Polytechnic, especially upon the subject of mathematics.

2028. Do the artillery and engineer students occupy a high place amongst the students at the Polytechnic?—I think that the choice of service is made before leaving the Polytechnic, and that the pupils take their choice by seniority.

2029. Upon final examination?—Yes; but I believe that as a rule the students do not take the military services. I think that they prefer the civil services, but I have not much knowledge upon that subject.

2030. (*Lt.-Col. Chesney.*) At Addiscombe had you formerly any body of professors answering to the present military professors of the two colleges; that is to say, military men in the service on full pay, who were also professors?—We had one or two officers who were at home on furlough.

2031. But they were exceptional?—They were very exceptional.

College.

2032. (*Chairman.*) Do you consider the course of instruction at the Staff College to be satisfactory?—I think so; I think that it is doing very good work.

2033. Have you any notion that there are too many subjects included in that course?—We have been lessening them by degrees, and I think that it is possible that we might strike out another subject. I think that there are now seven subjects.

2034. Do you think that the course is of a sufficiently practical character?—I think that it might perhaps with advantage be ruled that the candidates should come in with a sufficient knowledge of languages, and should then apply more to practical work. I do not think that the Government is at all bound to teach our officers languages; they could acquire languages anywhere.

2035. Then you would make a certain knowledge of languages an obligatory part of the entrance examination?—Yes.

2036. And you would omit it from the subsequent course?—Yes; I should make the rest perfectly practical.

2037. Do you think that the practical duties of an officer in the field, so far as they can be taught in time of peace, are sufficiently taught in the college?—Many theoretical people argue that it is practicable to do so, but in my opinion it is impossible that you can teach the duties of a staff officer, except with troops. It is there that we fail so much as compared with foreign services. The French and the Prussians have always large standing camps, but we have no means of teaching our staff officers.

2038. Does not Aldershot afford you an opportunity of doing so?—It affords us some opportunities, but I think not so much as it ought to do.

2039. Do you mean that the camp at Aldershot does not afford the opportunities, or that they are not used as they might be?—I think that one camp is not sufficient, because all these officers cannot be sent to that one camp.

2040. On the whole are you satisfied with the present arrangements of the Staff College?—Yes, with the exception which I have mentioned; I think that languages might be very well required of the candidates before they enter.

2041. (*Lord E. Cecil.*) Do you not think that it would be also a very good thing to require a perfect knowledge of languages at the entrance examination at Woolwich?—My only fear is of checkmating a great many good officers. Languages are not so absolutely necessary, in my opinion, for the scientific corps as for the staff; but at Woolwich I think that one language might be taught instead of two.

2042. Would it not have the effect of reducing the number of special subjects afterwards, and thus be of immense advantage, considering the number of subjects in which a cadet may have to prepare himself?—Every subject in which you must qualify must necessarily be so much taken away from the course afterwards; but there is also the difficulty of getting a sufficient qualification in languages, and our object is not to make too many stumbling blocks to the admission of the candidates.

2043. Are the students at the Staff College taught military law?—Yes.

2044. They are, I suppose, officers averaging 24 years of age and upwards; do not you think that young men of 18, 19, and 20 might with advantage study military law?—No, I would not attempt it. I think that any attempt which was made to teach them military law would be hopeless; it is a very difficult subject.

2045. (*Lord de Ros.*) Are not most of the best works on artillery and engineering to be found in the French language?—I think that they are.

2046. (*Sir D. A. Cameron.*) Do you not think that it would be an advantage if the students at the Staff College were exercised a little more in military sketching, particularly in rapid sketching and in reconnaissance?—Yes; I would give up the time taken from languages to that very purpose.

2047. Would it not also be an advantage if greater attention was paid to the study of military law?—I am not aware that there is at present any deficiency in the study.

2048. Do not the examiners in military legislation complain of the want of knowledge in the Articles of War and the Mutiny Act?—There are occasional complaints made, but not as a general rule.

2049. (*Lt.-Col. Chesney.*) Have the Council of Military Education applied themselves to the subject of procuring any public acknowledgment from the Indian authorities of the certificate of an officer having passed the Staff College?—I think not.

2050. Do you think that the difficulties in that direction are insurmountable?—The two systems are perfectly different. The staff corps now in India is

Maj.-Gen. Sir F. Abbott.

9 July 1868.

Staff College.

formed of officers who leave Her Majesty's service, and who go into that particular line.

2051. Is there a very serious objection to the Council accepting as passed in one language at the Staff College an officer who has passed in Hindustani, or not?—I should be very glad to have a qualification on admission, and then to drop the language, and therefore that would apply to Hindustani as well as to any other language.

2052. Are you aware that an officer who has passed the colloquial examination in an Oriental language in India has to begin his study again in the rudiments of the language on entering the Staff College?—That has never been brought to my notice.

The witness withdrew.

Canon Moseley.

9 July 1868.

The Rev. Canon Moseley, F.R.S., examined.

2053. (*Chairman.*) You are a member of the Council of Military Education?—I am.

2054. You are the only civilian member upon that council?—Yes.

2055. And you are the only civilian who has ever served upon it?—Yes.

2056. How long have you held that office?—Since the year 1858. I was connected with the examinations before that time.

2057. You were previously to that time employed as an examiner?—I was.

2058. For admissions to Woolwich?—Yes.

2059. And also for direct commissions?—No; only for admissions to Woolwich.

Examinations for direct commissions, and for admission to Sandhurst.

2060. Do you consider that the present examinations for direct commissions, and for admission to Sandhurst, are satisfactory?—I think so. I see no ground for objecting to them.

2061. You were, I believe, in the Council when the scale of examination for direct commissions was drawn up?—I was.

2062. At that time the head masters of the principal public schools were consulted as to what the character of that examination should be?—Yes.

2063. And the scheme of examination as drawn up was, I believe, of a less difficult character than that which they suggested?—Yes, on the average.

2064. It has been stated to us in evidence that very few candidates come up direct from the public schools. What, in your opinion, is the cause of that?—It is because, as a matter of experience, candidates cannot get in directly from the public schools. Private teachers have the advantage of them in this respect, that they devote themselves wholly to the one object of getting their pupils through these examinations. Athletic sports, foot-ball, boating, and cricket, occupy the boys' minds at public schools too much. The public opinion at such schools is all in favour of those sports, and not of learning. When a boy goes to a private tutor he finds the public opinion of the school all in favour of success at these examinations, and every effort bent towards succeeding at them. A boy who perhaps never before in his life devoted himself to learning when he comes to a private tutor does so.

2065. But the object of the examination for direct commissions and for admission to Sandhurst is, I believe, to test whether the candidate has received the general education of a gentleman, is it not?—It is.

2066. And surely that education ought to be given at public schools?—It ought.

Cramming schools.

2067. Do you consider that it is a good thing, either morally or intellectually, for these young men that they should have to pass through the hands of private tutors, or, as they are sometimes called, "crammers?"—If the crammers were the men that one would wish them to be, I think that it would be an admirable thing. I can conceive nothing better than that for a boy who has given the earlier portion of his life to a public school, and who has got what training a lad may get from the associations of a public school, and from the noble manly spirit which pervades a public school, but who has neglected his learning. I should be much in favour of his being in such a school where for a year or two years he would do his best, which probably he has never done before, provided only that the moral and religious influences of that private school were what you could desire.

2068. Is it your opinion that these schools where young men are prepared for army examinations are generally of such a character as you have described?—I wish that I could say so. I do not think that they are. I know of some which are not good, but I ought not to speak in condemnation of all. I have no doubt that some of them are very good, but I think that it is a thing to be looked into.

2069. The Council of Military Education have had that subject under consideration?—They have.

Inspection preparatory schools.

2070. And I am informed that a suggestion has been submitted to the authorities proposing an inspection of these schools on behalf of the Government?—Yes.

2071. Do you think that that could be practically carried out?—I think that it could; I have not a doubt of it.

2072. In what mode would you propose to carry it out?—It was proposed by the Council that an inspector should be appointed by the Commander-in-Chief, and that every private school which took candidates for the military examinations should be under his inspection. The private tutor was in the first instance to apply for the registration of his school. A form of questions was then to be sent to him, having reference to the suitableness of the house in which he kept his school, and the hours which he devoted to study and to recreation, and during which the pupils were allowed to be out of the establishment, and the hour at which they were required to return in the evening; and he was to be required to bind himself to open his establishment to the inspection of the inspector whenever he chose to present himself there, and to produce testimonials of his own personal character and that of his school from persons of respectability.

2073. Was the object of the inspection to examine into the state of discipline and the moral character of the young men, or in addition, to examine into the mode of instruction?—Especially the moral character and discipline.

2074. Was it proposed that the inspector should inquire into the education?—That was only a collateral object to the other, which was that he should inquire into the character of the keeper of the school, and whether his attainments properly qualified him for taking the boys whom he took. It was very much a question of morals, but the inspector could not approve of him morally if he found him educationally incapacitated.

2075. How often do you think that the inspector should visit each school?—That would be very much in the discretion of the inspector, but we thought possibly once a year; and that the visit should be at an uncertain time.

2076. Do you think that it would be possible for an inspector who only made a visit once a year to a school of that kind, to assure himself of the moral discipline of such a school?—I do not mean to say that he could satisfy himself of it, but we thought that it would be a check and would to a certain extent do a great deal of good, though not all the good which could be desired. We thought that it would enable us to place upon our list only the houses so inspected, and that it would enable us to strike off our register a teacher who we might have reason to think was not morally and religiously qualified for his office. We could make three or four applications of that rule at this very moment which would be very advantageous.

2077. You said that the master of the school was

to send in a statement as to the hours spent at the school, and the hours of instruction, and matters of that sort. Do you propose that the Council should lay down any rules of that kind, and should strike off any schools which did not conform to them?—No, but if there were any flagrant neglect in that respect we should refuse to put that school upon our register.

2078. Would not the public be inclined to expect that if such a system was adopted, the retention of a school upon the register kept by a public department like the Council of Military Education would imply the fitness both of the instruction and of the discipline?—Yes, that is the great practical difficulty which we found. It would seem to take the responsibility with regard to those schools off the parents in the selection of their school, and to transfer it to the Council of Military Education.

2079. You feel that that is a very considerable difficulty?—Yes, but the evil on the other side is very great, and I think that any evils growing out of that cause would be less than the others. It would be quite possible for the Council of Military Education to say that they threw off from themselves such responsiblity, and that it rested with the parents to judge, and that the parents must continue to exercise their own discretion.

2080. Take the case of a school of this sort in London, there must be some periods of recreation during which young men of that age would necessarily be permitted to go freely about. Do you think that an inspector visiting a school of that kind once a year could really ascertain what was the moral condition of those young men under circumstances of that sort?—I have thought of that much. The question with the inspector would be whether the school was well conducted. He would not be dependent upon his inspection and visit alone, but the whole business of his life would be to keep his eye upon those schools, he would have collateral means of information, and in the course of a very few years he would thoroughly know the characters of all the schools which were under his inspection. I speak of that as a matter of experience, because I myself have for many years been an inspector of schools, and I did not find it difficult to acquaint myself with them.

2081. But it must be borne in mind that striking one of these schools off the list would practically be putting an end to the power of the master of that school to take pupils, and it would be something very like, if not ruining him, at all events very greatly injuring him; would it be possible for any public department to do that except upon the most distinct and the clearest evidence of matter of fact; could you do it upon any information which might be obtained by indirect means as to the condition of the school?—No, I do not think that it could be done upon that information. The inspector would be very jealous as to that school and would keep his eye upon it. Such bad management could not fail to produce its effects. If the inspector could not in course of time lay hold of any flagrant case which could be proved, then I should say that the suspicion must be unfounded. But I confess that I always looked upon this inspection as a warning to these people, and as something which would make them feel that any man of a loose or bad character might bring upon himself that great calamity or punishment which you have just described. I do not mean to say that this is a perfect arrangement, but it would certainly tend to meet a very great evil although it might not entirely overcome it. Nothing is perfect in this world, but I think that we could thus raise the moral and religious and social standard of those schools above what it is at present. It would be a great thing to raise even by one step the moral condition of schools in which 800 or 1,000 candidates for the army are being continually educated. His Royal Highness the Commander-in-Chief nominates to direct commissions and to Sandhurst *at his pleasure*. Practically he gives his nominations to these private tutors. It is reasonable that he should inquire whose are the hands in which he places them. Inspection is by no means unpopular in schools. On the contrary, whenever it has been tried it has been found popular. The truth is, that the majority of schools are probably good, and they desire inspection because they are good. The rest desire it lest they should be supposed to be bad.

Canon Moseley.
9 July 1868.
Inspection of preparatory schools.

2082. Do you think that there are such wide spread evils among these schools now as to justify the adoption of a machinery so difficult to work?—I think that there are; but I am not in a position to prove it. Perhaps if the Commission were to inquire officially into the state of such schools, they would ascertain the facts with regard to them, but I cannot at present give them.

2083. I believe that some of these schools take only day scholars, and that the young men are allowed to lodge where they please?—I believe that they are.

2084. What control could you possibly have over the moral condition of those young men?—I think that one of our plans was that they should either live with their own friends, or be boarders in registered schools—that we should exact that condition.

2085. Then you would prevent any young men from going up who were living in lodgings in London?—I would.

2086. (*Lord E. Cecil.*) In your opinion would it not be better to do away with the necessity for cramming schools by improving the education which is given at the public schools?—Yes, if it could be done.

Deficiencies of public school education.

2087. Could you suggest any change in the course of education which is given in the public schools which would better fit boys to pass a direct examination for the army?—I could not. The question is too large for me to deal with. Constituted as public schools at present are I could not myself propose any practical plan.

2088. Do you think that boys coming from public schools ought to be able to pass not only the direct examination for the army, but the examination for entrance into Sandhurst and Woolwich?—The examination for Woolwich is a competitive examination, one could not very well speak as to that, it would altogether depend upon who were the competitors. But I think generally that boys from public schools ought to be fit to compete with boys from other schools; in point of fact, they ought to be the very best of the competitors, for those schools have the very best teachers and they ought to turn out the very best scholars; but it is hoping against hope to suppose that they will.

2089. Is it not true that the head masters of the public schools laid down a particular standard of examination for which the public schools could prepare their boys, and that afterwards that standard was obliged to be lowered by the Council of Military Education?—Yes, it is the fact that that was so.

2090. Has any representation been made to the head masters of the public schools by the Council of Military Education on account of the lowering of that standard?—No, we could not venture upon that, we published it in our reports; it is there stated in plain words, and they may gather from our reports how extremely few from their schools can pass and do pass; scarcely any young men come direct from the public schools; they did so at first, but that was before the competition was what it is now. In the first examitions a good many young men came up from the various public schools and passed, and from the universities for provisional commissions. I think that a good many came to Woolwich from the universities, and a great many more from the public schools than now come.

2091. Under the head of "private tuition" do you include Cheltenham and Marlborough, and a good many other schools?—In the earlier examinations we specified from what schools the young men came, provided that they were public schools; if they were private schools we did not specify from what schools they came, but we never included among the private schools Cheltenham and Marlborough, and schools of

Canon Moseley.

9 July 1868.

Deficiencies of public school education.

that class; they would be called public schools. A public school is one under the control of trustees and of a committee; it is under the control of a body independent of the schoolmaster himself.

2092. Is it not perfectly correct to say that the boys who come from Cheltenham and Marlborough come better prepared than the boys who come from other schools?—Yes, they have always been considered better prepared than the boys from other public schools.

2093. I suppose that a large per-centage of the candidates who have succeeded in the examination and who came from public schools, came from those schools?—Yes, and from schools of that class; there were some in Ireland.

2094. Can you specify the schools in Ireland or in Scotland?—The Marischal College, Aberdeen, and certain schools at Enniskillen and Galway.

2095. But there were no schools there of the character of Cheltenham or Marlborough?—No, I believe not; there was a school especially established for this purpose by Mr. Haughton and other gentlemen in connexion with Trinity College, Dublin, and they sent up candidates for the examination who succeeded exceedingly well. They gave up their school after a time.

2096. Were there any schools abroad which sent up their pupils?—Not in any numbers, but there were a few here and there. We have had a few boys from Nova Scotia; several have come from Guernsey, and some have come from schools on the Continent. A school at Paris has sent one or two.

2097. As a rule, were those boys well prepared?—I should say that they were well prepared.

2098. Were they better prepared than those who came from Eton and Harrow and such schools?—I cannot speak positively on that point.

2099. (*Sir C. Russell.*) You have expressed your opinion as to the advantages which a public school gives to the character of a boy?—Yes.

2100. And you admit that from Cheltenham, and from some of the other public schools, boys come better prepared than they do from other public schools?—Yes.

2101. I presume you are aware that at Cheltenham they have what they call a modern side?—Yes.

2102. Is there any reason that you are aware of why, at Eton and at other public schools, towards the close of a boy's studies there, he should not be trained by such a process as is generally described by the word "cramming"?—I think that it is very desirable. If you could remove the rest of the school from him it would contribute to his success; that is to say, if you could take him out of the playground and away from the boating and the cricketing and the like. I quite agree with you that it would be a very good thing, though I am not sanguine of its success. Such a class was at one time formed at Eton, and at the time when I was informed of it, it had only two or three boys.

2103. Then are you of opinion that some place similar to what is popularly called a cramming establishment is necessary to complete the education of a boy who has been educated at a public school previously to his entering the army?—I fear that it is so, although I regret it very much, so long as you have the admission into the army upon its present footing.

2104. If you put these cramming establishments under supervision without carrying out the extreme penalty which has been alluded to, of striking off a man from the list, do you not think that parents would become habituated to apply to the Council of Military Education for the recommendation of schools to which they might send their sons?—They would probably apply to us for a copy of the list of schools registered by us, but we should undoubtedly refuse to give any recommendation upon such an application.

2105. You would not, having the advantage of inspection, contemplate giving the results of that inspection for the benefit of the parents?—I think that that would not be prudent. We should give a list of schools registered by us, and we should refuse to register any school to which we knew that there was objection, but I think that it would be prudent not to take upon ourselves the responsibility of recommending any school.

2106. (*Brig.-Gen. Lefroy*). Is the deficiency which you have remarked in boys coming from public schools referable in any special manner to mathematics, or does it pretty well cover the whole area of their education?—I am afraid that it covers the whole area of their education more or less. Any boy who can get a high number of marks in classics has the ability which is requisite to get up the small amount of mathematics which we require for his passing if he chooses. I think that it may be taken for granted that he may then get in by his classics alone, indeed I do not think that a case can be found on our list, or scarcely any case, of a youth who had high classical attainments failing to get in.

2107. Do you consider that any special inaptitude exists in lads of the class of the gentry of England for mathematical studies?—I think not.

2108. You think that if mathematics were as well taught as other subjects they would be as well learnt?—Yes; it is a very rare occurrence that a boy possesses a natural inaptitude for so much of mathematics as is required by our minimum.

Course of study at Woolwich.

2109. Have you ever seriously considered the possibility of keeping up the classical education of those youths who get into Woolwich upon classics?—I doubt the possibility of it; I think that some arrangement might be made to separate the studies of the high mathematicians from the rest, those for instance who are going into the Engineers. Perhaps the examination which separates the Engineers and the Artillery might be made a little earlier. I have no doubt that if attention were given to the matter, some arrangement might be made in favour of those candidates who get into Woolwich by classics and literature. There is a large class who do not get in either by classics or by mathematics alone, they come in by the other subjects, namely history and geography, and English and natural science.

2110. Looking to Woolwich as a great educational establishment, irrespective of its being a great preparatory establishment for the army, does not justice to the young men themselves require that the education which they have obtained to a certain point should be considered?—Yes, my own view is not that every officer of the army should know all military subjects, but that every officer should know at any rate some subject which is a military subject, so that all kinds of knowledge should not be represented by every officer, but that every kind of knowledge should nevertheless be represented in the army. There should be perhaps some officer to represent every kind of knowledge which is at all connected with military affairs; for instance, surveying, practical mechanics, geology, chemistry, and physics, which have application to military affairs to a very large extent, as has been shown in the recent expedition to Abyssinia. The question is not what is desirable to be known, but what is possible to be taught, and the attempt to teach all these things to one man must of course end in disappointment and failure; but the attempt to teach some man or another who goes through Woolwich some one of these things, so as to get each of these sciences represented well in the army, is by no means an impossibility; on the contrary, I think that our course at Woolwich should be directed to that object.

2111. Do you think that it would be possible so far to raise the obligatory mathematics on entering the Royal Military Academy as to make it possible to drop the study of mathematics afterwards, except in their applications?—I do not think that you could raise the standard of mathematics on admission.

2112. I mean that nobody should get in except with such an amount of mathematics as would at once enable him to take up all the studies indispensable to his military education, so as to relieve him from

the necessity of devoting so much time as is now devoted to the study of mathematics afterwards, the practical application of mathematics being afterwards continued?—It is remarkable how little time they now devote to mathematics at Woolwich; there are but four mathematical masters for the 200 cadets; they get on an average, I think, not more than four studies a week, each study is about an hour and a half. As compared with the time which they devote to other things, for instance descriptive geometry and plan drawing and fortification and surveying, the time devoted to mathematics is extremely small, it is but a fraction of time. I should be sorry to recommend that that small time should be further diminished. Ever since I have been in the Council the tendency has been to diminish the time allowed to mathematics.

2113. (*Lt.-Col. Chesney.*) May not the result of this very small time allotted for teaching mathematics be, that a cadet will go on nominally learning mathematics during the whole time of his course at Woolwich, and yet not know more when he leaves than he knew when he entered?—It may be so. The reports of our examiners as to the teaching of mathematics in the academy are not unfavourable, but the only reference which I make is to the small time which is allotted to mathematics.

2114. (*Sir D. Cameron.*) Do you think that it would be advisable to encourage the cadets at Sandhurst and at Woolwich to keep up their knowledge of classics, by allowing them to take up classics for their final examination without teaching classics at the college?—I do not see why they should not do so. I think that if a gentleman chooses to keep up his knowledge of classics whilst he is at Woolwich it is immensely to his credit, and I do not at all see why he should not have the advantage of it. You cannot possibly add to the staff of teachers, or to the lessons which are now given, but if any gentleman chose to keep up his Latin or his Greek, and to produce it at his final examination, I think that he should be entitled to his marks for that subject at his final examination, provided they could be given him without injustice to other candidates.

nations
mission
olwich.

2115. (*Chairman.*) You were for some time an examiner for the entrance examination to Woolwich; what impression did you form of the character and bearing of the young men who come up for those examinations?—I had no means of forming an opinion upon them except from what I saw at the examinations. I thought that they improved much after the first. There was always a great mixture. At some of those examinations I have thought that there were young men inferior in social position to those who under other circumstances would have got into Woolwich. Of those who came up of this class, a very few might pass. I sometimes observed their names and looked to see whether they got in or not; generally they did not get in. The class whom socially we wanted generally turned out to be superior in attainments to the others. Some no doubt got in of the class we did not want, as must always be the case. If you inquired into the matter I think that you would find that the real social position of the cadets at Woolwich is higher under the competitive system than it was under the system of nomination. I have been told so, but I am not prepared to give it upon any authority. Will you permit me to mention one circumstance which shows how very little importance is to be attached to any impressions which one may obtain from the appearance of the candidates as to what they are? I have on more than one occasion gone round and picked out men whom I thought to be socially below par, and I have found them on enquiry to be members of the aristocracy and gentlemen in every sense of the word, and that I had simply made a great mistake.

Canon Moseley.
9 July 1868.
Examinations for admission to Woolwich.

2116. (*Lord E. Cecil.*) Is it your opinion that the candidates who come up for examination from public schools are really well grounded in classics, and that they thoroughly understand the elementary knowledge which is inculcated in the Greek and Latin grammars?—I must not speak on any authority of my own, but I have been told by our examiners, who are of very high authority, namely, Professor Rawlinson and Mr. Osborne Gordon, and particularly by Mr. Osborne Gordon, that they are quite sure that the standard of classics is going down.

2117. Then it would appear that the candidates are not even taught the special subject which public schools affect to teach, and which is taught at other institutions, namely, the grammatical knowledge of the classics?—Yes; that is my belief. That has resulted from our examinations. It has been told to me, and from papers which I have seen at the examinations that has appeared to me to be the case.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

Wednesday, 15th July 1868.

PRESENT:

THE RIGHT HONOURABLE EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
LIEUT.-GEN. LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
REV. DR. BUTLER.
REV. W. C. LAKE.
BRIG.-GEN. LEFROY.
COLONEL HAYTHORNE.
LIEUT.-COL. CHESNEY.

BREVET-LIEUT.-COLONEL WHITWORTH PORTER examined.

Lieut.-Col. Porter.
15 July 1868.
Royal Military College, Sandhurst. Entrance examination.

2118. (*Chairman.*) You are, I believe, a captain of Engineers, and a brevet Lieutenant-Colonel in the army?—Yes.

2119. And you are one of the instructors in fortification at Sandhurst?—Yes, I am one of the junior instructors.

2120. You are not the professor of fortification?—No.

2121. That office is filled by another officer?—Yes, it is filled by Colonel Adams.

2122. Will you give the Commission your views as to the entrance examination at Sandhurst?—Do you mean with regard to whether it is sufficient or not?

2123. Yes?—That would in a great measure depend upon what the object of admission to Sandhurst, or of sending cadets to Sandhurst should be. If you wish that Sandhurst should be a college for the whole of the British army, then I should say that the entrance examination at present is quite sufficient; but if you mean that the education at Sandhurst should be a sort

Lieut.-Col. Porter.

15 July 1868.

Royal Military College, Sandhurst.

of half-way house between that of an ordinary officer and a staff officer, then I should say that the entrance examination might be considerably increased.

2124. Upon the latter supposition you think that it might be raised?—Yes.

2125. To what extent?—It would entirely depend upon what proportion of this better educated set of officers you would wish to have.

2126. Assuming for a moment things to remain at Sandhurst as they now are, and that about the same proportion of officers pass through annually as pass through now, what would be your opinion in that case?—I think that in that case the entrance examination is sufficient.

2127. Therefore you would only propose that the entrance examination should be raised in the event of a considerable reduction in the present numbers?—Yes, but although I think that the present examination, as a whole, is sufficient, there may be certain points in which it might be more advantageously carried out. My idea is that instead of making the examination spread over so large an extent of the different subjects, it should be shorter and more searching in each. I will give an instance, namely, as regards the examination in mathematics. At present if a gentleman who is going to be examined is not a perfect fool, he can get the number of qualifying marks, because it spreads over a considerable extent; but if you made the examination much shorter and more searching in the earlier branches, I think that you would find that the cadets would know more than they do now. To speak of arithmetic—many of the cadets know little or nothing of arithmetic, although they have gone into the higher branches of mathematics. I think that if the examination was made shorter and more searching, you would get a better result.

2128. Does your experience as an instructor in fortification lead you to think that the arithmetical knowledge of the cadets is very slight?—In many cases it is very slight indeed.

2129. Has it been so slight as to have occasioned inconvenience in your course?—Yes, considerably so; of course I speak from my own experience in teaching fortification, and I find that the simplest knowledge of arithmetic is wanting in a great many cadets; and these same cadets are to a certain extent acquainted with mathematics in the higher branches; I mean algebra, and trigonometry, and some even higher.

2130. You have stated that you would make the examination shorter, do you mean by that that you would omit some of the subjects which are now required?—Yes, some of the higher subjects in mathematics; I would make it more elementary and more searching in the elementary branches.

2131. Would you omit any of the other subjects?—I think not, but I do not know that my opinion is worth much upon that point. With that exception, which is rather an important one, I do not think that the present system is bad, assuming that the college is to remain as it is now, and to answer the same purpose.

2132. Would you approve of the proposal to reduce the minimum of age for admission to Sandhurst to 15?—I think not; I do not think that that would be advantageous. If you were to do that I think that you would have entirely to alter the system of discipline, and education, and everything. You would have to make it more a school than it is now, and I do not think that you would gain any advantage by it.

2133. And I suppose that you would then still have the inconvenience, to a certain extent, of mixing persons of different ages?—Yes, and that difficulty would increase, because there is more difference between a boy of 15 and a young man of 19 than between a boy of 17 and a young man of 21. The system of treatment would have to be very different.

Course of study.

2134. Do you think that the time during which the present course lasts is sufficient?—Certainly not; I think that either the course ought to be reduced, or the time ought to be extended.

2135. When you say that the course ought to be reduced do you mean that the subjects of study should be reduced?—Yes.

2136. In the present course there are a certain number of voluntary subjects?—Yes.

2137. Would you retain those?—I think that a rejection of some of them might be most conveniently made, because those subjects take a great deal of time, and the time is now very limited.

2138. Although those subjects are called voluntary, does the study of them interfere with the study of the obligatory subjects?—It interferes in this way, that the time which is occupied by these voluntary subjects cannot be occupied by anything else, and the cadets who do not take up the voluntary subjects do nothing. You cannot arrange that if a cadet does not study a voluntary subject he shall do something else. I do not know that it is always the case, but it is certainly very often the case that there are some cadets who study when the great mass of the cadets do nothing at all, and I do not see how that can be altered.

2139. Do you think that by leaving out some of the subjects which are now studied you would seriously impair the value of the course of training?—My own opinion is that you certainly would not. I do not think that for the education of an ordinary officer many of those subjects are necessary; for instance, chemistry and geology. I think that chemistry and geology, though very good for a staff officer, are not necessary for the education of an ordinary officer.

2140. The object of the course is to provide a certain number of officers who have had more scientific and professional training than you can secure with the general run?—Yes. I look upon this as only an intermediate stage, and that there is a higher stage, namely, the Staff College.

2141. You do not think that those subjects are necessary in that respect?—I do not.

2142. The present system of instruction is by lecture, is it not?—It is not in all subjects by lecture; for instance, mathematics are not taught by lecture, nor is surveying taught by lecture, nor could it be; but military history, and to a certain extent fortification, and geology and chemistry, are taught by lecture.

2143. Do you examine the work of each individual cadet?—Yes. The instruction is by lecture, and there is a considerable amount of individual instruction before the succeeding lecture is delivered.

2144. Is your course an advancing course?—Yes.

2145. Does every cadet pass through it?—Yes.

2146. Do you think that that is a good system?—No; I think that it would be far better if at the end of the first term such cadets as the instructors should report as not having attained a sufficient knowledge of the subject should be put back again. I think that that is better than driving a cadet through a course of which he does not know the elementary principles.

2147. Could he pass through his final examination without knowing the whole course?—Of course his difficulties would increase, but the examination is so superficial, that I think he could do it.

2148. The course by the present system of instruction is superficial?—Perfectly superficial, and in such cases becomes almost nil, because I do not see how a cadet is to grasp the higher parts, having failed to grasp the beginning of it.

2149. And yet he is driven through the whole course?—Yes.

2150. Are there not six professors of fortification at Sandhurst?—Yes.

2151. Does the senior professor regulate in any way the general fortification studies?—No. I do not know how far the superintendent of studies may take his opinion privately, but there is in no way an interference with the studies of the different terms.

2152. You act perfectly independently?—Yes.

2153. At present I believe that no private study is required at the college?—I should say not; there are cases in which private study is used to a small extent, but it is almost nil.

2154. Do you think that it is desirable to encou-

rage it in any way?—I think not. I think that if you give six hours' study a day to a cadet it ought to be quite sufficient.

2155. We have been told that in consequence of the number of commissions without purchase for this purpose at the disposal of the Commander-in-Chief, not amounting to one-third for each examination, a large number of cadets know that they have no chance of getting such a commission and therefore are idle; does that accord with your experience?—Quite so. There are certainly half at each examination who know that they cannot gain a commission without purchase, and who know that they can gain sufficient marks for a commission with purchase, and therefore do not work.

2156. Do you propose any mode of remedying that state of things?—There are one or two ways in which it might to a certain extent be remedied. Either priority of gazetting or choice of regiments could be given. Of course you could not do both; but the cadets might have given to them the choice of regiments or priority; they might have some such advantage offered to them for taking a good place on the purchase list. We have the same principle at Woolwich to a certain extent, there are many cadets there who have no chance of getting commissions in the Engineers and who would have no incentive to work, except that every place which they take puts them one place higher in the Artillery. But there is nothing of that sort at Sandhurst.

2157. At Sandhurst there are a certain number of Queen's cadets and Indian cadets, do you think that their presence there is advantageous or disadvantageous to the studies of the college?—I think that to a certain extent it is disadvantageous, because the Queen's cadets have no inducement to work, and we find that, as a rule, they do not work more than sufficient to gain their marks, and of course they add to the mass of idleness. There have been some honourable exceptions to this remark.

2158. They are sure of obtaining their commission without purchase if they pass the qualifying examination?—Yes; and I think that they might as well go up for a direct examination without coming to Sandhurst at all.

2159. Do you think that there would be more inducement to work if the cadets were reduced to a smaller number, so that each cadet might have a fair hope of getting a non-purchase commission?—Yes; but in that case I think that you must reduce very considerably the college, or increase very considerably the number of commissions without purchase. In such a case I would suggest that there should be a severe competitive examination for entering the college as you have at Woolwich.

2160. So that you would make a non-purchase commission the reward of intelligence?—Yes, and a reward, which was pretty certain to be gained by those who entered the college. The difficulty should then, I think, be to enter, but even then of course the prize should not be gained by those who were idle after entering.

2161. You have said that there is a considerable amount of idleness among a very large portion of the cadets. No doubt there are some cases of thoroughly idle cadets,—are there any punishments allotted to idleness in the college?—That is a difficult question to answer; I consider that hitherto there has been no punishment whatever for idleness. At the close of the term before last I stated that fact to his Royal Highness the Duke of Cambridge, in answer to an appeal from him, namely, that I considered that idleness was not punished in any way; and last term, for the first time, by order of the duke, a return has been sent in monthly of the idleness or attention to study of each cadet in each subject. What the result of those returns may be, I do not yet know, or what is intended to be done with them; but hitherto, with the exception of one or two very gross cases, no punishment whatever has been given for idleness.

2162. What has been the alleged reason for that?—I do not think that any reason has been alleged. The spirit of the place has been that the whole thing is voluntary, and that the punishment for idleness consists in not getting a commission.

Lieut.-Col. Porter.

15 July 1868.

Royal Military College, Sandhurst.

2163. But is it not the fact that very few of the cadets fail to get a commission at one time or another?—Very few indeed, so few as hardly to be worth counting.

2164. So that the punishment is practically nil?—It is.

Discipline.

2165. Will you explain to the Commission the position of the professors with regard to discipline?—That has been changed to a certain extent lately, but whether in consequence of the interview which we had with his Royal Highness I do not know. That was another point which I brought before him, when I stated that the professors had no disciplinary powers whatever, and that any attempt on their part to exercise disciplinary powers had been entirely checked by the authorities; and I suppose, that it was in consequence of what then took place that an alteration has been made to the extent that professors now are called upon to take notice of any offence either in or out of study, with the power of placing the cadet in arrest. The professors have even now no power of giving a punishment. The disciplinary officers on the other hand have the power of punishment.

2166. That arrest is simply an arrest until the question is decided upon by the disciplinary officers, is it not?—Yes.

2167. The professor has that power now, I suppose, in his hall of study?—Yes.

2168. To what extent has he that power?—We are now called upon to take notice of any offence either in or out of study, and to place a cadet in arrest if we think proper.

2169. Does that power apply merely to the military professors, or does it extend to the civil professors as well?—It applies to the whole.

2170. I suppose that you have considered the general question of the powers with regard to discipline which are now in the hands of the professors. Do you think that under the arrangement which has been recently adopted those powers are sufficient?—By no means.

2171. To what extent would you increase them?—I can conceive no reason why the professors should not have the same power of punishment as the captains of companies have; they are in the same rank and in the same position, if not higher, and I think that disciplinary power ought to be placed in their hands, and that only serious offences ought to be passed on to the superintendent of studies.

2172. If such power of punishment as you have described were placed in the hands of the professors, would there be any necessity for the double staff which at present exists of professors and captains of companies?—I think that the double staff is not only an anomaly, but most pernicious to the benefit of the college. I think that both branches should be combined. I think that you have a large branch of military professors who are utterly wasted for military purposes, and you keep a second branch for disciplinary and military purposes. The two should be combined.

2173. Then would you attach the professors to particular companies for disciplinary purposes?—Yes; I would make the professors officers of the companies, not only for instructing, but for disciplinary purposes in charge of their own companies.

2174. In fact you would propose the abolition of the captains and lieutenants of companies?—It would practically become an abolition of them. Upon that point I may urge what I consider a most valuable consideration, namely, that the instructors have much greater opportunity of ascertaining the characters of the cadets during study than the disciplinary officers have. A cadet may be perfectly steady on parade, but he shows his character much more in study than out of it.

Lieut.-Col. Porter.

15 July 1868.

Royal Military College, Sandhurst.

2175. But even if the two branches were kept more distinct, you think that greater disciplinary powers should be given to the professors than they now have?—Most decidedly.

2176. Can you give the Commission any information as to the working of the system of billiard rooms and refreshment rooms which now exists at Sandhurst?—With regard to the billiard rooms, I think that the present system works badly, not so much owing to the presence of the billiard rooms as to the rules under which it is carried out. As it stands now only third-term cadets may play at billiards. That, I think, is a rule made by the cadets themselves; but I believe that it is recognized by the college, or that it is in no way stopped; consequently all the first and second-term cadets must go elsewhere if they wish to play. As regards the refreshment-rooms, I only think them objectionable, so far as they are converted into "free and easies" in the evening. The facility of procuring a good glass of beer at a reasonable rate in the afternoon is, to my mind, an advantage, but there should be no inducement to cadets to stop there drinking.

2177. We have been told that, whereas formerly the senior cadets went to public houses, and the junior cadets did not play at all, the senior cadets now play in the college and the junior cadets go to the public houses?—That, I believe, is true; but it would be obviated if the authorities insisted upon a proper roster being kept, and if there was no distinction as to the senior and the junior cadets playing in the college, and if the rule was thoroughly enforced, that they should not play elsewhere. If you said that every cadet who wished to play should have his fair turn in playing in the college, and if you visited seriously the offence of going to other billiard rooms, I think that the billiard rooms in the college would be a much greater advantage than they are at present.

2178. Will you give the Commission your opinion as to the appearance of the cadets out of study?—It is very slovenly indeed. They go about the town dressed in the most *negligé* way. I, as an old Woolwich cadet, was very much shocked when I first went to Sandhurst, to see the way in which the cadets were allowed to go about, without gloves and without belts, and in a totally unsoldier-like manner.

2179. There was a marked difference in that respect from your recollection of the state of things at Woolwich?—Yes.

2180. Have you any observations to make with reference to the present system of arrest on honour?—I think that it is a bad one. Until of late there was no such thing as arrest on honour as there is at present; it was entirely, I may say, a system of spying as to whether a cadet broke his arrest or not; and it was a recognized fact that a cadet, so long as he was not found out, was not bound to keep his arrest. The attempt was tried by the present commandant to make the cadet keep his arrest on honour, as is practised at Woolwich; but the system has not hitherto been carried out thoroughly, and what is carried out now I think is most pernicious. A cadet is offered his choice, and many of the cadets refuse to be placed on honour, which appears to me to be the height of insubordination; it is practically saying, "I will break my arrest if I can." It seems to me that if you introduce the system of arrest on honour it should be done completely, that no option should be given, and that the first cadet who was found breaking his arrest should be sent away for breaking his word of honour. I think that it should not be made optional at all. The present system, in my opinion, will never work.

2181. Did the system of arrest on honour which existed at Woolwich during your time work well?—Perfectly. During the whole time that I was a cadet at Woolwich there was no instance known of a cadet breaking his arrest, and if he had been discovered by his comrades doing so, he would have been half murdered; the feeling was so strong, I think, that the cadets would have taken the law into their own hands.

2182. We have been told that there exists at Sandhurst a period of entire idleness between the completion of the examinations and the end of the term; is that so?—Yes; they relax the studies, but the relaxation is so complete that it is a complete cessation of study.

2183. For how long a period does it last?—From a week to eight or nine days, certainly upwards of one week.

2184. Do you think that that is disadvantageous?—Most disadvantageous; but I do not quite see how it is to be got over. The reason of it is, that the examiners take that time in making up their marks. The cadets having done all that they have to do, it is a difficulty as to which I do not quite see how it is to be got over.

2185. Is it absolutely necessary that they should be kept at the college?—I think for many reasons that it would be desirable to have what is called the board day, at the beginning of the term instead of at the end; because I have heard cadets say that nothing stimulates them so much as the reading out of the success or failure of the others. It now takes place just before the vacation, and consequently there are all those weeks for the effect to evaporate before a cadet comes back, and, therefore, all the stimulus is gone. If you had the board day and the reading out of the commissions at the beginning of the term, instead of at the end, you would have a double advantage. You would save that week, and you would have a stimulus given to the cadets at the very time when the work was going to begin. I do not think that you need compel any one who had completed his education to return for the purpose of hearing his commission read out unless he wished; but I think the great majority would do so of their own will.

Cheltenham College.

2186. I believe that you can give us some information as to what is called the modern division, or class, at Cheltenham?—I have a son who has just passed through Cheltenham, and who is at this moment under examination for Woolwich.

2187. May I ask your reason for sending him to Cheltenham?—I knew nothing of Cheltenham until I went to Sandhurst, and I selected that college wholly from witnessing the results as regarded the cadets who came up to Sandhurst from Cheltenham, finding them so much better grounded, compared with those cadets who came up from crammers; and also, I may add, from seeing the success which the Cheltenham men had in the Woolwich competition.

2188. I believe that it is the practice to send candidates straight from Cheltenham to these examinations without the intervention of any cramming establishment?—Yes, my son is among the number.

2189. Can you explain to the Commission to what extent the division of the two departments at Cheltenham is carried?—There is the classical department, and there is the modern department. For the classical department, as the name denotes, classics are the principal subjects of study, but they do not exclude the other branches; they teach mathematics, and to a small extent science, in the classical branch, but quite subordinately. In the modern branch mathematics and science are the two most important subjects; the classics are taught as a subordinate subject, languages being taught in each branch.

2190. Classics are taught in the modern department?—Yes.

2191. Does the separation commence from the date of a boy going to the college?—It does, unless he goes as a very young boy into what they call the junior department, where there is no division.

2192. But if he goes into the older school the division commences at once?—Yes, and the parent selects the department into which he will put him.

2193. Is there any distinction between the two departments out of study?—None whatever, beyond what the pupils make themselves; they are perpetually having matches against each other in cricket and football.

2194. Are you satisfied, so far as you can judge,

with the results of the instruction at Cheltenham?—I consider it most admirable.

2195. Is it good in tone and character, as well as in learning?—Yes; I am sure that the cadets at Sandhurst who came from Cheltenham are as a body quite distinguished amongst their comrades; it strikes me so.

2196. Both in tone and in spirit as well as in instruction?—Yes.

2197. (*Lord E. Cecil.*) What do you think is absolutely necessary for the instruction of a regimental officer in the infantry and cavalry?—I should say that he ought to have in mathematics a perfect knowledge of arithmetic, such as every gentleman ought to have, and that he ought to have a good knowledge of field fortification, and perhaps a slight knowledge of permanent fortification. He also ought to be able to survey in a rough manner, he ought to be acquainted with military sketching, and, if possible, to speak at least one foreign language.

2198. You are aware that some of these subjects are not required at the direct commission examination; would you be in favour of preserving fortification as one of the subjects of examination for direct appointments to the army?—I almost think not, because I doubt whether you would get any practical knowledge properly taught. You might get a candidate sufficiently crammed to pass an examination, but it is one of those subjects which are not worth much unless they are carefully taught, and therefore in the case of direct commissions I doubt whether you ought to ask for it.

2199. Do you not think that the ordinary education of a gentleman is sufficient to make a good officer?—Not quite. Taking the subject of fortification, I think that cases may often occur in which a knowledge of field fortification may be most valuable to any regimental officer. He may be placed over and over again in positions where it is of most vital importance that he should know something of fortification, and the same thing holds good to a certain extent as to military sketching, though I do not think that that is quite of so much importance.

2200. Admitting that field fortification, under certain circumstances, would be of use to a regimental officer, do you not think that all that kind of professional education upon purely military subjects is rather intended to fit him for the staff?—No, I think that a certain amount of professional education may at any moment be required from any infantry officer; he may often be placed in positions where he will require a certain amount of professional information.

2201. Do you not think that Sandhurst is more especially intended as a preparatory school for staff officers?—I think that that is what it comes to at present; I do not know what it is intended for.

2202. Do you not think that that was the original intention of the senior and the junior departments at Sandhurst?—I hardly think so. I think that the original idea was to give a certain amount of professional knowledge to a considerable number of the officers of the army.

2203. Are you of opinion that in former days the numbers of the college were very much reduced, compared with what they are now, and that the larger number of officers who entered the senior department had been cadets?—I think that Sandhurst was not merely a stepping-stone to the senior department, and that the senior department represented a very small portion of the cadets who had passed through Sandhurst.

2204. When the college was instituted do you know whether the greater number of cadets who passed went directly to the staff?—I do not know.

2205. Are all the new systems of fortification taught at Sandhurst?—They are not taught in the obligatory course, but they are examined upon—what we may call the polygonal system, taking the citadel of Antwerp as a type of it.

2206. Do you not think that, taking into consideration the present range of artillery and musketry, the first system of Vauban has now become obsolete?—That is a point which is very much discussed. The advocates of the system say that there are fortresses which will have to be manned on this system, and that so long as you have those fortresses officers ought to know what they mean, and that if you send a man to Malta he ought to know what Vauban's system is in order to be able to find his way about; but I agree with you so far that I think that a man who learns Vauban's first system on a small scale upon paper, and who is then put into the middle of the town of Malta, and is told to find his way about, owing to his knowledge of the system, will find he does not know much. A fortress is learnt much better on the ground than upon paper.

2207. Then is the only object of teaching Vauban's first system to enable officers to find their way about fortresses?—I do not say that that is the only object, but that is the only defence which I can give for the system.

2208. Are you in favour of the professorial or of the tutorial system; would you be in favour of the professorial system as it exists at Sandhurst now, or would you have a combination of the two systems?—I think that the same system does not hold good for every subject; some subjects may be dealt with in one way, and some in another; for instance, I do not think that you can teach mathematics on the same system as you teach fortification. Fortification, I think, is eminently a subject which should be taught by lectures given by one person, and then by *viva voce* examination and drawings upon that subject conducted by subordinate instructors. That is the system which I think would work best, but that is only as regards one subject. I do not think that you could lay down a system which would be equally applicable to all subjects.

2209. You are aware that in public schools there is a system of pupil-room and school-room, and that the boys are prepared for their work in school in the pupil-room?—Yes.

2210. Would you be in favour of a system of that kind at Sandhurst?—In a school the principal subjects taught are not so diverse as they are at Sandhurst, and therefore you can carry out one system for all; with us I do not think that you can do it, and I think that by having halls of study, where 12 or 14 cadets can be brought together, you have the advantages of both systems. After having been in the lecture-hall they break up and get individual instruction; it seems to me to be very much the same system. The objection to our present system is this, that each instructor gives lectures in turn. I think that that is a mistake. I think that one person should give all the lectures, and that the other instructors should do the class work. My impression is that the proper system would be to make the professor the lecturer over the whole subject, and the other instructors subordinate to him, as instructors in their respective classes of the work upon which he has lectured. That is not the system which we carry out, but I think that it should be the system. I am now speaking of my own subject of fortification.

2211. Would it not be an immense advantage if the cadets were sufficiently instructed in plan drawing and mathematics, at the entrance examination, so that they might at once begin the higher portion of the study of fortification, if necessary?—It would be an immense advantage. As it is now many of the cadets join Sandhurst without ever having seen drawing instruments of any kind whatever; and, therefore, in so short a time, and in so long a course, a month is wasted before they are capable of drawing anything in the way of fortification. If it could be done, it would be a very great advantage to insist upon a qualifying examination in practical geometry, or in the use of mathematical instruments at any rate.

2212. When the lecture goes on, do you lecture in your hall of study?—No, in the lecture hall.

2213. Have you there the assistance of plans?—We have hitherto had to make our own plans, but there is now a modeller employed, who is making models, and I think that they will be very fairly sup-

Lieut.-Col. Porter.

15 July 1868.

Royal Military College, Sandhurst.

plied. There are models in the college, but they are not useable for lecture purposes.

2214. We have had it in evidence that billiard rooms teach cadets to gamble, is that your opinion?—No, I should say not. They will learn to play billiards when they get their commissions, and I do not see that billiards will teach them to gamble. Billiards is not a gambling game.

2215. Do not they play for money?—It is one of the rules of the billiard tables that they shall not play for money. The same thing may apply to all games. I should say that the custom of billiards was certainly not to gamble.

2216. Do you think that a better system of inspection would prevent anything of the sort going on?—I doubt if it does go on now. My only objection to the present system of billiards is that it is restricted to the third-term cadets, and that, therefore, you drive the others to either not playing at all, or playing in the town.

2217. (*Lord Northbrook.*) I gather from your examination that you are not satisfied with the qualifications of those cadets who do not get commissions without purchase?—Certainly not.

2218. And you would like to see those qualifications improved?—I think that those qualifications might be improved by not requiring from them so extended a course. The evil arises from making them go over decidedly too great an extent of ground.

2219. Do you think that there would be any advantage in making a cadet obtain a larger minimum number of marks in the college, previously to getting his commission by purchase?—That would depend to a certain extent upon whether you mean the college to remain upon its present footing.

2220. I put the question on that supposition?—Then I incline to think that I would not raise the minimum, but would rather do what I suggested before, namely, shorten the course, which could be done by not letting the cadets go on in their second term to the advanced stage, if they had not satisfactorily passed their first stage. The result would be that you would get men not knowing a smattering of so much, but knowing more thoroughly a little.

2221. Has there been a system of monthly examinations started lately?—Yes; and I consider it a very good system.

2222. Has it at all the effect of improving the work of the cadets?—I think so, very much.

2223. Will you explain what sort of examinations they are?—The course for each half year is divided into two parts, and there is what is called a minor examination held at the end of each part, irrespectively of the half yearly examination, and the marks gained in those minor examinations count for the commissions; it keeps a cadet to a certain extent always up to the collar.

2224. Is a cadet ever discharged for inattention to his studies?—There was, I think, a case the term before last; I only know of one case, but I speak under correction.

2225. Would you recommend that a cadet who is incorrigibly idle should be discharged?—Yes; but I would recommend a minor punishment first.

2226. As regards the appointment of under-officers, do you think that they are chosen from those who are likely to keep cadets steady in study?—I can hardly speak to that point as I have had nothing to do with it, but I should doubt it. I think that it is entirely done by the recommendation of the captains of companies, who have no knowledge of what a cadet is in study.

2227. And it is quite irrespective of the professors?—Certainly.

2228. You have made a suggestion to-day with respect to the management of the classes—I mean the suggestion as to not moving any one to a higher subject until he was qualified to go on with it. Have you made that suggestion to the higher authorities?—No.

2229. To whom should you address such a suggestion?—If I thought that there was any probability of its being carried out, I should go to the superintendent of studies, but I doubt whether the superintendent of studies would have any power.

2230. Why do you imply that there would be no probability of a recommendation of that kind being carried out?—Because I doubt whether the superintendent of studies himself could carry out any recommendation of the kind.

2231. Do you think that such a cumbrous machinery would have to be brought to bear, that there would be no chance of any effect being given to the recommendation?—Yes; for I know that the superintendent of studies has endeavoured in my own branch to carry out certain reforms, and that he has not succeeded in so doing.

2232. (*Lt.-Col. Chesney.*) Since the comments made upon the educational deficiencies of the college last Christmas, have the professors of the college ever been consulted with reference to any proposed general reform?—No.

2233. Is it the case now that a report made of a cadet by a professor may be in any way referred to the captain of the company?—Yes; the case has occurred to myself to some extent. I had reported a cadet for leaving the hall of study at a wrong hour, and the superintendent of studies before dealing with the case directed its investigation by the captain of his company.

2234. In such a case the captain of the company might possibly be junior, as a military man, to the professor?—He was so in that case.

2235. And that military professor was not, by being at the college, divested of his actual military rank?—No, I was a supernumerary in my corps, but I was not divested of my rank in any way.

2236. Referring to the teaching of Vauban's first system, are not a large number of existing fortresses in some way modified upon that system as a general outline?—Yes, I mentioned as an instance the fortress of Malta.

2237. (*Rev. Dr. Butler.*) I gather from your evidence that you consider idleness to be very prevalent at Sandhurst?—Yes, among a certain section of the cadets.

2238. Among a large portion of the cadets?—About half. Those who know that they have no chance in competing for a commission without purchase.

2239. I presume that you would not wish to shut the army altogether against idle young men?—No, but I should wish to make idleness a minimum.

2240. But you would draw a distinction between the desirableness of admitting men who are likely to be idle to the army generally, and of admitting them to such a professedly educational establishment as Sandhurst?—I think that idleness is one of those kind of things which ought not to be recognized, it is a kind of disease which you can deal with. I do not think that when a man comes to Sandhurst he should be recognized as an idle man. I think that you can break him of it to a certain extent with due power.

2241. As matters now stand, would it be possible to dismiss him for idleness?—A case occurred in the term before last in which a cadet was dismissed, I believe, for idleness, but it was a very gross case.

2242. If all the cadets had the almost certain prospect of gaining a commission without purchase, supposing that they reached a high standard, do you believe that idleness would be almost abolished?—No, not unless you weeded them out before they came in. If you had the same admission as now, very many cadets would soon discover that they could not reach the point, and then they would be idle as before; they would make an effort, and finding out that which they would very soon know, they would have no incentive. If you have a system of that sort you must have a keen competition for entering the college, so as to prevent the stupid ones from coming in.

2243. If the number of commissions without pur-

chase was largely increased, do you believe that it would be for the good both of the college, and of the army?—It would no doubt to a very great extent decrease the number of idle men, because it would increase the prizes.

2244. Do you think that the college has much value except as a training for those who really work? Do you attach any great importance to the general training of the place irrespectively of its effect upon those who work?—I think not at Sandhurst.

2245. You would wish the professors to have much larger disciplinary powers?—I should.

2246. Would you propose that those powers should be exercised equally by the military and by the civilian professors?—I think that if care were taken in the original selection of the civilian professors, they should be quite as competent to use disciplinary power as military men; because I look upon Sandhurst as a college and not as a regiment, and as you have in public schools disciplinary powers given to civilians, I cannot see why they could not be given at Sandhurst; but I do admit that as the civilian element exists at Sandhurst it might be dangerous.

2247. Why?—Because I think that due care has not been taken in the appointment of civilians. I am trenching upon delicate ground; I mention no names, but it is a notorious fact that there are some civilians now holding appointments at Sandhurst who are not qualified to exercise disciplinary powers. You have a foreign element there. Now I think that the disciplinary power might be restricted to the Englishmen without giving offence to the foreigners. The foreigners might be confined to teaching without exercising disciplinary power, that would very much reduce the difficulty.

2248. You see no reason in the nature of the case why, in a college which is professedly military, professors, if otherwise qualified, should not exercise disciplinary powers?—None.

2249. Are the salaries which are given to the civilian professors on the same scale as those which are given to the military professors?—No, they are far lower

2250. Is that almost universally the case?—Quite universally.

2251. In estimating the salaries of the military professors, do you include their pay as officers in the army?—I include everything. According to the new scale everything has been combined, and they are now to receive a lump sum in lieu of everything, and that lump sum is considerably in excess of the sum paid to the civilians.

2252. Can you state in round numbers what is approximately the difference between the pay given to military professors and the pay given to their civilian colleagues?—The pay to military professors varies in different branches. I do not know any one branch which receives more than my own branch. We in fortification stand first, and then comes the surveying branch; the civil branch stands lower.

2253. Is the amount of work which is imposed upon the civilian professors equal to that which is imposed upon the military professors?—In most cases it is quite equal.

2254. Are any pensions or retiring allowances granted to either kind of professors?—Yes, there are superannuation allowances to the civil professors, but not to the military professors, because they are only temporarily absent from their regiments, and therefore they go back. By the new rule they are only to be there six years.

2255. To whom would a cadet apply in the case of getting into any scrape? Supposing that he got into any scrape on which he wanted to consult a person in authority, is there anyone to whom he could go?—It depends upon what the scrape might happen to be. I should suppose that if it was a scrape which would not bring him into collision with the authorities he might perhaps go to the captain of his company. If it was a scrape which would bring him into collision with the authorities, I do not think that he would go to anybody.

2256. Is there an officer whose recognized duty it would be to study in any way the moral character of the cadets, and to communicate with their parents, if necessary, upon it?—I imagine that the chaplain would be the nearest approach to such an officer.

2257. Would you regard that as one of his recognized functions?—I should think so, but I am hardly prepared to say. I do not know whether it would be recognized; there is certainly no one else. It may so happen that a cadet has a private friendship with one of the professors, and he might state to him what the fact was, but there is no recognized person of that sort.

2258. About how many hours in a week does a professor see his class?—You must bear in mind that he does not see the same cadets every time.

2259. How many hours in a week does he see the same class?—I should say that six hours was the average.

2260. Do you think that that gives him sufficient opportunities of fairly appreciating the characters of the men?—I think that after one term, and seeing the men for six hours a week, you get a very good notion of their character.

2261. So that the professor would have better opportunities of exercising disciplinary powers than one who had no instructional connexion with the cadets?—Whether he would have better opportunities or not may be a matter of dispute, but certainly if you combined the two functions in the same man, and if the same man saw a cadet in study and out of study, he must understand more about him than if you divided it into two separate heads, and had one man seeing him in study, and another man seeing him out of study; that is my view. Of the two I should say that the instructor had a better chance than the other.

2262. What is the number of billiard tables authorized at Sandhurst?—At present there are four, but I believe that two more are to be added; the object being to have two for each company.

2263. Are games at cards authorized?—No, they are prohibited, and they are punished when discovered.

2264. (*Sir C. Russell.*) Is any attempt made at Sandhurst to teach the boys to swim?—I think not. There are gymnasium serjeants, who are beautiful swimmers, and there is also a bathing lake and the cadets do bathe if they are so disposed. Being fond of bathing, I have been there myself when the cadets have been paraded down there for bathing, and I have seen that half of them have not bathed. My doctor having forbidden my bathing for two years, I cannot speak to later than two years ago. It was two years ago that this very thing struck me so strongly. I asked the question, and I was told that the cadets were only paraded there, and that it was voluntary whether they should bathe or not.

2265. Are the boys instructed in practical pontooning, and in making bridges with boats?—Yes.

2266. (*Sir D. Cameron.*) You stated that the cadets out of study at Woolwich were smart and soldier-like, whereas the cadets at Sandhurst were very slovenly?—Yes.

2267. Do you entirely attribute this to a want of discipline at Sandhurst, or are there any other circumstances which would account for it?—My experience of Woolwich is of 22 years ago, when no cadet was allowed to leave the establishment without being in his coatee, as we used to wear in those days, and his belt, and his gloves. I think that the cadets at Sandhurst now are not allowed to wear their belts—I am speaking under correction—but they certainly do not wear them.

2268. Where there are thick plantations and woods would you oblige that to be done?—No; I call that the inclosure, but I speak of the town.

2269. What town is there in the neighbourhood of Sandhurst; there is nothing but small villages, is there?—I think that the idea of a cadet being allowed to go out of the college grounds not properly dressed

Lieut.-Col. Porter.

15 July 1868.

Royal Military College, Sandhurst.

is bad, irrespective of the size of the town in which he appears.

2270. If all the cadets were allowed to use the billiard tables, instead of the third-term cadets, would it not be necessary to increase the number of tables?—I do not think so; it depends how much billiards you think is good for a cadet. If you have two tables for a company, and if no two men played for more than an hour, I think that every cadet who wanted to play would get his hour once a week, or even twice a week; every cadet would not want to play.

2271. Would not the chance be that a cadet would think that too little, and that he would go into the town when he found the college tables occupied?—The question is whether you think it too little; he may think it too little.

2272. But would not that drive him to go into the town?—A moderate amount of billiards all round appears to me to be better than giving it all to one-third of the cadets.

2273. I believe that in most of the military colleges and schools in France they have what they call a *conseil d'instruction*, consisting of the governor and some of the superior officers of the college, and all the professors, which meets periodically to discuss matters relating to instruction; would you approve of anything of that sort?—I should think that such a system would very probably do good.

2274. (*Lord de Ros.*) Was not there a sudden change at Sandhurst from a very strict system, to one of very great liberty; and might not it have been made too suddenly?—I think that the relaxation from a very strict system was made very rapidly, and perhaps hardly sufficient severity was afterwards exercised as regards breaches of discipline.

2275. Do you think that, viewing the liberty as it now stands, and supposing the present relaxed system to be very rigidly enforced as to breaches, it would now be too lax?—No; I think that if breaches of discipline are severely met, the present relaxed system is not too much so.

2276. Do you see any reason why civil professors should not be obeyed by the cadets as well as military professors?—Not if they were furnished with sufficient power, and were carefully selected.

2277. Who selects the professors; have the Council of Military Education any voice in their selection?—I believe that it is entirely in the hands of the Council subject to the approval of the Horse Guards, and of the War Office, but the nomination is in the hands of the Council.

2278. Do you see any reason why the whole of the mathematical instruction should not be carried out by military men?—No; I think that that could be done very well.

2279. Do you not think it better that an officer, on joining his regiment, should try to qualify himself for command by knowledge of his men rather than rely too much on his past character from college?—I think that the two might be combined. One is not very valuable alone; but I think that if a man were qualified to command, and also carried with him a good qualification from his college, it would add to his value.

2280. In your own service have you not seen many men begin as idlers, who, when called into active service, and placed in responsible posts, have shown admirable diligence and energy?—Certainly.

2281. Is it not at present thought rather an invidious thing on the part of a professor to report a cadet? and do the cadets regard it as an obligatory duty laid upon the professors, and therefore submit to it with the same deference as if it were from one of the military authorities?—The system has been for so short a time in operation that, probably, the cadets have hardly yet realized that the professors are invested with that power, but time, I imagine, will obviate any difficulty of that kind.

2282. What sort of men can be got to act as subalterns of companies? Would any good regimental officer go to such a duty without some extraordinary incentive?—I should say that the incentive usually to a subaltern to go to Sandhurst is being married and being able to be in a settled place, but at the same time I may say that I think that the subalterns of the college are very well qualified for the post: by that I mean that they take an interest in the outdoor amusements, of course including looking after the discipline as far as they have power.

2283. As billiards are entirely an indoor amusement, and not conducive to health by fresh air and exercise, would you not rather give more encouragement and facility to the outdoor sports, and might not boating be made more attractive by there being more small boats?—Certainly. As it is now the boating is not very attractive; the cadets have nothing but very large tubs to use.

2284. From your military experience do you think that you will find the most efficient and exemplary subaltern among the habitual billiard players of a regiment?—I do not know that my experience is sufficient to answer that question. I do not know that a man is any worse or better for being a good billiard player.

2285. Are the military studies at Cheltenham bound up with the other studies, or is there, as it were, a separate line for those young men who are intended for the army?—There is a modern department, but that is not exclusively for the army; but the army and the Indian civil service are bound up together.

2286. Will not a fair knowledge of field fortification give a certain insight into the principles of permanent fortification; for instance, will it not enable an officer to judge whether works of a certain form are strong or weak?—I should doubt it; I think not. I do not think that you can give an officer an insight, so as to form an opinion upon permanent works, without instruction upon them, because field fortification is so very different. I doubt whether he would form much opinion from a mere knowledge of field fortification.

2287. Would you approve of the proposal of a half-yearly military inspection at Sandhurst by an independent general officer who should look wholly into discipline, and report on the college in the same way as if it were a regiment, recommending, as any inspector-general would do, such improvements as he thought fit, especially as to any complaints which might arise?—I think that that would not be advisable, because I myself think that the error hitherto has been in looking upon the college too much as a regiment. I do not think that the discipline which is suitable for a regiment is suitable for a college, combining as it does education with discipline. I think that that is an error which is now committed, namely in looking upon the college too much as a regiment; and the more you went in that groove the further I think you would be getting away from the right path. You cannot deal with youths as you do with men, and after all most of the cadets at Sandhurst are youths.

2288. As regards reducing the subjects for entrance, is there no fear that by limiting the subjects you may produce too narrow a line. For instance, supposing that a boy was brought up in France, and became very able in French, would he not be a valuable officer to the service eventually, whether regimental or staff?—I do not want to reduce the subjects, but I want to reduce the extent to which each subject is examined in, and to make the examination more searching whilst going over a more limited space of ground.

2289. (*Rev. W. C. Lake.*) You have spoken of Sandhurst as being a college; did you ever hear of a college which made billiards a part of its training?—I do not think Sandhurst makes billiards a part of its training.

2290. But are there not special rooms for billiards?—Yes, for recreation, but not for training; there is no professor of billiards.

2291. Are you aware that at the universities where the young men are two or three years older, billiards are strictly forbidden?—I was not aware of that. I

wish that we had a proctor to visit the billiard rooms in the town at Sandhurst. I doubt whether any one visits the billiard rooms in the town.

2292. Will you explain generally, on what grounds, whilst other public schools encourage almost exclusively athletic and out-door games, Sandhurst alone encourages billiards?—I do not think that Sandhurst encourages billiards, it takes the evil and tries to deal with it as well as it can; it sees that cadets go into billiard rooms, and it provides billiard rooms in the college, in order to endeavour to stop their going into billlard rooms in the public houses.

2293. Is it impossible to stop what you describe as an evil with youths of from 17 to 18?—I think that if you made a roster and provided that the cadets should play billiards in their turn, and that if you coupled it with an inspection of the billiard rooms in the town, you would soon stop their frequenting billiard rooms in the town.

2294. Why are billiard rooms looked upon as a necessity for youths of 17 and 18 at Sandhurst, whilst they are not so regarded at any other public school?—I do not consider that they are looked upon as a necessity, but they have been provided in order to obviate the difficulty of cadets frequenting the billiard rooms in public houses.

2295. Did you say that too many subjects in mathematics were required for entrance at Sandhurst?—I think that the entrance examination travels over a greater extent than it should do. The evil is that a cadet can qualify in coming in while he is really lamentably ignorant of the most valuable part.

2296. Going high is one thing, and being examined in a great variety of subjects is another. Which do you mean of those two?—Being examined in a great variety of subjects, whereby by a smattering in each a cadet accumulates marks, although he is lamentably deficient in the lower branches.

2297. You have said that each student has to go through the whole course; are not there a senior division and a junior division in each class?—No, am now speaking of my own subject of fortification. Every candidate is supposed to go through the entire course; some candidates do it well, some get through it moderately, and some do not do anything.

2298. Do you know whether that is the case with other branches of teaching?—I think that it is not so in mathematics, but it is in the other military subjects.

2299. You have observed that men coming from Cheltenham have been far better grounded than men coming from private tutors?—Yes; upon the whole that is my experience.

2300. Therefore you would be of opinion that in a large school where these subjects are fairly taught, there is no necessity whatever for young men going to a private tutor?—Not the slightest. I think that the success which the Cheltenham College has had, both at Woolwich and at Sandhurst, proves it.

2301. In speaking of fortification, you have stated that one professor lectures, and that then the cadets receive instruction on that lecture from other professors?—Yes; I wish to qualify that statement. That is only the case with the juniors; it was endeavoured to be carried out with the others, but on account of difficulties it has only been carried out with the first-term cadets.

2302. This is not the universal method of teaching at Sandhurst in all subjects?—No, nor in fortification, except in the first term.

2303. This is very like what is called in France the system of *répétiteurs*?—It is a mild attempt at it.

2304. Do you think that it would be possible that something of that sort should be introduced at Sandhurst?—Yes; my opinion is that it is a very good system, and that it is not carried far enough as we have it at present.

2305. Is it not the converse of what used to be the system adopted at the public schools of first going to a private tutor, and then going to the public work?—Yes.

2306. And that is the system which you would recommend?—I think so. The lecturer gives a general knowledge of the subject, and he maps out the ground, and the explanation of the ground over which he has gone I think comes more satisfactorily afterwards by private instruction.

2307. Do you see any difficulty from the fact that the persons who would go over the lecture would be in rather an inferior position to the professor?—I think that they should be in such a position. I think that the professor in each subject should have command over the whole subject, and you would then gain uniformity of instruction, which you do not have now. That was the aim which induced us to introduce this system.

2308. Do you mean that in each subject you would have one or more professors at the head, each professor having several assistants?—Yes; but I think that the professor ought to have a general control over the whole subject.

2309. Do you think that the adoption of this system would have any particular advantages in remedying what has been a good deal complained of, namely, the general idleness now prevailing at Sandhurst?—I do not think that it would have any effect upon that. The advantage which I imagine you would get from it is that it would produce uniformity of instruction. The cadets have all to be examined by one man, and to be brought to the same test, but they are now instructed by different men, and it is not fair to the cadet himself. Two cadets come up to the same examination having had a totally different system of instruction.

2310. What I meant was that if a large class was broken up into smaller classes, say of from 10 to 12 cadets, it would be more difficult for any cadet who was known to be idle to continue so?—They are now always broken up into classes varying from 12 to 16. It is not the fact that the cadets are not known to be idle; they are perfectly well known to be idle, but the question is as to the want of power to deal with them when they are known to be idle.

2311. (*Lord E. Cecil.*) Do you not think that the misfortune at Sandhurst has been that the treatment and discipline of the cadets has been based hitherto on no uniform system, and that it resembles in some points a university, a public school, and a barrack, without possessing the disciplinary advantages of any of these different systems?—My opinion is that the system at Sandhurst has been an attempt to embrace the barrack system, and not sufficiently the other two. It has been attempted to treat what I may class as youths entirely on the barrack system, and I think that it is that which has failed so far as failure has existed. I would rather see more of a mixture.

2312. Then you think that Sandhurst has been conducted too much on the barrack system?—Yes.

2313. And too much on a strictly military system?—Yes.

2314. Would you prefer that the discipline should be approximated to that which now exists at the university, or to that which now exists at public schools?—I think that you might combine the two. The cadets are of an age half way between young men at Oxford, and boys at a public school; and I think that a combination of the two systems would, perhaps, be best.

2315. You do not think that the civilian element of discipline in the college is sufficiently represented?—I do not think that it is represented at all. I imagine that you mean professorial discipline.

2316. Upon what particular principle, in your opinion, is the college system now based?—It is treated precisely like a regiment upon the battalion system, and, as far as possible, every portion of the discipline is assimilated to that of a regiment.

2317. How long has that been the case?—I think that it has been principally introduced by the present commandant.

2318. And you would be very glad indeed to see that system abolished or modified?—Modified; I

Lieut.-Col. Porter.

15 July 1868.

Royal Military College, Sandhurst.

will not say abolished. It is a military school, and therefore, I think, that a portion of that system might be retained; but I think that it is carried too far.

2319. (*Rev. W. C. Lake.*) Is there not the difficulty, which you have just alluded to, in managing a school which, being partly military, inclines its pupils to think of themselves rather too early as young men and officers?—Yes; I think that that is the evil of the system.

2320. Do you see how that might be got over?—I think that a great deal of it comes from the very distinction between the discipline officers and the instruction branch, the instruction branch is in every way kept subordinate, so as to make the military discipline the pre-eminent thing, and I think that that is an evil. I may say that the battalion system of the college is paramount.

2321. (*Lord de Ros.*) You say that it is the battalion system, but is it not the battalion system without that wholesome connexion between the captain and his company, which in a regiment induces the soldiers to regard their captain as their friend?—Yes, to a certain extent; but I think that the difficulty of carrying out the battalion system is more this, that you have a series of young men coming from different parts of England, from different schools, without any traditions in the place, and without any previous connexion, and they are only there for a short time, they have not that *esprit de corps* which a regiment or battalion would have, and yet they are treated upon a system based upon the regimental sytem. Moreover their under-officers and corporals are not so trustworthy in maintaining discipline when not under the eye of the officers as in a good regiment.

2322. (*Sir D. Cameron.*) Do not the officers commanding companies at Sandhurst mix more with their companies than the captains of the army do with the men of their companies?—Certainly.

2323. (*Chairman.*) Have you any further suggestions to make, or are there any other points to which you wish to direct our attention?—There are one or two smaller points upon which I think that I might throw out suggestions. In the first place, commissions being given entirely by the marks which the cadets gain at the college, you will find that those marks are gained entirely by study. Now there are certain cadets who are selected to act as corporals and under-officers. Of course such duties are presumed to be placed upon these cadets not merely from seniority, but from superior aptitude for command. They involve a good deal of labour, and take time which other cadets can devote to extra study, and yet no favourable result is given to a man because he has been a corporal and an under-officer. I would suggest that you should give certain marks to a cadet from the mere fact of his having satisfactorily carried out the duties of a corporal and under-officer. I think that the mere fact of a cadet being selected as a corporal or an under-officer ought to carry a certain weight, and I think that such a cadet should have a certain number of marks. I want to carry it still further. One of the most important studies which a cadet can pursue is riding, but he gets nothing for riding. Now certainly riding is more important for an officer than chemistry; one of these things carries a large number of marks, and the other carries nothing, although one man is a first-rate rider and the other can hardly sit his horse. I would observe that I do not think that sufficient weight is laid in the competition upon these points although they are really important. I do not say that because a man has been made a corporal or under-officer he should therefore necessarily carry the marks, he should only do so when he has shown that he is well qualified for the position. If he had performed his duty satisfactorily and carried marks for doing it, you would get your discipline better carried out.

2324. Is your proposal that marks should be carried only by corporals and under-officers who have satisfactorily performed their duties in that position, or that they should be given for good conduct generally?—I draw a distinction. I think that good conduct is not at all the same thing. I am more alluding now to the power of command, which is a valuable thing in an officer.

2325. Are you aware that consideration is given to that point to this extent, that under-officers, so far as we have been informed, receive their commissions first, whatever may be their position in the final examination?—I believe so, but that is hardly sufficient to meet the case which I suggest.

2326. You would have a fixed number of extra marks given to corporals and under-officers who had satisfactorily performed the duties of their position?—I would, subject to a veto on the part of the governor with respect to those who, in his opinion, had not reached the proper standard.

2327. But your number of marks would be fixed and not be liable to fluctuation?—Yes; but I would give a higher number of marks to an under-officer than to a cadet who had only reached the rank of corporal.

2328. (*Lord E. Cecil.*) Are you not of opinion that that would bear rather hardly upon the well conducted cadets in the institution? Do you not think that it would be fairer that something of the same system should be carried out as is in existence at West Point in America, where one-seventh of the obligatory marks for a commission are given for good conduct and discipline?—I think that the two questions are distinct. You may if you like give a cadet a certain number of marks for good conduct, but that is not the point upon which I am now dwelling; I am rather using it for powers of command. If a cadet is selected from amongst his comrades as being best qualified to command, I think that that should carry weight.

2329. But may it not turn out that many well-conducted cadets are not promoted because there are not sufficient promotions to give to them?—I think that if such a case did occur, it would be a trifling grievance; you cannot have anything quite perfect, and I think that as a rule the number of men who are qualified to fill the post of corporal and under-officer, are fewer than the posts.

2330. Would you give no advantage to a cadet for good conduct? Would it not be an inducement to the cadets to behave well if they knew that their conduct would be marked by a position being given to them?—I think that it comes to this, that a well-conducted cadet would either be an under-officer, or corporal, or that he would have shown that he was not qualified for the post, in which case I would not give him any marks.

2331. Must there not be many cadets among the 300 who are qualified to hold the post of under-officer or corporal, but who do not get it?—I think that there are very few; it rarely occurs that a man fitted for the post does not get it, it far oftener occurs that a man unfitted for the post does get it.

2332. Then as I understand you, you would only be in favour of rewarding aptitude for military command, and you would not reward good conduct?—No, because good conduct would probably lead to a cadet's promotion, unless inaptitude for command was shown, in which case, I think, that one would balance the other.

2333. (*Chairman.*) Is not a well-conducted cadet of fair average abilities likely to obtain a good position in the examination?—Yes.

2334. Is not good conduct a thing which it is very difficult to test in the shape of marks without introducing an element which might be open to great dispute, namely, the element of partiality?—I think that good conduct can only be tested by the practical result of the defaulter sheet.

2335. That is equivalent to saying that good conduct is simply the absence of bad conduct?—Not exactly; good conduct in that case would be the absence of being found out.

2336. (*Lord E. Cecil.*) Is any report required from the professor as to the conduct of the under-

officers in study?—Do you mean as to their own conduct, or do you mean as to their use of their powers?

2337. Both?—No; their conduct, the same as the conduct of others, has been returned for the first time this last term, but not their conduct as under-officers, only their conduct as cadets.

2338. Do you not think it desirable that some such report should be made by each professor?—I think that it would be a very good thing.

2339. (*Sir C. Russell.*) Do you see any objection to a certain number of marks being given for riding, swimming, and fencing?—I consider that it would be a very good thing. I have already suggested riding, and gymnastics have also been suggested.

ollege. 2340. Are you acquainted with the working of the Staff College?—Yes, to a certain extent, from residence at Sandhurst; I am not connected with it.

2341. Are as many officers educated there as the college can accommodate, and the professors are capable of instructing?—Certainly not.

2342. Do you consider that the nation is benefited in proportion to the expense incurred?—No.

2343. Do you think that many more officers would compete for the Staff College if it were not for the expense of preparing for it, and the difficulty of obtaining leave for such preparation, and of obtaining competent instructors where they happen to be quartered?—I think that what checks the competition for the Staff College, is the limited number which is admitted, and that is owing to the fact that the result of passing through the Staff College constitutes a claim to a staff appointment, which necessarily limits the number who may go in. Every man who has passed through the Staff College has a claim for a staff appointment sooner or later, and therefore the numbers admitted to the Staff College are very limited; it is not that they cannot fill it, but they do not wish to do so.

2344. Then is it your opinion that there would be plenty of competitors if a larger number were admitted to the Staff College?—If they saw an adequate reward I consider that there would be.

2345. What would you consider an adequate reward?—I would suggest that the college might be thrown open to its full extent and capabilities, and that every officer who passed satisfactorily the final examination at the Staff College should become entitled to a slight pecuniary reward, such as a brevet officer has, of an increase of pay of 2*s.* per diem to be received by him until he had received a staff appointment, at the same time withdrawing the guarantee that he ever would receive a staff appointment; the result of which would be that you would get a far larger number of men trained and qualified to act as staff officers when you wanted them, who would be quite satisfied to go through this training for the brevet pay which would follow upon such an officer having the letters "P. S. C." after his name; and then when a war broke out you would have sufficient officers. To prevent that going too far the present restriction might be retained, that only one officer from a battalion should be at the college at a time. The expense would be very trifling, and in each case it would cease the moment that you had given a man a staff appointment.

2346. Do you think that the system, as it is at present carried out, ensures a competent staff at the outbreak of a great war?—Not a sufficiently numerous one. You have all the machinery for creating a large well-trained branch, but it, as a necessary consequence, resolves itself into limiting the numbers who are allowed to go through the competition, inasmuch as it is understood that every person who passes through it shall have a staff appointment.

2347. If some inducement, other than that of a staff appointment, were held out to the army generally, do you think that many more officers would qualify themselves for the staff?—I think that they would.

2348. Do you think that if an officer educated at the Staff College, and capable of teaching musketry, as well as of giving military instruction, was attached as a military instructor to each regiment, such an officer would be equal to instructing the junior officers, and of aiding others in the study of military subjects?—I think that it might be very valuable, but it would depend a good deal upon the regiment. In some cases it might be made use of, and in others not at all. I am almost inclined to think that it would be better to appoint such an officer to a garrison instead of to a regiment.

Lieut.-Col. Porter.

15 July 185

Staff College

2349. Would not such an officer be able to instruct the non-commissioned officers and men in the rudiments of field works and of fortification?—I should say that he would certainly be able to do so.

2350. You served as an officer of engineers during the siege of Sebastopol?—I did.

2351. Are you aware that parties were sent out upon dark nights to construct trenches, commanded by officers and non-commissioned officers who had not any idea of what was expected of them?—Yes, but they were under the charge of engineers or sappers.

2352. Would officers and non-commissioned officers, who knew the rudiments of field works and of fortification, have been useful aids to you in the duties of the siege?—Most invaluable.

2353. In the case of officers who had instructed themselves, or had been instructed in military subjects, were they not found very useful, and were they not occupied permanently upon the staff of the engineers?—They were, whenever they could be found, to a very great extent; they were employed as assistant engineers.

2354. Have the Engineers been called upon to impart instruction in making gabions and fascines in the presence of the enemy, and at a time when their own superintendence was required for other purposes?—They have. As a rule the officers and men of the infantry in the Crimea knew nothing whatever of the subject when the siege commenced.

2355. Would the average of officers who pass at the Staff College be capable of giving instruction to their regiments upon the subjects to which I have alluded?—Certainly.

2356. Do you think that the officers who pass at the Staff College are sufficiently good horsemen to perform the most active duties of the staff in the field?—In some cases which I know they certainly were not so, but taking the average, they were taught riding, and they were fair riders. Individual instances have occurred within my knowledge in which officers, otherwise very distinguished in their scientific attainments, were utterly unfitted to perform any difficult mounted duty. I know of one very distinguished officer who certainly would be perfectly unqualified to perform any mounted duty whatever.

2357. Is there anything further relating to the Staff College upon which you would wish to offer any suggestions?—With reference to a question which has been put to me, namely, as to whether I think that riding ought to have greater weight than it has in the way of carrying marks, I would observe that the whole thing is a question of marks with regard to the Staff College, and that there is a stringent examination in all the other subjects which carry marks. I think, therefore, that riding should carry marks. At the same time there are many staff appointments which do not require riding. A man who had not passed a good examination in riding might be disqualified from holding any mounted staff appointment.

2358. (*Col. Haythorne.*) Is the certificate of the commanding officer with regard to the qualities of officers a sufficient guarantee that proper men go to the Staff College?—I do not know any case of a man who might not be considered a proper man having gone from the Staff College. What do you mean by a proper man?

2359. A man of energy, activity, and ability, and fitted in all respects to hold a staff appointment?—The examination on entering to get into the Staff

Lieut.-Col. Porter.

15 July 1868.

Staff College.

College is a very sharp examination, and is quite a sufficient test for the ability of the officer.

2360. It is understood that a great many officers get in there who are not physically well fitted for staff appointments; is that your opinion?—I do not think so beyond this one point. I have often heard it said that men go there in order to avoid going to foreign stations, because they are married. The question is whether, whatever the object with which they entered, they get a sufficient training there to make them valuable officers, and I think that they do, with some few exceptions.

2361. (*Lord de Ros.*) Was there ever any want of officers taken from the regiments to act as assistant engineers, or deputy quartermasters-general; did the source ever fail?—No; but the supply might be of an inferior quality. There was a certain reward in those posts, and therefore there were always volunteers for them.

2362. In the Crimea were they generally fit or unfit?—I should say that they were scarcely fitted for the post.

2363. In your opinion is it desirable for the general service of the army that the staff should be considered as a scramble, leading your best regimental officers to run after this object without regard to their useful regimental duties?—My answer to that question would be, that the number of staff appointments to be given are so few compared with the number of officers in the army, that you cannot very well do damage to your regimental system by the small number of officers who would hold staff appointments.

2364. (*Chairman.*) You have said that if your plan was adopted of giving to each officer on leaving the Staff College a certain rate of extra pay, until he obtained a staff appointment, you would withdraw the promise of a staff appointment from the officers who went to the college?—Yes.

2365. Am I to understand you by that to mean that you would withdraw the sort of *quasi* guarantee which now exists that every officer who passes through the Staff College shall receive a staff appointment, or do you mean that you would advocate the giving of staff appointments to officers who had never been through the Staff College?—I should still retain the rule that no officer should hold a staff appointment who had not been through the college, but I wish to have a larger body of officers who have been through the college, and yet who do not necessarily receive a staff appointment.

2366. Therefore you would retain the promise so far as it refers to the officers who have passed through the Staff College as a body, but you would alter it so far as refers to each particular individual?—Yes; so that the Commander-in-Chief would have the power of selection among a larger body, all of whom would be supposed to be qualified from having passed through the college.

2367. (*Brig.-Gen. Lefroy.*) Would not the application of such an inducement as that to officers who presented themselves at the Staff College, operate by attracting men who on many grounds might not be a desirable class of staff officers, inasmuch as you would make the attainment of a pecuniary advantage contingent only upon passing an educational test?—If that were the case it would be met by the power of selection, which would be in the hands of the Commander-in-Chief, because, as a larger body of men would be qualified to take staff appointments than there were staff appointments for, his power of selection would meet any difficulty of that sort.

2368. That would be so as regards the selection and appointment, but not as regards the expense to the country of those other officers whom the Commander-in-Chief would not select, but would reject?—I would merely give them 2*s.* a day, as is the case now with a brevet officer. You never hear of a case of a man who gets a brevet-majority merely because he has looked to its pecuniary reward, although it is a certain inducement.

2369. (*Lord de Ros.*) May there not be many self-educated and service-trained officers as fit, or fitter, for the general staff as those who have been passed through the college?—I do not think that I am capable of answering that question. My opinion is that an officer, no matter how qualified he might otherwise be, would be still better qualified after he had passed through the college than before.

The witness withdrew.

The Rev. Canon HEAVISIDE examined.

Canon Heaviside.

15 July 1868.

2370. (*Chairman.*) I believe that you are one of the examiners for the Council of Education?—Yes; in mathematics.

2371. How long have you filled that office?—I think ever since the Council was established, ever since 1858.

2372. You, I believe, examine for direct commissions, for admission to Sandhurst, and for admission to Woolwich?—Yes.

Examinations for direct commissions, and for admission to Sandhurst.

2373. The examinations for direct commissions and for admission to Sandhurst are very nearly identical?—Yes.

2374. What do you consider to be the object of those examinations?—So far as mathematics are concerned, I should say that it was to test the general education of the youths who come up.

2375. Do you mean by general education, such as might be supposed to be given in the public schools of the country?—I do not know that; I do not think that the public schools of the country generally prepare all the youths who come from them with so much mathematics as we require.

2376. What is the amount of mathematics, speaking generally, required for those two examinations?—Very little. There is a certain quantity of arithmetic, there are the common rules of algebra as far as simple equations, and there are the first three books of Euclid.

2377. Of that, how much is absolutely necessary in order to pass?—The marks in the direct commission examination are distributed in this way:—1,200 marks are allowed for what we call the obligatory part of mathematics. Of those marks 500 are given for arithmetic alone, and the candidate is required to get 200 marks out of these 500 to pass; if he does not get 200 marks in arithmetic he cannot pass; there is a great deal of very simple arithmetic, with a few questions in vulgar and decimal fractions, in the papers set by order of the Council. Out of the whole of the obligatory subjects there are 500 marks allowed for arithmetic, 350 for algebra, and 350 for Euclid. There is also another test which the candidates must pass. I have already said that if they fail to get 200 marks in arithmetic they are stopped, whatever they do in the other mathematical subjects; but they must, upon the whole, get 400 marks in mathematics in order to pass.

2378. Therefore it would be possible for a candidate to pass who obtained marks in arithmetic merely, without any knowledge either of algebra or of Euclid?—Yes, according to the present regulations, if he obtained 400 marks in arithmetic only.

2379. I suppose that you consider that the examination, so far as regards mathematics, is not a difficult one?—It is very elementary indeed.

2380. Do you think the examination is of such a nature that you see any difficulty in a boy being prepared at one of our principal public schools to pass it?—I think that it would be very difficult to make the boys at public schools learn these subjects which are proposed for them; there is always a certain number of idle boys who will really learn nothing, or next to nothing, at public schools, and you may prepare all the apparatus for instructing them, but they will not be instructed. Of course, it is quite possible for them to

learn a great deal more than they do. Classes might be prepared at public schools more than sufficient, with a moderate expenditure of time, to pass such an examination as this; but I apprehend that the difficulty lies in making the youths work, and it is only when they are told "You have to go up unexpectedly for the military examination at such a date," that they find themselves pressed for time, and then, in consequence of their previous neglect, they are obliged to go to some one who specially prepares them for the examination. That is my general idea of the matter.

2381. Have you any means of knowing whether the knowledge which they obtain in arithmetic is generally a sound and accurate knowledge, or whether it is chiefly the result of what is called "cram"?—Several of them come up very well prepared, and very well read in the subjects, and capable of doing a great deal more than we require. I have no doubt that there are a small portion at the bottom of the list in every examination who have had the knowledge put into them in a superficial way, in the shortest possible time and in the easiest manner to themselves.

2382. You say that you have been an examiner for this purpose since 1858?—Yes.

2383. Can you state whether the average intelligence and knowledge of the young men who come up for these two examinations have increased or diminished within that period; do they come up better or worse prepared?—They certainly come up better prepared on the whole.

2384. Is that an increasing improvement?—No. I should say with regard to that examination, and indeed with regard to almost all examinations which have become fixed, and where the standard is perfectly settled and well known, that after a year or two those examinations reach their maximum—by which I mean that the youths, as a whole (and I think that the statistical facts would show it), do pretty uniformly. I do not think that there has been any improvement in the course of the last two or three years, because certain alterations were made a few years ago, and I am speaking of progress since that time.

2385. So far as mathematics are concerned, has the standard of examination remained the same, or has it been lowered or increased?—In the year 1860 I think that it was made rather more easy, on account of some complaint at the time; it was said that some of our questions in arithmetic, for instance, were a little too problematical, and were not put in the form of direct sums, if I may so express it, and I think that instructions came from the Council that we should put some more direct questions. Since that time there has been no change in the standard; and I always try to keep the papers as uniform as I can at the standard at which they were fixed in 1860.

2386. Do you think that the examination is one which a boy of ordinary intellect ought to be able to pass, so far as intellectual qualifications are concerned?—Supposing that he had to get his marks out of arithmetic alone, I think that there are many boys in a first class National school who would get the marks.

2387. The examiners prepare the papers?—Yes.

2388. Are those papers submitted to the Council before the examination?—Yes, and sometimes they are sent back with notes and suggestions.

2389. Do the Council, from time to time, make any suggestions which they may think right upon those papers?—They do, but it is principally upon the papers for admission to Woolwich. I do not think that they have of late made any observations upon the direct commission papers, but I should not be at all surprised if they did send back a paper suggesting some alteration.

2390. With respect to Woolwich, the examination is quite of a different character?—Quite.

2391. What is your opinion of the average abilities of the candidates for Woolwich with respect to mathematics?—I think that they are very good indeed, and I was surprised at their progress when I first examined for Woolwich. With a university experience, I did not think that at so early an age many youths could be brought to so forward a state. The examination for admission to Woolwich consists of what may be called the elementary subjects of pure mathematics, algebra, plane trigonometry, mensuration, and arithmetic; and I think that, as a general rule, those who do well for admission to Woolwich could not possibly learn those subjects better than they do. There are also the voluntary papers. Out of these first named elementary subjects each candidate is obliged to get 700 marks for admission to Woolwich; but questions are set in the other subjects which are voluntary, and by which the candidates get marks which admit them to Woolwich, such as the differential calculus. I will not say that some candidates have not attempted those questions without having a proper reading or knowledge of the subject, and I think that the same may be said of the mixed mathematics in some cases; but I think that the subjects in what we call Section I for the Woolwich examination could not be learnt better than they are learnt by some 20 or 25 of those candidates who get the appointments.

Canon Heaviside.

15 July 1868.

Examinations for admission to Woolwich.

2392. Do you think that the standard has had a tendency to rise?—It has risen since I began; but I do not think that it has had any tendency to rise within the last three or four years. I think that it has reached its average, and it is quite extraordinary how very nearly the examinations coincide in their general results. I always write a report to the Council, after every half-yearly examination, as to how many candidates have obtained marks above 800, 700, and 600, and so on; and it is very extraordinary what a near approach there is to uniformity. One examination is occasionally slightly better than another, but rarely in any marked degree.

2393. It is desired for some reasons, different from educational considerations, to reduce the age at which young men are admitted to Woolwich; do you think that if the lower limit of age were reduced, a youth coming up at 15 could pass an examination of this kind, or that it would have the inevitable effect of lowering the examination which the candidates should pass?—I think that the examination in mathematics must be lowered for boys of 15 to pass it well.

2394. You do not think that a young man of 15 could virtually have such a knowledge?—If that question had been asked me 25 years ago, I should have said that youths of 16 and 17 could not deal with the examination, but they have done it; and correcting myself to that extent, my opinion is that we could not set to youths of 15 with advantage the same papers which we now set.

2395. Can you give the Commission any opinion as to the general bearing of the young men who come up for this examination, so far as you are able to judge?—I think that the young men have improved in appearance and general bearing since the examinations first began. I am speaking of my impressions from the beginning. I think that they have improved in their appearance.

2396. Do they show any signs of having been overworked or overstrained intellectually?—I think not at all.

2397. Have you any suggestions to make to the Commission with respect to any of these examinations, or are you satisfied with the mode in which they are now conducted?—I have on several occasions made representations to the Council. I very much doubt whether it would not be better to give up the differential calculus for admission to Woolwich, and I have also urged a plan which the Council have now adopted, in order to cut off any chance of what is ordinarily called cramming; that is to say, of a youth being taught by his tutor to speculate, on questions that may be set, and without reading the subject in a proper way to learn by rote one or two propositions. In order to cut off that chance the Council have adopted the rule that, unless in these voluntary sub-

Canon Heaviside.

15 July 1868.

Study of mathematics at Woolwich.

jects the candidates get a certain number of marks they are not to count in the candidate's favour. I have also stated that I think that it would be an improvement at Woolwich (it is only in an educational view, without knowing what military objections there would be to it) if the Engineers could be separated from the Artillery during an early period of their progress there. I think that, as regards those youths at Woolwich who take distastefully to mathematics and who get into the college mainly by their classics, and who in consequence find it very difficult to keep up in mathematics, it would be a great advantage if the Engineers and the Artillery were separated early.

2398. Would you propose to separate them from the very commencement?—If they were not separated by their mathematics when they went in, I think that they might be separated in half a year, or certainly in a year, leaving the last year to the separate instruction for the Engineers and Artillery—my view being that a good mathematical education is more imperative for the Engineers than the Artillery.

2399. Then would you propose not to teach mathematics to an artillery officer?—No; I would leave it more as an optional subject.

2400. You do not intend to imply by the answers which you have just given, that you think that the study of mathematics at Woolwich is altogether carried too far, both for the Artillery and for the Engineers?—Only in the respect of making it compulsory upon all. I think that it would be very undesirable to lower the course of mathematics at Woolwich. I would not make it compulsory upon those to whom it was a great drudgery, and who had no mathematical turn or gift at all. I think that they might get enough of the elements of mechanics and so on for their profession, without being forced to the extended line of reading which they now have at Woolwich.

2401. (*Lord E. Cecil.*) You have stated that you send in reports every half-year to the Council of Military Education?—Yes.

2402. Are those reports ever published?—I think always, not *in extenso*, but there are extracts from them.

2403. Can you state why the report in 1865 was published, and why no other report has been given since?—That was a special report.

2404. Can you explain why only two general reports have been published?—I cannot tell you that; my functions are only executive.

2405. As a rule, are general reports sent in by the examiners?—No, only when called for. I was asked to write the report to which you have referred, and I was asked to write one since, in this year, but what has become of that I do not know; whether it was only intended for General Napier, or whether it was intended for general publication, I cannot say. I have not seen it published.

2406. Are you not of opinion that it would be better that a candidate for Woolwich should pass once for all in mathematics at the entrance examination, and should have done with mathematics afterwards?—Certainly not for the Engineers. I think that it is desirable that all at Woolwich should proceed with mathematics so far as regards the simple laws of motion and projectiles, and the elements generally of mechanics and hydrostatics.

2407. As regards the Artillery for instance, would it not be advantageous to let them drop mathematics, and to let them study the other subjects which they have to study?—I would rather give them a chance of showing whether they have any taste for mathematics or not. It is very young to break off mathematics at 15 or 16; but in two years more I think that you discover those candidates to whom mathematics can really be profitable.

2408. If a youth has no turn that way, do not you think that the study of mathematics leaves him less time to devote to other subjects after he has entered Woolwich?—No doubt; but I suppose that you must consider that for an officer in the Artillery, as well as in the Engineers, some knowledge of mathematics is almost a necessary part of his professional education; for instance, so far as regards surveying, he should be able to take heights and distances, and to calculate them. I think that every officer should be able to do that.

2409. Do you not think that every officer should have that knowledge at entrance?—I think not sufficiently. I do not think that it would be satisfactory to give up altogether going beyond the amount of mathematics which is exacted at the entrance examination, though I should be quite prepared to give up mathematics when it is found that a youth learns them with great drudgery, and makes little progress in them at the Academy.

2410. Still you think that the study of mathematics is carried to too great an extent at present?—That is in making it compulsory. I do not think that it is carried too far to induce those candidates who like the subject to study it, but I think that it is carried too far in making it compulsory, or virtually compulsory.

2411. What is the objection to raising the standard of examination in mathematics at entrance?—Only youth. I think that quite as much is required of the candidates as can be expected from youths of their age.

2412. I think you told us that some years ago you would never have supposed that youths of such an age could have acquired knowledge sufficient to pass the present Woolwich examinations?— I wanted experience. If I had been asked 25 years ago whether youths of 16 could be brought to answer the papers so well as they do answer them, I should have said that they could not, speaking from a university experience of older men.

2413. You are not then prepared to say that youths of 16 cannot acquire sufficient knowledge of mathematics before entrance, so as to enable them to dispense with the study altogether afterwards?—I am speaking of rather clever youths of that age, and I should say that even they would hardly bear more than we give them now.

2414. What quantity of mathematics is required for a youth in order to pursue artillery studies after he gets to Woolwich?—It is rather a high course of mathematics. I can best explain it by saying that they require a great deal of some of the higher branches of mechanics, and of dynamics, and of hydrostatics, to which the differential calculus is applicable.

2415. And is all that course absolutely necessary?—They all have to pass an examination in those subjects. There are certain subjects at Woolwich which are called extra and voluntary subjects which youths take up for marks. I believe that now to get through they must get a certain number of marks upon the aggregate of all the subjects. I think that that has been the case within the last two or three years, but the mathematics carry such heavy marks that I should think that it would be a very difficult thing for a youth to get through without mathematics.

2416. What, in your opinion, would be sufficient to enable a boy to pursue his artillery studies?—I should say certainly a good knowledge of such an elementary work as "Parkinson's Mechanics" or almost of such a book as "Dean Goodwin's Course at Cambridge;" either would be, I should think, sufficient for the purpose.

2417. You do not think that in the present course at Woolwich, as far as you know, more is exacted of the cadets than is absolutely necessary for their professional advancement?—I dare say that they would make very good officers if the standard for the Artillery was lowered; but I should like a high course for the Engineers. I do not think that the mathematics at Woolwich are too high, but that it may be a mistake in making them virtually compulsory upon all, because the marks for mathematics are such that the candidates can hardly neglect them and get through. The more searching the examination, the

less cramming there will be; it is the easy examinations for which candidates chiefly cram.

2418. May not cramming have the effect, by prematurely forcing the intellectual powers, of permanently weakening them?—I cannot say that; cramming is a process for imparting knowledge with the least possible trouble.

2419. Have you not known some instances of an utter break-down in mind of the candidates preparing for a severe examination?—No; I have known a good deal of hard work at Cambridge, but I cannot just now recall an instance of anybody who ever injured himself by such work.

2420. Even of those who have passed brilliantly in mathematics, are there not many who have been so weakened, either in physical energy or in the powers of the mind, that they have never fulfilled the promise which they gave at their examination?—Not that I know of; I have known a great many men injure themselves at Cambridge by boating and otherwise, but I have never known anybody injure himself by reading mathematics. I have known many high wranglers at Cambridge for many years, but I do not know of anybody who has injured himself by the hard reading necessary to success in these university examinations.

matical tion at schools.

2421. What is your opinion of the mathematical instruction which is given at public schools?—I have no doubt that public schools provide most excellent instruction in mathematics, but they cannot get their boys to work. I never was in a public school myself, though a great many young men have passed under me who have been in a public school; but I take it that there are not 10 per cent. of the boys in a public school who apply themselves in such a way as to get all the advantage possible from the instruction which is provided there. That is the difficulty with which you have to deal, not only in public schools but in private schools, namely that a vast number of boys will not work unless some very strong pressure is put upon them. A father says, "You are to go up for such an "examination in such a time," and the son says, "I "must go to some man who has directed his attention to this particular examination, and who can "therefore give me all the information which it is "necessary for me to know in the shortest possible "time, otherwise I can not pass."

2422. Do you find that the candidates who come up from public schools are well grounded in the elementary portions of arithmetic—that, for instance, they have a thorough knowledge of vulgar fractions and decimals?—It is rather difficult for me to answer that question, because I know nothing about the place of education of the candidates. I do not know whether they come from a public or from a private school, or whether they come from what is called a "crammer." I was the mathematical professor at Haileybury College for 20 years, and there I saw the state in which boys came from the public schools; most of them knew little or nothing of the most elementary rules of arithmetic, algebra, and so on. My Haileybury experience dates 10 years ago, and as a general rule nothing could possibly be worse than their knowledge on these subjects; but I have no doubt that that was not the fault of the school but that it was the fault of the boys themselves.

2423. Have you had any means of judging of the merits of the different places of tuition?—Only after an examination to see where the successful candidates have come from. Having been so long an examiner I am very often asked to recommend a tutor for these examinations, and I am very delicate about it. I generally say to the people who ask me, "The best "thing which you can do is to get two or three of "the reports of the Woolwich examination, and you "will see where the successful candidates have "been educated; select some man who is successful "and judge for yourself,—I cannot recommend any-"body." When I examine the youths I do not know at all where they come from.

2424. Are you of opinion that if mathematics were properly learnt at public schools, boys might come up straight for examination for Woolwich, Sandhurst, and the army?—The examination for Woolwich is very special, and I suppose that at a public school they can hardly appropriate a boy's time sufficiently for the examination for Woolwich. Supposing that a boy had a good turn for mathematics, and that he wanted to come in upon mathematics, I doubt whether a public school would allow him to devote so much of his time to the special work as would be necessary for that purpose.

Canon Heaviside.

15 July 1868.

Mathematical instruction at public schools.

2425. (*Chairman.*) But in the other examinations there would be no difficulty?—None at all, if you could get them to work.

2426. (*Lord E. Cecil.*) You think that all boys going to Woolwich should pass through some private establishment after leaving a public school?—Do you call Cheltenham College a public school?

2427. It is not included in the report on public schools.—The youths coming up from Cheltenham are uncommonly well prepared for the Woolwich examination. What their system is there I do not know, but I have heard that when a youth is intended to come up for that examination they keep him to those special subjects for a year or two. I do not, however, know that that is true.

2428. I suppose that that is a special case; boys from Eton or from Harrow would hardly be prepared for such an examination?—No.

2429. Would it be in your opinion necessary for boys from Eton or from Harrow to go to a cramming school, before going up for the Woolwich examination?—To go to some special tutor; I do not call it cramming for Woolwich. I think that it would be a very great risk for a boy from Eton or from Harrow to go up for Woolwich relying on his school mathematics.

2430. If the boys come up so well prepared as you say they do from Cheltenham, do you see any reason why they should not come as well prepared from other schools?—Certainly not, if they can adopt the same system.

2431. Do you think that it would be quite safe to risk the chance of boys passing a simpler examination who had been educated at Eton or at Harrow, without the intervention of a cramming school?—I think so certainly, taking those who had attended to the subjects. I suppose that there is facility at a public school for a boy learning algebra as far as simple equations.

2432. But if the candidates do not acquire the elementary portions of arithmetic and algebra, it is impossible that they can come up sufficiently prepared?—Just so. I know Dr. Colenso was mathematical master at Harrow; there is no doubt about his mathematical attainments, and he could have taught the boys there anything which they required to know for a low or a high mathematical examination; therefore I do not consider it the fault of the school, but the fault of the boys, or that mathematical instruction is tabooed in some way or another.

2433. (*Lord Northbrook.*) Do you examine the cadets who pass out of Sandhurst?—Yes.

Mathematical proficiency at Sandhurst

2434. What is the general proficiency in mathematics of the lower half of those who pass?—Of course, there are always a few very bad ones at the bottom; say that there are 150 to be examined, there are some 20 very bad, and who barely scrape through. But I think that the generality of youths who pass out of Sandhurst know algebra tolerably well, at least as far as simple equations.

2435. Not more than that?—No, not the generality of them. Those who are at the top of the list, and those who work and try to get commissions without purchase, do very well indeed. I apprehend that there are many of them who have not got quite marks enough to get into Woolwich, and they go to Sandhurst afterwards, and thus perhaps some half a dozen are nearly as good as some of the Woolwich youths.

2436. The lower half, whom you have described as only knowing algebra up to simple equations, know

Canon Heaviside.

15 July 1868.

very little more than they ought to have known when they entered?—Certainly, excepting, as I have said, that it is not absolutely necessary that a candidate for a direct commission, or for admission into Sandhurst, should touch an algebra paper at all; he may pass by the arithmetic and the Euclid, or by the arithmetic alone, but I do not think that it has often happened that candidates have come in by arithmetic alone; it has very rarely happened.

2437. Speaking generally, the 18 months' instruction at Sandhurst has not been very productive?—Not with the lowest class; there is just the same difficulty in getting them to work there as elsewhere.

Mathematics at the Staff College.

2438. (*Lt.-Col. Chesney.*) With regard to the Staff College, I observe that in one of your reports you mentioned that there was a want of method in the officers' work. Do you believe the benefit of teaching mathematics is in the attainment of method, or in the attainment of a certain knowledge of mathematics?—Certainly, in the attainment of a certain knowledge of mathematics; but there is a good way and there is a bad way of producing it, and I think that my remark applied to that.

2439. The chief value, at any rate, of the teaching in the Staff College you would imply to be the gain of a certain quantity of mathematical knowledge?—Certainly.

2440. Then there is no indirect value which you really look to?—Not to the same degree as with younger men.

At Woolwich.

2441. With regard to an answer which you have given with respect to youths having the appearance of being overstrained, does your remark apply to those youths who leave Woolwich?—I just see them at their examination, and they go away; I do not see any sign of lassitude, or debility, or anything of that kind, and I do not see them again. I do not follow them up in their after career.

2442. You have spoken of the Engineers and the Artillery being easily separated after the first year's course; I suppose that, in your opinion, the two sets of cadets might at some point be easily separated?—No doubt. My answer had not so much reference to the time at which they might be separated, but to the fact that they might be separated at some time.

2443. Is it possible, as I have lately heard, for a cadet going into Woolwich, and not having a natural aptitude for mathematics, to study during the whole time that he is at Woolwich, and yet to come out of Woolwich knowing no more than when he went in?—I cannot say that.

2444. Speaking of an educational establishment, which is said to have a half, or from a half to two-thirds of its pupils idle, would you in these days consider that to be an exceptional amount of idleness? What I ask refers especially to Sandhurst?—Not at all.

2445. Is it your belief that the public schools strictly so called do not give sufficient time to the study of mathematics?—I should not like to answer that question, because I do not know what time they do give, but I only judge of the result. I speak more of what I saw at Haileybury some years ago than of the military examinations; the boys did not come so well prepared in mathematics from public schools as they did from many private schools. I am not saying whether they were better educated or not, otherwise.

Examinations for admission to Woolwich and Sandhurst.

2446. (*Rev. Dr. Butler.*) Have you observed in the last few years any change in the mathematical attainments of those youths who enter Sandhurst?—I think that the maximum attainments of those youths who enter Sandhurst certainly have improved in the course of the last seven or eight years.

2447. You would draw a very wide distinction between the standard required for entrance to Sandhurst, and that required for entrance to Woolwich?—A very wide distinction.

2448. You would say that any boy, if he was taught properly, ought to pass the Sandhurst test with ease, and also the examination for a direct commission?—Certainly.

2449. With regard to the examination for entering Woolwich, would you say that boys of ordinary mathematical ability might be expected to pass it with ease?—Yes, I think so, if they had received instruction for it. I do not think that it would be safe for a boy to come from a public school and to rely upon passing the mathematical part of the Woolwich admission examination.

2450. Are you aware that at most of the public schools very few of the boys look forward to entering Woolwich, either directly from their school or subsequently?—I should think very few.

2451. Consequently that is not one of the objects of the ambition of the able and more industrious boys?—I should think certainly not. I should certainly think that the best boys from those schools went to the universities.

2452. Whereas at Cheltenham a large number of the boys look towards the universities, and an almost equally large proportion look towards Woolwich?—I should think that that is very likely.

Mathematical knowledge requisite for officers of artillery and engineers.

2453. (*Brig.-Gen. Lefroy.*) You have expressed the opinion that a high mathematical examination should be compulsory upon all candidates for the Royal Engineers?—I think so.

2454. Does that proceed from any estimate of the practical duties of all officers of the Royal Engineers, or from the necessity of maintaining the prestige of that body as a scientific one?—I think the last a very important consideration. Of course I cannot be expected to know much about the military duties of the Royal Engineers, except that I have a son in the Royal Engineers, and he is on the Trigonometrical Survey in India, and he often refers to me by letter on questions of advanced mathematics, and he does not seem to be better than the other youths of his own standing; in fact, I think that amongst them there is a very considerable amount of mathematical cultivation.

2455. Of course it is conceded that high mathematics are necessary for all the operations of the Trigonometrical Survey?—Yes.

2456. But they employ those officers in the Royal Engineers?—Yes, of course.

2457. Have you examined the advanced class at Woolwich?—I have.

2458. Have you not seen there that the professional artillerymen have to deal with subjects which have to do with quite as high mathematics?—Certainly; but I did not assume that all artillery officers need be so highly instructed as those for the advanced class.

2459. Therefore, when you say that it should be compulsory for all engineers, you do not mean to imply that it should not be compulsory for some artillerymen?—No. What I mean is that I would have a higher compulsory standard for the engineers than for the artillerymen, and I would allow the artillerymen who had not any turn for mathematics to drop them after they have been for a certain time employed in their study.

2460. But you do not mean that others should drop them?—Certainly not. I would provide the highest standard for them, and those who had any taste for the subject, or desired to pursue it, should certainly have every facility to pursue it.

2461. Then would not your plan, if applied practically to Woolwich, go to making a double college, namely, an engineer college and an artillery college?—I cannot tell what the military effect would be; it would be, I suppose, like having separate classes in a college.

Examination for Woolwich and Sandhurst.

2462. Do the mathematical examinations resemble sufficiently closely those of Cambridge or of Trinity College, Dublin, to admit of an academic value being attached to them? Would any such scale be possible?—It would be scarcely possible, for the range of subjects is almost always so much wider and larger at Cambridge than for the Woolwich examinations, that I should hardly think that a definite comparison could be established which would be capable of any accuracy. An examiner might have general im-

pressions on the subject. When I have examined for the University of London several of the youths have come up so well in high mathematics that I have recommended them to go to Cambridge, and several senior wranglers have gone from the University of London to Cambridge.

2463. If you set identically the same nature of questions for Sandhurst and for Woolwich, do you assign the same number of marks for a perfect answer?—The papers at Woolwich and at Sandhurst are so different, that the number of marks assigned for the examiner to give are not the same.

2464. Is there any advantage in making it easier to obtain 6,000 marks at Sandhurst than to obtain 3,000 marks at Woolwich? Ought not the marks to have something like a comparable value?—The subjects are very different. You may give the same number of marks for an easy or a hard paper, for a high or a low subject, but 300 marks in one case would, of course, represent a very different knowledge from 300 marks in the other. I hardly see how you could institute a comparison between examinations so totally different as the Sandhurst and the Woolwich examinations are, the one being only on elementary subjects, and the other going much further.

2465. The general tenor of your evidence, as I collect it, is, that the mathematics for Woolwich are not usually considered "crammed"?—As far as regards Section 1, namely, algebra, Euclid, trigonometry, and mensuration, they are not crammed. No lad would have a chance who had not learnt and studied the subjects well.

2466. (*Rev. W. C. Lake.*) You have said that only a small number at the bottom of the list do not pass the examinations for direct commissions?—Yes; the examination itself is very elementary.

2467. Is not that rather a favourable view to take? We have generally had a representation of the gross ignorance of the candidates?—I am only speaking of one subject. According to the standard which is given them, I think that upon the whole they get up to the standard very fairly. Of course there are always some who just scrape through.

2468. Do you think that in what you may call the arithmetical subjects in the examinations for direct commissions the candidates are well grounded?—A large proportion of them do very fairly.

2469. But you do not believe that the cadets come from the public schools, but from the private tutors?—I do not know positively where they come from; I have only their index number. My general impression is that, as regards a great many of the public schools, youths who come up for these examinations go to private tutors for a time after leaving school.

2470. Do you think, from what you know of public schools, that if the public schools had something like the separate department which they have at Cheltenham the boys would not learn tolerably well?—It would be an improvement, but at all the large schools, there is a great temptation to boys to be idle, and idleness is so catching that I think that it would be very difficult to do what you propose. I am not talking of those boys who are the best at the school, but there are some whom you cannot get to do anything; they will not learn anything from a book, no matter what it is.

2471. You have had some experience of the Cambridge examinations in mathematics, and also of the matriculation examination in the University of London?—I have, but as regards Cambridge it is very many years ago.

2472. Taking the matriculation examination at the University of London, do any large proportion of the young men who get direct commissions, and of those who enter Sandhurst, do as well as the better pupils for the matriculation examination at the University of London?—As far as mathematics are concerned, I should think that they were very nearly parallel. I should think that very nearly the same per-centage did well, and very nearly the same per-centage did ill. I have not examined for the University of London for the last eight years, but I presume that it is pretty much now what it was then. The matriculation examination for the University of London was very much like this examination with regard to the standard; the algebra and the arithmetic were very similar. I think that there were four books of Euclid instead of three.

2473. Taking the case of the higher candidates, if you compare the best of those who succeeded for entrance to Woolwich and the young men in their first year at Trinity, or in their first year at St. John's at Cambridge, what would be the comparison?—I am speaking of mathematics only, and I should say that the half-dozen at the top of the list for admission to Woolwich would be about equal to the first six at Trinity College in the first year. This I think would be the average, though there would be occasionally brilliant exceptions in favour of Trinity, but I am rather speaking of a university experience of a long time ago.

2474. Do you examine the young cadets on leaving Woolwich?—Yes.

2475. With what at Cambridge would you compare their mathematical attainments at that time?—It would be difficult to say; the style of mathematics is very different. At Woolwich it is made much more practical; at Cambridge, for instance, a man might take a high degree without ever using a book of logarithms, though of course he would know well the theory of logarithms.

2476. If you cannot compare them in actual performances, can you compare them in abilities?—I think that the cadets at the top of the list at Woolwich show such great ability that you might say that if they had gone to Cambridge they would have been among the first ten wranglers. I mean that if one such had gone through the Cambridge course instead of going through the Woolwich course, he would have attained this university distinction.

2477. (*Sir D. A. Cameron.*) Do the candidates for admission to Sandhurst as a rule show greater proficiency in mathematics than the candidates for direct commissions?—I can hardly say that they always do. Some of the candidates at the top of the list for Sandhurst, as I have heard afterwards, are those who have failed for Woolwich, and then they have passed for Sandhurst. The maximum at Sandhurst is so simple compared with Woolwich, that though they fail at Woolwich they do uncommonly well at Sandhurst. But every now and then in the examination for direct commissions you get a very good candidate.

2478. Then they have very much the same knowledge of mathematics?—I think so, except for a very few at the head of the list.

2479. (*Chairman.*) I suppose that looking to the character of the examination for Woolwich, and the age of the young men who pass it, you may fairly say that although some pass who have not a natural turn for mathematics, the majority must have a turn for the subject?—Yes, I think that the majority have the gift of reading mathematics with advantage.

2480. Should you be surprised if you were told that the professors of fortification at Sandhurst had found the young men who enter there so poorly instructed in arithmetic, as a rule, that they were not able to make the ordinary arithmetical calculations necessary for the study of elementary fortification?—It would not surprise me to hear that some were so deficient, but it would surprise me that all were so deficient.

2481. Would it surprise you to hear that such deficiency was common?—I think that it is very possible with some of those who just scrape through; 200 marks out of 500 for admission is a very small proportion, especially when we are obliged to set so many elementary questions.

2482. Then a young man may pass the examination for a direct commission with a very elementary knowledge?—Yes.

Canon Heaviside.

15 July 1868.

2483. (*Sir D. A. Cameron.*) Would you recommend that the minimum should be raised?—The moment that you do so you increase the number of failures to such a degree that there is an outcry, and then probably the standard is again reduced.

2484. (*Chairman.*) As a matter of fact the failures for direct commissions and for entrance to Sandhurst are very few, are they not?—Yes, as regards mathematics, but it is a very elementary examination.

Half-yearly examinations at Sandhurst.

2485. (*Lord E. Cecil.*) It has been stated in evidence that at the end of each half-year at Sandhurst there is a relaxation of study amounting to a week or ten days; can you explain how it is that the examiners take such an enormous time to calculate their marks?—It is very close work. I think that there are generally about from 120 to 150 candidates at each half-year; they have each three papers in mathematics, so that the examiner might have to look over 450 sets of papers, and that takes time; and it is not so much the looking over the papers which takes time as the marking them. You can look over the papers easily, but you have to give marks for the papers, and to tot them all up, and to tabulate them, and you must do it with great care, to avoid mistakes. That is what takes the time; it takes a long time to look over the papers and to make the returns.

2486. You do not think that it is possible that it could be done in a shorter time?—Anything is possible. If you had a separate examiner for each of the three papers, and required that he should send in his marks very soon, it might be done.

2487. I ask the question, because the present system has a serious effect upon the discipline of the cadets, and it produces a certain amount of idleness?—There are so many subjects, that the examination itself at Sandhurst necessarily lasts a long time. My examination, which is the mathematical one, is a heavy one, but it is usually put early, and I rather think that I send in my marks before the other examinations are finished; but I will not be sure upon that point. A long time is taken for the classical tripos at Cambridge.

2488. Could you suggest any way in which that great delay could be obviated?—Yes; I could suggest that instead of having the examination at the end of the term upon all the subjects, the examinations should be distributed over the term, if the present state of things is such a real practical evil that it is desirable to get rid of it.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

Thursday, 16th July 1868.

PRESENT:

THE RIGHT HON. EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
REV. DR. BUTLER.
REV. W. C. LAKE.
BRIG.-GEN. LEFROY.
LIEUT.-COL. CHESNEY.

The REV. OSBORNE GORDON, M.A., examined.

Rev. O. Gordon.

16 July 1868.

2489. (*Chairman.*) You are, I believe, one of the examiners under the Council of Military Education?—Yes.

2490. How long have you filled that appointment?—Since 1860; my first examination was in the winter of that year.

2491. You are an Examiner in Classics for Direct Commissions, for Sandhurst, and for Woolwich?—Yes.

Examinations for direct commissions, Sandhurst and Woolwich.

2492. With respect to the examinations for direct commissions, and for entrance to Sandhurst, which I believe are almost identical, will you tell the Commission what you consider to be the nature of those examinations, and whether they are easy examinations or not?—I make them as easy as I can, and the examinations, as far as I am concerned, are identical, and the men are of the same quality.

2493. Is it your object to test the general education of the young men who come up?—Yes, so far as my duties permit me to do so, and as far as I can, examining only in the classics.

2494. Has the character of the classical examination remained the same during the whole time that you have been examiner, or have any alterations been made?—Some alterations have been made as regards Woolwich, but not as regards the other two examinations. Formerly, as respects Woolwich we gave questions in ancient history, and also in classical literature; but those two branches of the examination have been given up.

2495. With respect to the classical examination for Woolwich, is it of a higher character than that for direct commissions, and for entrance to Sandhurst?—Yes, and the men are generally better.

2496. What do you think of the average attainments in the classics of the young men who come up for direct commissions and at Sandhurst?—They are very low.

Defic the c in cla know

2497. Do you think that there has been any improvement in those respects during the time that you have been an examiner?—To a certain extent the number of persons who are absolutely ignorant is not so large as it used to be. Formerly men came, and you could not understand why they presented themselves at all for examination, for they knew nothing; the number of such men has diminished.

2498. Were you surprised at the lowness of the character of the answers which were given?—I certainly was at first.

2499. You expected that, taking young men who had received a public school education, you would have found them more competent?—It was astonishing to me how they could know so little. I am now engaged in an examination for Woolwich; unfortunately I think that the men are not so good as usual, but I should like to show the Commission a specimen or two. This is a paper in Greek (*handing a paper to the Chairman*). I have not had time to look at the Latin. Here is another paper.

2500. (*Sir D. Cameron.*) Are those some of the worst?—These are some of the worst.

2501. (*Lt.-Col. Chesney.*) They are chosen as some of the worst?—Yes.

2502. (*Chairman.*) Is this the whole answer?—Yes. Here is the paper of a man who has written a good deal, but there is not one word of sense in it.

2503. (*Lt.-Col. Chesney.*) This would be no test of those young men who go into Woolwich?—Certainly not.

2504. (*Sir D. Cameron.*) The men who have given these answers of course will not be admitted?—They will not be admitted so far as this paper is concerned.

2505. (*Chairman.*) These papers which you now produce are of course below the average?—Certainly, but I must say that the number of papers of that kind at this examination is much greater in proportion than usual; it is a bad set of papers from some cause or another.

2506. Do you get papers worse than these for the direct commission examinations?—No, they could not be worse; it is impossible. What the men write is not only absolutely wrong in relation to the original, but there is no sense whatever in it.

2507. I understand that you consider the classical examination for direct commissions and for Sandhurst to be as easy as possible?—Yes.

2508. And you desire to make it easy?—Yes; it is a difficulty for me to make it easy enough.

2509. Do you take any notice of spelling in these papers?—I notice it myself, but it does not affect my marks.

2510. Would you be surprised to hear it said that many of the candidates who pass at Sandhurst on coming in are very ignorant of spelling?—They certainly are.

2511. That is the same, I suppose, in the case of direct commissions?—Yes; I cannot distinguish Sandhurst men from the direct commission men in any way.

2512. Of course the great subject of examination at Woolwich is mathematics?—Yes.

2513. Therefore you would not expect so high a standard of classics?—No; I always take into account that the men have been obliged to pay more attention to mathematics, and that they can only be expected to know such classics as they know when they come from the schools.

2514. Still, as a rule, they pass superior examinations to those for direct commissions?—Yes, and very often quite satisfactorily. I am sometimes able to pass nearly the whole of the candidates in Latin; but as regards the paper I have exhibited, I should be compelled to reject nearly one half.

2515. Have you instances of young men coming up with considerable attainments?—Yes; it is not at all uncommon to have very good men indeed.

2516. Men who might have taken honours at the universities?—Certainly so.

2517. Do you find anything of that sort in the easier examinations?—Yes; there was an examination last August where the men were passed for direct commissions; many of them were very good men. There was one man who certainly might have obtained a first class at Oxford; he was the best man that I ever had.

2518. Have you any suggestions to make with reference to the easier examinations; do you think that they could be in any way improved?—I think that it would be a good thing if a few easy books were put before men definitely, so that they should know what to read. I endeavour to approach that result in this way. The Council have given me a list of books which is a great deal too wide, and out of it for direct commissions and for Sandhurst I only use, perhaps, in Latin, Cornelius Nepos, the first book of Livy, the first book of Cæsar's Commentaries, the first book of Cicero's Offices, the first or second Æneid, and the Odes of Horace. In Greek, I use the first book of Herodotus, some portion of Xenophon's Anabasis, the first or second book of the Iliad, and one or two of the easiest plays of Euripides.

2519. But you think it would be a good thing to state what the books will be?—Yes; I would do it six months before the examination.

2520. Would you do the same with respect to the Woolwich examinations?—I think not. I think that the candidates would see pretty well from the papers what books were used; but I would not lay them down more definitely.

2521. Regarding the Woolwich examination as distinctly a higher matter?—Yes. I may observe that I do not wish the papers which I have produced to be considered as average specimens of the Woolwich men. They are exceptionally bad; they are the worst of the lot. (*The Latin paper, subsequently seen by the witness, was stated to be quite satisfactory.*)

2522. (*Lord Northbrook.*) Do you think that by letting the candidates know in what book they were to be examined there would not be cramming; for instance, take one book of Virgil, if it were known that that book would be examined in, would not there be cramming and not learning that book?—I think that cramming consists in learning two or three passages out of several books, upon a calculation that some one of them may be given.

2523. In grammar they could not be crammed?—No.

2524. (*Rev. Dr. Butler.*) Have you examined for the "little go" at Oxford?—No.

2525. Have you examined for a pass degree?—Yes.

2526. Would you at all compare the performances of the candidates for direct commissions with the performances of those young men who go up for a pass degree?—They are much better in the case of those who go in for a pass degree, there is no doubt about that. I know what "little go" men are, and I should say that on the whole they are better, or at least do better, simply for the reason that they bring up definite books.

2527. Have you had occasion to examine men for matriculation?—Yes.

2528. Is there a distinct difference between the performances of those young men who come up for direct commissions, and the performances of those who come up for matriculation?—We never find any man coming for matriculation so bad as the worst of those who have come for direct commissions.

2529. Do you find that the break-down is in elementary grammar, just as much as in translation from Greek and Latin?—Yes, I think so, where men do break down entirely.

2530. Has there been any improvement whatever in this respect in the knowledge of grammar in the last few years?—Yes, generally there has been. The candidates know that we set a high mark upon grammatical questions, and there has been an improvement.

2531. Can you draw any distinction, as respects the candidates, between the Greek grammar and the Latin grammar, or are they equally bad as regards both?—They know most of the Greek grammar, probably because they think that they know the Latin as a matter of course.

2532. Have you examined in any other subjects besides classics?—No, I have not examined in the other papers, but I always take an interest in them, especially in mathematics. There are many subjects of which I know nothing.

2533. Have you reason to think that the classical deficiencies are at all compensated by general knowledge?—I could not say that, but I think that it will very often be found that the men who do best in classics also do best in other subjects. I notice that from the returns which are sent to me.

2534. Does your classical examination include ancient history?—No, there is no history; it was given up about five or six years ago, and I conceive that the reason was that it was entirely got up by cramming; men did not even read manuals; they got it up orally, and you could perceive that the men had never seen the proper names in print, and they transferred the characters from Greek to Roman history, and *vice versâ*.

2535. Are you able to judge whether many of the young men who fail most conspicuously in classics come from the public schools?—One does not know that; you only know from what schools the successful candidates come. Those are advertised, and I myself think that it would be a good thing if those were not advertised, but if the schools from which the failures

Rev. O. Gordon.

16 July 1868.

Military examinations.

come were advertised. The schools which send successful candidates would make themselves known.

2536. Do not you think that boys who come even from low forms in public schools ought to have little difficulty in passing this examination?—I think that it is discreditable to any school that it should send away men who are not able to pass these easy examinations without further assistance.

2537. Many of them, and perhaps most of them, come from the lower forms of the school, and are not particularly studious?—They must be 17 or 18 years of age for direct commissions, but they may be in the lower forms of the school.

2538. Is not the age 16 for entering Sandhurst?—Yes, past 16.

2539. Are you aware that at some of the public schools boys are now obliged to leave at a particular age, unless they reach a particular part of the school?—I was not aware of that, but I am aware that great schools do not like keeping boys after 16, unless they think that they will do them credit in the universities.

2540. (*Brig.-Gen. Lefroy.*) Does not it sometimes occur that a paper may be very badly construed, that is to say, that a boy may be wrong again and again, and yet that the paper may not be so wrongly translated?—Certainly. There may be grammatical error, and yet the sense given.

2541. In that case would you give him marks for his translation, or how would such a paper as that rank?—I should pass a paper of that sort.

2542. And he would get pretty good marks?—Yes, if I saw that he caught the general sense of the passage, I should pass him beyond doubt, and should give him fair marks.

2543. Does not the difficulty of most of these boys, in dealing with unseen papers, arise very much from the slavish way in which they only construe, and do not translate, in most systems of teaching?—I myself hardly think that it does, because many of them show a total want of being able to construe the simplest sentence.

2544. Do many instances present themselves of such an apparent promise of scholarship, so far as it extends, as to make it a subject of regret that classics are not afterwards kept up?—I have never felt that. I do not think that there is any great number of men who could find time to carry on classical studies to any great advantage along with their professional studies.

2545. It has been suggested that it might be advantageous to allow youths who have an aptitude for scholarship, and a taste for it, to keep it up of themselves during their subsequent military education, and to benefit by it at the end as a voluntary subject; do you think that that would be an advantageous arrangement?—I do not think that it would be a bad thing to offer an encouragement to men with classical tastes not to give up their classical studies where they could be carried on consistently with their professional studies.

2546. (*Sir C. Russell.*) In your experience do you find some boys who would pass a fair *viva voce* examination, and who are very indifferent when it comes to a written examination?—I should very much like to have a *viva voce* examination of all of them, if it could be done.

2547. I suppose that the objection would be the loss of time?—Yes; I think that for the East India Civil Service examination the *viva voce* part of it is of the very greatest value, and I have been several times engaged in conducting that part of the examination. One examiner I think could examine 24 candidates in a day in one subject, and could do no more.

2548. (*Rev. W. C. Lake.*) From your remarks I collect that you think that the ordinary examinations show a very low state of knowledge in English schools?—Very low indeed.

2549. Have you any means of comparing the state of knowledge in English schools with the state of knowledge in foreign schools?—I have not.

2550. You have, of course, the means of comparing it now with what it was 10 or 20 years ago; do you think that it has generally declined, or not?—More subjects have been introduced into schools. I do not think that classical knowledge has improved.

2551. Are you aware of the fact that at present 50 per cent. of the men who go in for their "little go" examination are plucked?—I have known that happen, and I think that it is too much.

2552. That would be about the same proportion, or a higher proportion, than fail at the army examination?—I do not think that I have ever allowed more than 20 per cent. to fail. You must take men such as they are. I have passed men whom I would rather not have passed, but men must be supplied, and you do not make them better by plucking a great number.

2553. You have stated that the names of the successful schools are mentioned?—Yes.

Prepa forded school militar nation

2554. Of the public schools you can tell us which are the successful schools?—I should think that more boys come up directly from Cheltenham and Marlborough than from any other two schools.

2555. Cannot you mention any other schools?—I think that a good many come from Rugby, but not many from Eton, which is probably owing to their leaving Eton at an earlier period and going to some tutor; but I have noticed that Cheltenham and Marlborough in proportion send up more men directly.

2556. You know what is, in a great measure, the cause of the success of Cheltenham, namely, that they have a modern department well worked?—Yes.

2557. Do you not think that it would be possible to introduce something of that sort for boys at the public schools not intended for the universities?—Yes, I think that it would be a good thing.

2558. From your experience of the matriculation examinations at Oxford, you think that it would not seriously damage the chances of men who changed their minds and wished to go to Oxford?—Certainly not.

2559. In that case, I suppose that it would be necessary to omit, or greatly to diminish, the study of Greek?—Yes, but at these examinations the number of men who take up Greek is much less; one-third at least of the men who take up Latin do not bring up Greek.

2560. Supposing that you were to take out Greek from the army examination, or to give one paper in order to enable a boy who knew Greek very well to distinguish himself, might not it have the effect of fixing the studies of the boys attentively on Latin?—There is but one paper now in Greek for direct examinations and for Sandhurst, and there are two papers for Woolwich.

2561. You have stated that you do not think that there would be time for a soldier to pursue his classical studies after he entered the army. Supposing that you struck out Greek, surely there would be plenty of time for a man to read the Latin historians?—I do not think that there would be time to enforce study upon all. I do not mean to say that some would not find time.

2562. You think that it would be a good thing to encourage a classical taste?—Yes.

2563. And in the examination for Woolwich a large number show very considerable classical talents?—Yes, they do sometimes. You have almost always very respectable candidates for Woolwich.

2564. Can you devise any explanation for the fact that it seems difficult to get the mass of the boys in most of the public schools, except those who are studying hard, to study at all?—I cannot.

2565. But is not that the fact?—Yes. I do not think that the desire of knowledge is so strong in the human mind as is sometimes assumed.

2566. With regard to physical science, has it struck you that rather too much is made of physical science in the entrance examinations for the army?—I do not feel capable of giving an opinion upon that point, but it has seemed to me that a great deal is required from them.

2567. Do you think that the sort of teaching in physical science which the boys get when preparing for the Woolwich examination is likely to be of much use to them mentally?—I could not give an opinion upon that point which would be worth having.

2568. I believe that some men go from Oxford directly to the army?—Yes.

2569. Do they pass any examination in that case?—I think that they are admitted to Sandhurst if they have passed "moderations," and are qualified for direct commissions if they have passed the examinations for a degree; but I am not sure.

2570. From what you know of Oxford, and from what you have seen of these examinations, do you think that those men would be a desirable class to encourage?—I think so very much.

2571. Then, in fact, you would give every facility for such men coming into the army?—I would.

2572. Do you think that if they have passed their "moderations," it would be quite a sufficient test of their being prepared?—I think so.

2573. Taking the average of answers of the men at the examination for direct commissions, and comparing them with the average performances of men for matriculation at Oxford, would you say that the men for direct commissions and for Sandhurst were much lower?—I think that they are lower, but not very much. I would give the advantage to the matriculation. I am speaking of the successful candidates in each case.

2574. You do not see any objection to men coming from Oxford, though they may be somewhat older, say 20 or 21?—No; I think that their age would be an advantage.

2575. With regard to a question which was asked just now by Dr. Butler, as to the omission of history, are you of opinion that it is a distinct advantage not to examine in ancient history on account of cramming?—Yes.

2576. (*Chairman.*) I understand you to say that with respect to the admission of gentlemen from the universities, you would put the admission for a direct commission and the admission to Sandhurst upon the same footing, that is to say, you would get rid of the distinction which now exists by which a degree is required for a direct commission, and you would let the "moderation" examination do for both?—I think so.

2577. When you say that you think it very desirable to admit university men to the army both for direct commissions and for Sandhurst, have you considered the possible difficulties as regards discipline at Sandhurst in having men of such very different ages, namely, young cadets of 16 and men of 20, or 22, or 23 who have passed through their university course?—I think that the admixture of men of a more advanced age might be an advantage.

2578. Do you find that there is any difference between the instruction of candidates who come up for direct commissions and the instruction of those who come for entrance to Sandhurst?—No.

2579. They are all upon a par?—Yes.

2580. (*Lord E. Cecil.*) Do you think that it is the general mode of teaching at schools which is to be found fault with, or do you think that it is not so much the teaching as the inability which exists in schools of making boys work, or the want of incentive to them to work?—I cannot conceive that such papers as those which I have produced are owing to incapacity to learn.

2581. Then you think that there must be some fault in the teaching?—I think so.

2582. Have you any recommendations to offer upon that point in the way of teaching at schools? Can you suggest any method by which the teaching can be improved?—I think not, except that they should take more pains.

2583. I think you have said that you have no acquaintance with the teaching of schools abroad?—No; I know nothing of foreign schools.

2584. From personal observation should you say that foreigners generally are better in classics than Englishmen?—I should say generally not, but I do not know.

2585. Do you observe that the boys who come up from Scotch schools have a better acquaintance with classics than the boys who come up from English schools?—I do not know where the boys come from until I see the list of successful candidates; but in examining for the East India service I have always been very much struck with both Scotch and Irish boys.

Military examinations.

2586. They are better grounded in the classics?—Yes.

2587. In Greek as well as in Latin?—I think so. Some of the Irish boys are excellent; the Irish are always more ready in a *vivâ voce* examination. There is a school in Galway which I remember as sending up good men, and Trinity College sends up excellent men.

2588. Are the Scotch boys taught to pronounce Latin and Greek in a different way from the English boys?—I think that they pronounce it better, though with a local accent. They always give the broad A, and the Irish do the same.

2589. (*Lord Northbrook.*) Is not an Irish boy of 16 generally speaking sharper than an English boy of 16?—Yes, according to my experience.

2590. There is some difference in the race?—Yes. It is sometimes very lively work examining an Irish boy.

2591. (*Lord E. Cecil.*) Has it not always appeared to you very strange that boys who are engaged in learning two dead languages from the time that they are six or eight years old to the time when they are 16 or 18, should not be turned out better scholars than they are?—Yes, it quite amazes me.

2592. (*Lord Northbrook.*) May not it result very much from the tendency in public schools to remove a boy from one class to another before he thoroughly understands the elements of Latin and Greek?—I think that it may.

2593. (*Lt.-Col. Chesney.*) Referring to your opinion that the mixture of young men of a more advanced age at a military college with lads of 16 might be an advantage, are you speaking theoretically, or from any practical knowledge?—Not from practical knowledge of Sandhurst, but I have always thought it a good thing at Oxford when bachelors associate with undergraduates, which is somewhat a parallel case.

Admission of older candidates to Sandhurst.

2594. (*Rev. Dr. Butler.*) Is there not this difference, that bachelors are mostly men of superior attainments?—Not necessarily so.

2595. As a rule do bachelors stay up at Oxford other than those who have taken fellowships?—Yes, I have known 20 or 30 residents in a term, but as no residence is now required between the B.A. and M.A. degrees this number is probably diminished.

2596. But speaking generally, they are among the more studious men?—Yes.

2597. (*Lt.-Col. Chesney.*) But in this case of Sandhurst the older man would not have taken his examination, and would have no more standing than a lad of 16?—He would not have taken the whole of his examination.

2598. Is not your view altered by the fact that he has no standing whatever in the place, and is just in the same position in the college as the younger lad; in fact he may be actually placed under the orders of the latter?—That would place them in an awkward relation towards each other.

2599. I do not suppose that that had occurred to you?—No, it had not. I was not aware of the organization of Sandhurst. If I was acquainted with the organization at Sandhurst I might see that it was impossible. I only spoke generally of the advantage of younger and older men being mixed together.

2600. (*Rev. Dr. Butler.*) I think you have expressed yourself strongly in favour of the modern department at Cheltenham College?—Yes, as far as I know anything about it.

2601. It undoubtedly enables many men to pass for

Rev. O. Gordon.

16 July 1868.

Military examinations.

Modern departments at public schools.

Woolwich who might otherwise be less likely to pass?—I dare say that it does.

2602. Would you be prepared to recommend the establishment of a modern department at public schools generally?—I think that I should, where the school is large enough to admit of division.

2603. Do you speak in the interests of the army, or of liberal education generally?—I speak generally.

2604. You think that the education of English gentlemen generally would gain if a considerable proportion of the boys at a public school were released in fact from the study of classics, and were allowed to give their chief attention to something else?—I have found it so difficult to induce men to study the classics that I would try something else with them.

2605. Are you aware that the recent report of the Public Schools' Commission appears to take a different view?—No; I have not seen the report.

2606. (*Rev. W. C. Lake.*) The only language which it would be necessary to give up in making such a modern department is Greek, is it not?—You would not advocate the entire giving up of Latin?—For myself I would give up neither; but I have been driven to the conclusion that it may be desirable to give them up. I would not say positively about Latin; but I certainly would give up Greek. I think that anybody who has had the experience which I have had of teaching men, or endeavouring to teach them, at Christ Church, must be anxious to give them a chance of learning some other subject, for they will not learn the classics.

2607. In that point of view you perhaps found the establishment of a school of modern history at Oxford a great advantage?—Yes; I think it a very good thing.

2608. Giving men who, for whatever reason, dislike classics a scope for their talents?—Yes; and I think that more Christ Church men have, in proportion, taken honours for law and modern history than members of any college in Oxford. It shows that it suited one class of men.

2609. An opinion has been expressed that it would be extremely difficult and almost impossible for young men to come up direct from public schools for the examination for direct commissions, and for the examination for admission into Sandhurst, without the intervention of a private tutor; your remarks do not seem to point in that direction?—No; I think that they might come up direct, and that the schools ought to teach them and ought to send them up fully prepared.

2610. (*Chairman.*) And you think that that would be an advantage?—I think so.

2611. (*Brig.-Gen. Lefroy.*) Is not the value of Latin as an aid to the acquisition of some modern languages, particularly Italian and Spanish, with which military men are frequently brought into contact of sufficient use for retaining its place in military education?—I think that it is of the greatest use in that respect; and if it could be done I should be glad to see the study of it encouraged.

2612. Is it not also the case, that as long as a large part of the British army is on the shores of the Mediterranean, officers are brought much upon classical ground, and merely as a point of mental cultivation should be capable of appreciating its interests?—It would be a good thing if it were so.

The witness withdrew.

The Rev. F. W. Vinter, M.A., examined.

Rev. F. W. Vinter.

16 July 1868.

Royal Military College, Sandhurst.

2613. (*Chairman.*) You are, I believe, professor of mathematics at the Royal Military College at Sandhurst?—Yes.

2614. And you were professor at Woolwich, were you not?—I was a master at Woolwich.

2615. How long have you been professor at Sandhurst?—Ten and a half years.

2616. How long were you at Woolwich?—Seven years.

2617. Has your service been continuous?—Yes.

2618. Your experience at Woolwich is an experience of more than 10 years ago?—It extended to a time 10 years ago.

2619. As professor of mathematics at Sandhurst, you are the senior teacher of mathematics?—Yes; all are commonly called professors, but strictly speaking there is but one professor in each branch. The other teachers in mathematics are masters, and in fortification instructors; in French they are masters; a little confusion sometimes arises on that head.

Mathematical studies.

2620. As professor of mathematics have you any general control over the mathematical studies at Sandhurst?—My control, according to the regulations, is simply to give advice when called upon by the superintendent of studies with respect to the whole mathematical education, in connexion with the Council; and I believe that there is a regulation in existence by which the mathematical masters should attend to any advice which I may think it judicious to give them upon minor points. In general my practice has been, except in very minute cases, to suggest anything to the superintendent of studies, and to act intermediately through him.

2621. Are you frequently consulted as to the general arrangements of the mathematical studies?—Yes, I think that very little takes place without my knowledge. I do not say that everything which takes place has been exactly in accordance with my suggestions, but I have been consulted, and my opinion has been taken in almost all cases, and in general my opinion has been acted upon with very few exceptions.

2622. Is the instruction which is given by the mathematical masters independent of you; does each man take a different class; is the instruction of the same kind as you give, but separate from yours?—Not exactly. There are five of us. The cadets when they first come are placed under the two juniors, according, as far as possible, to their mathematical attainments. It is found, according to my experience, that the greatest amount of instruction can be imparted to a class when they are as nearly as possible of the same standard. Arrangements have varied during the 10 years that I have been at the college. At first there were some cadets there for four years, and there were others subsequently for two. After that the majority, I think, came for a year, a few going out in a year and a half. Within the last year or so the majority have stayed for a year and a half, according to the regulations which will be found in the Horse Guards' scheme. The arrangement has been that as time goes on they are promoted to senior instructors, attention being still given to the point that they should be as nearly as possible of the same degree of attainments in each class, but men of the same years, as it were, being instructed together. The result has been that I, as senior instructor, have had the best cadets of those who were going up for commissions. The majority of my class, and in some cases my entire class, has consisted of competing cadets, and I have had very little to do with any but the cadets who were competing for commissions without purchase.

Distrib... the cad... classes.

2623. Is it the practice in the mathematical studies at Sandhurst that a cadet should go on from one class to the other whether he has passed satisfactorily through the lower class or not, or do you require that he should profit by his studies in the lower class?—The classes are arranged together according to the time during which a cadet has been in the college. The first term cadets for the mathematical studies are all taught together, and the second and third term cadets are respectively taught together, with this exception, that the classes may overlap, and then an instructor may have cadets of a second term and cadets of a first term

together. Also, according to the present arrangements, the cadets of the second term, if they have passed a certain qualifying examination at the end of their first term, are allowed to compete with the third term cadets. The cadets of the first term, provided they pass a qualifying examination in certain subjects, not in mathematics, but principally military subjects, are allowed to compete in the ensuing term with second term cadets. In such case those cadets, if sufficiently qualified, would be placed in the first class, and if not sufficiently qualified they would be placed in the second class, for mathematical instruction.

2624. Then the position of the cadets in the different classes depends partly upon the length of time that they have been at the college and partly upon their attainments?—Yes; I have always urged very strongly that the efficiency of instruction and the number to be taught together depend upon their, as nearly as possible, doing the same work in the same class. Of course there is difficulty in arranging this, but from the very first the arrangement is made independently of me. I think that there has been usually some communication between the Council of Military Education and the superintendent of studies with regard to the mathematical marks gained by the cadets on entrance, and according to those marks they are arranged in the two junior classes; and this plan goes on successively through the whole course, but after each half year they are placed in classes of instructors senior to those who had them before. The consequence is that in the senior class of all the mathematical professor has the most advanced cadets. There is this little exception to be made to what I am saying, in order to be quite strict, namely, that there was a little difference last year, in consequence of the striking off one mathematical and one language master, in arranging the cadets in six classes; and they were obliged to call up one instructor to teach French when the mathematics were going on, and one instructor to teach mathematics to the sixth class when the other five were doing French in each company. This is an exception which has little reference to the general classification, but still I wish to be quite accurate.

2625. Is your mode of instruction in the character of lectures, or is it in the character of individual instruction?—It is very difficult to teach mathematics simply by lecture. I have taught three or four of the advanced cadets together, and have combined questioning with lecture, especially upon the practical part of mechanics. I have also a small room with models in it, in which they receive an illustration of the theoretical work in which they are instructed. But I have found from experience that it is impossible to teach by lecture alone. Supposing that I put three cadets together, who are as nearly as possible in the same stage, I should find in a few days that one would get behind the others, and that one would get ahead; it would be unfair to the one who was ahead to keep him back, and it would be unfair to the one who was behind to push him on, because he would be at a loss. Mathematics are so peculiar in many parts of the instruction they require, that the loss of one single lesson, even through illness, would make a break. But still I do manage to teach, especially some of the practical parts of mechanics, partially by lecture, and by writing out just what I think best for those who are under me. What I say in lecture in a familiar way is copied. But I am obliged to alter my plan in some measure every half year, as the cadets vary so much in ability and proficiency.

2626. You suit your course very naturally to the attainments of the young men whom you have to instruct?—I am obliged to do that, except that I am obliged to send up a fixed course to the examiner in mathematics, and the marks are arranged according to the scheme by which one subject tallies with another. There are so many marks for the compulsory part of mathematics, and so many for the voluntary part; and there are so many marks for the compulsory part of fortification, and so many for the voluntary part, and so on; so that, taking the whole course, whether the cadets have done it or not, they have questions set in it. We do the best we can; but in general I have one or two cadets who can complete the whole; I do not say always satisfactorily. I consider that my third section course of practical mechanics and hydrostatics to a cadet of fair ability who knew nothing of it would take him a year. Each cadet at present has four hours and a half weekly of mathematical instruction in the first part of the term, and six hours weekly at the latter part of the term.

2627. You say that your third section course would take him a year?—Yes, if he knew nothing of it before.

2628. What time is now allotted to it?—In the voluntary part we take them as far as we can in the time at our disposal, our object being not to let them do more than they can do well.

2629. Are you able to give the Commission any information as to the state of preparation in mathematics, including arithmetic, in which the cadets come up to the college?—Your question will naturally bear on some remarks which I wish to make, but not entirely. I am desirous to give you every information consistently with my duty to the authorities. With Sir Duncan Cameron present I feel rather in a peculiar position; I feel that, as a subordinate officer in the Royal Military College, I may be asked questions here which I should hesitate to answer.

(*Sir D. A. Cameron.*) You may speak as openly as you like; you must give every information to the Commission without respect of persons.

Mathematical knowledge possessed by the cadets on their admission.

2630. (*Chairman.*) What is the amount of instruction with which cadets come up to the college?—It is important to observe the peculiar character of the acquirements of the cadets who have been admitted of late years to the Royal Military College as regards their mathematical instruction. At entrance the senior cadets and those most advanced in mathematics have, in the great majority of cases, been those who have tried also for Woolwich and have failed. Many have frequently gone into the examinations for admission to both colleges within a month, and on passing for Woolwich have declined their admission to Sandhurst. Consequently we find that those who have read most in passing into Sandhurst are very often those who have failed for Woolwich through the superficial character of their reading; and in such cases we work them up, as it were, from the very beginning of their course. The most satisfactory pupils whom we have are those who come up with some ability and a moderate but sound foundation. There are generally several instances of such cadets every half-year, who make rapid progress, and stand even first in mathematics at the final examination, as was the case last time. Our first man at the last examination in mathematics was one who had gained good marks at entrance, in a small extent of course, but he had learnt the greater part of his work in the college; he was breaking new ground, as it were, till within a few days of the examination. The second and third men had I believe tried for Woolwich and had failed. In saying this, I am not quite certain that the first man had not tried for Woolwich, all I know is that he had not read very much when he came. He may have tried, but I know that the second and the third did try; I am speaking of the second and the third in the mathematical examination, and not in the general list. The second and third had read much and widely before admission; but they were inferior in ability to the first man, who, as it were, emerged from obscurity during his college course. I could mention many others during the whole course of time I have been at Sandhurst who have made very satisfactory progress in their work, but who knew little when they came. The great difficulty is to persuade those who have read loosely and largely to be satisfied with taking up a shorter course even than that to which our limits extend, and to induce them to confine their attention to a limited portion of our course according to their capacities, so as to do

Rev. F. W. Vinter.

16 July 1868.

Royal Military College, Sandhurst.

it as thoroughly as possible. From what I have said it will not be surprising to hear that we are most sensibly affected, as regards the qualification of our mathematical students, by the number admitted to Woolwich on each occasion. I have been very much struck by its effect upon us. If 40 are admitted to Woolwich we get manifestly better men at the top than if 56 are admitted, as has been the case lately. Hence it will be seen that the examiners themselves can form no correct notion of the progress made by the cadets during their mathematical career in the college by comparing the examinations at entrance and at passing out, because many whom they examine for admission to Sandhurst, the best indeed, never appear at Sandhurst. Some even, I am told, undergo examinations merely for the sake of experience in their examination work without ever intending to go to Woolwich or to Sandhurst at all. Competing cadets work very hard; many do, somehow or other, much work out of study, especially the best men. They work in the hall in such parts as require most assistance, and out of study they do whatever they can do best by themselves; but we have no authority to require them to do any work out of study, or even to suggest it. At the same time I have always professed myself most willing to give every assistance in my power to those who wish to work out of study as well as in study, I mean by way of guidance, I do not mean that I am myself to teach out of study or to take the control over them, but simply to guide them as to what they should do, and to give them questions or notes of any kind. My answer so far relates to the best cadets. Now the point of arithmetic is rather a difficult point. I was placed by the examiner in rather a peculiar position on the last occasion. The examiner's report, which I dare say has been read to you, was to the following effect: The first section is the obligatory part, and in the first section work only 30 cadets got half marks. I am speaking from memory; I really cannot be certain about his precise words. The examiner said, in substance, that more than this might have been expected, seeing that they had an examination for admission and that the questions were of a direct nature. That was the first part of his report, on which I felt bound, for reasons which I will explain, to take exception. The cadets have an examination for admission, and we might naturally suppose that they knew arithmetic when they came, and the junior instructors have very often imagined that it was not essential to teach them arithmetic, and that they could not be required to teach them arithmetic; and I think that in some cases some of the authorities have at times said the same thing to me, but merely as a matter of conversation; but before the cadets have been a fortnight or three weeks in the college a complaint very frequently arises from the fortification instructors (I shall be borne out in what I say by the superintendent of studies) that they are deficient in certain parts of arithmetic which the instructors consider of importance, and to which they request our attention; that they are bad in decimals, and even in the rule of three. This has not been done once, but it has been done frequently, and I think that every superintendent of studies must have had the same thing brought before him. Now I have always felt that those representations must be taken as it were *cum grano salis*. A cadet may be puzzled by the way in which a question is put to him, perhaps it was put too hastily, and the cadet did not really see what was meant. However, I have always urged on my colleagues that they should assume that the cadets knew nothing when they came, until they had found out by personal examination that they did know something; that they should not assume that they knew arithmetic until they had proved it; and if the cadets did not know arithmetic I thought that they were bound to teach it; when, therefore, the examiner complained that more might have been expected, in consequence of their examination on admission, I felt from what I have always insisted, both in my conversation with the superintendent of studies, and with regard to my colleagues, that some representation should be made, and that I was in duty to them bound to represent the case, and I have represented the fact, not that my colleagues found the cadets bad in arithmetic, but that the fortification instructors found them bad in certain parts of arithmetic when they came, and that we were obliged to begin from the very beginning; and for that reason I thought that it was unfair in the examiner (however little he may have been aware of it) to refer to the examination which the cadets had had on admission as a reason for expecting more. This I think is a sufficient answer to your question with regard to the proficiency of the cadets in arithmetic on admission.

Privat

2631. You alluded just now to the work out of study, is it your opinion that that should be more encouraged than it is?—I should be glad for the cadets to have every opportunity of working out of study, but I think that it might be fairly left to themselves; they ought to know their own interests well enough. To have every opportunity of working out of study, if they wished it, would be a great thing for them.

2632. How could that opportunity be afforded more largely than it is at present?—I am not sufficiently aware of what the arrangements are to be able very well to answer that question. I think that some cadets are in separate rooms.

2633. But your general impression is that there is not so much opportunity for private study, as would be desirable for those cadets who might be inclined to give themselves to it?—They seem to be able to find opportunities, but my impression is that they have not the opportunities which they should have, because it was never contemplated. The arrangements made are on the supposition that no work should be done out of study, but at present I think that fully half of my pupils take books out of the hall to study privately.

Course themati taught College

2634. Have you any suggestions to make for the improvement of the course of mathematical study at Sandhurst?—My scheme has been rather a varied one from the very beginning, but the present scheme has been in operation for four or five years; it has been drawn up according to the suggestions of the Council of Military Education, and I think that Canon Moseley took special interest in it. Under present circumstances, I do not know that I could suggest any different scheme on the whole for the present class of cadets than that upon which they have been studying. It has been altered lately in the first section in a very important point, that is, with regard to the introduction of a great deal of logarithmic work bearing on the solution of simple cases of triangles, and easy questions of heights and distances, and the application of logarithms to the principal formulæ of mensuration. All this has been lately included in the first section, and makes the work somewhat harder; and of course it makes it more difficult to get a fourth of the marks. It was thought desirable by the Council of Military Education and others that every cadet should have some knowledge of logarithmic work and its application to simple cases.

2635. Was that change accompanied by the omission of any part of the previous course?—There was an omission, but hardly an equivalent one, of the fifth and sixth books of Euclid, the fifth book being taught, not as it is in Euclid, but taught after the algebraical mode according to a tract which I have drawn up, and there was the omission of quadratic equations; what was omitted was transferred to the second section of the course.

2636. Therefore you think that the effect was to make the course somewhat harder?—Yes, but I think that it was a beneficial change, because I think that some cadets who would never have learnt the fifth and sixth books of Euclid and quadratic equations, have willingly learnt the logarithmic work.

2637. I suppose that they have obtained some in-

struction previously in the measuring of heights and distances?—Yes, I think so, that is, in the instrumental part. The cadets would have had to solve triangles by formulæ without understanding them; to this I rather objected, and I adopted a plan which has been embodied in a pamphlet, by which the cadets can divide every triangle into two right-angled triangles, and solving each if necessary, by passing from one to the other can obtain a solution of any triangle from any of the usual data. This was necessary in order that the numerical solution of triangles might be within the reach of *every* cadet.

2638. Is there any instruction in trigonometry?—The instructions which I received from the Council from the very first were as far as possible to confine my instruction to those parts which had a practical bearing upon the future of the cadets, and which would be of use to them, consequently the theoretical parts of trigonometry are only such parts as lead to the fundamental formulæ and mensuration. In the same way with more advanced algebra, they only learn such parts as afterwards have a bearing upon the course which is practically useful. These are comprised in the second section of the course.

2639. Then is the principle upon which your mathematical instruction is given, that it should be such as has a direct bearing upon practical duties connected with the military profession?—Of course, from mixing with and seeing so much of military matters I have a very good idea of what is useful, but I do not profess to say that I, on my own authority, have decided what is practically useful and what is not. At the same time, everything which has been done, has been done with the full knowledge of and in communication with the Council of Military Education.

2640. Do you believe that the object of the course is to teach as much of mathematics as will be of use to an officer in the practical part of his profession?—Decidedly. I have been very much pleased on two or three occasions at finding old pupils of mine from Sandhurst writing to me with regard to mathematical questions concerning military subjects. In several cases it has been with reference to the preparation for the Staff College, but in other cases it has been purely from the continuance of their mathematical studies.

2641. I believe that some alteration has been recently made in the position of the professors as regards discipline?—Yes, we have greater powers; we had no power at all before out of study, we had no authority, but now we have the power in a serious case, if we meet a cadet who is seriously misconducting himself, of sending him home under arrest.

2642. You have also, I believe, the power of sending a cadet out of the hall of study in arrest?—Yes, we have the power of putting him in arrest ourselves.

2643. Do you consider that alteration advantageous?—I think so. The improvement made is great in that respect. I urged that the civilians should have the same power as it was proposed to give the military professors in study, because I thought that we should be placed in a very false position if the military instructors acquired greater authority than the civilians, especially as they might be presumed to have greater natural authority; the regulations apply to both, and any instructor in his discretion can at once place a cadet in arrest. I should, however, mention that my cadets on the whole are well behaved in study. I think that I have on some occasions passed a whole year without reporting.

2644. Do you think that it would be desirable to extend the disciplinary powers of the professors, or not?—I think that there is always a fear of junior instructors not using proper discretion, if they had greater powers they might use them injudiciously. I hardly feel able to express a decided opinion upon the subject.

2645. Has the power of placing a cadet in arrest for misconduct out of study ever been exercised by any of the professors since it was given to them?—I cannot state positively, but a cadet was sent away upon some evidence, I think, for going into a public house.

2646. If you yourself saw a cadet entering a forbidden house, would you feel it your duty to report the circumstance?—I should not feel at liberty to act the spy upon him, or to wait for him to come out. I should not feel justified in doing so. If I knew and saw who it was, I should feel myself bound to report him; in fact, I am under positive orders to do so.

2647. Have you any further suggestions to make to the Commission, either as regards the studies or as regards the discipline of the college?—I have a suggestion to make, but I do not know whether it properly comes within the scope of the inquiry of the Commission or not; it is with regard to the mathematical instruction. It appears to me that the best arrangement which could be made for the mathematical instruction at such an institution as Sandhurst in its present state, in which a portion of the cadets are competing for commissions without purchase, and the remainder are merely passing a qualifying course, would be the following: that a cadet should be allowed to go up for his minimum course at the end of the second term, and that if found qualified, he should then be relieved from the necessity of attending for further study in mathematics, unless he was competing for a commission without purchase. We should then have more willing workers among the cadets of moderate ability, who would probably be glad to have their mathematical studies terminated, and would work harder in consequence during their first and second terms; and we should also be able to give better attention to the competing cadets, as they would thus be separated from the others, who not having the same interest in their work are likely to interrupt those who are anxious to make progress. The difficulty which I believe may stand in the way of the adoption of such a scheme is the not having employment for those cadets who would thus be relieved from mathematical study before their college course terminated. It is not possible for me to point out in what way their time might be otherwise occupied, whether in some other study or in military exercises; but I think that the great object should be to give every opportunity, to those competing cadets who are able and willing to benefit by the mathematical course, of gaining as much instruction as possible. This distinction would be similar to the distinction between the honour and the poll men at the university. They might be plucked after a stated time, if deficient in their minimum course, as at college, and allowed to try again; and possibly under such circumstances the minimum might be made a little more stringent.

Idleness.

2648. It may be gathered from the evidence which has been given before us, and from the facts which I think you have mentioned, that at an early period the cadets become aware whether they are likely to obtain commissions without purchase or not, and that a large proportion of the whole body are early conscious that they will not obtain that which is the prize at the college, and therefore, that a great number of them may be classed as idlers. Is that consistent with your experience?—Quite so, as regards mathematics. I should say so with regard to any study, because after they have got to a certain extent they will not be inclined to study a subject which is distasteful to them.

2649. Is there any express punishment at the college for idleness?—The instructors theoretically can report cadets for idleness if they please, and I believe that if they did report them notice would be taken of it; but I know so little about the punishments which are given in those cases that I am not able to answer the question. I believe impositions have been given recently.

2650. Have you yourself no power of inflicting any punishment for idleness?—Of late the impression generally in the college has been that the cadets at their age ought to know their own interests sufficiently well without punishment. In a case of ex-

Rev. F. W. Vinter.

16 July 1868.

Royal Military College, Sandhurst.

treme idleness I should probably talk to the cadet; or in any case where I saw that a cadet had ability and did not work, I should talk to him privately and should urge him to study; that has been constantly my practice. I have asked such a cadet whether he was not anxious to get his commission without purchase, and I have tried to induce him to work.

2651. Have you found that that has had a good effect?—In some cases it has. I believe that in many cases a great deal more may be done by persuasion and tact with youths of that age than is generally imagined.

2652. Do you make it your practice to speak to them in that friendly way?—I do with regard to unsteadiness and offences of a minor kind. If I saw a young man of 20 or 21 conducting himself foolishly, I should have some regard for his self-respect, and I would not report him without some private admonition. I had private pupils at Cambridge of that age, after taking my degree, and from an experience there of three or four years I know what the general tone and feeling of young men of that age, who have been educated as gentlemen, ought to be, and in some cases where I have warned cadets that I must report them, stating at the time, which I always do, if they have been previously warned, they have, without any solicitation on my part, given me their honour. I never make a point of soliciting that they should give me their honour, but if they do so voluntarily, I accept it, and I have scarcely ever found them break it. I am speaking of the better class of cadets, the competing cadets, and I have observed that they have a respect for their word, and if they have been inclined to break it, a suggestion of what they have said has been generally sufficient.

2653. Is there any parallel between the relative position of yourself and the cadets under your instruction, and the relative position of a college tutor and his pupils?—To some extent there is; a college private tutor only sees his pupils for instruction.

2654. Do you consider that you exercise any moral influence over the cadets under your instruction?—I feel that this is a delicate question to answer, but as a clergyman I hope that I have been of some use. I have on a few occasions heard something like an oath at a distance, and in those cases, if it was audible, I have at once asked the question publicly, and then perhaps there has been an evasion and a representation that it was not so; but in cases both where I have only suspected it, and especially when it has happened, I have told the cadet in study that I would speak to him afterwards, and I have spoken to him privately afterwards. I have said, "If I report you for "it, it will be a very serious offence, and will damage "you very much. I do not know whether I ought "not to do so, but if ever I hear it again I must do "so." Perhaps he says that it was not the case, and then I say, "Very well, I believe you;" but in another case perhaps he will say, "I am very sorry, and it "shall not happen again;" and I do not think that it ever has in such cases happened again.

Method and course of mathematical instruction.

2655. (*Lord E. Cecil.*) You have said, I think, that it is very difficult to teach mathematics by lecture; is it your opinion that abstruse problems can be worked out in a crowded hall of study?—A problem is not abstruse to a cadet who has gone up to a certain point, and is prepared to understand it. I find no difficulty in carrying out the instruction in the hall of study. My classes are not very large. I think that last term I had three classes, one in each company, and there were only 13 or 14 cadets in each.

2656. Would it not be much easier to a cadet to work out certain problems in mathematics in private rather than in public?—As a matter of instruction, experience shows me that you may teach a cadet too much as well as too little. My idea is to get him to a certain point, and that then he shall go on by himself, as far as he can, but scarcely two cadets are alike.

2657. Is the concentration of thought, which is necessary to work out a difficult problem, as easy to a cadet in a public hall of study as it would be in private?—I do not think that our halls are over-crowded; I have never found any difficulty. But I think the cadets should have every opportunity for private study.

2658. If that concentration of thought which is necessary for mathematical studies is impossible in public, it of course becomes a great argument for private study?—Yes; but the advantage in the teaching room is that the assistance of the instructor is at hand.

2659. Do you see any reason why higher mathematics should be taught at all at Sandhurst?—I think that the reason is what I have already mentioned, namely, that there are officers in the line and in the cavalry regiments who take advantage of it afterwards, and if you do not teach it you must come to the conclusion that there will not be any officers in the line and in the cavalry, or scarcely any, who will be proficient mathematicians; you will cut off the higher branches of mathematics from all except the artillery and the engineers.

2660. You do not think it necessary for their professional study?—I should decidedly say that what I consider the highest stage at Sandhurst is necessary.

2661. Is it necessary for the duties of an infantry or a cavalry officer?—Not for his duties, but for understanding questions of a high character. It is not possible that many should be carried to that point, but I think that the small number who are capable of it should be encouraged in it just as in the case of languages.

2662. Would not the higher mathematics rather be of use for the scientific corps, or for the Staff College?—What we read is a good preparation for the Staff College.

2663. And it would be practically useful for a staff officer, or for an officer of artillery, or of the engineers?—I think that we are not high enough for that purpose; we do not introduce the differential calculus at all. I have avoided that because if we began it, it would be introducing a great deal of theoretical work which the cadets would never learn sufficiently well to be able to apply it in practice. Therefore the object of my course, in concurrence with the Council of Military Education, who coincide with my views (or they might be their views originally), is to introduce as much mechanical work of a practical kind as can be done without the use of the calculus, which is a very great deal more than is usually imagined.

2664. You think that the amount of mathematics acquired by a cadet at Sandhurst who receives his commission without purchase would not be sufficient for the duties of an artillery officer?—Not such as is generally supposed to be desirable for an artillery officer; but I must mention that during the pressure of the Crimean war, when I was at Woolwich, many officers entered the artillery without a much greater extent of progress than our best cadets now attain to.

2665. I believe that you were for some time at Woolwich as a professor?—Yes.

2666. Do you know whether the salaries of the non-military professors at Sandhurst are as high as those at Woolwich?—No; my own is not. The professor of mathematics at Woolwich receives a higher salary than I do. I however think that there has been an assimilation between the Colleges.

2667. Do you think that the salaries of non-military professors at Sandhurst are very low?—They were arranged originally on a different scale; but Woolwich and Sandhurst seem latterly to be assuming an equality with each other as opportunity offers. The salaries are low as compared with public schools.

Control exercised by the professor of mathematics over the course of instruction.

2668. (*Lord Northbrook.*) Will you be kind enough to state precisely what authority, if any, the professor has over the mathematical masters?—I believe that virtually, at the present time, he has no authority except what he can gain by his personal influence; but if he manages well they will listen to any suggestions which he makes; but as a general rule I have found it the best plan, in important cases, to suggest anything which I thought proper to the superintendent

of studies, or, if necessary, to the Council of Military Education through him. In minor cases I have merely, in common conversation, and not of authority, told the masters that I thought this or that should be done. I, however, feel that I have very little power as professor. I have never urged it much, but on one or two occasions I have wished that I had a little more power; but a difficulty has arisen as to whether power should be given to one without being given to all, and it has been thought that there might be branches in which more power could not be entrusted with advantage. I am only giving the sense of an answer which I once received.

2669. If it should be your opinion that any master was incompetent, or habitually careless in instructing the cadets, what should you do?—I should have no power whatever.

2670. Would you consider that that was not a point upon which you could offer any suggestion?—Not until I was asked; I should consider that the superintendent of studies was quite competent to ask me, and if he thought proper to ask me, he would have my opinion to the best of my ability.

2671. Do you ever communicate with the commandant upon the question of instruction?—No, unless the superintendent of studies is absent, and if he were absent (which he has scarcely ever been) the commandant would I think be acting *ex officio*.

2672. Have you ever had any official communication with the Council of Military Education?—Soon after I went to Sandhurst they requested the professors not to communicate directly with them, and I have never done so, excepting once or twice. In consequence of letters which I have received from them, I have written to them again, but not very often. I have written once or twice to Canon Moseley.

2673. If you make a suggestion to the superintendent of studies upon any subject, do you receive a written answer?—Yes; if I wrote I should get a written answer.

2674. Have you ever done so?—Yes, in scores of instances.

2675. Do you know whether your letters or questions are referred to the Council before giving you an answer, or not?—As a general rule, when I have thought it necessary to refer to the Council he has done so. I have had no reason to complain—my suggestions have generally been attended to.

2676. Have you ever made a suggestion that it would be advisable that the professor of mathematics should have some general authority and control over the educational course in mathematics at the college; I mean that he should be responsible that the masters of mathematics upon the whole perform their duty?—No; because I would not undertake that amount of responsibility without a much higher salary than I have at present. I consider that if there is greater responsibility there ought to be much greater pay.

2677. Putting the question of salary aside, do you think that it would be advisable that the professor should have that authority?—I think that if, as the Council appear to have done, they try to select the best men for their professorships, they should have the fullest confidence in them, and should make them responsible, but there should be that understanding from the first. I do not think that you can expect a man to accept responsibility unless it is clearly made known to him from the beginning.

2678. I see that the salaries of the professors and masters at Sandhurst are very considerably lower than those of the professors and masters at Woolwich. For example, your salary, I see by this estimate, is 450*l.* a year?—Yes; my salary rises.

2679. And the salaries of the masters are from 200*l.* to 300*l.* a year, whereas at Woolwich the salary of the professor is 550*l.* a year, and of the mathematical masters 455*l.* a year; therefore the salaries at Sandhurst are considerably lower than the salaries at Woolwich?—Yes; but that admits of explanation. The salaries of the masters at Woolwich and of the masters at Sandhurst (but not the Professor's salary) are exactly on the same scale, because they depend upon the length of service; they begin at 200*l.* and rise every five years until they are 400*l.*; they have been gradually adjusted to the same scale. My salary rises by another 50*l.* to be 500*l.* When I was at Woolwich, I understood the salary of the professor rose from 500*l.* to 650*l.*

2680. Touching the question of salary and the duties of the professors and masters, do you consider that the professors and the masters at Sandhurst have enough to do?—They are liable to 24 hours a week, that is, four hours a day, and some of them have had that lately. I myself have not had quite so much. Latterly my time has been about 18 hours a week; but in addition to that you must remember that, since the studies are only an hour and a half each, if we have three studies a day we have usually to go up and down three times a day from our houses, and at present there is much work besides the study work. Every cadet is examined twice every half year in all his mathematical work as well as at the end of the term.

2681. Do you think that the masters have as much as they can possibly do?—If you made them teach a class more than four hours a day, I do not think that they could stand it. There is a great deal of nervous tension, and it would, I think, often injure a man's health if he had more.

Method of study.

2682. I understand you to say that you have no authority to require the cadets to work out of hours?—No, but if the cadets ask me, I do the utmost for them. The original regulations which have been handed down from generation to generation, are that all the work is done in study; and formerly I believe that a cadet might get punished if he worked out of study.

2683. Do you think that that is a wise mode of teaching mathematics to any man?—No, but under the present regulations, I think that we get as much out of the cadets as we can. The wisdom of the regulation will depend upon whether we can by any change of arrangements get any more out of the working cadets than we do. I do not believe that we can. They are allowed to work out of study now.

2684. At any rate to require the cadets to prepare work out of study would cause a very great diminution in the work of the masters?—Yes, but the cadets who work want so much assistance in mathematics that many cannot do much out of study except Euclid.

2685. Do you know that at the universities such a course is carried out?—I know of no place where students do more work, when not under the eye of the master; but, on the other hand, there is an immense amount of idleness at the universities.

2686. Can you name any place where it is thought necessary to have a young man constantly under the eye of his master, when he is preparing for lectures?—I know of no place, but it depends upon the nature of the institution itself. I do not advocate the present plan, but I do not think that it is working badly with the competing cadets, and if we trusted to the cadets working alone, we should not get work out of them; and the cadets may work privately.

2687. Surely idle cadets might be dismissed?—That is more a question for others than for myself.

Mathematical attainments of the cadets on leaving Sandhurst.

2688. Coming to the question of the amount of knowledge which the cadets possess when they leave Sandhurst, you have said that the knowledge of most of those who get commissions without purchase is very fair?—Yes, but I must add that it varies very much; sometimes I have but one or two who get through the whole course, sometimes I have three or our who are prepared perhaps to take fairly the examination in the whole course.

2689. What is your opinion of the knowledge in mathematics of, say, the lower 20 or 30 cadets who pass out obtaining the minimum number of marks, and therefore getting commissions by purchase?—The question is answered by saying that they get one fourth marks in our first section paper, and I suppose rather more.

2690. Is the first section confined to an obligatory

Rev. F. W. Vinter.

16 July 1868.

Royal Military College, Sandhurst.

course?—Yes, the first section is confined to the obligatory course.

2691. The examination for the first section in which they have to obtain a fourth of the total number of marks is in "arithmetic, algebra, up to simple "equations, Euclid (four books), use of logarithmic "tables, elementary problems in heights and distances, "and mensuration?"—Exactly so.

2692. What amount of knowledge does a fourth of the marks in that paper show?—Anybody can judge of it from knowing the extent of the course.

2693. It would depend upon whether a knowledge up to the four books of Euclid would enable a cadet to obtain a fourth of the marks?—I cannot speak authoritatively upon that point, but the examiner would know.

2694. You cannot give us, excepting by reference to the number of marks, any general idea of the mathematical knowledge which is gained by cadets who get commissions from Sandhurst by purchase?—I do not suppose that there are any two cadets alike; some have a dislike to Euclid, and then they trust to get their fourth of the marks without it; others perhaps will break down in algebra, and others perhaps will get more than one-fourth by help of the logarithmic work. There is no doubt that the last 30 got more than one-fourth, though they did not get one-half.

2695. Do you think that that represents any useful amount of mathematical knowledge?—Yes, undoubtedly, because they are induced to learn the latter part of the first section.

2696. You think that the latter part is very necessary?—Yes, and it is very badly taught in schools, and the examiners even for admission to Woolwich have complained over and over again of the deficiency in logarithmic work. I represented the great deficiency at Woolwich of the logarithmic work when the cadets admitted by competition first came under me at Woolwich; that is 11 years ago, and in consequence of that a note was for several years appended with an asterisk at the foot of the syllabus for admission to Woolwich that a searching investigation would be made as to the proficiency in logarithms and other work bearing upon that subject; and I see still that Mr. Griffin, in a late report (January 1867) of the examination for admission to Woolwich, complains of the numerical work in trigonometry and logarithms of the candidates generally for Woolwich.

Discipline.

2697. It has been suggested that the professors and masters should also have the charge of the cadets in respect of discipline, do you think that that would be a good thing?—No: because I think that it might interfere so much with the military arrangements as to lead to confusion.

2698. To what military arrangements do you refer?—To the drilling and military exercises of all kinds, which are pure military affairs.

2699. You would think that the civil professors should not have anything to do with the military discipline of the college?—I have sometimes thought, without wishing to be in any way responsible, or in any way to have any authority, that I could have been of use, if empowered just to have made a suggestion to those in authority without presuming too much.

2700. Would you consider that it would be so completely out of your province that you would now dislike to make any suggestion upon discipline?—I think that as a general rule in all official establishments, especially under Government, the duty of every one is to do his own work faithfully, and not to allow others to interfere with him to prevent it, and not to interfere with others out of his proper sphere.

2701. What is there essentially different between the young men who go to Sandhurst, and the young men who go to the universities, which would prevent civilians having the same control over the discipline of the young men at Sandhurst as they have at the universities?—There is nothing very different, except that I rather fear that the army is sometimes treated as a refuge for those who are fit for nothing else, and that we have often five or six cadets at Sandhurst who are fit for nothing, and that if we could knock them off, we should be better circumstanced, and the tone of the place would be improved.

2702. You think that if the authorities could get rid of those who misconduct themselves the College would go on very fairly?—I think so, if we could get rid of serious offenders quietly. The way in which it is done at Cambridge is that the matter is brought before the master and senior fellows of the College, and the offender is removed as quietly as possible.

2703. That constantly happens at the universities, in the case of young men who have committed no particular offence, but whose whole course of conduct shows that they are going wrong?—This may be done by correspondence of tutors with their friends, and requesting them to remove the young men, but I do not think that the universities themselves would usually send the young men down, except for a definite offence. There are certain offences which a young man at a university might commit, for which, if found out, he would expect, as a matter of course, to be sent down, but this is done so quietly that scarcely anybody knows it until he is gone.

2704. (*Lt.-Col. Chesney.*) The difficulty which you have mentioned, with regard to combining the teaching and the discipline under the civil professors, surely would not apply to the military professors?—It would not apply, unless it were supposed to give them too much work to do. But I scarcely feel able to give an opinion.

2705. Would it not a good deal facilitate their work in college if there was a proper system by which the cadets kept order over themselves in class?—That is a point which I was going to mention. It has always struck me that the corporals and under officers at Sandhurst have not that authority which they have at Woolwich. The case at Woolwich when I was there was this: I am speaking now of the under officers and corporals, and the apparent authority which they had over the other cadets. At Woolwich if anything happened in a room where there was a responsible corporal or under officer, and if he could not give an account of it, he bore the whole blame, and he was punished most seriously; consequently these under officers had an amount of power over the others which could not be gained in any other way; the cadets, as a general rule, obeyed them immediately, because they knew that they were responsible. During my time there were some very severe cases of that sort in which well-conducted youths in other respects suffered. I can mention the case of a son of a general officer who lived very near me, that young man was a corporal, and he was within six months of getting his commission, but because there was something wrong in his room, this cadet, who as far as I understood it from all that I learnt at the time (I was not officially connected with it), was perfectly innocent himself, yet because he was not aware of the offender, or had not given him up, was rusticated for six months, and it was supposed that he was thrown back in his examination work through it.

2706. In short, you would say that the corporals at Sandhurst have not sufficient responsibility or sufficient power?—If they were made more responsible, I think that they would have the power, but not being responsible, the cadets do not give them the power.

2707. Are you personally acquainted with the system of teaching at Cambridge?—Yes, I was for four years a private tutor there, and had a number of private pupils, and was also a fellow and examiner in my college.

2708. Have not the mathematical masters at Sandhurst, to a certain extent, to do the same work as the college tutor and the private tutor at Cambridge combined?—The fact is, that at Cambridge the work is chiefly done by the private tutors. When I was there, the college tutors, as regarded each individual, did very little.

2709. At Sandhurst the place of the private tutor is supplied by the mathematical master, so far as it

is supplied at all?—Exactly so; as well as the place of the college tutor.

2710. Considering the varied nature of the course at Sandhurst, is it not your opinion that even three terms are rather a short time?—I think that we never got on so well, and had such a satisfactory set of cadets, as when they were there for two years; there was an *esprit de corps* among them. The great want in the place is a sort of *esprit de corps*. I think that if they were there for two years it would be a proper time, and that if it was increased it would even be better. I have had 15 cadets in my class who have behaved as well in the room during study as if they were in my drawing room, that was some three or four years ago. At present I have no great complaint to find with the cadets in study. Out of three companies of competing cadets, who have been under me during last term, I have not had occasion to report in more than one company, but I have had to put the same cadet in arrest twice and to make other reports two or three times in that company; that company was one in which I had not made a report for a year and a half previously.

2711. (*Brig.-Gen. Lefroy.*) I suppose that by *esprit de corps* you mean that species of warm attachment and pride in the place which an Eton boy takes in Eton, and a Rugby boy takes in Rugby?—I think so.

2712. Does not that very much depend upon the antiquity of the place of education, its hereditary character in families, and various historical associations, which you cannot easily centre about a military school?—I think that they do centre about a military school to some extent. It has often come under my knowledge that fathers have sent their sons to the place because they were there before them, and have even requested that they should be of the same number in the company which they were themselves.

2713. Has anything been done at Sandhurst to increase the reasons which the cadets have for taking a pride in the place, by decoration and assembling objects of historical interest there? Is there anything at Sandhurst which is calculated to attract and interest the attention of young men, and which they can take a pride in showing to their friends?—In the entrance hall I think that there is a list of the names of cadets who have distinguished themselves, but I do not know in what way they have distinguished themselves, whether it is as officers afterwards or at college.

2714. Still within these few years there has been at Eton, and at Harrow, and at Rugby, a very great outlay on what may be called pure æsthetic decoration; the Eton chapel has been highly decorated with memorials of Eton boys, and the same has been done at other schools. Has anything of that kind been done at Sandhurst?—Not in that way; it has been endeavoured to do every thing possible to give the cadets recreation during their recreation hours in what was supposed to be of an innocent character, and to take them from what has not been innocent, but I do not think that is exactly the way which you mean.

2715. Would there be any practical difficulty in the professors of each branch hearing all the classes once a month, as is the practice of the head-masters at public schools, to judge personally of their progress, and to call the attention of their immediate instructors to deficiencies?—That is a difficult question to answer at once, and it is one which the superintendent of studies could answer more precisely than I can, because at present I should have to leave my own class to go to another.

2716. Do you make at Sandhurst any extensive use of special books of instruction in mathematics, or do you use the books which are common to other schools?—As time went on I found myself reduced to adopt a plan of this kind; of course, every cadet on joining had learnt something of arithmetic and something of algebra. In these subjects we have fixed class books, which the cadets can buy if they please at the college; but if they have learnt out of any other we never force them to use our class books. In the same way there are certain fixed books for other portions of mathematical study which are not peculiar to the college; these books are recognized as college books, which can be purchased by the cadets. We, however, do not compel them to use them if they have been accustomed to any other books, unless we deem it necessary. The only exception to that is, perhaps, in mechanics; we use the Staff College work on mechanics. I cannot say that I entirely use it, because I also teach this by lecture and from my own notes; but we take it as our guide, and use the examples in it. But there are some books which are peculiar to Sandhurst, namely, the tract on practical trigonometry which is considered essential, and which it has been thought desirable that every cadet should learn in his minimum course. I have drawn up this, as I said before, at the desire of the council. There was also no simple treatise in mensuration exactly adapted to the cadets. I originally drew up a manuscript which they copied, but the council ordered it to be printed; it is, however, merely printed for the use of the cadets.

2717. At all events there is no course of mathematics, such as formerly existed at Woolwich, which is stereotyped, and which goes on from generation to generation?—Those courses do not seem to go on from generation to generation; it is always found that some parts require improvement. I think that it is desirable that our course should be elastic, in order to meet the capabilities of cadets as they come to us, especially as we have been subject to so many changes, sometimes having cadets with us for a year and a half, and sometimes for only a year, and sometimes for two years, and at one time for four years, and sometimes each cadet having 14 hours weekly for mathematics, and afterwards 10 hours, and then 8 or 9, and at present only having from $4\frac{1}{2}$ to 6 hours a week for mathematics.

2718. Is it not also very desirable that young men receiving a military education should be able to carry on a like progress with that of their contemporaries, who are preparing for other professions, by using as much as possible the same books?—I think that you will find that the idea, as represented to me by the Council at first, was that the instruction at the college should be as practical as possible. Their words to me in an official letter, if I recollect rightly, were that they would rely upon me generally to introduce such parts of theory as had a practical bearing on certain portions of the course which they themselves designated, namely, practical mechanics and trigonometry, and mensuration; so that it becomes necessary to drop many portions of theory, which are taught in schools, to the more advanced students at all events.

Maintenance of order in study.

2719. (*Sir D. A. Cameron.*) I think you stated that the under-officers and corporals were not responsible in the halls of study for the maintenance of discipline; do they give no assistance to the professors in that respect?—I did not mean to say that they are not responsible, but that they do not seem to have that authority over the cadets which I think that they had at Woolwich. With regard to the control which the under-officers and corporals have in study, there is a regulation by which if a professor or master calls upon the senior under-officer or corporal in the room he is bound to help him; but the question is whether, under present circumstances, it is advisable to do so. I myself should never do so, unless I left the room. As a general rule even with the better cadets I do not think it judicious to let the reins out of my own hands.

2720. Had the professors any power at Woolwich?—Yes, they had, if I remember rightly; but the arrest was not exactly of the same kind as ours. A cadet was put in arrest, but he did not go out of the hall of study; he was supposed to be in arrest in study, and it was carried out afterwards.

2721. Then do you prefer the present system at Sandhurst to that at Woolwich?—We are under such very different circumstances that it is difficult to say. Although unfortunately there is so much urged against

Rev. F. W. Vinter.
16 July 1868.
Royal Military College, Sandhurst.

our place, there is one respect in which I think that we are superior to Woolwich in its older days (I do not know what it is now), namely, that there is not the bullying at Sandhurst which there used to be at Woolwich. I know no instance of it of late in the Royal Military College; others may have known of cases, but they have never come to my knowledge. Bullying was the great scandal of Woolwich formerly.

Suggestions by the witness.

2722. (*Chairman.*) Have you any further suggestions to make to the Commission?—I would suggest that it would be advantageous that the professor in each branch should have some, perhaps a small, share in the final examination in order to secure proper attention to those special practical subjects which his experience and knowledge show to be best adapted to the training of the cadets professionally; he would then adapt his portion of the examination to his lectures or teaching, and the objection to examinations generally, as a mode of procuring knowledge, would be removed. I quote a remark of a very distinguished Cambridge man, Mr. Leslie Ellis, now dead, before the University Commission:—he says "That schools lack profoundness, and dwell too much "on seeming, is a complaint always more or less just. "A course of study, of which the most obvious pur- "pose is the ἐπίδειξις, can never be quite what a "course of study ought to be, and might be made, "if higher ends could always be kept in view." Speaking on another point I very much approve of mentioning publicly and freely the names of the cadets who are worthy of this distinction at the final examinations. I think that it would much encourage them in their studies. I can mention in particular one case, where a gentleman wrote to me to express his great gratification at hearing his son's name publicly read out on our board day as having distinguished himself as second in the list in mathematics. I would also say, that in my own experience, I do not find that the mathematical tendencies and powers of youths develop themselves very early; in very many cases they do not show themselves till they are perhaps 16 or 17, and then their powers of grappling with mathematical difficulties increase with greater force as time goes on. I would mention another fact, to which I think that it is quite fair to allude. A very distinguished man has alluded in the House of Commons to the highly satisfactory character of the education given at Sandhurst; his son was second in mathematics, and distinguished himself in other things besides.

I will only further observe that when I was at Woolwich, the cadets hardly ever entered the town. I do not know whether it is out of bounds or not. I would suggest that at Sandhurst, as a mode of restriction, the cadets should be made to appear in strict uniform, when in the adjoining village of York Town.

2723. Do you observe a marked distinction in that respect between the present practice at Sandhurst and that which existed at Woolwich in your time?—Not very great; Woolwich is a very different place, the Academy was far off the town, but our village is comparatively near the College.

2724. I gather from you that the cadets at Sandhurst do not go about in their uniform?—I do not mean to imply this; the cadets never wear plain clothes. I only meant that strictness about uniform, when in public, might indirectly check their entering York Town unnecessarily; which would be no great hardship, considering the great extent of the College grounds.

The witness withdrew.

CAPTAIN EDMOND WALKER, R.E., examined.

Captain E. Walker, R.E.
Royal Military College, Sandhurst.

2725. (*Chairman.*) You are a captain in the Royal Engineers?—Yes.

2726. And you are senior instructor in military history at Sandhurst?—Yes.

2727. How long have you been so?—For nearly four years.

Instruction in military history.

2728. Will you state to the Commission the nature and the manner of the instruction in military history at the college?—It has been changing lately. When the cadets first join they are put through a short course of military theory for the first quarter, and before the close of the half year, a series of lectures are given upon some short campaign with the object generally of illustrating strategy. During the next half year, lectures are given more upon tactics, followed by another series of lectures upon a campaign; and during the third half year, the idea of the system has been ordinarily to give lectures upon campaigns in rather greater detail, going more fully into particular portions of the campaign, and especially the passage of rivers, and other operations of that kind. The system has been changing, it has never been quite the same during any two half years that I have been there. The object has been gradually to improve it.

2729. Do you consider that it has been improved?—I think that in some respects it has.

2730. Is your instruction exclusively by lecture, or is there any individual instruction to the cadets?—It is exclusively by lecture, unless the cadets in their subsequent studies, which are called note studies, come up for personal information, in which case the officer is entirely at their disposal. The note study follows the lecture study during the same week, and the cadet either reads or learns the notes which he has taken, or reads from the printed text supplied to him by the lecturer, and makes himself acquainted with that portion of the campaign, or whatever it has been, which has formed the subject of the lecture; and in the course of that study if he finds any difficulties he comes up to the instructor for information so as to make himself more *au fait* in the matter, and in that case he gets personal information.

2731. Is that note study carried on in the halls of study?—Yes.

2732. Is the professor present all the time to be referred to?—Yes, it has frequently been the case that, being carried on in the halls of study, as they accommodate only about 15 or 16 cadets, the class has had to be in two halls of study, but they are connected by large folding doors, so that they are practically one class.

2733. You are the senior instructor in military history?—Yes.

2734. Does the professor of military history exercise any control over the instruction given by the other instructors, or do they act independently?—They act independently of one another, but they are all under the control of the superintendent of studies; the professor has not hitherto had any authority over the others.

2735. Do you think that the course of instruction in military history is capable of improvement?—The only suggestion which I would make is, that I think that a text book upon the theory should be in the possession of the cadets; unless they have a text book to guide them I think that they can never make much progress in it.

2736. Is no such text book in use at the college?—No; I wrote some papers merely as a basis for improvement, but they are not practically in use as a text book.

2737. Have they been published?—Yes. The same thing applies with regard to lectures upon campaigns. I think that it is always desirable that the cadets should have some text book, whether in English, French, or German, so as to let them learn by the eye as well as by the ear.

2738. Do you find that the cadets enter the college with sufficient general instruction to be able to avail

themselves properly of their special instruction in military history?—I should say that two-thirds do, and that the remaining one-third are not up to the mark.

2739. In what are they deficient?—In the ordinary knowledge of history and geography; and they are so very deficient in spelling and in writing that they cannot write rapidly or correctly.

2740. The spelling is very bad, is it?—Yes, it is very bad; it is surprising how it can be so bad in young men of that age.

2741. Do you find it deficient generally, or only in those cadets who have had the worst education?—There is a deficiency in spelling generally; some are worse than others; and there is a great deficiency in ordinary geography and history.

2742. Do those who study military history under you pass through the whole of the three parts of their instruction as a matter of course, or do you require that they should attain a certain degree of proficiency in the first division before they go on to the next?—According to the system of the last half year, they they would go through as a matter of course.

2743. Supposing that a cadet was found not to have sufficiently profited by the instruction which he received in the first term, would he still go on to the instruction of the second term?—I think so; but I think that the officer who had been teaching him would make a report upon the subject, and in that case perhaps the superintendent of studies would take a different course. I do not know any instance in which it has been done.

2744. Do you find much idleness in the cadets?—Not in my department; they all take an interest in the subject, and there is very little idleness now. When I first went there, there used to be a great number of blank papers, and I now hardly ever get a blank paper; but I think that they take more interest now than they did when I first went there.

2745. Do they show a fair average amount of intelligence?—Yes, I think a very fair average amount.

2746. In your experience do you find that those cadets who know at an early period that they are not likely to obtain commissions without purchase pay much less attention to their work, and form the idle portion of the body of cadets?—It is very hard for me to answer that question, because I hardly ever know those who are not quite certain of getting a commission, excepting the very lower ones, and they do not seem to alter at the last from what they were at the first; their powers do not seem to improve very much, the others do improve.

and cadets.

2747. There are, however, a body of cadets who have no occasion to look to competition—namely, the Queen's cadets and the Indian cadets?—Yes.

2748. Do you think that their presence is an advantage to the college?—No; according to the present system of the small number of marks which they have to get, I think that they are prejudicial to the college, and I think that a great number of them are idlers.

2749. Would you like to see them removed from the college?—No, I would rather see a higher standard for them to pass; supposing that the standard were 1,500 marks, I should prefer its being raised to 3,000.

2750. In their case alone?—Yes, because they get their commissions without purchase, and it is not up to the number of marks which others, getting their commissions without purchase, would have to obtain.

2751. Then you would require the Queen's and the Indian cadets to pass a higher qualifying examination than the cadets who get their commissions by purchase?—Yes.

2752. But at present they pass the same?—Yes.

2753. You would prefer that to simply giving them commissions without purchase without passing them through the college?—Yes.

2754. I believe that you have considered the subject of the present arrangements at the college as regards commissions in the army generally. Would you wish to see every officer who was to enter the army pass through the college, or would you reserve the college as it now is for only a portion of the officers of the army?—I should like to see every officer pass through the college as far as possible. I suppose that there must be some exceptions with regard to age; but I should wish that every gentleman under 21 should enter the college.

Advisability of making all candidates for commissions pass through the college.

2755. Why would you desire that?—Because I think that the present system of direct commissions damages the college, and acts very unfavourably upon it; and that a great many gentlemen prefer to get their commissions direct instead of passing through the college, which tests their conduct as well as their studies. The college is not very favourably spoken of in certain places. The newspapers do not speak favourably of it, and fathers get commissions for their sons direct, in order to avoid the college. In that sense they do act unfavourably upon the college.

2756. Your remedy for that would rather be to oblige everybody to go through the college than to improve the state of things at the college itself?—I certainly would wish to improve the state of things at the college as much as possible. I should wish to remove every reason of prejudice against the college.

2757. Do you disregard the advantage of having men in the army drawn from different sources, and educated at different places?—No; I think that there is undoubtedly an advantage in it, but that advantage might be gained by their coming up to Sandhurst from different schools. I would let a mathematical man or a classical man compete upon equal terms. I would take a man from wherever I could get him, and would pass him through the college.

2758. Do you think that there is no serious disadvantage in having men of very different ages brought together in a college of that sort?—Certainly where you take very young men. I think that the system might break down if the cadets entered at as low an age as 15, but entering at 16 I think that there is little comparative difference between 16 and 20.

2759. Then you would not be in favour of a reduction of the minimum of age?—No; I should be very much against it. I think that as regards my own department, I would forbid the teaching of military history under 16. I think that they would not understand military history under 16.

2760. So far as that part of the course goes, you do not think that their minds would be able to study it with advantage at a younger age?—I think not.

Length of the course of instruction.

2761. At present, I believe, a cadet may pass out of the college after two terms, although the general course is three terms?—Yes.

2762. Do you think that an advantageous arrangement, or do you see any objection to it?—I think it objectionable.

2763. On what grounds?—Because I think that the cadet who does so gives up the idea of getting his commission without purchase, and he is only desirous of obtaining the very slight qualification which enables him to purchase a commission, and with that view he does not go into the subject except merely to get sufficient marks to pass; he does not go sufficiently deeply into any subject.

2764. By this arrangement, I suppose, those cadets who pass out after two terms get their commissions sooner than other cadets who stay in the college through the complete course of study?—I should think so; I do not know the Council's arrangements, but I believe that to be the case.

2765. Do you consider that that works disadvantageously?—I think that it does. I think that it makes other cadets anxious to do the same thing, who think that they have not much chance of getting a commission without purchase.

2766. And it thereby shortens their course of education?—Yes; it shortens their military course of education.

2767. (*Lord E. Cecil.*) From what you have said

Captain E. Walker, R.E.

16 July 1868.

Royal Military College, Sandhurst.

The college considered as a general college for the whole army.

with regard to your desire that almost everybody should go through the college at Sandhurst, I presume that you have considered the question whether it would be advisable to have one or two military colleges; what is your opinion upon that point. I mean not only for the infantry and the cavalry, but for the scientific corps?—I do not see the particular advantage of amalgamating the colleges, though I do not know that there is any objection to it. I should like the best Sandhurst cadets to have the power of going into the practical class at Woolwich, with the view of getting into the Artillery and the Engineers.

2768. Would you be in favour of keeping the cadets up to their present numbers, or of reducing the numbers, supposing that any alteration, such as you suggest, were effected, of making Sandhurst a college for the whole army?—I should, I think, keep it up to the present numbers. Wishing everybody to come into the army in that way, I should keep up almost as great a number as you found capable of passing a good examination at entrance. It is impossible to say what that number would be, because I do not think that the present entrance examination is sufficiently severe. Supposing the present number entering the college annually to be 150, you might by a more severe examination reduce it to 100, then the number of these obtaining direct commissions would be added, which would make probably 200, so that the college should be fit to take all those young men. Accommodation would be required for about 300, or a year and a half's supply.

2769. Do you not think it desirable that every cadet, if possible, should have the incentive of a commission without purchase, and that therefore it would be advisable to reduce the number of cadets so as not to have a larger number than could receive commissions without purchase?—If the only method of going into the army were by passing through the college, the very fact of getting a commission by purchase would induce a cadet to work, and a commission without purchase should only be given to a very creditable examination.

2770. There being only a limited number of commissions without purchase, you do not think that it would be better to reduce the numbers in the college?—I think that quite a sufficient proportion now get their commissions without purchase, considering the standard of education.

2771. It has been given in evidence that from one-half to two-thirds of the cadets may be classed amongst those who are idlers, and we have also had it in evidence that the reason for this extraordinary number of idlers is that there is not a sufficient incentive to the cadets to work; would that be your opinion?—No; I have already stated that I think that in my study there is not that proportion of idlers.

2772. And you think that there is quite sufficient incentive to work?—Yes; I think so, under certain circumstances. I think that the number of commissions without purchase is a sufficient incentive to work, considering the low examination which applies; but I think that if the men came to Sandhurst better prepared you would have to give a larger number of commissions without purchase. I do not think that there are so many idlers; it is certainly not the case in my study.

Military history as taught to the cadets.

2773. With regard to the subject which you more immediately teach, do you think that it is a good thing to go into the whole theory of military history with boys who are so young as the cadets?—No; I should never attempt to teach the whole theory.

2774. Do you not think that in many respects it is more suitable to officers preparing for the staff?—Yes; as regards the higher parts of it. I only speak of teaching the cadets the mere elements of the theory.

2775. You have said that you would be very glad if a text book were published giving the theory of the study, which might be placed in the hands of the cadets?—Yes.

2776. Of course if such a book were put into their hands it would be presumable that you thought that the theory of such a study was advantageous to them?—The elements of the theory, but certainly not the high theory. I think that even Colonel Hamley's book would be too advanced for the cadets, but I think that they want a text book upon the theory.

2777. Do you think that, with the models and plans at your disposal, you are able to give the cadets a sufficiently practical instruction in military history?—Yes, I think so. I have had to make a good many of my own plans. I do not think that sufficient assistance in that way is given in the college to the officers, but I think that with what we have and with what we do ourselves we are able to teach sufficiently practically.

2778. You think that the cadets are thoroughly able to understand the different dispositions on a field of battle from the plans and models at your command?—Yes; as regards those who have an aptitude for it, but we consider that rather a higher part of our course of study.

2779. What do you teach them?—We teach them the elements of strategy and of tactics, and a few simple lessons on the passage of rivers, such as Wellington's passage of the Douro and Adour, and Napoleon's of the Danube at Lobau; we also instruct them in the passage of defiles, but we should hardly go into the minute theory. I should rather take Colonel Macdougall's or Colonel Jervis's as more elementary books than Colonel Hamley's book.

2780. Do you teach the cadets the theory of war?—Yes, the elements of the theory of war.

2781. Do you examine them as to any particular war?—Yes.

2782. And do you require them to give the various dispositions, and tactics made use of?—Yes, at the end of each lecture there is a note study which generally follows in two or three days afterwards.

2783. Will you specify what, in your opinion, would be the details of the higher branch of study, because I do not quite see where you draw the line?—It is rather difficult to explain that without giving a perfect lecture on military history. The higher questions at Sandhurst would probably be the lower questions at the Staff College. I should wish to make all the questions at Sandhurst very much more simple than for the Staff College.

2784. Are these examinations founded upon the lectures which are given in the course of study?—Entirely.

2785. As a military man, do you think that tactics can be thoroughly well taught except by experience in the field?—I think that they certainly can be, but I do not believe that a man could thoroughly learn tactics until he had seen the manœuvres of troops and had learnt his drill; he might, however, know the objects of tactics, and I think that it would induce him to learn his drill, and he would come to the subject with some facility to do so, seeing the object of it, instead of being thoroughly ignorant of the object of it.

2786. Do you think that it would be possible for him to apply such knowledge without some experience?—I consider that his experience at Sandhurst in his drill would enable him to understand the small amount of tactical information which is given to him in our lectures.

2787. Do you consider the drill at Sandhurst perfect?—I know very little about it.

2788. Are the cadets instructed in cavalry drill?—I do not know; we do not attempt to teach them much tactics at Sandhurst; we only teach them a few general principles.

2789. I find by the examination paper that both tactics and strategy are touched upon?—Yes, there are brief papers upon them.

2790. You admit that a knowledge of drill is very essential in order to understand tactics?—Certainly.

2791. If, therefore, the knowledge of drill is not perfect at the military college, the cadets will not be able to understand tactics thoroughly?—I do not think that that follows, because what is taught them

is very elementary. I think that the instructor will never teach cadets if they have not already had a pretty good opportunity of seeing drill. If a cadet came up to me and said to me, "I do not quite under- "stand what you mean by echelon," or anything of that kind, I should think that he had missed some of his drill, and I should inform him upon it.

2792. Do you get cadets informed in the movements of artillery and cavalry, as well as of infantry?—No; those are points which we should leave alone; we do not go very far in tactics.

2793. Has the superintendent of studies at Sandhurst the power of interfering with or altering the course of any particular study at any time that he pleases?—I think that he has always done so since I have been there at any time that he has pleased.

2794. Without referring to the Council of Military Education?—I cannot say what has passed between the Council of Military Education and himself.

2795. Do you find these changes in the course of study convenient or very inconvenient to the professors and masters?—Some of them have no doubt been very inconvenient. I think that many of them have been improvements, but I think that some of them have been very inconvenient to the instructors personally.

2796. Would you be in favour of the instructors, as well as the professors, being consulted at certain times with regard to any change which might be contemplated?—Yes.

2797. You think that that would be advisable?—I am sure that it would be.

2798. (*Lt.-Col. Chesney.*) I believe that you are very near the Aldershot camp?—Yes, I think we are within seven or eight miles of Aldershot.

2799. Is there any better place than this one so near you for seeing practically the tactics of the three arms?—I should think that there is no better place.

2800. In your opinion might not some degree of observation there be combined with the course of the military education of the cadets?—Yes; if a class be taken there on duty.

2801. With regard to the frequent changes which you have spoken of in your own particular branch, have they not a considerable tendency to unsettle your teaching, and to make it to a certain degree unsatisfactory?—Yes, to a certain extent, but we have always hoped that they would be improvements, and when one is hoping to improve I think that one looks upon them with a more favourable view. I cannot say that I have always been in favour of them, but I am only a subordinate officer.

2802. Are you at all acquainted with any of the foreign military colleges?—Not personally.

2803. Have you read the evidence of the Commission of 1857 upon them?—Yes.

2804. Are you aware that military history and its connexion with theory form a portion of the teaching at the French, Prussian, Austrian, and Italian colleges?—I think that it is taught at almost all, but I cannot say at which.

2805. (*Rev. Dr. Butler.*) You have stated that the lectures on military history are found to be very interesting to the cadets?—I think that the cadets take great interest in them.

2806. Speaking generally, do you teach theoretically or historically—by which I mean, do you select particular campaigns, or do you rather dwell upon the principles to be deduced from some narrative?—In lecturing upon the theory we first dwell upon the principles, and I have endeavoured to illustrate each principle as much as possible from actual warfare—that is in the elementary course. After that we take a campaign, and follow it through in more or less detail, in less detail for the less advanced cadets, and in more detail for those who are more advanced; but never in so much detail as I should think necessary for an officer. We follow it from point to point, making such remarks as we may think desirable, and endeavouring to explain the comments of good authorities, like Jomini, the Archduke Charles, Clausewitz, &c. To impress these things upon the cadets there is a subsequent note study, and near the end of the time the cadets' papers are taken away from them. A question is set which they have to answer upon the previous lecture—it is some question which they ought to be able to answer well. Their answers are all marked, and those marks count towards their commissions. At the end of the quarter there is a quarterly examination, and at the end of the half year there is a half-yearly examination, so that the examinations are made weekly, quarterly, and half-yearly.

2807. Are the campaigns which are selected as samples numerous, or have you practically a small choice?—I began with the Douro campaign—Wellington's first campaign of 1809; I then gave the Talavera campaign of 1809; in the next half year I gave the Waterloo campaign, after that I gave the Jena campaign. Then I gave part of the campaign of 1796—the campaign in the Apennines—and I have given one or two others; but I have given the Waterloo campaign three times, and the Jena campaign twice.

2808. Is a campaign in ancient warfare ever selected?—Never; it is prohibited. I wished once to lecture upon one of Marlborough's campaigns, but even that was not permitted.

2809. Is much stress laid upon what may be called the general human qualities of the great commanders who have been engaged, or is the instruction merely technical?—I believe that I have done that to a certain extent, but I do not think that it is approved of.

2810. (*Brig.-Gen. Lefroy.*) Do you attribute the preference which boys have for the study of military history over some of their other studies in any degree to their general preference for what is done in a lazy way, by the exercise of the memory, over what requires the exercise of the reflection?—I cannot speak as to that; I do not think that they can do this in a lazy way at all; in fact some of the cadets tell me that the effort of memory is too great for them.

2811. You make it analytical as far as you can?—Yes. The course consists perhaps of six lectures, and I endeavour at the end of each lecture to analyse the proceedings as much as possible, following good annotators upon the subject. I would not wish so much to press forward my own views, as to give the views of approved commentators.

2812. (*Sir D. A. Cameron.*) Considering that the cadets know so very little practically of tactics, and that they hardly know anything of the movements of a battalion, and certainly nothing of the movements of a brigade or division, would it not be better to give up the attempt to teach tactics theoretically?—By the time that they are taught tactics, I think that they know sufficient of drill to understand the general principles of tactics which are taught to them; we go very little into tactics.

2813. You teach them the use of the three arms?—Yes, we make mention of the general use of them; we do not go into the drill of either artillery, cavalry, or infantry; we speak more upon the general principles of echelon, column, line, skirmishing, &c.

2814. And you think that they profit by it?—Yes.

2815. (*Lord E. Cecil.*) You have examinations?—Yes.

2816. Do you find that the examinations are framed so as to bring out the memory?—The cadets have to exercise the memory to a certain extent; but a much greater object is to make them reason upon the thing.

2817. And you think that that is carried out in the examinations?—I think that it is in the military history course.

2818. You at once see whether a cadet has profited by the instruction which has been given to him?—You see it by the sketches; without the sketch the cadet might be supposed to be doing it by rote, but the sketch makes him give a practical example. In the course of instruction I have, generally speaking, lithographed a drawing to accompany every lecture,

Captain E. Walker, R.E.

16 July 1868.

Royal Military College, Sandhurst.

—it has been, upon a small scale, the same thing as we have had upon the lecture walls or upon the slate. This lithograph is put into the hands of a cadet, and before the next lecture he is expected to put upon it all the general movements noted in the particular lecture from the text.

2819. (*Sir D. A. Cameron.*) Do you dwell much upon military geography?—Yes.

2820. Do you teach it upon Lavallée's system?—I should like to do so, but it has not been hitherto a matter of course; I think that it would be desirable.

2821. (*Lord E. Cecil.*) Do you find that the education given in history and geography is good enough to enable a cadet to pursue his studies when he comes under your observation?—I think that with the assistance of the instructor it is. There is no doubt that the knowledge of the cadets when they come there is, as regards a large proportion, very deficient; but they ask questions, and they come up to the instructor, and as they do it very freely, I therefore think that they ought to learn the subject very well.

2822. Do you not think that, in order to pursue the study of military history profitably, it is necessary that they should be instructed in ordinary history and geography?—I think that it is very desirable.

2823. As regards military history, are the duties of the professor, and of what the French call the *répétiteur* (that is, the tutor in a school), combined? that is to say, does the professor or instructor give his lectures and also instruct in school?—Yes.

2824. One and the same man does both things?—Yes; I lecture to my class, and afterwards in the note study I instruct them.

2825. Do you think that that is a good system? Do you not think that the two duties ought to be divided?—I think that it might be desirable to divide them, but I am not prepared to give a positive answer upon that subject without altering the whole system. I think that if you keep the cadets at their present age of 16 and upwards, study in their own rooms, supposing that they had time for it, might be better for them in some respects than the practice of what are called note studies at specified times; and that then the duties of the professors might be entirely those of lecturing at a certain period. I think that the quarterly examinations in that case might suffice, always encouraging the cadets to come to the professors for them to explain any difficult points. I do not see any advantage in dividing the professor from the *répétiteur*.

2826. You think that one man is competent to undertake both duties?—I do.

2827. Have you anything else to suggest on that point?—If that system were carried out I should encourage the cadets reading in their other classes books upon the same campaign. If I were lecturing in English upon the Waterloo campaign, I should like them to be reading Thiers in French, and some German book upon it, and then they would get not merely the English account of it, but they would get an account of it from different points of view.

2828. That is supposing that the cadets are French and German scholars?—They must be either one or the other, and I should wish them to be both French and German scholars.

2829. Are they sufficiently advanced to understand all the professional and military terms in those languages?—I should think so in French; I do not know as to German. The objection made as to Thiers was that it was too easy for them. Of course that plan should be with the entire concurrence of the French and German masters.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

Wednesday, 22nd July 1868.

PRESENT:

THE RIGHT HON. EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
LIEUT.-GEN. LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C., M.P.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

CAPTAIN EDMOND WALKER, R.E., further examined.

Captain E. Walker, R.E.

22 July 1868.

Royal Military College, Sandhurst.

(*Witness.*) Will you allow me to make one or two corrections in what I said the other day? In saying that I considered that the professor could always take the after study I did not mean to imply the converse, that any instructor was competent to lecture. With regard also to having referred to a text book, I merely meant that after the lectures of several officers there might be a groundwork upon which a text book might hereafter be formed.

2830. (*Chairman.*) Are there any other observations which you wish to make with reference to the course of education at the college?—No.

Instruction in military history.

2831. (*Lord de Ros.*) Do you not think it advisable to adopt general and useful and practical works upon these military subjects rather than to attempt to select peculiar text books which are supposed to be suitable to peculiar wars?—I do not think so. In the first place I think that a text book of some sort is desirable, and that if you can have a good text book from the books already published you should have it. But my only doubt is whether in such a subject as military theory there is any text book suited to the young men of the college; the nearest approach to it, I think, is Colonel Macdougall's book; and I do not think that in some respects that is suitable to them.

2832. Do you not think that a very great evil arose from the adoption of Mr. Chepmell's text book, which is supposed very much to mislead and puzzle the scholar rather than to make him a good military historian?—Mr. Chepmell's text book was not used in my time, and I therefore cannot judge of it.

2833. Do you not think that there are a great number of very good military histories upon which instruction might be given, such as the life of Marlborough, the life of Eugene, Lord Peterborough's campaigns, Dumas' works, and the Memoirs of the Mareschal de Berwick? We know that those are good works, and have a public reputation; but how can you answer that the text books compiled by the officers of the college have a public reputation?—I think that some of those books are very excellent; some would not be exactly suitable. Dumas' is a most valuable book, but it would be utterly unsuited to the cadets. Dumas' is not difficult French, but many of the cadets are not capable of following him. I should say that no text book compiled by one officer would be sufficiently good for the college until it had

been approved by the Council of Military Education.

2834. Do you think that the Council of Education, a temporary board, are a sufficient authority for constituting these text books so that they shall be satisfactory?—I should think so, considering the constitution of the Council. I should think that with regard to military history the Council would be very good judges indeed.

2835. (*Chairman.*) Have you considered the question of the present system of appointment of under-officers and corporals?—Yes.

2836. Have you any observations to make to the Commission upon that point?—Yes; I think that there is a great want at the college of that chain of discipline which exists in the army. The under-officers and corporals have nominal rank, and have nominal duties to perform, but I think that there is nothing in their position to make it worth their while to keep their places and to do their duty properly.

2837. In what respect should you propose that their position should be altered?—I should wish to attract cadets to take the positions of under-officers and corporals, and in order to induce them to keep those positions, to give them extra advantages in the way of getting their commissions without purchase. I would suggest that the position of under-officer or corporal, carrying great responsibilities with it, should also carry a certain number of marks to count towards a commission. Without stating the proper number, which might easily be arrived at, I should suggest that a corporal might have 500 marks given to him towards his commission; and if he did his duty and kept his post it would very much assist him as regards getting his commission without purchase; and an under-officer would have so many more marks, deductions being made from those marks for every entry in the defaulter sheet, and even for a reprimand. I should say that in the first instance I should always wish corporals and under-officers to be promoted from the general list of proficiency in study, provided there was no veto against them on the part of the captains of companies as being utterly unfit for the work. I would, of course, always give to the captain of the company a qualified, and to the commandant a complete veto.

2838. Do you think that the position in the study list would show that the young men had the qualities necessary for the position of under-officers and corporals?—No; but having gained their position on the study list, I think that they would attempt to keep it, and that they would support one another. When I was at Woolwich, unless there was a decided veto on the part of the captain of the company, the cadets were made corporals according to their standing on the general study list, and it then turned out that many of these young corporals who would not have been selected for their popularity, or the general idea that they would make good corporals, were much better corporals than others who would have been placed in that position according to the Sandhurst system. I know of instances in two half years running in which a popular man was made the senior under-officer in the practical class at Woolwich in deviation from the rule which I have mentioned, and on both occasions he had to be reduced, and afterwards the senior study man was placed in that position and gave complete satisfaction.

2839. Do you propose to make this change in order to give greater encouragement to those who stand high on the study list, or is it because you think that those cadets are the best for this purpose?—I would propose it, first, because I think it the fairest plan, and also because, having gained their positions by their studies, I think that they would do their best to support their authority.

2840. You would reserve a veto both to the captains of companies and to the commandant?—Yes, to be supported by the defaulter sheet; the captains of companies should enter everything in their defaulter sheet; and the veto which I would reserve to the governor would be an unqualified veto.

Captain E. Walker, R.E.

22 July 1868.

Royal Military College, Sandhurst.

2841. Is it not at present the practice to give commissions without purchase to the under-officers whatever may be their position?—No, I think not.

2842. Is it not occasionally done?—It is occasionally done.

2843. But there is no regular system?—No.

2844. Do you think that this general system which you propose, of good conduct marks, could be worked without difficulty, and that it would not interfere with the fair claim which each cadet has to be judged by his progress in study?—There might be an opposition, but I do not think that there could be any real difficulty; it would be entirely the man's own fault, after having gained his position by study, if he lost it by misconduct. I consider that no cadet does anything to deserve his commission without purchase. If, on the other hand, he forfeits his chance by misconduct as a corporal or under-officer, he puts those who may be only a little below him on the study list into that position. I would also propose that at the end of the half year the governor should have the power of making a certain number of supernumerary corporals, so as to give a second chance to those who had been reduced, but had since behaved well.

2845. If a corporal was reduced he would lose the whole of the extra marks?—Yes, in the first instance, except the governor chose to reinstate him.

2846. Are there any other points which you would refer to upon this branch of the subject?—Yes, I should wish that there should be corporals or under-officers on duty in study, as used to be the case when I was at Woolwich, so as to take that work off the professor's hands. It is very difficult for a professor who is lecturing to perform that duty.

2847. Have the under-officers and corporals any duties now in study?—Not at Sandhurst.

2848. Do you think that that system would interfere with their own studies?—Not at all. At Woolwich we used to prefer to be corporals or under-officers, and we thought that we could do our own work with less disturbance. In charge of a study as corporal or under-officer you have an independent desk, and you can frequently, though perhaps not always, do your own work besides. As a rule, at Woolwich the most perfect order was maintained by the corporals and under-officers, and no trouble was ever given to the professors.

Discipline.

2849. Do you think that the present powers of the professors and instructors at Sandhurst as to discipline are sufficient?—I think so under the present system. We have all power now of placing a cadet in arrest, but we should be very much assisted by the corporals or under-officers, if they were on duty.

2850. Do you think that the military professors and masters could, in addition to their present duties, undertake the duties of captains and subalterns of companies?—I should say certainly not, with the present amount of duty to be done. I am speaking merely of my own department. I think that it could not be done without a great increase to the force.

2851. Are you satisfied with the present position of the professors and instructors as regards their disciplinary powers?—Yes; I think that there is one distinction which perhaps places the civilian instructors in an invidious position, namely, that the military instructors always wear uniform, and of course where that distinction is made I think that it almost follows that the civilian instructors are in a false position from not wearing it. It does not seem absolutely necessary for the military instructors, because they have little or no trouble compared with the civilian instructors, and it seems to place the civilians in a false position compared with us.

2852. I believe that there is a difference in the practice at Sandhurst and at Woolwich with reference to placing cadets in arrest on honour?—I believe that there is.

2853. Do you think that the Sandhurst practice is

Captain E. Walker, R.E.

22 July 1868.

Royal Military College, Sandhurst.

a good one, or that it would be better if it were assimilated to that of Woolwich?—I should say that it would be good to place it as it was at Woolwich in my time, when any cadet breaking his arrest would have had to leave the college on account of the feeling of his comrades. There was a strong feeling as to breaking arrest and as to what was called "fudging" at examinations.

2854. At Sandhurst a cadet has the option of being put upon his honour or not?—Yes.

2855. You do not approve of that?—No, I think that he should always be put upon his honour. I am afraid that that limited system of honour at Sandhurst does not work.

Idleness.

2856. We have been told that in consequence of the early period at which cadets become aware whether they can get commissions without purchase or not, more than half of the cadets may be described very much as idlers; does your experience agree with that?—I think that a certain proportion may be so described. I do not think that the proportion is so high as has been believed. None do idle completely, they all work to a certain extent, but some of them do not work nearly so hard as others. My subject is comparatively a new one to them, so they feel that they all may be able to work it up, and I think that they almost all do work at it.

2857. Have you any suggestions to make as to the extra inducements which can be held out to the cadets to study?—Yes; I think that it would be a very good thing if exhibitions were given to the cadets from the college on passing a very good examination. I should be glad to see an exhibition of 50*l.* a year, tenable for three years, or as an ensign, for a cadet who had distinguished himself in military subjects or in languages. I think that it would have a very beneficial effect.

2858. But I suppose that those exhibitions would all be held by cadets who are now successful in competition, and who get their commissions without purchase?—Yes; but I think that it would induce others to try harder. It is very difficult to say whether it would affect the idlers as well as the industrious ones, but I think that it would make the industrious ones work harder still. I think that it might attract several men to Sandhurst who had not a particularly mathematical bent, but who would otherwise go to Woolwich.

2859. Are you aware that young men occasionally go up for the examination at Woolwich and fail, and then fall back upon Sandhurst?—I believe that it is the case. I do not think that it exists extensively, but I have heard of several instances of it.

Amalgamation of Woolwich and Sandhurst.

2860. Would you wish to make any connexion between the college and the academy?—Yes, I should like cadets passing a good examination to have the option of going to Woolwich, not to come in the junior class, but to come in the senior class at Woolwich, what was called in my time the practical class.

2861. Do you think that the knowledge obtained by the best cadets at Sandhurst would be sufficient to enable them to carry on their studies at Woolwich?—I think so, but I very much doubt the necessity of such high mathematical studies.

2862. Do you think that there would be many cadets who would pass pretty well at Woolwich from Sandhurst?—Probably not more than two or three in a year, but the power of doing it would be an encouragement.

2863. Do you propose to do it as an encouragement to the Sandhurst cadets?—Yes.

Under-officers and corporals.

2864. (*Lord E. Cecil.*) Are there any lance corporals at Sandhurst?—I believe not.

2865. Would you be in favour of promoting cadets to be corporals or under-officers on probation?—I do not see any objection to it, the present appointment is probationary; they can be reduced without losing any of the benefit of it.

2866. But I suppose that that would be an extreme case; a corporal, if he was found inefficient, might be reduced to the ranks, might he not?—I imagine so, but I cannot speak upon that matter, as I have nothing to do with it.

2867. Are there any under-officers or corporals in the junior classes?—None in the third division (or fifth and sixth classes).

2868. Do you think it advisable to have corporals in those classes?—I should have corporals from the higher classes to take charge of the junior ones. I should always wish to promote a cadet to be corporal or under-officer out of his own company; I think that he would carry greater weight by that means.

2869. I understand you that by giving the appointments on the ground of proficiency in study you would assimilate the mode of promotion very much to that which exists in the public schools. It is well known that the boys in the fifth or sixth forms who are monitors are entirely chosen from their excellence in study; is that a mode of promotion which you would carry out under all circumstances?—Certainly, with the vetos on the part of the captain and the governor, which I have mentioned.

2870. Would you require a knowledge of drill?—I think that drill, and also gymnastics, should carry a certain amount of marks.

2871. You say that it would be out of the question for military professors to undertake discipline and instruction, judging from your own department?—Yes, in addition to what they have at present.

Duties of professors.

2872. How many hours of study weekly have you?—I have 61 hours a week. This is an analysis of the work done weekly by an instructor of military history at Sandhurst; this is for the last half year: Attendance at college lectures and note studies, six attendances of an hour and a half, nine hours; examination of cadets' notes, say 90 notes at 10 per hour, nine hours; reading for lectures, three nights of four hours each, 12 hours; writing lectures, ditto, 12 hours; correcting proofs, 4 hours; drawing and preparing plans for the lithographer, 10 hours; preparing the larger lecture plans, 5 hours. That makes a total of 61 hours. I have nominally the assistance of a sapper in preparing lecture plans, but the sappers are changed every half year, just as they are beginning to learn their work. Practically I have done a great many of the large lecture plans myself.

2873. Do you mean that you have done those plans in term time or in vacation time?—In term time; very seldom in vacation time. My analysis does not include the walking to and from the college. I live two miles off, and when I have to come to two studies it involves eight miles a day.

2874. Then you reckon that you have 10 hours work out of the 24?—Yes.

2875. In addition to any other exercise which you may have in getting to and from your work?—Yes; I find that I invariably have to work from 10 at night till 2 in the morning in preparing for the lectures alone.

2876. Do you think that your department is a very fair sample of the other departments at the college?—I think so. I think that they are all hard working and equally inclined to do the work.

2877. Do you think that as a rule all the professors have to work equally as hard as you have?—No, some of them probably have more out-of-door work, that is to say, the surveying department, who have to work in the heat of the day and who have less work to take home with them. I think that all the officers have to work pretty hard.

2878. Is it not true that some of the professors at Sandhurst have time to teach private pupils?—I believe that some of them had private pupils, but whether they were only living in their houses and were receiving instruction from other instructors or not I cannot say. I cannot state how far they had assistance from other instructors. I had my own son, and I managed to find time to teach him. Although the work was very hard, I made time to devote an hour a day to him.

Discipline.

2879. When a cadet is put under arrest by a professor, is he sent out of study to his dormitory?—

He is sent out of study, but I think that he is sent to the guard room and not to the dormitory.

2880. Does he remain idle in the guard room until released from arrest?—I cannot state what the system is. There is one point which I may mention which is indirectly connected with the discipline, namely, that I would respectfully suggest that no cadets should be allowed to go to Aldershot. I think that it is an extremely mischievous thing.

2881. Do you think, from your recollection of what the cadets were at Woolwich, that the cadets at Sandhurst are much less smart in dress and military bearing?—I think not, but I think that there is a greater slackness in the ranks; it however, appears to me that that is the same thing in the army generally.

2882. When you have observed cadets out on pleasure, for instance, in the neighbourhood, have you observed them to be dressed in a slovenly style?—Yes; they have certainly not been as smartly dressed as they used to be at Woolwich.

2883. We have had it stated in evidence that cadets have been seen in different dresses, some with one kind of uniform on and some with no uniform at all. Have you seen cadets walking together in that way?—Yes; I have seen some in scarlet and some in blue. I believe that out of the college I have seen them in both scarlet and blue.

2884. And with their coats off?—No, I think not.

2885. Will you kindly explain to the Commission what is meant by the term "independent studies"?—There are certain cadets who have the option, I believe, of not taking up chemistry, geology, French or German, and landscape drawing, and when the time comes for the rest of their class to go into their studies these cadets are allowed to have what is called an "independent study." At present, I believe the rule is that upon their word that they will not quit the college grounds they are allowed to lie about smoking or to go about the grounds.

2886. Under what circumstances are they allowed to pursue these "independent studies"?—Under the circumstances which I have mentioned, that if a cadet does not take up chemistry or geology, or landscape drawing, or French or German, then when his class goes to that work he has the privilege of having an independent study, which means pursuing no study at all.

2887. Are you in favour of that system, or not?—I am very much against it.

2888. You think that it has a very bad influence upon the cadet, both in the disciplinary point of view and as regards study?—Yes, in both ways I think it has a very prejudicial effect upon the cadet, and also upon the college. It has been seen at almost all hours of the day that some cadets have been lying about on the grass smoking, and a general idea has been entertained that they are allowed to do what they like. I have heard the observation made by both officers and civilians.

2889. Is there any plan which you have thought of by which you could get rid of the system of independent study?—I have not very much considered the subject, but I think that the independent studies might be got rid of; it would require some alteration in the arrangement of the studies, but I would not allow any cadet to idle away any part of the time devoted to study. If he did not choose to take up the particular study he should take up some other study and work at it.

2890. During the time that those cadets amuse themselves in independent study are they under any supervision?—None at all, they are out of doors if they choose.

2891. There is no professor on the ground nor any one to watch them?—No, they can go anywhere in the college grounds within certain bounds. The system of honour is that these cadets are allowed to go about with the understanding that they do not break the bounds. At night, when I have been going home from my evening studies I have almost invariably met a body of the cadets coming from the direction of the Staff College gate, running as hard as they could to be within time. I cannot say that those cadets had been out of bounds, but my belief is that they had, and that they were doing their best to report themselves in time. These cadets were upon "independent studies." I am not now mentioning the thing for the first time, I have drawn attention to it.

2892. (*Lord Northbrook.*) With respect to independent study, does not the difficulty entirely hinge upon the system which you have at Sandhurst, namely, of confining the study to the hour and a half for which the cadet is in the presence of the professor, he not being required to prepare beforehand. Would you not make the cadet bring a certain quantity of work day by day or week by week?—It seems to me that that would make all the studies independent studies except the lectures.

2893. Would not it do away with the labour which the professor now has?—Yes, but it would alter the whole system.

2894. What is your opinion of the present system?—I think that it is a good system, if you do away with those independent studies I think that letting the cadets have their own time to prepare things would do very well with older boys or those disposed to work, but not with the others, they practically would do nothing, or copy from others.

2895. Is it not the system which is carried on at the public schools and the universities?—I do not know; I believe that it is.

2896. Taking your own subject of military history, is it not rather a clumsy mode of teaching military history by having a lecture, rather than by obliging the boys to get up a campaign, and then for the professor to examine them?—I think that either mode would work well.

2897. Do you give your cadets anything to do out of study?—Yes, I give them a printed paper to read, and they read a good deal in their own time.

2898. Have you the power of obliging them to do so?—No, not in the least.

2899. Do you think that it would be an advantage that you should have it?—I hardly know how the cadets would have time with their various studies. Their time averages about five and a half hours a day at study alone, besides drill, and I doubt whether they would have very much time to work in the way which you suggest. They might do it in my particular subject, but I doubt whether they would do it in the others.

2900. For instance in mathematics, might not that system work?—It might do so, but I have heard it condemned at the public schools.

2901. The principle at Sandhurst, as I understand it, is that the cadet is not expected to work excepting in the study hour in the presence of the professor?—Yes; but practically the cadets do work just before the examination.

2902. Is not that confined to a very small minority?—It is certainly a minority. It is easier to read up some subjects by yourself than it is to read up others. I do not think that many of the cadets would study mathematics by themselves.

2903. Would they not learn Euclid and algebra?—Some might do it but it is not a subject which those who had not a particular mathematical bent would read in after time.

Appointment of under-officers.

2904. (*Lt.-Col. Chesney.*) If a junior cadet behaves himself particularly well before the professors in study, is it of any advantage to him in being made a corporal?—Not that I am aware of.

2905. And high standing in the studies is also of no advantage to him?—Not that I am aware of.

2906. Is it possible that at present the senior under-officer may be the very lowest in point of studies at the final examination of all who leave the college?—Yes.

2907. Under the old Addiscombe system, it appears from the evidence that, after the first month, in the junior classes cadets of the description of acting corporals were appointed, and upon the professors'

Captain E. Walker, R.E.

22 July 1868.

Royal Military College, Sandhurst.

reports afterwards they had a claim to be made corporals at a later date. Do you see any objection to such a system being applied at Sandhurst?—No; but I should prefer the old system of placing the older cadets in charge.

2908. You would prefer the Woolwich system?—Yes, the Woolwich system acted very well.

Combination of instructional and disciplinary duties.

2909. You spoke of some of your own branch of professors not having time enough to undertake the military duties of the college. From your knowledge of the college, if it was left to the governor to make a selection from the military professors, do you not think that some of them would undertake those duties?—I believe that many of them would undertake those duties, but we should have to reduce our time for study. I do not think that any person could undertake those duties without having their other duties reduced. I think that taking their present work as it is they could not do both properly without a reduction of the work. I do not think that any man can perform the duties of the captain of a company and do all his study work besides. I think that it is impossible if he does his duty properly.

2910. Have you heard that the late governor had a project for the combination which I speak of?—No.

System of study.

2911. With regard to the study of military history, do you consider it to be a popular one among the cadets?—Yes, very popular.

2912. Do you not think that with many cadets it has a positive effect in making them more attached to the profession which they are about to embrace than they would be without any knowledge of military history?—Yes, I think that it tends to remove the common opinion that war is quite a hap-hazard thing.

2913. (*Sir D. A. Cameron.*) With regard to your statement that you have 61 hours of work a week, do you write fresh lectures every term?—I have done so every term except two, and then I have thoroughly revised the lectures. I took the Jena campaign twice. I first took it from the French point of view, and then I took it from the German point of view, and I did the same thing with the Waterloo campaign.

2914. When was the system of independent studies introduced?—I cannot say. I think that there have been independent studies ever since I have been there, but it is only latterly that the cadets have been allowed to leave the college. I do not know how far the power of the commandant and of the other officers extends.

Discipline.

2915. (*Lord de Ros.*) Should you approve of fines for misconduct out of study?—No.

2916. What are the objections to cadets visiting Aldershot, where one would suppose they could see various matters which might one day be of great use to them?—Because I think that they mix too much with young officers of regiments, those who have been cadets like themselves, and I think that it leads to great wildness on the part of the cadets.

2917. What is the objection to the senior cadets being allowed as much liberty of bounds as young men of a similar age at Oxford?—I think that the objection is that in the one case they are under military discipline to which so much liberty is unsuited, and that in the other case they are not, and are, moreover, older and steadier.

2918. How many young men are there attending a lecture?—The numbers are varied. They were originally about 90, and now the numbers are limited to about 30.

2919. To what do you attribute the difficulty of managing 40 young men at a lecture, bearing in mind that no such difficulty is ever found at Oxford or Cambridge, where no students are employed to watch the conduct of others?—Most of the military instructors can maintain order, but it is very difficult for a professor to keep up a lecture if two or three men are talking in a corner; if there was a corporal he could very soon stop it.

Method instruction.

2920. By your account a lecturer is in fact a sort of author. Would it not be better to lecture from well-known and appreciated military works with plans attached superior to what could be specially prepared on short notice?—I think that if you could always obtain those works it might be good to do it, but from my experience the writers on military history vary so much that you can hardly get the date of a battle until you have consulted half a dozen authors. I have known authors to be out seven or eight days in the date of a battle, and few works with which I am acquainted are suited to cadets.

2921. Is it not better that a cadet should be made really master of some selected portion of military history than that he should get up a quantity of abbreviated barren history and dates, such as make little impression and are soon dismissed from his mind?—I should certainly say so.

2922. Can the Commission see any of the prepared military lectures?—Yes. (*The witness produced the same.*)

2923. (*Rev. W. C. Lake.*) Can you tell the Commission for how many hours of study the cadets work on a full working day, and for how many hours they have exercise?—On a full working day they have six hours in study. On the other working days they have only four and a half hours, namely on Wednesday and Saturday.

2924. The only work which they do is what they do in study, that is to say, under the professor's eyes?—Yes.

2925. Are any means taken for insuring that they have attended to that work? Is anything like notes required of them?—Yes; I can only speak of my own department. According to the system in my own department we do test them pretty severely in that way; the note study is an hour and a half, and in that note study they are expected to make themselves fully masters of the subject of the lecture. At the end of an hour and ten minutes work the professor asks them a question upon his lecture and they write the answer to that question. Sometimes it is only two lines, but sometimes it is two pages or more. Those papers are collected and taken home at the end of the study by the professor or instructor, and are marked by him according to a prescribed scale.

2926. Do those marks tell?—Yes: the cadets work very hard for them. At the next study the papers are given back, and the cadets are able to ask any question about them and to have any error pointed out to them; the professor is present, who can explain any extraordinary mistakes which they have made.

2927. Besides that the cadets are not expected to study by themselves?—No.

2928. Is it your impression that they do study?—Yes, some do.

2929. Might it not be desirable to adopt the plan of some independent study, and according as the cadet answered the questions on that study to credit him with marks?—I do not think that there would be any objection to it if time could be found for it. Speaking for myself alone, I should very much prefer an authorized text book being given to me than to prepare it myself; and if those books were well selected, I think that it would do the cadets a great deal of good. A suggestion was made some time ago by me which would perhaps carry that out, namely, that in addition to the text of the lecture as to a campaign, the cadets should be encouraged to read that campaign in the French study and in the German study, and that they should also study the theatre of the campaign or the battlefield, in the topographical study, so that the different subjects should centralize round one.

2930. Would you have that before or after the lecture?—I think that it would be better to have it before the lecture.

Suggested changes College.

2931. What do you think of the plan of making Sandhurst a college at which every cadet except those cadets who failed from idleness or from want of discipline should obtain a commission without purchase?—I should think that it would be a very good

thing if you put the standard which they had to pass sufficiently high.

2932. Would it be necessary with that object considerably to raise the standard of entrance?—I think so. I think that it must be very much higher than it is at present.

2933. In such a case probably you would make the only failures result from gross idleness or want of discipline?—Yes, but I should also be inclined to make the course such that cadets should keep up their work, and that they should not be entirely dependent upon the entrance examination, but should go on working and should pass other examinations.

2934. (*Lord E. Cecil.*) Would not the standard under those circumstances be very much assimilated to that which is in force at Woolwich?—Yes, in some respects, but I would not have such high mathematics at Sandhurst as at Woolwich. The higher mathematics at Woolwich are not absolutely essential even to artillery and engineer officers, but I do not wish to lower the standard of mathematical studies at Woolwich.

2935. Why?—Because I think that mathematics are a very good test for the mind independently of the absolute necessity of certain parts of them for artillery and engineer officers; and therefore, when you are endeavouring to get clever men for what are called the scientific corps, I think that mathematics would test them better than anything else.

Captain E. Walker, R.E.

22 July 1868.

Royal Military College, Sandhurst.

2936. But do you not think that it interferes with the acquirements of other subjects?—It very probably may do so.

2937. (*Chairman.*) Are there any other points to which you wish to draw the attention of the Commission?—I do not remember any others.

2938. (*Lt.-Col. Chesney.*) Is there not a practical difficulty with regard to the teaching of military subjects generally without lectures previously, namely that it involves the necessity of a large library being accessible to the student?—Yes.

2939. (*Lord de Ros.*) Do you not think that abbreviated military history loses a vast deal of its charms to the student, and that it becomes a much drier study than when he enters into the characters of the persons and the features of the events in the detail of a more extended history?—I think that very much depends upon the abbreviation. There are some abbreviations of military history which should only be used as mere books of reference. Selecting a portion of a campaign or a campaign out of a whole war is not necessarily abbreviation. The lectures upon campaigns which we have given at Sandhurst I do not think could be considered as abbreviations, as may be seen from those produced.

The witness withdrew.

CAPTAIN L. A. HALE, R.E., examined.

Captain Hale, R.E.

22 July 1868.

Royal Military College, Sandhurst.

2940. (*Chairman.*) You are a captain in the Royal Engineers?—Yes.

2941. And you are one of the instructors in fortification at Sandhurst?—I am.

2942. How long have you filled that office?—Six and a half years.

2943. Do you find that the young men who pass the entrance examination come to you sufficiently instructed to follow your lectures?—No, they generally know nothing about the subject of fortification.

2944. But do you think that their general knowledge is sufficient to enable them to take up their studies?—Yes, excepting mathematics. We generally find that even in the simplest calculations which occur in fortification there are a large number of failures. Very few of them can calculate a very simple example correctly.

2945. Those are simple arithmetical calculations?—Yes.

2946. Then do you find a general imperfection in arithmetical knowledge among the young men?—Yes, decidedly.

2947. Do you approve of the present age of admission to Sandhurst?—It depends upon what the object of the college is. I myself am unable to state what the object of the college is, whether it is to give a good military education or whether it is to teach military discipline. With regard to military discipline, I do not think that we can teach it. As regards education there appear to me to be two alternatives, either to reduce the age considerably, and to keep the cadets at the college for a very much longer time, altering the system entirely, or else to keep or even to raise the present age, eliminating from the college all the cadets who do not come with the intention of working, reducing the number to one-third, and giving these a sound military education, which I am sure they would accept.

2948. The effect of the latter recommendation would be to reduce the number to the number of those who could obtain commissions without purchase?—Yes; there are some statistics which Colonel Addison called for which show very clearly what the class of boys who come to us is. He asked us to send in independently to him a nominal list of the cadets under our charge, showing those who had learnt anything, those who had learnt nothing, and those who had profited by the instruction. The numbers and names were sent in by us, and out of 100 cadets I think that we reported that it was of advantage to about 37 per cent. to have been at the college; that about 35 per cent. must have learned something and were not absolutely idle, and that the remainder had learnt nothing. That has been my experience all the time. Therefore if we get rid of those who learn nothing at all, and of half of those who learn a little, I think that we should have a set of young fellows who would profit by the instruction.

2949. You think that the majority of the cadets do not profit by the instruction?—A vast number.

2950. To what do you attribute that?—First of all, I attribute it to the cadets themselves. There is a listlessness and apathy among two-thirds of the cadets who come to Sandhurst. I do not speak of in study, but out of study. They do not seem to care to play at cricket or at racquets, but they seem to prefer smoking about the woods. I have talked to the cadets themselves, and I have talked to the cricketers about it. I spoke to one of the eleven last term about it, and he said, "It is no good, we "cannot get fellows to practise cricket." That is merely to show the general apathy among the cadets.

2951. You describe that as the nature of the cadets; do you think that there is anything in the cadets which render it so *ab initio*, or is it from the system at the college?—It is certainly not from the system at the college, but it is so from the very first time that the cadets come.

2952. Do they come from a different class in society from that from which public school boys are drawn?—They have no *esprit de corps*. We have no leaders who can set a tone to the place. You can make an impression upon a certain number of cadets, but they pass away from you directly.

2953. Do you think from that point of view that the time of residence is too short?—Yes, much too short. However much we may mix with the cadets we have no set of monitors upon whom we can work. Directly that we know a cadet intimately and can make an impression upon him he goes.

2954. Are we to understand that you think that this general listlessness does not proceed from the want of disposition to study?—It depends upon circumstances. When a cadet comes to the college he soon knows whether he will get his commission without purchase or not, and if he sees that he has no chance of getting a commission without purchase he knocks

Captain Hale, R.E.

22 July 1868.

Royal Military College, Sandhurst.

off work. The cadets know that not more than about 30 or 40 will get their commissions without purchase, and I think that in that way they get idle. I have also known a cadet tell a professor that 450*l.*, the price of a commission, was a matter of no consideration to his father, and that therefore he did not see any reason for working.

2955. Would not that part of the evil be met if you reduced the numbers in the college according to one of the plans which you have suggested?—Undoubtedly.

2956. In the event of doing that would you propose to raise the entrance examination?—Yes.

2957. You were educated at Woolwich?—Yes.

2958. Did you see a difference of tone in the cadets at Sandhurst as compared with those at Woolwich at the time when you were at Woolwich?—Yes; the old cadet system, bad as it was, was undoubtedly a great instrument in the hands of the authorities for maintaining discipline. I was a young cadet for two years, and during that time I was careful to behave properly in the presence of an old cadet, or still more of a corporal or under officer, but that system does not now exist at Sandhurst, as the cadets are there for such a short time.

2959. Do you think that the presence of the Indian and Queen's cadets has a bad effect upon the college?—I think not.

2960. You do not think that it creates a number of listless young men?—No, I think that you will find them as energetic as the others. Out of 150 cadets entering the college you would find the best in every way amongst the first 50. At Sandhurst a man who is good in study is good out of study.

2961. You say that you would desire to increase the duration of the course. Do you think that that would be desirable upon the supposition that the college was reduced to about the number who could obtain commissions without purchase, and that the limits of age were retained as they now are?—I think that if we sent out the idle ones we should do very well, knocking out also of the study of fortification the advanced part of it, which in my judgment need not be taught to officers who are going into the infantry or the cavalry. The view which I take of fortification is to give every officer a sound education in field fortification. Of course when he goes to his regiment he will have three or four years idleness, but he will afterwards pick it up again.

2962. I understand you to say that if the college was reduced to the working numbers you need not increase the period of residence?—No, if we cut out a certain portion of the work.

2963. Do you think that if that was done there might be a sufficient incentive to industry?—Yes, because all the cadets would take interest in the work. At present I cannot give sufficient time to them all. I am obliged to take the whole of a class, and to work through a certain course in six months; I must go at a certain pace. I must drag through slow cadets, and I must try to get them all through together.

2964. I believe that under the present system when a cadet has completed the course of his first term he has to proceed to the course of the second term, whether the instructor thinks that he has understood the first course, or not?—Yes.

2965. Do you think that a bad system?—Yes, but we cannot do it in any other way. At present we have to teach in classes; it is not the right system of instruction.

2966. Could not a cadet who had not understood the first course be left behind, and have to take it up again?—He cannot. The system of instruction is very unsatisfactory, both to the cadets and to the instructors.

2967. Supposing that it was not thought desirable to reduce the present number of cadets, and that cadets did not seem to profit by the instruction, could you suggest any other course which could be adopted?—I would punish them for idleness.

2968. Is there now any punishment for idleness?—No, there is no incentive to a cadet to work, and the standard is so low for a commission with purchase that the greatest idler can get a commission without working. I do not know what will become of a cadet who fails to get his commission with purchase.

2969. You think it very essential that there should be a sufficient punishment for idleness?—I do. Moreover, all punishments for study offences should be inflicted by order of the superintendent of studies instead of the commandant, as is the practice in serious cases. Of course under these circumstances the cadets look upon the commandant as the great man and upon the superintendent of studies as the small man.

2970. You think that the superintendent of studies under those circumstances has not sufficient powers?—I do.

2971. You would combine the duties of superintendent and commandant?—Yes.

Comb
instru
and d
nary

2972. Would you similarly combine the duties of professors and officers of companies?—Nearly entirely. I imagine that a professor has each cadet for a sufficient number of hours a week to know a very great deal more about his cadets than the captain of the company can know about them. I have at the end of a month a knowledge of every cadet in my class, but he goes out of study to a man who cannot possibly have the control over him which the professor can acquire. The subaltern officer on duty is up at 6 in the morning, and is on duty till half past 10 at night; I do not think that a professor could do that, but that is merely a minor point. The tendency of the Sandhurst system has been to treat the military professors as regimental officers. I will mention a case which occurred where an order was given by the commandant with respect to some detail in study, and the order was such that I thought it desirable to mention to the superintendent of studies that I was of opinion that it would have a very bad effect upon the discipline in study, and I did so in a most respectful manner; I was asked to withdraw that letter upon the ground that a regimental officer had no business to cavil at any order of his commanding officer; I declined to withdraw the letter, and then the matter was referred to the commandant; the commandant also spoke to me in the same manner, but I still declined to do it, and there the matter rested. It was not done in an insubordinate manner.

2973. You think that with the exception of the duties of the subaltern of the day, the professors could undertake the duties of the officers of companies?—Yes.

2974. And you would desire to see that change introduced?—Yes, if we are to retain the military system.

2975. Do you imply that you would desire to alter the military system, as it exists at Sandhurst?—I should myself rather do so unless we reduced the college to a small number, and I think that then we could keep the cadets in order by military discipline, but if we do not reduce the college I think that the military system is rather a failure.

2976. As I understand the system which you propose for the Military College, it is retaining the present number, but introducing the limit of a much earlier age?—Yes, it is one of the systems I propose.

2977. Making the college a school?—Yes.

2978. And then you would not introduce military discipline?—No.

2979. But you think that if the college were reduced to more limited numbers, what you have described as the military system might be retained?—Yes.

Syste
instru

2980. At present I believe that the professor of fortification does not take any general charge of the instruction in that branch?—No.

2981. Each instructor works independently?—Yes, or rather we work in couples. There are six instructors, including the professor in the branch of fortification.

2982. Do you think that it would be a good thing if the professor had a greater power of general superintendence over the instruction in fortification?—I certainly think so; to my mind the professor of fortification should see that the instruction in the lower branches is properly carried on, and the alterations which he might suggest should be attended to. The superintendent of studies should also be referred to.

2983. Do you know anything of the system which exists in some of the French colleges of a *répétiteur*?—I have read about it, and it strikes me that it is a very admirable system. We tried it at Sandhurst some years ago. At that time the cadets were there only for a year and the college was divided into first term cadets and second term cadets; and in the case of the first term cadets there were three instructors—one instructor lectured, and the other two were present—and on the cadets going back to the halls of study notes had to be written by them, and explanations given by each of the three instructors to his own class. We found that system advantageous both to the instructors and to the cadets.

2984. Why was that system abandoned?—I think that there were rather personal grounds for abandoning it; there were objections by some of the senior instructors, and unless that system is worked *con amore* by everybody I do not think that it succeeds.

2985. But in the abstract you consider it a good system?—Yes.

2986. Will you proceed with what you have to state?—I think that the course of fortification should be thoroughly practical, and confined as much as possible to field fortification. During the last twelve months we tried with a class of second term cadets to practise out of door fortification, and we found it perfectly successful. Our system as a rule is to give the cadets a certain amount of indoor instruction, not very long, on the work to be executed, and then to take them out on the ground and to make them build embrasures and revetments and different kinds of field works, and to form bridges, and also to make gabions and fascines; the cadets do it themselves, and we find the system succeed admirably.

2987. Do you think that it should be further extended?—If we had more time to take it a little further I think that it would be useful. In the last term we only had 90 hours in which to do this. Fortunately we had fine weather, but nevertheless we had to throw over a portion of the course.

2988. Do you find that the cadets take more interest in outdoor instruction than indoor instruction?—Yes, the difficulty is to keep them indoors.

2989. Then there is less of listlessness in that class of study?—Yes, but the idle cadets will be perhaps two hours and a half or three hours doing work which the more active cadets will finish in an hour and a half.

2990. Do you compel them to stay until they have completed their work?—As far as possible we drill them by squads, dismissing each squad as its task is completed.

2991. Would you omit altogether instruction in permanent fortification?—Yes, I think so, except a month at the end of the last term.

2992. After the instruction in field fortification was completed?—Yes.

2993. Is has been suggested that in the halls of study, the corporals and under-officers should be charged with the maintenance of discipline; do you approve of that suggestion?—It would do very well at Woolwich as the halls there are built, but I do not think that it would do with us; I think that it would sometimes be rather awkward. I hear everything that goes on in the hall of study. At Woolwich the instructor does not hear everything that goes on.

2994. Do you find any practical difficulty in maintaining discipline in the halls of study?—No; I did so on one occasion only, where the cadets behaved so badly that we had to bring them up to the commandant, and that practically stopped it.

2995. Have you not the power now of sending a cadet out of study under arrest?—Yes, but there is no occasion to exercise that power except in a very few and isolated instances.

2996. Do you think that the present position of the corporals and under-officers is satisfactory as to the maintenance of discipline?—I do not think that they exercise it. They are of the same standing and are in the same hall of study as the other cadets, and they do not exercise their authority unless they are absolutely obliged, and then you have to call their attention to it.

2997. Do you think that they have less inclination to exercise their authority than the under-officers at Woolwich in your time had?—Yes, much less, because the under-officers at Woolwich were senior cadets, and they had a position for it. I may here mention that one great element for maintaining discipline, namely, that of indirect supervision, or supervision without *espionage*, is wanting at Sandhurst. At Woolwich the officers' quarters were in the centre of the main buildings appropriated to the cadets; whereas at Sandhurst the officers live well away from the cadets, who are left, comparatively speaking, entirely to themselves.

2998. Your view I understand to be that it would be desirable to combine the disciplinary staff with the educational staff?—Yes.

2999. Supposing that not to be done, and the separation still existing to be maintained, is there any greater extent of disciplinary power which you think advantageous to be given to the professors and instructors?—I should like to have some more power than I have now in study. I should like to be able to send to the superintendent of studies any cadet whom I thought worthy of punishment. If he pleased to appeal against my report, well and good, but I should in the report suggest a certain amount of punishment.

3000. Supposing that you send a cadet out of the hall of study under arrest, do you make a report of it to the superintendent of studies?—Yes, and the cadet goes before him.

3001. What change in that system would you like to see?—I should like that a report of mine for inattention should entail three or four days arrest, or that the cadets' leave should be stopped for a week, or something of that sort.

3002. You would like in fact that the power of stopping idleness should be given to the professors?—Yes.

3003. Are any reports which are made by you as to improper conduct of any sort on the part of cadets referred to the captains of companies?—There are some offences which are considered disciplinary offences and not study offences, and which are referred to the captain of the company. If he considers it necessary to report the offence he does so, or otherwise deals with it.

3004. Have you any objection to that?—I object most strongly to the captain of the company dealing with any offence committed in the study hours.

3005. And you would desire that the superintendent of studies should at once act upon your report?—Yes.

3006. Can you suggest any further encouragement which could be given to the cadets which would be likely to induce them to take a greater interest than they now take in their position?—It has been suggested to me by a cadet himself that they should have some sort of rank. They constantly go over to the camp at Aldershot, and they find that they are nobody there, and I believe that it would have a great effect upon their conduct if they had some rank given to them.

3007. It has been stated to us that their appearance at present out of college is not very soldierly, particularly in comparison with the Woolwich cadets; is that your experience?—Yes; but that is owing to our not having a large town near us. York Town is a very insignificant place and the cadets slouch out there and do not think it worth while to take any

Captain Hale, R.E.

22 July 1868.

Royal Military College, Sandhurst.

trouble with themselves, but in my time at Woolwich if I had gone out dressed half as slovenly as is the case at Sandhurst now I should have been reported.

3008. You have mentioned that the cadets are in the habit of going to Aldershot; some objection has been taken to that by some of the witnesses before us. Do you see any objection to that practice?—It depends very much upon whom they go to. I am afraid that they have not a very good name at the camp.

Attainments of the cadets.

3009. (*Lord E. Cecil.*) You say that very few cadets can calculate. Have they any elementary knowledge in fractions and decimals?—It sometimes may be so. I understood Canon Heaviside to say that that want of accurate knowledge of fractions and decimals was general and not peculiar to Sandhurst alone.

3010. Can you state how it is that they are able to pass the entrance examination for Sandhurst?—No; If we give them the calculation of an ordinary profile very few of them will calculate it correctly; if we give them the calculations of an ordinary scale they say that they do not understand how to do it.

3011. Then I understand you to say that they have not very much general knowledge in arithmetic?—Certainly not, judging by results.

3012. You have said that only 37 per cent. of the cadets passing through Sandhurst obtain any advantage by the education?—My intention was to state that they obtained a great advantage; and that the next division, which was 35 per cent., could not help learning something; but the really beneficial effects of the college I think are confined to that 37 per cent.

Returns, p. cxlvi.

3013. From the return furnished to us, in the last 10 years about one-fourth of the officers in the infantry and cavalry have been supplied from Sandhurst. If it be the case that only 37 per cent. of the cadets at Sandhurst obtain a very great advantage the effect of Sandhurst upon military education must be infinitesimally small, and much less than one-eighth of the officers of the army must be benefited by that education?—Yes, but even this proportion can hardly be called infinitesimally small.

3014. Do you think that the college at Sandhurst really serves the purpose for which it is intended, namely, of giving a good military education to officers of the infantry and cavalry?—I do not.

3015. You state that the greatest idler at Sandhurst can get a commission; what amount of military knowledge can he have under those circumstances?—Very small indeed.

3016. In your opinion is the education in your own department sufficiently practical?—I think that it is. Within the last year it has been so. Colonel Addison has quite changed the whole system of instruction in fortification by introducing as far as practicable practical instruction.

3017. What would you propose to teach in the way of permanent fortification?—I cannot answer that question because I have been instructing chiefly on field fortification.

3018. Of what benefit is permanent fortification to an infantry or a cavalry officer?—Those cadets who come from Sandhurst probably go through the Staff College, and I think that it would be a good thing for a cadet to have an introduction when he was younger to the principles of fortification. Of course he can learn it elsewhere, but I think that he will pick it up more readily by learning something of it at Sandhurst.

3019. Then it is not with the view to instructing him in his duties that permanent fortification would be desirable, but with reference to his afterwards entering the Staff College?—Yes; we should have more time, if we eliminated a certain portion of permanent fortification, for siege work, which I do not now teach; but all the siege works would be included in the field work course.

3020. Do you think that there is any great benefit now, in teaching the first system of Vauban?—No.

3021. Do you not think that the improvements in the range of artillery and musketry have very much altered the advantages of that system?—Yes.

Organiza

3022. You have said that you are in favour of a combination of the disciplinary and the instructional duties of the professors and officers at Sandhurst?—Yes.

3023. We have it in evidence that the professor of one particular department devotes at least 10 hours a day to his work; is that generally the case amongst the professors and instructors at Sandhurst?—I should think not. There is one branch, namely, military history, the course in which changes every six months; it is a different style of instruction; the professors have to prepare their lectures afresh each term, whereas in field fortification in three or four years there is not very much change, and much preparation is not necessary.

3024. You stated that the subaltern officer of the day collected reports at 6 o'clock in the morning and went on till the close of the day?—Yes.

3025. Do you think that there is any necessity for his doing that work? Could not it be done by the serjeant of the college?—I know nothing whatever against the character of the serjeant, but I think it rather a dangerous power to give to the serjeant; he is not I suppose above pecuniary considerations, and I think that he might occasionally be influenced by them; he might forget the name of a cadet who was absent.

3026. You say that you would prefer to make Sandhurst a large public school; you are no doubt aware than ten years ago there was a junior department at Sandhurst which answered very much the purpose of a public school?—Yes.

Discipline

3027. You say that on one occasion the cadets behaved very badly in your hall of study; will you state to the Commission what was the particular nature of that offence?—It was a case of improper language to an extent which I had never experienced at the college before.

3028. Would you, as a professor, if you heard a cadet swearing or using very bad or obscene language think it right to reprove him or to report him on the spot?—I have done so.

3029. Is swearing looked upon as a matter of disrespect to the professor, and punishable?—Yes, but as a rule I should not report a cadet for swearing; I find it infinitely better to appeal to them upon it.

System o study.

3030. What is your opinion of the independent studies?—They were very bad; there are no independent studies now.

3031. Would you be in favour of private study being more encouraged amongst the cadets than it is?—Anything to increase the incentive to learning I think would be good.

3032. With reference to your own particular department would it not be a very great advantage if some of the work could be got up out of study?—Yes.

3033. And if the subject could be explained afterwards by the professor?—That is so as to the voluntary course, but there are so many marks given to cadets for the voluntary portion of the fortification course that they are rather inclined to neglect the obligatory portion. I should like to see them study the obligatory portion out of study and not only the voluntary portion.

Under-of &c.

3034. I think that you have stated that there is nothing like a sixth form at Sandhurst. What position do the under-officers and corporals fill at Sandhurst; do not they lead the tone of the place?—Some of them do, because you select the best cadets for that purpose, but I think that their influence is very small. Sometimes you get a cadet who has very great influence. A case occurred the other day where I am perfectly sure that it would have answered to have given the cadet a commission and to have kept him at the college in some way; he had a marvellous power over the cadets of his company.

3035. With regard to the system of promoting cadets to be under-officers and corporals, are you in

favour of the system of seniority combined with selection, or would you promote them for their excellence in study?—Not for their excellence in study only, but we generally find that those who are good in study are the best altogether.

3036. As a rule you would prefer to take the study marks first, and that then the captain of the company, or the superintendent of studies, or the commandant, or whoever had the power of promotion, should be consulted afterwards as to the general character of the cadet?—I should not be too much in favor of the study marks. The cadet to whom I have just referred attracted my attention at once by his conduct in study, and simultaneously he attracted the attention of the captain by his conduct out of study. The captains of companies sometimes now ask me as to the character of the cadets.

3037. Then I suppose that some promotions take place entirely in consequence of the recommendation of the captain, and that the professor has nothing whatever to say to it?—Just so.

3038. You would be in favour of altering that?—Yes; I should think that the recommendation of the professor as to character would be very advantageous. At one time the instructors were asked to send in the names of the junior cadets whom they would recommend to take charge of their classes.

tone.

3039. (*Lord Northbrook.*) You have said, I think, that the cadets on joining the College appear to be listless, and rather of a bad tone?—They are of a listless and an idle tone.

3040. Do you think that that is at all attributable to a good many of them coming from private tutors, and not from public schools?—It is I think attributable to the system at many of the private tutors, where they are entirely left to themselves, except while they are being taught. I think that they pick up habits of idleness.

3041. Do you think that a young man who is with a private tutor has not the same inducement to join in games and sports, and is therefore at a disadvantage compared with youths at a public school?—Yes.

3042. And therefore you would think that youths from a public school would have a better tone?—Yes.

ation
cipline.

3043. You say that you would recommend that there should be a smaller college at Sandhurst, and of a higher standard?—Yes.

3044. Would you recommend it to be carried on in the same way as the present college is carried on?—No, I would combine the military and the disciplinary parts of it.

3045. You would have no double government?—No.

3046. You consider that to be essential to the proper carrying on of an educational establishment?—I do.

3047. Would you continue the system of calling the cadets a battalion; what in your opinion is the advantage of that system?—It is of no advantage now. I do not know what the advantage of it is; they cannot learn discipline; you cannot treat young fellows as strictly as officers of a regiment. To my mind you bring them up with false notions. Arrest with an officer is a vital point of honour, and he must not break it; but arrest at Sandhurst is nothing. A very short time ago they had at Sandhurst arrest either on parole or without parole. I think that that is a false system.

3048. So far from there being any advantage as regards military discipline, it would rather tend to create false notions of what military discipline is?—I think so.

3049. What would be your plan for the college at Sandhurst, supposing there to be a smaller college? How would you carry on the discipline of it; would you, for example, call the students cadets?—I do not see that there would be any advantage in having a military tone; I would simply have it as a place of instruction. The difficulty of course would be to find a head for that establishment; as the knowledge is specially military, it would rather point to a military man being at the head of it. If you could find a good civilian who had been accustomed to deal with young fellows, I think that you might abolish the military system altogether.

3050. On the reduced system, if you appointed a man to be a cadet with a certain military rank, and who should be promoted from being cadet to being an ensign, or a cornet, in the same way as with the naval cadets who now enter the "Britannia," do you believe that it would create a more healthy tone?—It would create a more healthy tone.

3051. Do you think that a young man would be more careful as to how he conducted himself, if he thought that he might forfeit his military career by misconduct at the college?—Yes.

3052. In your opinion it would be an alternative between a military organization and a civil organization?—I do not know as to its being an alternative, but it would be an advantage to give the students rank in a military college, with a military organization.

3053. (*Lt.-Col. Chesney.*) Are you aware that their arrests are kept strictly by the cadets at Woolwich?—I believe that they are; that is the tradition of the place.

3054. Is there any reason why it should be impossible to introduce at Sandhurst military discipline like that at Woolwich, or like that which existed at the extinct college of Addiscombe?—It is rather a difficult subject to give an opinion upon, because the cadets are now treated as half military and half collegiate. The discipline at Woolwich was far stricter in my day than it is at Sandhurst. Sandhurst is in many ways a sort of half college, and in some ways it is military.

3055. Speaking of Woolwich, is there any reason why the system of Woolwich should not be introduced at Sandhurst?—The academy at Woolwich has many advantages over the college at Sandhurst, having a large garrison town, and many officers interested in keeping up the discipline of the place.

3056. But those advantages do not happen to exist in the great military colleges of France, and Austria, and America. Is there any special reason why Sandhurst should not be kept up as a military college?—I am hardly acquainted with those colleges.

3057. You have said that there was more supervision at Woolwich; what did you mean?—I meant on the part of the officers of the garrison.

3058. You spoke of the case of a cadet being found to be useless as an under-officer, though he was high in his marks. In your opinion, if the professors gave proper reports of the cadets would not their veto prevent such a cadet being made an under-officer? If there was a proper report of the conduct and personal character of the cadets, ought it not to prevent such cadets being made under-officers?—It ought to do so; the reports of at least the military professors ought to do so.

3059. Did I correctly understand you that you did not desire as a professor to have any assistance at all from the corporals or under-officers?—Not as the halls of study are constituted. I would rather take charge of the cadets myself, as I know what to overlook and what to take notice of.

3060. You said that for a single term there was a power of putting a cadet in charge in study?—Yes; during our absence the senior cadet is now in charge, but the man who happens to be senior is often incapable of doing it. There is many a man who is not capable of doing it.

3061. The Addiscombe system was to put a man after the first month, according to the professors' reports, in charge of the rest of the class, which charge, if duly carried out, gave him a claim to be made a corporal; is there any reason why that system should not be applied at Sandhurst?—It is rather a short time for a new cadet, but in the second term, of course, you could do so at once.

3062. Is not the fact of the corporals and under-officers being chosen and retained without any

Capt. Hale, R.E.

22 July 1868.

Royal Military College, Sandhurst.

Results of the college education.

reference to the professors a prejudice to the instructional side of the college?—Decidedly.

3063. By the return before me it appears that rather more than one-third of the officers of the army for the last four years have been appointed from Sandhurst. You say that something less than one-half of those who leave Sandhurst for the army really profit by the instruction at Sandhurst?—Yes.

3064. Does not it appear to you that if one-sixth of the officers of the army enter it with some military knowledge it may be an advantage generally to the army?—Yes.

3065. In your opinion is not it plainly a benefit to our army that about one-sixth of our officers should enter the army with some military knowledge?—It is certainly some benefit.

3066. (*Sir C. Russell.*) Do you find that the cadets show aptitude in acquiring their practical instruction in field works?—Yes, very great aptitude.

3067. And greater aptitude than in the theoretical part?—Yes, they take more kindly to it.

3068. Do you think that a cadet who has been instructed in the practical part of constructing either a redoubt or a bridge would be more useful on real service than a man who might have passed a good examination in the theoretical part only?—I think that it must depend very much upon the two individuals who are compared. A man who has passed a good theoretical examination must have some brains, and a very little attention on service would show him how to turn his attention to the practical part. A man who has passed a theoretical examination of course is not to be compared with a man who has wholly the practical work.

3069. (*Sir D. A. Cameron.*) I suppose that it is the commandant who appoints the corporals and under-officers on the recommendation of the captains of companies?—Yes.

3070. Is the superintendent of studies consulted by the commandant in the appointment?—I do not know.

3071. I think that you have said that the cadets do not receive a good military education at the college?—I am speaking of fortification; I do not know anything about the other branches.

3072. They are not well instructed in fortification?—No, because there is no time for it; it is an entirely superficial knowledge.

3073. (*Lord de Ros.*) Would not a system of private study taken up weekly and given credit for by the authorities at Sandhurst promote a tendency to less idle habits in the cadets?—Yes; but I should like to confine that to the obligatory portion of the work.

3074. As regards field fortification, does it not prepare the student in a certain degree for permanent fortification; for instance, enough to avoid such a mistake as that of Bergen-op-Zoom, of a storming party plunging into the streets before the rampart was occupied?—I have never myself been in actual service, but from what I have seen of fortifications I think that a man, however well instructed he might be in fortification from a book, would be exceedingly puzzled in an attack to find out where he was.

3075. My question is, whether his instruction in field fortification would not rather prepare him for permanent fortification?—I do not think that it would help him to find his way out of the difficulty which he had got into.

3076. Do you consider that there is proper latitude given for buying tools, brushwood, and for making gabions, fascines, and so on?—I think so. I do not think that we have run short to any extent; we may occasionally have run short, but not to any extent.

3077. When the cadets are taken out in a party and shown how to strengthen a pass, or ford, or the the rise of a road, do you find a spirit of rivalry among them which promotes improvement?—We do not go to that extent of taking them out for that practical work.

3078. Do you not think that that sort of practice would give great interest, and would rouse some energy in those cadets whom you describe as idlers?—It might.

3079. Have you not known many cadets who were averse to hard study, but who when their interest was excited on real service turned out excellent regimental officers?—I dare say that that is the case.

3080. Supposing every cadet to be reported upon monthly, how could he get through the college without learning anything?—If he were punished for his idleness, he could not do so; but the monthly reports are now of no good.

3081. As to public schools, supposing that it were well known by the head masters that your difficulties arose from want of elementary knowledge, would not it be likely to produce more forward scholars from the public schools?—They have to pass an examination in that particular branch in order to get into the college.

3082. But supposing that it were known by the head masters of those schools that you found this want of elementary knowledge, would not it be likely to produce more forward scholars in the public schools?—Yes; I should presume that it would.

3083. Supposing that you allowed cadets an acknowledged undress for going into the country and for games, and that you insisted at other times on strict uniform, do you think that it would have a good effect?—They have at present an undress. It is of course a disciplinary question out of the college grounds; I should prefer their being in full dress. The college grounds are very large indeed.

3084. What should you say to having no uniform worn at all at Sandhurst except on parade?—I think that if it is a military college the students should be in uniform; I think that they should be able to be recognised outside the grounds.

Organiz

3085. Supposing that there were no captains and subalterns, but that there was a good active adjutant, would not that be better than divided authority?—Combining the two I think would be better.

3086. (*Rev. W. C. Lake.*) Are we to understand that the alteration to which you would rather incline at Sandhurst is to make it a college like other civilian colleges, with the sole addition of military studies?—No, I did not intend to imply that; I rather meant that there should be a combination of the military and the civil elements, with a reduced military organization.

3087. You would keep the college as it is now, but reducing the numbers?—Yes.

3088. And giving greater powers to the professors?—Yes; combining the two staffs, and not having a second staff.

3089. Supposing that you were to have such a smaller college as you now speak of, would you have all the cadets to go through precisely the same course of studies as at present, or would you have a senior and a junior division in each class, with some difference in the studies?—I think that I should be inclined to go through the same course of study.

3090. You do not see any difficulties, or at all events any insuperable difficulties, in the more advanced and the less advanced cadets being driven through the same course?—Just so; that is to say, provided the entrance examination is raised so as to keep up the standard.

3091. However much you raise the entrance you will always have a certain number of men who will be beyond the others?—Yes; but with better men I think that we should be able to take the good men through a better course, though nominally the same.

3092. With reference to idleness, how would you secure that a young man with this better examination did not become idle afterwards?—I think that upon the report of a certain amount of idleness a cadet should be removed, or rusticated.

3093. You would make a certain amount of idleness a bar to the cadets finally obtaining commissions?—Yes, certainly.

3094. But for the good conduct of such a college you think that idleness should be taken notice of?—Yes.

3095. You think that at present no notice is taken of it?—There is now no notice taken of it whatever.

3096. So that the cadets become absolutely indifferent to the reports of the professors as to idleness?—Yes.

3097. (*Chairman.*) You have spoken of the special duties of the subaltern of the day, mentioning principally among them that of collecting reports; do you think that those duties might be performed by an active adjutant?—It would be very hard following day after day. I think that it would be too much for one officer day after day, especially as the subalterns' quarters are a quarter of a mile away from the barracks of the cadets.

3098. Do you think that it would be too much for an adjutant upon the supposition of a reduced college?—I could hardly give an opinion about that; other witnesses can best tell the number of times that an adjutant has to come up to parade, and how he is constantly at work, of which no notice is taken.

3099. (*Lord Northbrook.*) You mentioned that the monthly reports as to the cadets were all sent up?—Yes; but no notice is taken of them.

x p. x.

3100. In the memorandum which we have from Colonel Addison there is the following paragraph:—"Monthly reports are sent to the Horse Guards of "the application and conduct in study of every cadet. "Where the report is bad I make a point of drawing "attention to it, and a reprimand or warning has "always followed?"—I should be sorry to dispute Colonel Addison's statement, but I have reported cadets over and over again, and no notice has been taken of it. It is, I know, a standing order that cadets are bound to do any work set by an instructor, and failing to do this they will be punished. This is, however, punishing for disobedience of orders, not for idleness. It imparts, moreover the military *régime* into the class room, and is calculated to injure the friendly feelings which should exist between teacher and pupil. What I advocate is punishment for general idleness or inattention, and not for specific instances of this kind of behaviour.

3101. Have you sent in monthly reports of the bad progress of the cadets during the last term?—Yes.

3102. Has any notice been taken of those reports?—No, not that I am aware of.

3103. (*Sir D. A. Cameron.*) Would it not to some extent cure the idleness at Sandhurst if the qualification for a commission with purchase were raised?—Yes, undoubtedly on that point. I think there would be another incentive to study, namely, that instead of having the present competition for the cadets who get their commissions without purchase there should be a high qualifying minimum. Unless a cadet is in the first 30 or so he knows that he cannot obtain a commission; but if he knew that by working and getting a certain number of marks he would obtain his commission, I think that a large number of that second class of cadets of whom I have spoken would get commissions.

3104. Would there be a sufficient number of commissions to give?—That is the question.

3105. (*Chairman.*) The number of commissions without purchase being limited under the present system, by what means could they be increased?—That is the difficulty.

3106. (*Sir D. A. Cameron.*) But you think that the qualification for a commission with purchase might be raised at once?—Certainly.

3107. (*Chairman.*) Have you any further suggestions to make to the Commission?—I may refer to the last report upon fortification made by the public examiner in June. The examination was considered to be unsatisfactory, and he drew the particular attention of the Council of Military Education to the fact that the cadets who got commissions without purchase had passed a satisfactory examination in fortification, but that all below that had passed an unsatisfactory examination. The incentive in their case was gone, and they did not care so long as they had the qualifying minimum for purchase. Then I would say that the results of our examination in fortification have been reported as constantly unsatisfactory. I do not think that sufficient notice has been taken of the very short time that the cadets are with us. Last term we had only 16 weeks, and in the next term we shall have 15 weeks. We began in last term on the 4th of February, and the examination was at the end of May. We had Easter struck out of the time, and we had some examinations during the term. Therefore, the instruction finished at the end of May, and we do not begin again till the 1st of August, and out of that period we shall have some days taken away. The examination is hurried on account of Woolwich.

3108. Would you advocate any alteration in the arrangement of the terms and vacations?—I should like to see three terms instead of two, but it has been objected to on account of the expense to the cadets in going backwards and forwards. If we had three terms the cadets would see the future before them; but I think that they do not now see it.

3109. By the "future" you mean the examination?—Yes. As a proof that those cadets who are at the bottom of the batch are not all deficient in ability I may mention the fact that my experience among the cadets has shown me that some of those who pass out worst have the very best memories.

3110. And do they show general intelligence besides?—Yes.

3111. (*Rev. W. C. Lake.*) Do you attribute the extreme listlessness of which you spoke at the beginning of your evidence to any particular causes which you can assign?—No, I cannot; I have often tried to fathom it; whether or not it is that the cadets have been hard worked to get in, and find facilities for enjoying themselves by lying about and smoking.

3112. I understood you to say that you thought that it prevailed to a much greater extent than at public schools?—I am sure that it does.

3113. Has it struck you that they come from any of the private establishments in a state of bad *physique* generally?—No, I do not think so.

3114. Are not a good many hospital cases reported?—I do not think that there are very many.

3115. What do you think of the permission to smoke as bearing upon the mind?—Doubtless the fact of being able to do it so freely makes men smokers; but I do not see how smoking could be prevented, and perhaps it is better to legalise it.

3116. It is one thing to allow it to some extent as inevitable, and it is another thing to legalise it and to encourage it, is it not?—Yes. Recently, owing to our power being increased, the cadets have been forbidden to smoke upon the public roads, and that practice has to a great extent ceased.

3117. As a mere matter of health, is any check put upon the extent of smoking?—Not that I am aware of.

3118. May a young man if he likes smoke during his whole time out of study?—Yes, except in certain places.

3119. Has it struck you that the habit of what is called "independent study," which you seem to describe as no study at all but as mere lying about, tends to encourage these habits of listlessness?—I do not think that many cadets go to independent study.

3120. Should you say that it is the idlest cadets who go to independent study?—Yes; cadets who decline to go to geology, and so forth.

3121. (*Lt.-Col. Chesney.*) Has it never struck you that the year and a half at Sandhurst is considerably less than the period at most military and civil colleges?—Certainly.

3122. Do you not think that it would be an improvement as regards the instruction, and indeed the

Captain Hale, R.E.

22 July 1868.

Royal Military College, Sandhurst.

discipline, if the period were extended to two years?—I think that half a year would make very little difference.

3123. Still that half year would be in favour of giving authority to senior cadets, would it not?—Yes; it would have that tendency of course, especially if a number of them got out at the end of three terms, and the number of seniors would be thus reduced.

3124. (*Sir D. A. Cameron.*) In that case would you not think it advisable to make the final examination higher?—Yes.

3125. (*Chairman.*) Do you think that there is any objection to the plan which now exists, by which a cadet can pass out in two terms?—No objection at all.

3126. (*Lord de Ros.*) Do you think that the use of the billiard table rather tends to encourage the lounging habits?—I think not, because the billiard tables have already existed in the village, and they do now exist under control. I think, however, that drinking beer and smoking to a late hour in the evening in the refreshment room must destroy energy at early study the following morning.

3126*a*. (*Chairman.*) Have you any further remarks to make?—In the early part of my examination I have referred to the want of good tone among the cadets; I may perhaps be allowed, nevertheless, to express my firm conviction that the discredit which is occasionally brought on the college by the misconduct of the cadets, is due to a few ungentlemanly young men who find themselves free to pass an idle useless existence at the college. I have had constant opportunities of mixing with the cadets out of study, and, as a rule, no young men could have behaved in a more gentlemanly manner than they have always done.

The witness withdrew.

BREV. MAJOR WILLIAM ROBERTS FARMAR examined.

Major W. R. Farmar.

Royal Military College, Sandhurst.

3127. (*Chairman.*) You are, I believe, one of the captains of companies of cadets, at Sandhurst?—Yes.

3128. How long have you held that appointment?—Nearly eight years.

3129. Will you describe the nature of your duties?—I have the general superintendence of the cadets at all times, in the dormitories, and during their casual movements, and at all other times as well.

Duties and powers of captains and subalterns of companies.

3130. That is to say of the cadets in your company?—Yes, the A company, the senior company.

3131. How are the cadets arranged in companies, do they always remain in the same company throughout the whole of their course?—Yes.

3132. Therefore a cadet is under your charge during the whole time that he is at the college?—Yes.

3133. Do you consider yourself entirely responsible for the discipline of the company under your charge?—Yes.

3134. Do the duties of the adjutant relate almost exclusively to drill?—Yes, he has nothing to do with the dormitories, he has the general supervision out of doors, as other officers.

3135. Do you exercise any supervision over the cadets out of doors, except such as any officer of the college may exercise?—No.

3136. Of course if you saw any misconduct out of doors you would equally report a cadet from another company, as well as one from your own?—Precisely so.

3137. Does the subaltern of the company act under your orders?—Yes.

3138. Has he any special duties, or are his duties similar to yours?—He has special duties on the day when he is on duty at the college, which is every third day; but otherwise he performs his duties under me, and when the cadets are in their dormitories he is responsible under me.

3139. Is there a captain of the day?—Yes.

3140. What duty does he perform?—He first of all has to attend prayers in the morning, and he has to see that the drills are carried out at proper hours; he attends general parade, and he has to see that everything goes on properly at the dinner hour, in fact he is all day at the college and has to see that the studies and the routine go on properly.

3141. When you say that you have charge of the cadets in their dormitories, are your quarters close to the dormitories of your own company?—They are quite close, they are within one minutes' walk.

3142. If any disorder took place, would you be sure to become acquainted with it?—Certainly.

3143. Do you visit the dormitories?—Yes; frequently.

3144. You say that the captain of the day has duties in connexion with the messing of the cadets?—Yes.

3145. Are those merely ordinary duties of inspecting the mess and seeing that it is of a proper kind, or does he remain in the room?—He does not remain in the room all the time; he goes through the halls to see that everything is done properly.

3146. Those duties are much of the same nature as in a regiment?—Exactly.

3147. Is there any officer present during the whole of the mess time?—Not present in the room.

3148. Have the under-officers any duties as respects maintaining order?—Yes, the responsible under-officer is the responsible person at the dinner hour, and in his absence the next senior under-officer; there are five under-officers, and the senior of the five is called the responsible under-officer.

3149. How many corporals are there in each company?—Ten.

3150. Are there any supernumerary, or lance corporals?—None.

3151. What punishments is it in your power to inflict?—We can give three days' close arrest; that is the severest punishment which we can give.

3152. For any severer punishment you have to refer to the commandant?—Yes.

3153. If you inflict punishments of that kind, do you make an immediate report to the commandant?—No, it goes in to the commandant on the Monday following.

3154. What description of offences do you punish?—Any irregularities which we think not necessary to bring before the commandant.

3155. In the event of a complaint of irregularity being made by a professor, have you anything to do with it?—No, it goes up to the superintendent of studies.

3156. Supposing that a cadet was reported for coming late to study, would not that be referred by the superintendent of studies to you as the captain of the company?—He might pass it to me, if it was the first time.

3157. What would be your duty in that case?—I should give him some reprimand, or warn him to be more careful in future.

3158. Would you deal with it yourself?—Yes; I should consider that it would be handed over by the superintendent of studies to me to adjudicate upon in the way I have stated.

3159. But you would not take it up unless it was referred to you by the superintendent of studies?—No.

Discipline.

3160. Have you any observations to make to the Commission with reference to the present state of discipline in the college?—I think that there should be no divided command, such as now exists, between the superintendent of studies and the commandant. The professors I think are taught to look up to the superintendent of studies as their chief. I think that the commandant, under the governor, ought to be looked upon as responsible for what goes on during the studies. I think that he should be responsible for all the arrangements in the studies, and the professors to him. A major of a regiment would not hold

a separate orderly room, but the colonel would be responsible for everything.

3161. Do you think it desirable to treat the cadets at Sandhurst as a regiment?—Yes; I think that the commandant should know of everything, and I think that the professors do not sufficiently look up to him.

3162. Do you think that the professors have now sufficient disciplinary powers?—Yes. I think that the military professors are much more able to command obedience than the civilian professors. In fact very few irregularities, I think, take place in those halls of study which are under the military professors.

3163. Do you think that there are more irregularities in the halls of the civil professors?—Yes.

3164. Do you say that from the fact that there are more reports from the civil professors?—Yes, and from my own knowledge.

3165. Have they not the same power as the military professors?—Yes, precisely the same.

3166. But in your opinion they are not able to exercise it so effectively?—No; they have not the same moral influence as the military professors have.

3167. Do you think that it arises from the difference in professors?—Partly so. I think some of them never would have the powers of command.

3168. Do you think that the conduct of the cadets generally is satisfactory?—I think so.

3169. You are aware that considerable complaints have at times been made of the conduct of the cadets out of college?—Yes.

3170. Do you think that those complaints, as they came before the public, have been exaggerated?—Very much.

3171. Were you present on the previous occasion of a disturbance?—I was.

3172. Can you tell us what occurred then?—I think that it originated from some mistake which was made by Sir Harry Jones; he spoke to the cadets, and I think did not make himself clearly understood to them, and they seemed to think that he had broken faith with them. The people who had been aggrieved, and whose property had been destroyed at the Blackwater fair, came and endeavoured to recognize the delinquents. The cadets did not like it, and would have dispersed had not an under-officer of my company refused to pass the word to break off, and therefore stopped the whole insubordination, as my company remained steady and saved the whole line.

3173. Were the cadets under arms at that time?—Yes, and in line.

3174. The occurrence of such an event as that by cadets under arms would seem to imply a want of discipline, would it not?—They were very much excited. My under-officer was always anxious to do his duty; a report of his conduct was forwarded to the Commander-in-Chief, who expressed himself very much pleased with him.

3175. Was that expression of approval made known to the under-officers?—Yes.

3176. Was it made known publicly in the presence of the other cadets?—Not on a public parade, I think. I am not sure about that.

3177. I gather it to be your opinion that the discipline generally at Sandhurst is satisfactory?—I think so, if allowed to be properly carried out.

3178. Will you tell us a little more in detail what you mean by its being allowed to be properly carried out?—I think that if the commandant under the governor was made the responsible person, as the head of a college is at Oxford, the discipline would be quite sufficient to maintain order.

3179. You are of opinion that the commandant has not sufficient authority?—I mean with regard to rustication, or powers which the head of a college at Oxford has.

3180. You think that the commandant under the governor should have the power of rustication without appeal?—Yes.

3181. Would you extend that to dismissal from the college?—Yes.

3182. That I believe is not the case at present?—It is not.

3183. We have been told by most of the witnesses who have appeared before us that there is a considerable amount of idleness and of listlessness existing among the cadets, do you find that to be the case?—There is the "independent study," and that I think is a premium for idleness. If a cadet is inclined to be idle, he elects not to take up a particular study, and he can lounge about and smoke, not going out of the limits of the college. System of independent study.

3184. Then "independent study" is merely the study of smoking cigars?—Yes.

3185. Can you give any estimate of the number of cadets who abstain from a voluntary subject, so as to come under the head of independent students?—I could not give the number, but there are many.

3186. Are there every day a certain number lounging about in this way?—Yes.

3187. I suppose that it gives to them a general habit of idleness?—Yes; and it is not fair upon the others, it disturbs the work of those who are in study; it has a bad effect upon them. I think that it unsettles their minds, and I think that it is not fair upon the parents.

3188. Do you believe that the cadets at independent study generally keep to the bounds?—I think they do, but they can very easily break the bounds; it is only just to cross a road to break the bounds, and we cannot always be at that point.

3189. If you met a cadet without the bounds, would you know by the time of day whether he ought to be within bounds or not?—Yes.

3190. And therefore would you report him?—Decidedly.

3191. Are the corporals and under-officers appointed upon the recommendation of the captains of companies?—They are. Under-officers and corporals.

3192. Upon what principle do you make those recommendations?—I consider the subject. I always judge by the study marks and their good conduct, the two together.

3193. How do you judge of the good conduct; is it by the entries in the defaulter sheet or by your general knowledge?—By both.

3194. Do you enter everything in the defaulter sheet, do you enter admonitions?—Yes, I enter everything.

3195. Do not the professors now make monthly reports of the conduct and progress of the students, which are forwarded to the Commander-in-Chief?—Yes. Idleness.

3196. Do you know whether any cadets have been punished for inattention, or whether any report has been made as regards those who have been inattentive?—No, that is beyond my sphere.

3197. Would the commandant or the superintendent of studies inflict a punishment or give an admonition to a cadet in your company without your being aware of it?—An officer of the company is always present when the commandant punishes a cadet. I have seen them warn cadets that they were not making sufficient progress. I have been present when that has been done.

3198. There is, I believe, no recognized punishment for idleness?—No.

3199. Did you ever know a cadet dismissed solely on account of making no progress in his studies?—I have known cadets to be taken away for that reason. Their friends have been recommended to remove them.

3200. Have such cases been frequent?—No.

3201. In fact, that has been only in very bad cases?—Yes.

3202. Do you think that it would be a good plan to introduce the Woolwich system, by which I believe the under-officers have themselves the power of punishment?—We are differently circumstanced from Woolwich, because our cadets are only with us for eighteen months, and therefore the under-officers have not so much power as at Woolwich, they are too much of the same age. Under-officers, &c.

Major W. R. Farmar.

22 July 1868.

Royal Military College, Sandhurst.

3203. Do you think that a difference of six months is material in that respect?—Yes. In former days I think that there was more power of enforcing discipline because the ages ranged over a number of years, and therefore the seniors were very far removed from the juniors, and consequently were able much better to maintain discipline; but now a bad cadet may be punished one day by the under-officers, and in a very short time he may himself be the senior in some regiment, and I think that that may often cause an under officer not to do his duty.

3204. Do you think that that is a reason against giving the under-officers more authority than they have now?—No, I consider the under-officers have sufficient authority now. When an under-officer sends in a report to me he states the punishment which he wishes to be inflicted, namely, one or two days arrest, and so on, and I always have it carried out.

3205. Are you satisfied with the conduct of the under-officers as a body?—Very much so.

3206. Do you find any difficulty in obtaining those who are fitted to be under-officers?—The number is rather limited now to select from.

3207. Is it an object of ambition, or the reverse, for the cadets to obtain those posts?—I think that it is decidedly an object of ambition.

3208. Do they get any advantages in passing out of the college?—As they get their commissions under-officers and corporals are gazetted first.

3209. Does it make much difference in the time of getting a commission?—No. It is not always considered a boon to be gazetted first.

3210. It is not a power of choice of regiments, is it, but merely a priority of appointment?—Simply the latter.

3211. (*Lt.-Col. Chesney.*) They very often wait for their particular regiment?—Yes.

Billiard and recreation rooms.

3212. (*Chairman.*) We have had some evidence with respect to the system by which billiard tables have been introduced at Sandhurst; what is your opinion as to the working of that system upon the tone and discipline of the college?—I think that we have everything under our own eye there, and that no gambling or drinking ever takes place in the billiard rooms or recreation rooms. Since this system has been established the public houses have been comparatively deserted; therefore think the system may be considered a success.

3213. We have been told that one effect of the introduction of billiard tables into the college (although I believe that it is a regulation among the cadets themselves) is that, whereas the senior cadets used to go to play in the public houses in the town and the junior cadets did not play at all, the senior cadets now play at the authorized billiard tables and the junior cadets play in the town; do you think that that state of things exists?—I think that some do play in the town, but only a small number.

3214. Is that regulation among the cadets themselves, of excluding juniors from the recognized billiard tables, strictly enforced by them?—To a great extent I believe it is, and acknowledged as the right of the strongest. The junior batch of cadets are not allowed to be in the billiard rooms at night.

3215. Do you mean by the regulations of the college?—Yes.

3216. Are they allowed to be there in the day?—Yes, and when they get a good-conduct decoration they are allowed to go to the billiard tables from tattoo till 10 o'clock. To get a good-conduct decoration they have to be four months clear of the defaulter book.

3217. Is that given to every cadet who has been for four months out of the defaulter sheet?—Yes, it also carries an additional amount of pocket money.

3218. Are no cadets, whatever may be their standing at the college, allowed to play at the billiard tables of the college unless they have a good-conduct decoration?—They are not allowed at night unless they have a good-conduct decoration.

3219. Would a junior cadet be allowed to play at the college billiard tables?—I have seen cadets of all grades there; they are not perhaps playing, but looking on or reading.

3220. What is the present regulation as to beer; is it only drawn at the tap, or is it allowed to be taken to the recreation room?—It is only allowed to be taken over the counter. The cadets cannot take beer away from the bar, even to the smoking room, which is the adjoining room.

Military ganizati the coll

3221. (*Lord Northbrook.*) In your opinion is there an advantage in the military organization of the college at Sandhurst?—Yes; I think that you must have some discipline for young men of that age to teach them their duties, which they will shortly have to perform when they join their regiments. Everything which goes on there goes on as it does in a battalion. I have seen officers on service derive the greatest advantages from their Sandhurst education.

3222. Do you mean that it gives a cadet a thorough knowledge of the organization of a company?—Yes.

3223. Do you mean that it produces a state of discipline superior to what would be the case if the institution was managed by civilians?—Yes.

3224. For example, I understand by the reports which we have, that "independent studies" means that when a cadet does not elect to go in for a voluntary part of the course, he can be on his parole in the grounds?—Yes.

3225. Does it happen occasionally that a cadet does not keep his parole?—I do not think that there has been such a case; although it might be very easily done from the nature of the ground.

3226. Is the general tone of the institution at present such that it would be felt to be a dishonourable thing for a cadet not to keep his parole, and in your opinion would it be considered a breach of the spirit of the corps?—I do not think that any one has ever been discovered breaking his parole during independent study. If a cadet has given his word, I do not think that he would break it. In close arrest the cadets are given their option whether they will take it on parole or not; and those who say that they will not take it on parole, do so in order to break it if they can.

3227. Do many of them elect that?—No; it is chiefly among a few very irregular cadets, who are reported over and over again.

3228. Do you think that that is a proper system?—No, I think that all ought to be placed on parole on honour.

3229. With regard to the knowledge of military discipline, which is now given at Sandhurst, do you think that to teach a cadet that arrest is a punishment which, if he is sharp enough, he may break, is a proper method of instruction?—No. I do not think that he ought to have the alternative.

3230. From your knowledge of the cadets, do you think that when they join a regiment they have a good spirit of discipline, and are generally approved among the commanding officers?—The discipline under which they live at Sandhurst must be to their advantage; from what I am told I am afraid that they are considered too conceited, the commanding officers often do not like them; they fancy that they know more than the commanding officers think they do.

3231. Do you think that it is possible that the regimental system which is carried on at Sandhurst may make them a little neglectful of their duty afterwards?—No, I think not.

3232. (*Lt.-Col. Chesney.*) I observe that you have used the word "battalion," are the orders now issued to the college as a battalion?—Yes.

3233. Was that always done throughout your time?—Yes; since the present commandant has been there.

3234. Has not that a tendency to put the instructional part of the college in the background?—I think not, if it is all under the commandant. In Colonel Scott's time he held the reins of government entirely, and the superintendent of studies simply had to carry out the orders under him. Since then it has been changed. Things used to go on smoothly in Colonel Scott's time with regard to the professors.

3235. And you consider that now the powers are too divided?—Yes.

3236. With regard to the powers of the captains, have you always had this power of punishing cadets?—We have never had the power before of putting a cadet under arrest for three days.

3237. How long have you had that power?—I think since last year.

3238. With regard to corporals, have you not sometimes a considerable difficulty with respect to being obliged to appoint corporals from cadets who have just got into their second term?—I have not been obliged to do it; but I have done it. It was, however, simply as an experiment, which did not answer. I now always take the under-officers and corporals from the third term cadets; it gives them more power over the others.

3239. If the present three terms were raised to four, do you think that it would have a tendency to give the corporals and under-officers more control over the juniors?—I think so, decidedly.

sci- 3240. (*Sir D. A. Cameron.*) Are the cadets paraded and inspected before they go to bed?—My under-officer visits the rooms.

3241. Is it possible for a cadet to go to bed in a state of intoxication without its being known?—No. There is a corporal or a senior responsible cadet in every room.

3242. Would he be sure to report any cadet who went to bed in a state of intoxication?—He ought to do so.

3243. What other arrest besides close arrest is there?—Open arrest.

3244. What is that?—That is confinement to the college grounds.

3245. Is a cadet who is under open arrest at the regular roll calls?—Yes.

3246. To how many days open arrest can the captain of a company sentence a cadet?—Three.

3247. Has he any power of sending him to extra drill?—The extra drill is simply now instruction drill.

3248. It is not used as a punishment?—No. If a cadet comes late to parade, or is unsteady on parade, he is sent to instruction drill.

3249. Does the superintendent of studies dispose of all cases of misconduct in study, or where they are of a serious nature does he refer them to the commandant?—He refers the most serious cases to the commandant. The power of the superintendent of studies allows him to give seven days' close arrest, and the commandant can give 14 days.

3250. The superintendent of studies is also major?—Yes.

3251. Has he the power of punishing cases of misconduct out of study?—Yes.

3252. And he does so as major?—Yes.

3253. What notice was taken of the conduct of the cadets on the occasion when they were nearly breaking off under Sir Harry Jones?—I think that two or three were sent away, but that they had their commissions given to them afterwards.

3254. (*Chairman.*) Without purchase?—No, not without purchase.

3255. (*Sir D. A. Cameron.*) Was there not a very bad riot in the time of Colonel Scott, one of the worst which have occurred at Sandhurst?—Yes. When I made the remark previously, I meant that Colonel Scott had the reins of government with regard to the professors entirely in his own hands, and he knew everything that passed.

3256. Do you think that the state of discipline was more satisfactory in his time than it is now?—No, I am quite sure, speaking of the cadets, that it is carried on with much greater fairness now; but I think that most of the professors show a deplorable want of *esprit* for the college.

3257. (*Lord de Ros.*) If you were to hear oaths or bad language, what course would you pursue?—I should immediately place the cadet under arrest and report the case to the commandant.

3258. Are quarrels ever decided among the cadets by fighting?—No, not in my experience.

3259. Do you go round the college, or does any officer go round the college at any uncertain hour of the night?—Yes, I go round the college once a week, and my subaltern twice at least, during the night, and at other times at uncertain hours frequently.

3260. Do you ever visit the billiard rooms unexpectedly at night?—Yes.

3261. Do you ever visit the halls of study while the study is going on?—No, the subaltern has to visit them.

3262. Are you aware whether there is any possibility of bullying going on in the bedrooms at night?—No, there is very little bullying now.

3263. Do you visit the cadets of your own company in hospital?—Yes.

3264. Are there any limited hours for smoking?—No, not for smoking. Of course they are not allowed to smoke in the dormitories.

3265. Is the riding instruction at Sandhurst popular?—I think that it is very popular.

3266. Do you ever look into the riding school?—Yes.

3267. Is the riding master well obeyed and attended to?—Yes, I think so, certainly.

3268. As to drill, is it carried into the battalion movements, and do the cadets act as company or field officers?—They act as both in their turns.

3269. Are they often changed and tried in the drill of the regiment?—Yes.

3270. Do you ever visit the parties when they are out for field fortifications?—No; I never interfere with the professors.

3271. Have you ever met with any disrespect from a cadet?—Never.

3272. Do you believe that if drunkenness were common it could pass unobserved by the officers of the college?—No, I think not; I do not think that drunkenness is common.

3273. Would the daily state exhibit every case of arrest for drunkenness?—There is the morning punishment report, which would tell it; the daily state would not.

3274. Would it be desirable to have fines for swearing, such as a magistrate can impose at sessions?—I do not think that it would be a good principle.

3275. With reference to any mutinous movement among the cadets, from your regimental experience, do you not think that any officer used to command a regiment would be able in a moment to stop such a movement?—Yes, I feel convinced that with regard to my own company I could do so.

3276. As a regimental officer do you not think that the cadets, if properly addressed on a general parade, might from their habits as gentlemen be brought to order without any difficulty?—I think so.

3277. (*Rev. W. C. Lake.*) Do you think that the functions of the captains of cadets and of the professors in any way clash?—Not that I am aware of.

3278. Complaints are often made that the professor has not the power of punishing for any misbehaviour in his class, but that he is obliged to refer the case to the captain of the cadets, who possibly may not take the same view of it?—The professors do not report to the captains of cadets, but to the superintendent of studies.

3279. Has the amount of the punishment been such as the professor thought should be inflicted?—If a professor reported any case to me I should think it my duty to confer with him. If a cadet is sent out of study during the day there is no option, but to send him to his room and report the case to the superintendent of studies.

3280. So that you do not think that any disadvantage arises from the fact that it is not the professor who punishes for any misconduct in study, but the captain of the cadets?—The captain of the cadets has nothing to do with it, it is the superintendent of studies.

3281. (*Chairman.*) Are you satisfied with the ap-

Major W. R. Farmar.
22 July 1868.
Royal Military College, Sandhurst.

pearance of the cadets out of college as regards their smartness and soldier-like appearance, or do you think that there is any defect in that respect?—I think that they are as smart as they can be expected to be; they are at rather a difficult age to manage, and it is not easy to bring them into a state of proper military discipline in six months.

3282. We have been told that there is a marked difference in that respect between the cadets at Woolwich and the cadets at Sandhurst?—At Woolwich they are in residence for at least double the time, and are always under the eye of the regiment to which they will go, and in a large garrison town; but with us they have the whole country to roam about in; and the professors, military and civil, do not support us, with one or two exceptions.

Military knowledge acquired by the cadets.

3283. Did I correctly understand you to say that you thought that regimental duties and the knowledge of the internal economy of a regiment could be taught at Sandhurst upon the present battalion system?—The cadets are taught a good deal; they are instructed in the duties of the orderly room, and all duties are carried out as nearly as possible on the regimental system.

3284. Do you think that they are efficiently taught at Sandhurst, so as to supersede the necessity of its being all taught over again when the cadet joins his regiment?—It may be necessary in some cases for him to be re-instructed; a man in the ranks is not fitted to drill a company as a matter of course; so every cadet cannot move a company. I do not doubt that in a very short time when he goes to his regiment, he will be able to do so. The under officers and the corporals can drill their companies.

3285. The mass of the cadets when they leave the college are not competent to take the command of a company?—No, I think not; but as the rank and file of a battalion they know their duties perfectly.

3286. Would the under-officers be competent to take the command of a company?—Yes, I think so. quite.

3287. Practically do you think that the commanding officers of regiments are of opinion that a Sandhurst cadet has sufficient drill, or that they wish it to be learnt over again?—I think that practically there is a prejudice against the Sandhurst cadets, and that commanding officers generally think their knowledge of drill is not sufficient; but time will not admit of further instruction at the college.

3288. You do not think that any change in the Sandhurst system would tend to diminish that difficulty?—No; except by giving commissions without purchase to all cadets of good character, and by lengthening the period of residence at the college.

3289. Does what you have said apply to all the cadets equally? Does it apply to those who get their commissions without purchase, and who are the best of their kind?—The under-officers and corporals know their duties very well; but the mass of the cadets only go through the mechanical part of it in the ranks.

3290. I was alluding more to this objectionable absence of knowledge, which you say that regimental officers attribute to Sandhurst cadets. Do you think that it applies to the whole of them?—I think cadets are generally quick in acquiring their drill; but commanding officers of regiments cannot expect a gentleman cadet who has been serving in the ranks, to be able immediately to take command of a company. He knows his duty in the ranks perfectly, and requires very little practice to give him sufficient confidence to tell off a company.

Separation instruction and discip nary duti

3291. (*Lt.-Col. Chesney.*) You have spoken of the subaltern officer visiting the study; for what purpose does he do so?—He visits the study to see that the instructor is there, and if he is not present, to make arrangements for the instruction of the class, and to collect reports.

3292. Do you not think that the fact of the subaltern officer visiting the study to see that the professor is there, would have a tendency to lower the professor in the eyes of the cadets?—No, I do not see that it would, for this reason, that he goes there merely to make arrangements in a possible event; the professor would have to report his own absence.

3293. Yet, if as you say the subaltern officer visits the study to see that the professor is there, would not that rather have a tendency to lower the authority of the professor with the cadets?—There is a book in which every professor enters the time of his arrival in college, which is shown to the superintendent of studies immediately; therefore if his name is not entered he virtually reports himself, but the subaltern officer goes into halls of study for other objects.

3294. (*Lord de Ros.*) You mean that in case the professor was absent from sickness, or any casual cause, the subaltern officer would be present?—Yes.

3295. (*Lt.-Col. Chesney.*) Did you ever hear of a case of a cadet saying to a professor who reported him, "This will be worse for you than for me"?—Yes.

3296. He was, I suppose, punished for it?—I should think that he must have been. I remember the instance.

3297. From your knowledge of the college, do you think it conceivable that a cadet would have used such words to one of the disciplinary officers?—Certainly not.

3298. (*Sir Duncan Cameron.*) Do you think that the duties of the superintendent of studies might be abolished with advantage, and that the duties which he performs might be thrown upon the commandant?—I think that the superintendent of studies has a great deal to do in order to see that every thing is carried out properly.

3299. Might not the commandant undertake the duties of the superintendent of studies?—Yes, with great advantage to the institution.

3300. I suppose that the commandant also takes the superintendence of the studies?—No; that devolves on the superintendent of studies.

3301. (*Lord de Ros.*) Is the action of the commandant entirely confined to the discipline?—Yes, at present.

The witness withdrew.

Adjourned to Friday next at 12 o'clock.

Friday, 24th July 1868.

PRESENT:

THE RIGHT HON. EARL DE GREY AND RIPON IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	REV. DR. BUTLER.
LIEUT.-GEN. LORD DE ROS.	REV. W. C. LAKE.
LORD NORTHBROOK.	BRIGADIER-GEN. LEFROY.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.	LIEUT.-COL. CHESNEY.

Col. Hallewell.
24 July 1868.
Royal Military College, Sandhurst.

BREVET-COLONEL E. G. HALLEWELL examined.

3302. (*Chairman.*) You are commandant of the Royal Military College at Sandhurst?—I am.

3303. How long have you held that appointment?—4¼ years; I joined on the 1st of April 1864.

Duties a powers commar

3304. Will you state the nature of your duties as commandant?—I have the immediate command of the cadet college, and I am responsible to the governor for the conduct of it.

3305. What is the nature of the governor's authority over you?—The governor's authority over me is complete in every way.

3306. You consider yourself in the management of the college entirely under the orders of the governor?—Entirely so, and responsible directly to him. I regard the governor's position as that of a general officer in command, and my own position as that of a colonel of a regiment serving under him.

3307. What is the nature of your authority as regards the studies of the college?—The studies of the college are directly under an officer who is specially appointed for that duty, namely, the superintendent of studies, who is also the major, but he is under me; no changes can be made in the studies of any sort without their being referred to me, and they would be submitted by me to the governor.

3308. The superintendent of studies has no authority to make changes without reference to you?—Certainly not.

3309. Of course you act upon certain points on your own authority. Will you state, however, what are the points which you necessarily refer to the governor, both as regards the discipline and the studies?—With regard to the studies, I should refer to the governor any alteration in the studies. With regard to the command of the cadet college, and the discipline, I should use my own discretion in referring to the governor matters which I thought should be decided by him; they would be serious matters.

3310. Will you state the extent of your own powers as to discipline, and the nature of the punishments which you can inflict, without reference to superior authority?—I can sentence a cadet to 14 days' arrest, which entails an hour's daily drill with it—marching order drill—the cadet attending all parades and studies, and being confined to his room during the hours of recreation. I can also order a cadet up to 14 days' drill without arrest, and can, of course, give admonitions or reprimands.

3311. What is the nature of that drill; is it only instructional drill?—It is not instructional drill now; it used to be so; it is now simply what is called in the service "marching order drill;" that is to say, that the cadets under punishment march up and down with their accoutrements.

3312. Have you any power of rustication or dismissal in your own hands?—No.

3313. Has the governor such power?—At the beginning of the last term the power of rustication was put into the governor's hands, more particularly for the offence of visiting public houses, and I know that there is a letter which is in existence in the governor's office at the Royal Military College, in which, alluding to a case which had taken place, it reminds the officer who was then in command that the power of rustication is in the hands of the governor of the college.

3314. Does it refer also to dismissal?—No, it does not refer to dismissal at all.

3315. But it is simply as to sending a cadet home to his parents?—Yes; rustication I understand to be a cadet being sent away for six months from the date of his being sent from the college.

3316. Do you hold that the governor has no power in his own hands of complete removal from the college?—He has not.

3317. Do you think that there should be in some of the authorities of the college the power of rustication and removal?—I think that most undoubtedly it ought to be in the hands of the governor.

3318. Should it, in your opinion, be a final power?—Yes. I do not think that there ought to be any appeal from the governor's decision upon matters of that sort.

3319. Do you think that an important alteration?—I think so, and I have always thought so ever since I have been at the college.

3320. I understand from your evidence that until recently there was not even the power of rustication which now exists?—There was not. When I say that, I am of course speaking of late years. I am not speaking as to the state of the college in days gone by, when I believe the governor had very supreme power there.

3321. Will you explain the position and duties of the superintendent of studies, so far as he acts under your orders?—The arrangement of the studies is completely under the superintendent of studies. The professors are directly under him. For instance, if a professor required leave, the application would come to me through the superintendent of studies. The superintendent of studies disposes of all study offences reported by the professors, unless they are of such a nature that he considers it necessary to bring them before me. As major he is exactly in the same relative position with me as the major of a regiment would be. He attends all parades, and in fact he supports me; and if I am not on the ground, or if I am away from the college, he takes my place in the same way, and if he was away, the officer next in seniority would take his place, exactly in the same manner as in a regiment. Superintendent of studies.

3322. We have had it stated to us that in some respects there is a want of smoothness of working between the functions of the superintendent of studies and those of the commandant, and that it is desirable that the commandant should have more complete control with respect to the studies. Is that at all your opinion?—No, I cannot say that, because there is the most perfect understanding between us, and no people could be more *d'accord* with each other than the superintendent of studies and myself. I speak now of the two individuals who are working there. The superintendent of studies could not be more completely under my authority than he is.

3323. Do you consider him to be completely under your orders?—Completely.

3324. Do you consider that the presence of captains and subalterns of companies is necessary?—I do. Captains and subalterns of companies.

3325. Will you state shortly their duties?—The duties of the captains in command of their companies are similar, as far as the two things can be similar, to those of captains of companies in the line. They are responsible for the interior economy of their companies. They are immediately over the cadets, and are answerable for the quarters occupied by their companies. They are answerable for the staff serjeants attached to their companies, and the servants who are on the roster for orderly duty, and in the same way the subalterns support their captains. They assist in the interior economy of the companies, and also perform orderly duties. The captains are present at all parades.

3326. I believe that some time ago there were no subalterns of companies?—No, there were not; but there have been subalterns ever since I have been there.

3327. And you consider that two officers per company are required?—I do, certainly, with the present establishment of the companies.

3328. I have no doubt that you have heard of a suggestion that the duties of the executive officers, namely the captains and subalterns of companies, should be combined with the duties of some of the military professors?—I have.

3329. What do you think of that proposal?—I think that it would be a very good thing indeed.

3330. You would be favourable to the adoption of a change of that sort?—Yes; in my opinion it would be a most excellent thing.

3331. I believe that the late Sir George Wetherall made some proposal of that kind, did he not?—I think that he did; the matter was frequently discussed between himself and myself.

3332. Do you think that it would be a good thing, because the professors have a greater power of becoming acquainted with the character of the cadets?—If the captains of the companies had the instruction of the cadets, of course they must become better acquainted with the cadets under their command; there is no doubt about it.

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

Adjutant.

3333. By combining the two functions?—Yes.

3334. Do you think that among the professors you could find officers who had time to perform the duties of captains of companies in addition to their duties as instructors?—Yes.

3335. You have, I believe, an adjutant at Sandhurst?—Yes.

3336. What are his duties?—His duties are chiefly as to drill; the drill is carried out under him, and he assists in the orderly room with me. There is a morning drill, the same as in the regiments of the line, under the adjutant, and there is a drill again at the commanding officer's parade, which takes place in the forenoon.

3337. Do you consider that the adjutant is an essential officer?—I consider that it is absolutely necessary to have an adjutant; at least in order to have the duty done as it ought to be.

3338. You think that it is necessary to have an additional officer for that purpose?—Yes, on purpose for that duty.

Professors and instructors.

3339. With respect to the position of the professors and instructors, it has been suggested that it might be an advantage if the professors of each subject had a certain amount of authority over the instructors, and over the general instruction to be given in that branch; what do you think of that proposal?—That is not my opinion. As there is a superintendent of studies, under whom the professors and the instructors are, I have a strong objection to any of the professors having power over their colleagues.

3340. You prefer the existing system?—I prefer the present system.

3341. Looking at matters as they stand, and without alluding to the proposed change in the position of the professors by making them undertake executive duties, do you think that they have now sufficient powers of discipline?—I think that they have.

3342. Do you find that the civilian professors have equal authority over the cadets with the military professors?—The civil professors most certainly have not the moral power over the cadets which the military professors have.

3343. Then do you think that military professors, so far as is possible, should be appointed to instructional duties?—I think so. With regard to the French professors I know that there has been a difference where a French professor has been a military man as compared with cases where he has not been a military man. I know that there is a very strong feeling among the cadets with regard to being instructed by officers.

3344. You think that they prefer it?—I am quite certain of it.

3345. I believe that you consider that the college is now organized as a battalion?—Yes, as far as possible.

3346. Is it your desire to make it resemble as closely as possible the organization of a battalion of the line?—Yes, that is the view which I take of it; I think that that is the proper view to take, looking to the service which the cadets themselves are going into. I think that the impressions which they form at Sandhurst should be such as to assist them in the branch of service into which they are going.

3347. Then you approve of the battalion organization?—I do.

3348. And you think that you have the means of giving effective instruction to the cadets in the regimental system which they will afterwards have to deal with?—Not to the extent that I think it ought to be, but I make it so as far as possible; in fact, I do everything in carrying on my duties to assimilate my dealing with the cadets as closely as possible to the way in which I should deal with a regiment, always bearing in mind that I have gentlemen to deal with, instead of private soldiers.

Punishments and discipline.

3349. You have mentioned the nature of the punishments which can be inflicted by your authority; will you explain to the Commission the principle upon which you deal with the cadets whom you have to punish?—If a cadet, for instance, is reported for a crime (that being the military term), the captain of the company inquires into it. If it is a trivial matter, the captain of the company has the power of disposing of it, and he has the power of giving punishment up to three days' arrest or three days' drill. If he considers it a case which ought to be brought before the commandant, he brings the cadet before me at what is called the orderly room hour, or immediately after the parade; all the evidence attends, and the case is inquired into and disposed of exactly in the same way as it would be in the orderly room of a regiment.

3350. Then you decide the case in the presence of the cadet?—Certainly.

3351. And with the person who may have brought the charge against him present?—Certainly.

3352. Is there any exception to that principle?—There is an order which recently came out with regard to the superintendent of studies disposing of the study offences. If a cadet is reported by a professor for misconduct in study, the report goes to the superintendent of studies; if the cadet does not deny the charge, the superintendent of studies has the power of punishing him, but he has not the power of obliging the professor who reports him to give evidence before the cadet. If the cadet denies the charge, the superintendent of studies is not allowed to inquire into the case at all, but he brings the cadet before me, and I have the power of obliging the professor to be present.

3353. Do you consider that arrangement to be inconvenient, or have you any objection to it?—I have an objection to any person being punished without the accuser being placed face to face with him; it is in my opinion completely contrary to the rules of the service.

3354. I believe that there existed at Sandhurst a short time ago the system of what was called conduct marks?—Yes.

3355. Will you explain it to the Commission?—At the beginning of every term the cadets had 100 conduct marks, and certain punishments took away a certain number of marks. If a cadet in consequence of misconduct and the punishment awarded to him lost 75 of his conduct marks, he was reported to the Commander-in-Chief with a view to a mark being made against his name and his commission being delayed, unless a more favourable report came in the ensuing term. If a cadet lost the whole of his 100 marks, the governor had the power of sending him home at once for rustication.

3356. How long is it since that system was abolished?—That system was abolished during last term, and one reason which led to its being abolished was this;—as the loss of marks affected the cadets in that way it was absolutely necessary that one head should award the punishments, consequently the captains of companies had no power of awarding punishment, or at least nothing to speak of. Now that the marks are done away with, the captains of companies have the power of awarding up to three days' arrest, or three days' drill.

3357. Do you think it was a good or a bad thing to abolish these conduct marks?—I think that it was a very good thing to abolish them; I never liked that system of marks.

3358. You say that if a cadet lost the whole of his marks in one term he was, as a matter of course, rusticated?—Yes.

3359. Did that ever occur?—I think that it only occurred once during the whole time that I was there.

3360. These marks had nothing to do with the marks for final examination?—Nothing whatever.

3361. They were entirely distinct?—They were entirely distinct.

Question obliging candidate commissi in the lin pass thro Sandhurs

3362. You are probably aware that it has been more than once proposed to require all persons seeking commissions in the line to pass through the college at Sandhurst?—Yes.

3363. Do you approve or disapprove of a proposal of that nature?—I have always thought that there should be only two ways of getting a commission, either through the work at the college or from the ranks.

3364. If a plan of that sort were to be adopted, would you propose any alteration in the course of study at Sandhurst?—Certainly.

3365. What would be the nature of the change which you would suggest?—I should propose what I should term a more practical course.

3366. Will you explain to us a little more in detail what you mean by that?—I should cut off certain studies which are now carried on at the military college. I should, for instance, cut off mathematics, because I think that they are not necessary for a practical course such as an officer of the line would have to go through; the cadets on coming should have a sufficient knowledge of mathematics for that. Speaking broadly, I should restrict the education under those circumstances to, we will say, military history, field sketching, and fortification.

3367. Will you specify what you mean by fortification?—Chiefly field fortification, and strengthening outposts. I should also include landscape drawing, and the interior economy of troops, companies, and regiments, the Mutiny Act and the Articles of War.

3368. Would that be the whole course which you would wish to see established?—Broadly speaking, I should say so. I should have arrangements made so that cadets should follow other studies, but I should consider them extra to the course. For instance, as to languages, I should let cadets have the means of keeping up their previous knowledge of languages. Under the present system I do not think that cadets learn languages at the college; they may keep up what they know, but I do not think that they know much more when they go than when they enter.

3369. When you say that those subjects should be extra, do you mean that they should be like the voluntary subjects at present, or that they should be taken out of recreation time?—I think that they should be taken out of recreation time.

3370. Do you think that it would be possible to give efficient instruction both in military law and in the interior economy of a regiment at Sandhurst?—Yes, I see no reason why that should not be done; in fact that instruction would devolve upon the officers commanding companies.

3371. Do you think that instruction of that kind would be accepted (if I may use the term) by commanding officers of regiments, or that they would be inclined to insist upon the cadets, when they joined their regiments, going through the whole thing?—A commanding officer would never be satisfied with being told that a cadet had done this or had done that. If I commanded a regiment I should immediately send a cadet to drill, and put him likewise supernumerary on duty, but of course if I found that he knew his duty I should not keep him there.

3372. And you think that those matters can be so taught at Sandhurst as to enable a cadet when he joins his regiment, as a rule, to be dismissed from drill quickly?—I think so.

3373. Do you think that the present education at Sandhurst is in all respects satisfactory?—No, I cannot say that I do think so. I think that it is very superficial. I think that the cadets who work very hard, and who go out at the head of the list, get an education at Sandhurst which they retain; but I think that if you take the body of cadets and those who only go there to qualify and to get their commissions, the education which they get at Sandhurst is a very superficial one; and I think that a great number of them in a few months forget almost everything which they have learned.

3374. Then with respect to them you would almost regard the education as a system of cramming?—Yes, I do regard it as a system of cramming.

3375. Are you favourable or opposed to a reduction of the age at entrance?—I am opposed to a reduction of the age at entrance, unless the whole system was changed, and they came there as little boys and it was more a boys' school. I object to the reduction of age, because I have a very great opinion of public school education, and I should be sorry to see any arrangement made which would bring boys from the public schools before the time. I would give them an opportunity of being at the public schools as long as possible.

3376. Therefore you think that there is no alternative between either converting the whole of the college into a regular boys' school, or retaining the lowest limit of age for admission as it stands?—No; I do not think that a half measure would be conducive to the good of the service.

3377. Under the existing regulations gentlemen from the universities are admitted at a much more advanced age to Sandhurst, do you thing that that is an advantage or not?—Taking the ages at which the cadets generally go there at present, I cannot say that I see any disadvantage in it.

3378. Would you recommend any alteration in the duration of the stay at the college?—I think that for the education of officers of the line three terms ought to be sufficient.

3379. Supposing that it should not be thought advisable to adopt your suggestion of passing everybody who was going into the line through Sandhurst, what should you say to a proposal which has been made of reducing the numbers of the existing college so as to bring them nearly to the number which could obtain commissions without purchase?—I am not prepared to give any opinion against it, but at the same time my opinion has always been that I would either pass everybody through Sandhurst, or send everybody into the service by a direct commission and do away with Sandhurst altogether.

Alterations suggested in the mode of granting commissions without purchase.

3380. Is there any other proposal with regard to giving away commissions without purchase to Sandhurst cadets to which you would like to draw the attention of the Commission?—A scheme has been talked of at Sandhurst between myself and the superintendent of studies, and others; and three days ago I happened to take up a Manchester paper and I there saw an article, copied from the "Broad Arrow," headed "Sandhurst Cadets," and this article referred to the fact that the only cadets who worked hard were those who were competing for commissions, and that therefore the others were idle; and it then proceeded to suggest the breaking up of some of the commissions into money rewards, which is the very question which we have so often discussed at Sandhurst; that is to say, that supposing that 30 commissions were going to be given away on what is called the "A" list, namely, commissions without purchase, there would be 10 commissions given away which would be actual *bonâ fide* commissions, and that you should then take 10 commissions and cut them in half, and that the next 20 cadets would each get 225*l.* and so on, bringing it down to 100*l.* That is an outline of the scheme which we have talked about, and which I saw mentioned only a few days ago in a newspaper.

3381. As I understand the scheme which you have just proposed, it would be this: that if you had 30 commissions without purchase to give away, 10 of them would be given away under this scheme as commissions without purchase altogether?—Yes.

3382. We will say that the next 10 you would sell in fact to the 10 next best cadets for 100*l.* a piece?—Yes.

3383. And the next 10 you would sell for a somewhat larger sum?—Yes.

3384. And by the money so obtained you would enable the first cadets below the A list as it now stands to buy a certain number of saleable commissions at a reduced price?—Yes.

3385. But that would involve a limited traffic on the part of the government in commissions?—Yes.

3386. Are you inclined to think favourably of a scheme of that kind?—Yes, I am; I think that it would have an influence on the studies of the cadets.

3387. But you would yourself desire to combine with it the system of passing all officers through Sandhurst, excepting those for the scientific corps?—Yes, I have always felt strongly on that point.

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

Opinion entertained of Sandhurst cadets in the service.

3388. You are I suppose aware that there is now a certain amount of public feeling against the education afforded at Sandhurst?—I am aware of it.

3389. And that there would be great complaints if the only mode of entering the army was necessarily to be through Sandhurst?—Yes, I have understood so.

3390. I believe that there is also a considerable feeling of the same kind among the commanding officers of regiments against Sandhurst cadets; can you explain the causes of that feeling?—Ever since I have been in the service there has been, I think, amongst the commanding officers a prejudice against the Sandhurst cadets. I know that it was so in the regiment which I first joined. The idea then was that the Sandhurst cadets fancied that they knew a great deal, but did not know anything, and that they were not so easily moulded into officers as those who came in direct; and I have myself heard commanding officers express themselves to this effect with regard to the Sandhurst cadets. I think that upon their entrance into a regiment there is for a year a prejudice against the Sandhurst cadets.

3391. You said that that is a feeling which has always existed, both under the former Sandhurst system and under the present?—I know that it existed years and years ago.

3392. Do you think that it has increased or diminished of late, have you any means of judging of that?—I have frequently gone over to Aldershot, and I have questioned adjutants and commanding officers, and people whom I knew, about Sandhurst cadets, those in whom particularly I took an interest, and who I knew would make first-rate officers, and I have heard very high opinions expressed of some, but then again of others I have heard different opinions.

3393. Do you think that the "A" list, as you call it, are generally men who will make good and valuable officers?—As far as that goes, I think that you will get just as good officers out of the "B" list. I I think that there are many men in the "B" list who cannot manage to get into the "A" list, but who make as good duty officers as any whom you will find in the "A" list.

Idleness at the College.

3394. We have had a good deal of evidence to the effect that there exists, particularly among those cadets who think that they have no chance of getting commissions without purchase, a good deal of idleness, and that there is a general tone of listlessness amongst the cadets at Sandhurst; does that accord with your experience?—I cannot say that I think that there is any amount of listlessness amongst the cadets at Sandhurst. I think that there is idleness, but I think that the idleness is very easily explained. A cadet has to get so many marks to qualify, and if he does not intend to compete for a commission, but merely goes there to study, if he gets a certain number of marks there is nothing to induce him to work very hard.

3395. But you would not say that there was a general listless tone extending throughout the college?—I certainly do not consider that it exists at present.

3396. You have at Sandhurst a system called that of "independent studies"?—Yes.

3397. According to the evidence which has been given to us, those "independent studies" seem to be no studies at all?—They are not.

3398. Do you think that a bad system?—Very bad indeed.

3399. You would desire to see it abolished?—Yes.

3400. How would you have it abolished?—By a course of education which everybody was obliged to go through, and I think that there should be no voluntary subjects in that course.

3401. You would altogether abolish the voluntary subjects as such?—Yes.

3402. And such as you would retain you would make what are called at public schools extra subjects, to be done out of school time?—Yes. The fact of competition for commissions without purchase prevents the cadets having other studies provided for them during the hours of what are called independent studies; because supposing that a cadet did not take up French, thereby giving him an independent study, and supposing that arrangements were made for him to have mathematical instruction during that time, it would be unfair towards other cadets in competition for commissions. That has been the difficulty in getting rid of the independent studies.

3403. Therefore your object would be the abolition of what are called voluntary subjects?—Yes, in my opinion the course should be for every body to go through, and I think that certain subjects which are voluntary should come out of the hours of recreation. I believe that that is the case at the public schools. I know, for instance, that at Rugby drawing was a voluntary subject, and that came out of the hours of recreation.

3404. What do the cadets who are described as being engaged in independent studies do?—They amuse themselves.

3405. Are they allowed to play games?—Yes; but they may not go away from the grounds.

3406. They might play cricket if they liked?—Yes; the arrangement some three or four years ago was for them to be marched into the study, and there they were left; this led to the greatest possible inconvenience, because, of course, there was no study going on, and there was nothing but noise, and it was found much more convenient for the other studies which were going on that they should be out of the way, in fact there was no object in keeping them together.

3407. Do you think that that system at all interferes with the studies of those who are studying the voluntary subjects?—Certainly, I think that the fact of those independent studies has led to certain cadets who had commenced voluntary subjects giving them up and being idle. I think that the whole system of independent studies is bad for discipline, and bad for study, and bad for everything.

3408. We have been told that there is now a period of rather exceptional idleness, namely, when the examination is over and before the completion of the term; is that your opinion?—Yes, that is a question which the late governor and myself frequently went into; in fact, a suggestion, I think, was sent up by Sir George Wetherall to do away with it. It is what is called the relaxed study week; why it should be called the relaxed study week I do not know, because no studies take place. In fact we make use of the mornings in working up drill, and for the rest of the day the thing is to provide as much employment as possible for the cadets. It is a regular idle time, and it would be a very good thing to do away with it.

3409. You think that the existence of that relaxed study week is mischievous to discipline?—I think that it is bad for discipline; there is a reaction after the examination has been gone through and the studies are over.

3410. I believe that some proposals have been submitted for abolishing that state of things, have they not?—I feel certain that Sir George Wetherall submitted such a proposal, I cannot exactly at this moment say in what form, but I am almost certain that I saw a letter of the Duke of Cambridge's, in which he seemed to take the same view, but I think that elsewhere there was a difficulty raised about it.

3411. What do you suppose to be the nature of the difficulty raised?—It would be impossible for the result of the examination to be made known to the cadets before they went home from the college, if they went away directly after the examination; it takes a week to make out the result of the examination.

3412. Do you consider it of very great importance that the result of the examination should be made known to the cadets before they go away?—I have never thought it to be so.

3413. You would be satisfied that it should be made known at the commencement of the next term?—Or that it should be published as soon as the result was known.

3414. Some of the witnesses have given an

opinion that the presence of Queen's and Indian cadets rather tends to foster idleness, do you think that that is the case?—I should say that certainly it is the case as a general rule; there are some Indian and Queen's cadets who are hard working and industrious cadets, and who come out in the "A" list; but the fact that the Indian and Queen's cadets only require a necessary number of qualifying marks to be gazetted to commissions without purchase itself tends to their idleness.

3415. Then I conclude that you would rather not have them at Sandhurst if such arrangements could be made?—My own opinion is that it would be better to give them a sum of money.

3416. Is any encouragement given to the cadets for private study?—When I went to Sandhurst, one of the things which I was told was, that according to the system of education carried on there, connected with the competitive examinations for commissions, private study was rather discouraged than otherwise. I know that towards the end of the first term after I went there a good many cadets were brought before me for disobedience of orders in having lights burning after the proper hours in the dormitories; and on going into the question I found that the cadets whose prospects in life depended upon their getting their commissions without purchase were in the habit of working very hard, and for a great part of the night, and of using all sorts of dodges to keep lights burning and to hide those lights; and with the sanction of the governor I made an arrangement that towards the end of the term for about six weeks the cadets who were working for commissions should be permitted to have certain rooms lighted up till 12 o'clock, and that facility should be given to them for doing so. Every cadet has at the foot of his bed what is called a tosh pan, and one of their arrangements was to lie at full length in the corridors and the dormitories with their heads inside these tosh pans and a candle inside it and a book also.

3417. When you found that to be the practice you thought that it was high time to afford certain facilities for private study?—Yes, I thought that it was better that they should work if they wished to work.

3418. Is the arrangement which you have made much used?—Yes.

3419. Do you imagine that hard work at night to have been in order to make up for idleness during the day, or that it was simply additional hard work which the cadets thought necessary?—In many cases it was not to make up for idleness during the day, but to make up for idleness during the previous part of the term, and in other cases it was *bonâ fide* hard work on the part of cadets who had worked hard during the term.

3420. Do you consider that as a rule the cadets who compete for commissions without purchase work hard during their stay at the college?—Some do, and some do not. Sometimes we have several idle at the beginning and they work hard afterwards. I know some cadets now who have worked hard and steadily from the very day when they entered the college.

3421. We have been told that in some of the dormitories the lavatory arrangements are very unsatisfactory; is that your opinion?—There are two completely different kinds of arrangements of that sort. In the old part of the college there is the old system of bath, the water is let on all round the room. In the new part of the building, where one company is, they have another system altogether; they have there a new system of baths, and it depends upon the strength of the company as to how many cadets go into a bath. It is probably about two or three, as the case may be; and I look upon these baths, so far as the building is concerned, as a complete failure. There is always leakage in the building, and there are difficulties about them; they are always having something done to them. Of course the water is changed for each cadet.

3422. Do you think that every cadet should have the means of comfortable and private ablution every morning, such as he will have in barracks when he becomes an officer?—I have often discussed that subject with officers, and I do not go in for such very great comforts. I do not see any objection to washing in the presence of other people.

Billiard and recreation rooms, &c.

3423. We have had considerable objections urged before the Commission with reference to the establishment of billiard tables at Sandhurst, and of recreation rooms in connexion with them. I believe that they were established at your request?—Yes, they were established during my time.

3424. Will you be good enough to explain the reasons which led you to desire that they should be set up?—When I joined the Royal Military College I found that there was a great deal of public house life amongst the cadets; they went to public houses and public billiard rooms, and I thought that it would be a very good thing to wean them as much as possible from those places, and billiard rooms were established in the college. I have every reason to be perfectly satisfied with the result of the establishment of the billiard rooms. The Government gave us two tables to begin with, and then they gave us the accommodation for putting up two tables of our own, so that we have four tables. Of course that is not nearly sufficient to prevent the cadets going elsewhere to play at billiards; but we hope to put up more. The whole system of the working of those tables has been very jealously watched to prevent even the end of the wedge being put in for the introduction of anything like money on the tables. The cadets do not even pay for their games, that is to say, that the tables are not supported by the play upon them. The tables are supported by the amusement fund.

3425. Are you yourself satisfied with the working of the system?—Perfectly so.

3426. Do you think that it has had no injurious effect upon discipline?—No; on the contrary, my opinion is that the effect is the reverse.

3427. It has been stated to us that what has occurred is this, that whereas formerly the senior cadets only used to play in the public houses, and the junior cadets played nowhere, now the senior cadets play on the billiard tables of the college and the junior cadets play in the public houses; is that consistent with your experience?—The whole management under me of these recreation rooms is by a committee formed of the officers and cadets under the superintendent of studies. The arrangement which the cadets came to amongst themselves, which I did not interfere with, as I saw no reason to do so, was that the recruits (by which I mean the first term cadets) should not play on the tables, as there was not accommodation for them, and their turn would come when they were no longer first term cadets. As to the question of the first term cadets now going to play upon the tables in the neighbourhood, I have no doubt they do so, but I have never heard that in days gone by the first term cadets did not play billiards; but, in fact, I have known that they did so, because I have had particular cases to look after of first term cadets. I know that the old cadets used to have clubs in different places where there were billiard tables.

3428. And would they have excluded the first term cadets from playing at those tables?—Where they had clubs, I have no doubt of it.

3429. But still you think that it would not be correct to say that the first term cadets did not play formerly in the town, whereas they do now?—I should say not. I can quite understand those first term cadets going to play in the neighbourhood; but I know that when there were no billiard tables in the college the first term cadets did so.

3430. There has been a bar established?—Yes, for the cadets to have the means of getting beer during certain hours.

3431. Do you think that that has worked well?—Yes.

3432. You do not think that it has led to any habits of boozing, or things of that kind?—No, I think not.

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

When we have had cases of drunkenness, it has had nothing to do with the recreation room. I had two cadets not very long ago brought before me for being drunk, and I at once asked them where they had been. I told them that if they answered the question it would not increase their crime, and it was the old story that they had been at public houses, and had drunk spirits.

3433. I gather from your evidence that you would decidedly regret to see these billiard tables and other arrangements, which you have just described, abolished?—I should regret it very much indeed, because I know what the result would be.

3434. What do you think would be the result?—That the publicans outside would be delighted.

3435. Do you believe that the publicans have regretted the establishment of the billiard tables at the college?—Yes, I know that they have expressed themselves strongly about it. I know that the tradespeople in Yorktown have expressed themselves strongly about the arrangement for keeping the cadets in more than they used to be kept in, and have said, "It is very hard upon us; because, where we used to "take sovereigns we only take shillings."

3436. I believe that you have recently made some improvements in the arrangements regarding the library, will you be good enough to explain them?—We have now given us by the Government a complete block for the purposes of the recreation rooms, known as the D block, of two stories. On the lower story there are three billiard rooms holding four tables; there are smoking rooms; there is a refreshment room, which a contractor manages; there is a room for beer. Upstairs the libraries of the three companies have been associated and brought together under a serjeant librarian, so that the cadets can get books every day, excepting once a week. Here are also sitting rooms established, one for each company, and one for the under-officers, and they are made as comfortable as possible. There is a room for writing, provided with letter-paper, and that is used a good deal. As our funds will allow us to furnish our rooms, we propose to have one room for chess and draughts, and things of that kind. We have a room ready for two billiard tables, and we have another room, composed of two rooms thrown together, for a piano, and for the cadets to amuse themselves in that way, which they are very fond of doing. In the yard outside we have put an item in the estimates for lathes, as I was very anxious to fit up workshops. That is the scheme of the recreation rooms, as they are called.

3437. How is the library supplied with books?—There are a certain number of books which have been some time in the library, and the committee get boxes of books from Mudie.

3438. The committee being presided over by Colonel Addison?—Colonel Addison is the president of the committee.

3439. You mentioned that there was a refreshment room, are the cadets allowed to take beer into that refreshment room?—There is a refreshment room, and there is a room opposite, which is fitted with tables and chairs. On one side of the corridor there is a counter like a pastrycook's shop; on the other side of the corridor there is a room with tables and chairs, where the cadets can have anything cooked for them, and there they are allowed to have beer, but beer is only allowed during certain hours.

3440. What are those hours?—After dinner and studies, and not after tattoo.

3441. Is beer allowed to be taken into the smoking room?—Not now.

3442. Is there any regulation as to the time at which the cadets are allowed to be supplied with dinner or cooked food?—At any time during the hours of recreation.

3443. You said that it was proposed to establish workshops, do you attach much importance to that?—I do; there are always a certain number of cadets who will be sure to avail themselves of workshops, at least judging from Woolwich where so much of that sort of thing is done, and my idea is to devise as many different kinds of amusement as possible, so as to give the cadets something to occupy them as much as possible during the hours of recreation.

3444. You have, I think, a racket court?—We have two racket courts.

3445. Are they covered courts?—Yes.

3446. Have you a fives court?—We have a fives court; I have watched it and I have found that in some terms it has been used a good deal, but lately it has not been very much used.

3447. Is the racket court used a good deal?—Yes, it is constantly in use.

3448. Are the cadets forbidden to go into public houses?—Certainly.

3449. Has that always been the case?—Always; there is now a very heavy punishment attached to their going into a public house, which is rustication.

3450. Has the punishment for that particular offence been frequently applied? — There has been one case of rustication for that offence since the order came out.

3451. How long ago was that increase of punishment allotted to that offence?—At the beginning of last term.

3452. Will you explain to the Commission the mode of appointment of the under-officers and corporals? —The under-officers and corporals are appointed by myself; the captains of companies send in a return of the cadets whom they recommend for the rank. I go through those returns with the captains of companies and the major and superintendent of studies.

3453. Do you select those whom you think best qualified for the appointment?—I take great pains in it, because it is to my advantage, to say nothing of the advantage to the college, that I should get the best men for those appointments.

3454. In making the selection do you pay any attention to the position in study of the cadets?—Not chiefly; if a cadet was recommended for promotion who was proverbially idle in study and set a bad example, I should not appoint him. In fact, there are men whom I wished to have made under-officers or corporals whom I have passed over for that very reason because I want men who will set a good example. I do not care so much about their being high up in their educational work as about their being fitted in other ways for command and setting a good example.

3455. I believe that at Woolwich the under-officers have a certain power of arrest; that is not the case, I think, at Sandhurst?—The under-officers have the power of placing in arrest, but it is only of placing in arrest pending the decision of a superior authority; they cannot award arrest as a punishment.

3456. Do you think that they should have that power?—If I did not give them the power of awarding arrest I should give them the power of awarding drills.

3457. But they have not that power now?—Latterly the under-officers have marked cadets for drill for inattention at parade, and I consider that it has had a very good effect, but according to a recent order they have not the power of actually awarding that drill. At the same time the system upon which I have gone, and upon which I intend to go, is that if cadets were recommended by the under-officers and corporals for drill for inattention, I would confirm it at once, that is to say, that I would strengthen the hands of the under-officers and corporals as much as I could.

3458. You would, as a rule, act upon their recommendation in that respect?—Yes, I should go out of my way to act upon their recommendation.

3459. Do you find that the under-officers and corporals give you valuable assistance in the maintenance of the discipline of the college, or not?—That depends very much upon the circumstances in which they are placed. If the under-officers and corporals are actually placed on duty, I find that they do their duty very strictly; for instance, on patrol, or anything of that sort; but as far as their position with the cadets during

the hours of recreation and in the dormitories is concerned my experience is that the under-officers and the corporals put themselves very much on the same level as the rest of the cadets. The fact is that they are all very much of the same standing, and the difference between the periods of their residence at the college is very slight. I always try as much as possible to make my under-officers and corporals from the third term cadets. I do not go to the second term cadets unless it is absolutely necessary.

3460. Do you think that any further encouragement could be given to them to discharge their duties with zeal than is now given?—Yes, I think that it would be a very good thing if there was an arrangement that cadets who had shown great zeal and had worked hard and had done good service as under-officers should have the chance of getting a commission for it, although their names were not in the "A" list.

3461. At present have they not the priority of appointment, if they are on the "A" list?—Yes, that I believe is an understood-thing.

3462. But that is all?—Yes.

3463. And you would recommend that a certain number should have a commission without purchase, whatever was their position on the final list?—Yes, I think that a certain number of commissions should be given to cadets who had gone out of their way to work hard, and to support the officers, and to carry out the discipline of the battalion.

3464. With respect to the discipline of the college generally, are you satisfied with its present state?—My opinion of the discipline of the college, taking all things into consideration, is that it is a good deal better than I could possibly expect. I think that the cadets actually behave much better than I expected before I came to the college. I did not expect to find that the conduct of the cadets would be so good as it is, considering their age, and the short time that they are there, and the places of education from which many of them have come. I think that they behave wonderfully well, and when anything goes wrong it is more to be attributed to a few loose and thoughtless characters than to any anything else; and of course there are likely to be more of those who are inclined to be loose than of those who are inclined to be steady. I think that that is human nature amongst young fellows.

3465. Then you would not suggest any alterations in the present system of discipline?—Not beyond what I mentioned at the beginning of my evidence with regard to the powers vested in the head of the college.

3466. There is a system at Sandhurst by which a cadet has an option as to whether he will be placed in arrest on parole or not, will you explain how that system works?—About two years ago I had a conversation with the officers; and learning that at Woolwich a system existed by which arrests were all kept on honour, and that they were strictly kept, I was very anxious to introduce the same system at Sandhurst; but feeling that I could not force the cadets to take an arrest on their honour, I with the sanction of the governor, gave them the option, and the result has not been satisfactory, that is to say, that cadets very seldom do take an arrest on honour. I have never had a case of a cadet breaking his arrest when he had taken it on honour, and I do not believe that such a thing would happen, but I think that the impression is that they would rather take their chance as to breaking their arrest and being found out than they would bind themselves by giving their word. Of course if a cadet broke his word after having taken it on honour it would considerably augment the crime.

3467. How long has this system of option as to arrest on honour been in operation?—I should think that I have been trying it for a year and a half to two years.

3468. Do you think that more cadets take their arrest on parole now than did at first?—I should say that the proportion is less.

3469. Do you think that there is no objection to giving a cadet that sort of option as to whether he will be on his parole or not?—It has its objections, but I do not think that you can force a parole on a man.

3470. But you think that the option is preferable to not having any system of parole at all?—I have latterly thought it over, and have sometimes been inclined to have the parole system done away with altogether so as not to have the option. At the same time I have lived in hopes of a different feeling springing up on the subject. I should very much like to see the arrests kept on parole as strictly as I understand they are kept at Woolwich.

3471. The evidence before the Commission, so far as we have inquired into the matter, is that at Woolwich the arrest is strictly kept, and that it is thoroughly supported by the feeling of the cadets?—So I have always understood.

3472. Do you see any reason why there should not be the same feeling upon that point at Sandhurst as there is at Woolwich?—I do not. It is, I suppose, a tradition at Woolwich; it has been handed down from year to year.

3473. And there is no such tradition at Sandhurst, the system being only of recent introduction?—Yes.

3474. You have certain non-commissioned officers at Sandhurst?—Yes, they are called staff serjeants; they are men from the regiments of the line and the guards.

3475. Have they anything to do with the discipline?—Nothing whatever.

3476. There is no system of surveillance over the cadets by them?—Not in the slightest degree.

3477. Do you employ upon any occasion pickets to visit the town?—At the beginning of the last term we introduced a system of pickets upon Sunday evenings.

3478. Are those pickets composed of cadets themselves under arms?—Yes, they are composed chiefly of the third term cadets; there are certainly no first term cadets among them. They have been under the command of under-officers, the whole of the pickets being under the command of the captain and subaltern of the day.

3479. Have you found that system work satisfactorily?—Yes, I consider that it has worked satisfactorily.

3480. Do you believe that the pickets have done their duty?—Yes, I know that they have done their duty; they have made prisoners.

3481. There have been certain somewhat notorious breaches of discipline in the college upon one or two occasions, especially, I think, one which occurred in Sir Harry Jones's time at Blackwater fair, and another, I think, which occurred last year, and which was much noticed in the newspapers. Will you be good enough in both cases to give to the Commission your account of the matter and your views?—The first occasion was in the autumn of 1864, at the time of what is called Blackwater fair, which has always been a time of excitement; in fact, I am told that at one time the college was broken up, and the cadets sent home just before the fair commenced, in order to put a stop to the constant rows which took place at the fair. However, in 1864, the vans and the people who were going to attend the fair arrived, as the case is generally, upon the Saturday and the Sunday, the fair, I think, opening upon the Tuesday. The cadets go down to these places, and these photographic vans which go about from fair to fair are nothing more nor less than gambling places. On this occasion a lot of the cadets went on the Sunday afternoon and they got into these vans, and some of them were fleeced of their money; they were perfectly certain that they had been cheated, and they began to retaliate. It ended in their turning one van over the bridge into the river—that began the excitement. The following day, I think, nothing took place; but on the Tuesday, the fair day, the cadets went down in considerable numbers, and there was a certain amount of damage done; they let some of the cattle loose out of the

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

fields in the neighbourhood where they were confined, and it ended in some of the people coming up to the college the following day or two in order to identify the cadets by whom they had been maltreated.

3482. Upon the occasion when the persons to whom you allude came up to identify the cadets, were not their operations upon parade prohibited?—They were. I omitted to say that some disturbance took place after these people came up to identify the cadets. I was ill at the time. Sir Harry Jones came and conversed with me upon the matter, and I was very anxious that if these people were to come up to identify the cadets the companies should be kept separate on their private parades, and the people taken to those companies to identify the cadets, that is to say, that the battalion should not all be brought together for the purpose of being inspected by these people, who were a terrible ragamuffin lot, fearing that if all the cadets were together some excitement might result. It was, however, decided that the whole battalion was to be put together; the cadets were formed in line, and the people went down the line, and in almost every case of their identification they were wrong. There was a great deal of excitement at the time, and I was told that the whole line was very unsteady. Sir Harry spoke to the cadets and pointed out to them what the results would be if they committed themselves and if this sort of thing went on. The damage done by the cadets was charged throughout the battalion; it amounted, I think, to about 10*s.* a head. After that at the next fair we introduced a system of pickets, which completely put a stop to any sort of irregularity, in fact they were hardly to be called pickets, because every officer, including myself, was on duty each evening at the fair, and all the under-officers and all the corporals were there, so that there could not possibly be anything wrong.

3483. Has there been no disturbance at Blackwater fair since?—Not the slightest.

3484. Will you state what occurred last year on the other occasion to which I have alluded?—Last year, towards the end of October, a complaint was made that seven cadets had gone into the house of a Jew, at York Town, and maltreated him. The man came before me to make his complaint; the numbers of the cadets were given, and they also appeared before me. The man's story was that the cadets came into his shop in the evening, and that something transpired which led to a discussion which ended in a row; that the cadets smashed some of his property and that they maltreated him and beat him so violently that he was not able to lie down the whole night, and that his wife had to sit up with him; that he was very nearly killed. I asked him whether he had been to a doctor and he said "No." I asked him whether he had any marks upon his body, and he said "No." I wanted him to see our own doctor, and he said that he did not wish to do so. The story of the cadets, which I had no reason to disbelieve, was that they had been to this man, who is nothing more nor less than a money lender, and also a pawnbroker without licence, but he manages that part of the business so that the police cannot touch him. The cadets said that they had had transactions with him, and, in fact, that one of them had received a consideration for a watch which had been left in his hands, and I was told that there was a question whether the watch had not been tampered with while it had been in his hands. The cadets positively denied that they had ever touched him, but they said that he had rushed at them with a chair in his hands, and that all they had done was to ward off the chair. Sir George Wetherall went into the shop to see what the damage was, but the only damage was that a cadet had put his foot through a picture frame and they offered to pay for it, but the man would not accept any paymant. It was just before the 5th of November, when fireworks are let off. About four days after this affair some civilians were letting off fireworks, and cadets were doing so too, when some of them went up to this man and threw some squibs into his shop, and I think that there was a disposition to make an attack on the shop, but that it was prevented by an officer who was there. At all events in consequence of all this the governor confined the cadets to the college grounds and threw out strong cadet pickets. It was on a Sunday evening. The pickets performed their duty very strictly indeed; in fact they were rather severe in one or two instances, not over severe, but they showed a very strong spirit in carrying out their duty. The mass of the cadets who were kept inside the college grounds were shouting occasionally and trying to make fun of the pickets, in fact, they were trying to get from the grounds across into the road where the pickets were. The following day they were still confined to the college grounds; that is to say, they were allowed to go into the country for walks, or anything of that sort, but they were forbidden to go into the villages of York Town, Blackwater, and Cambridge Town. There was an old skittle alley, a dilapidated place, more an old shed than anything else, and some of the cadets, not those who were engaged in the work outside, set it on fire and it was burnt. It was intended as a sort of demonstration, but it was very much condemned by the battalion generally, and the cadets were very much concerned about its having been done. The day after that the restrictions were taken off and nothing more happened. Blackwater fair came off afterwards, and all the cadets walked down to Blackwater fair, and there was not the slightest attempt at anything like disorder. I may perhaps mention one thing in continuation of my evidence, namely, that the whole of the accounts of the matter which were published were exaggerated in the greatest possible degree, as was borne out by the most respectable of the inhabitants of York Town before two officers who investigated the matter, I being one, and the other being Colonel Egerton, the deputy adjutant-general.

3485. That inquiry was instituted by order of the Duke of Cambridge?—Yes.

3486. Were any of the cadets punished for what took place on that occasion?—They were.

3487. What was the nature of the punishment?—One cadet was rusticated, which was tantamount to sending him away altogether from the college, because he was in his third term, and consequently could not come back; he was an under-officer, and was one of the smartest young fellows I ever saw. He went away. There were three or four cadets sent off summarily, and two of that number I think came back.

Punish idlenes

3488. We have been told that there is, practically, no punishment for idleness, as such, at Sandhurst. Do you think that that is a good system?—No; strictly speaking, there is no punishment for idleness, but cadets have been brought up for what is the same thing, namely, such gross inattention that it has had a bad effect upon the others in the studies, and has interfered with their studies, and those cadets have been punished for it. If a cadet chooses to be idle, as long as he does not do anything in his idleness which interferes with the working of the studies of the rest of the class, there is no punishment; the punishment is on his own head in not qualifying for a commission when the time comes.

3489. Do you think that there should be no punishment for idleness?—I think that for some reasons it would have a good effect if there were a punishment. Then again, taking the ages of the cadets, I am not quite clear about it. The question is, what sort of punishment it should be. I should be very sorry to see introduced at Sandhurst the system of scholastic punishments, if I may so call them; that is to say, anything like tasks; consequently, the only punishment would be drills and arrests.

3490. But the college is supported at a large expense to the public, and one principal reason for it I conclude to be the desire to supply a certain number of professionally educated officers to the army. Is it not, therefore, right that the authorities should have the power to enforce study upon the young men to such an extent as would ensure to the public that, as

far as was consistent with the nature of their studies, young men should profit by them?—By the regulations of the college, if a cadet gets a certain number of marks, he is considered to be qualified for a commission; and if it is said to him, "You ought to work "harder, and you ought to be punished for not "working harder," his answer will be, "The regula- "tions require me to get a certain number of marks, "and I can get a certain number of marks, and the "regulations do not require me to stand third, fourth, "or fifth in the B list."

3491. Am I to understand you to mean that you think that if a professor were to report that a cadet was excessively idle at his studies, there should be no punishment awarded for it?—So long as the idleness does not interfere with the rest of the class, I think that there would be a great deal of difficulty in laying down a system of punishment for it.

3492. Some objection has been taken to the practice which exists of allowing cadets who can pass an examination to leave after their second term, do you feel any objection to that system?—I see no objection to it, in fact very few are affected by it.

3493. You have a chaplain at Sandhurst?—We have.

3494. What is the nature of his duties?—His strict duties with regard to the cadets are reading prayers and preaching to them, we have no such thing as anything like religious instruction at Sandhurst.

3495. Does the chaplain take an interest in the moral state of the cadets?—Yes, a very great interest.

3496. If any cadets were to apply to him for advice, would he feel it to be his duty to give it to him?—Most certainly he would, and he would be most ready to give it; in fact, I know that the cadets have a very great regard for the chaplain, and that they look up to him with very great respect. I know that as a matter of certainty.

3497. Do you think that he exercises a moral influence over them?—I have no doubt about it.

3498. He is an army chaplain?—Yes.

3499. And therefore liable to be removed?—He is.

3500. Do you think that an objection or not?—I do not.

3501. (*Lord E. Cecil.*) Can you state to the Commission what are the precise duties of the Commissioners at Sandhurst?—I am not a commissioner myself. The only information which I can give upon that subject is from my own experience, when I have been ordered to attend meetings of the Commissioners. I have been ordered to attend meetings of the Commissioners at the Horse Guards on two occasions. On the first occasion a question was discussed with regard to the second and third terms, and on the second occasion the question was discussed as to whether more could be done with the lands belonging to the Royal Military College than is now got out of them. I attended those two meetings of the Commissioners, but beyond that, I do not think that I could answer the question exactly as to what the duties of the Commissioners are, because it is beyond me altogether.

3502. As far as you know, do any questions of education or discipline ever come before them?—I have reason to believe that they do. I know that the governor has gone up to attend meetings of the Commissioners, when those questions have been brought before them.

3503. Are they subordinate to the Council of Military Education, or do they decide these questions in common with the Council of Military Education?—The Commissioners are completely independent of the Council of Military Education.

3504. Do they exercise any powers of examination or inspection?—Some of the Commissioners come down with the Commander-in-Chief, when he comes down upon what is called a Board day. That was a day, in fact, upon which in times gone by a public examination took place before the Commissioners; that, however, does not now exist, but the Commissioners come down with the Commander-in-Chief, who is the president of the Board of Commissioners.

3505. What do they do, do they simply inspect the college?—Yes, they go about with the Duke.

3506. Then if I understand you rightly, you cannot positively say that the Commissioners have any duties at all?—I can only speak positively to my having attended two meetings of the Commissioners, where a great deal was discussed before them, on one occasion upon matters connected with the duration of the course, and on the other occasion about the lands. I believe that every thing connected with the college estate goes through the Commissioners. When the governor wants money to spend on the estate there is a meeting of the Commissioners, and he gets the authority of the Commissioners.

3507. Are you in favour of this *imperium in imperio*, if I may use the term, in the government of the college?—That appears to be a matter upon which I can hardly offer an opinion, because I have nothing whatever to do with the Commissioners.

3508. Then you do not think that they in any way interfere unnecessarily with either the Council of Military Education or the Horse Guards?—No, I do not think that it is possible for them to interfere for harm.

3509. Or for good?—If they interfere for either I should say that it was for good. The Commissioners are generally composed of general officers, and looking at the list, they are men whom I should think very highly qualified to give an opinion upon all matters connected with the college.

Cost of the maintenance and education of a cadet.

3510. Something was just now said with regard to the cost of Sandhurst, can you specify what the cost of a cadet is as regards his provision and maintenance and his education, taking them separately?—I have here a paper which the secretary asked me to have drawn up for your lordship.

3511. What is the total cost of a cadet according to your calculation, and how would you divide it?—What I understood that you wished to arrive at was the proportion of expense for matters of education, and for matters of discipline. This is a statement showing the yearly expenditure at the Royal Military College for 300 cadets, and also the cost of one cadet. Under the head of "Military branch (discipline)" the pay of the governor, chaplain, paymaster, quartermaster, surgeon, assistant-surgeon, and riding master, is all charged to the Cadet College, but they also perform the duties of the Staff College. The total amount under that head is 6,397*l.* Now if the numbers were up to 300, and whether the cadet was a Queen's cadet or an Indian cadet or not, the cost of one cadet for one year under that head would be 21*l.* 6*s.* 5½*d.* Then comes the "Educational branch "(professors, &c.)" The pay of the professors of chemistry and geology is all charged to the Cadet College, but they are also professors of the Staff College. The total amount under that head is 9,923*l.*, being a cost for one cadet of 33*l.* 1*s.* 6*d.*, supposing the numbers to be 300. We then come to "Non-commissioned "officers and men, for drill, instruction, &c., band, "riding troop, sappers for field works, gymnastic in- "struction, and lithographer;" the total amount is 2,991*l.*, being a charge for one cadet of 9*l.* 19*s.* 4½*d.* We then come to "Civilians, clerks, linen department, "hospital nurses, cook, servants, lamplighter, turn- "cock, engine driver, organist, labourers, porters, &c.," 4,436*l.*, being for an individual cadet 14*l.* 15*s.* 8½*d.* I am now speaking of the establishment number of 300 cadets.

3512. (*Lord de Ross.*) Does that include the purchase of horses?—No, because we have nothing to do with the purchase of horses; we cast horses, and then they are replaced from the regiments to which the cast horses belong.

The next head is "Provision," 300 cadets for 270 days at 2*s.* = 8,100*l.*; "washing" ditto, ditto, at 3*d.* = 1,012*l.*, making a total of 9,112*l.*, which is for a cadet

Col. Hallewell.
24 July 1868.
Royal Military College, Sandhurst.

30*l.* 7*s.* 6*d.* The messing and the washing are massed together, so that we give and take upon the two items. The total cost for a single cadet, who is not a Queen's or an Indian cadet, is 118*l.* 2*s.* 9½*d.*; and if he is a Queen's or an Indian cadet it is 168*l.* 2*s.* 9½*d.* Taking the last term at the reduced number of cadets the cost of a private cadet would be 132*l.* 8*s.* 7*d.*, and of a Queen's or Indian cadet, 182*l.* 8*s.* 7*d.*

3513. (*Lord E. Cecil.*) If I understand you rightly, the cost of the provision and maintenance of a cadet amounts to one-fourth of the whole, and the cost of the education and discipline is about three-fourths of the whole sum?—Yes, that is supposing that the full establishment of 300 cadets is there, because the cost is increased upon a smaller number.

3514. That is exclusive of what the cost of the building of the college and the grounds may have been originally and of the annual repairs?—Completely so. The dilapidations which would be called "barrack damages" would be paid by the cadets. (I should like to state that there is the rent of land not used by us, but which is used by Aldershot, 408*l.*) Fuel and light, 1,100*l.*; purchase and repair of furniture and stores, 587*l.*; and purchase of chemicals and geological specimens, 50*l.*, set down in the estimate.

The witness delivered in the following paper.

STATEMENT showing the yearly Expenditure at the Royal Military College for 300 Cadets; also the Cost of one Cadet.

Heads of Expenditure.	Totals.	Cost of one Cadet for one Year.			
		If the Numbers were up to the Establishment, 300.		Last Half-year, when the Number were only 258.	
		Not Queen's or Indian.	Queen's or Indian.	Not Queen's or Indian.	Queen's or Indian.
	£	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Military branch (discipline) - - - -	6,397	21 6 5½	21 6 5½	24 15 10½	24 15 10½
The pay of the governor, chaplain, paymaster, quartermaster, surgeon, assistant-surgeon, and riding master is all charged to the Cadet College, but they also perform the duties of the Staff College.					
Educational branch (professors, &c.) - - -	9,923	33 1 6	33 1 6	38 9 2½	38 9 2½
The pay of the professors of chemistry and geology is all charged to the Cadet College, but they are also professors of the Staff College.					
Non-commissioned officers and men, for drill instruction, &c., band, riding troop, sappers for field works, gymnastic instruction, lithographer - - - -	2,991	9 19 4½	9 19 4½	11 11 10	11 11 10
This sum includes 300*l.* for the riding troop, one-third of which should be charged to the Staff College, and 983*l.* for sappers for field work instruction, half of which should be charged to the Staff College.					
Civilians, clerks, linen department, hospital nurses, cook, servants, lamplighter, turncock, engine-driver, organist, labourers, porters, &c.:	4,436	14 15 8½	14 15 8½	17 3 10½	17 3 10½
£					
Pay, &c. - - - - - - 3,734					
Provision and clothing, serjeants and servants 702					
Provision, 300 cadets, 270 days, at 2*s.* - - 8,100	9,112	30 7 6	30 7 6	30 7 6	30 7 6
Washing, do. do. at 3*d.* - - 1,012					
Clothing of 40 Queen's and Indian cadets, 15*l.* the first half-year and 5*l.* each half-year afterwards - - -	800	—	20 0 0	—	20 0 0
*Clothing for the Queen's and Indian cadets only is charged to the public. The parents or guardians of other cadets pay for this besides the annual contributions.					
Books, instruments, pocket money, travelling expenses, repairs, and share to amusement fund, and other contingencies for 40 Queen's and Indian cadets, at 15*l.* each half-year - - - - - - - -	1,200	—	30 0 0	—	30 0 0
*Contingencies, 15*l.* half-yearly, for the Queen's and Indian cadets only are charged to the public. The parents or guardians of other cadets lodge 15*l.* with the paymaster to cover the above expenses, and what is not expended goes to the next half-year. The amount of this expended depends on (principally) the rate of his pocket money and the distance he has to go home, and whether he goes on leave after requiring travelling money.					
£					
†Rent of land, 366*l.*, rates and taxes, 42*l.* - - 408	2,584	8 12 3	8 12 3	10 0 3½	10 0 3½
Fuel and light - - - - - 1,100					
Purchase and repair of furniture and stores - - 587					
Purchase of chemical and geological specimens - 50					
Hospital expenses and professors travelling on the continent - - - - - 112					
Riding school expenses - - - - 30					
Prizes for gentlemen cadets - - - 77					
Contingencies for educational purposes - - 70					
Travelling expenses of staff - - - 30					
Sweeping chimneys, emptying cesspools, straw for beds, blacking, soap, legal expenses, and postage - 120					
Total - - - - -	37,443	118 2 9½	168 2 9½	132 8 7	182 8 7

* On a cadet joining the college for the first time he pays 10*s.* for library, and if he has not brought with him the instruments and books required by the regulations they are also paid for, the total amount of which is 5*l.* 4*s.*; this is in addition to 15*l.* for clothing and 15*l.* on contingent account, as shown above, for the Queen's and Indian cadets.

† 366*l.* rent of land is for the ground hired by War Department for the troops of the camp.

3515. Does not it appear to you that the cost of the maintenance and education of a cadet at Sandhurst is unnecessarily high?—I should say that it was necessarily high, taking the course of education; I mean that it is absolutely necessary, under the existing circumstances of the course of education that there should be a very large staff of professors. We have a larger staff of professors in proportion than I suppose they have at civil educational establishments.

3516. In comparison with our public schools (with the exception of Eton and Harrow), and other civil seminaries, does not it strike you as being high?—Yes, it is high. In giving that answer I was alluding more to the people employed than to the pounds, shillings, and pence. I was rather speaking of the large staff.

3517. Do you think that it is necessary to keep up so large a staff of executive officers?—Certainly; I know of no executive officers who could be struck off without an unfavourable result; and with regard to the professional branch I do not see how that can be reduced under the present course.

3518. But you think that they might be reduced by a combination of the two?—Yes, that would cause a practical reduction.

3519. What are the duties of the captains and subalterns; you stated broadly that their duties were to look after the interior economy of the cadets; can you state more in detail the actual amount of time which they give to the business of the college every day, and what are the special duties which they have to fulfil?—I will take them first of all when on orderly duty. The following is the report of the captain of the day: He attends the morning prayers; and is in command of the parade; he inspects the provisions accompanied by an under-officer and corporal; he is present at the dinners; he is present at the commanding officer's parade; he visits the hospitals; he visits any prisoners in confinement; he visits the schools; he visits the recreation rooms; and he is to be present within call during the whole time that he is the captain on duty.

3520. How much of his time per diem is taken up?—The whole of it; he is required to be present. Supposing that the captain is not on duty, the first time that he is required to be present is at the commanding officer's parade.

3521. At what hour?—It varies, but it is in the forenoon. It is at half-past nine in summer, and at half-past ten in winter. He inspects his company; he inspects their rooms; he receives all reports, and inquires into them when the cases are brought before him, and are disposed of by him; he attends the parade, and after it, during the whole forenoon, at least for some time, he is attending to duties with the company. The captains are generally in the rooms occupied by the cadets the whole of the forenoon. The captain attends to duties connected with the interior economy; there are the servants attached to the company, and there are the serjeants attached to the company.

3522. Will you specify the duties of the subalterns in detail. How often does the orderly duty fall on each captain and subaltern?—Every third day the captain and subaltern are on duty together.

3523. What are they doing on the other two days?—They are looking after their companies, but they are absolutely on duty the same as in a regiment of the line. The man who is not the captain of the day has a certain amount of duty with regard to his company, and there is a good deal of interior economy. The captains and subalterns of the infantry have more time to themselves than the captains and subalterns at the college. I will read the subaltern's report when on duty: He attends the first morning parade; he inspects the riding classes and the cadets on the sick list; he attends morning prayers; he is present at breakfast; he attends all parades; he collects the reports from the professors at the commencement of each study; he visits the cadets in close arrest during the hours of recreation; he visits the dormitories at the first roll call in the dormitories; besides his duty as a subaltern of his own company, he visits all. At "lights out" he receives the responsible under-officer's report and the report of the serjeant-major as to the fires and lights being extinguished, unless there are special orders for their being kept in; he visits the schools (the schools are the regimental schools), and he visits the recreation rooms; he also twice a week at specified times visits the companies after tattoo. The captain also visits after the cadets are shut up.

3524. However necessary it may be in a regiment, do you think that that system of visiting the cadets in their dormitories and at their dinners is positively necessary?—I should be very sorry to see it changed; it is the custom of the service, and I should think that it is a good one.

3525. What are the duties of the adjutant?—The adjutant's duties are more especially as to the drill; the drill is more especially under him, exactly in the same way as in a regiment, and the adjutant has his morning drill every morning before the breakfasts, and before the studies, and at the commanding officer's parade. Afterwards, during the first part of the term, the squad drill is going on, when all the officers of companies are looking after their companies, and the major and the adjutant and myself are also upon the ground, and we push the cadets on as fast as we can. Then when the cadets are thrown together and are in battalion I generally, at the commanding officer's parade, take the drill myself.

3526. Do you not think that the duties of an adjutant might be done just as well by one of the captains, would he not be equally competent to drill the cadets?—I think not, for this reason, that the same duties, namely, the duties of the adjutant of a regiment, are never so well done by the orderly officer when the adjutant has gone away; the instruction must be necessarily done better when done by one officer.

3527. You think it necessary then that the drill should always be placed under the charge of one officer appointed for that purpose?—Certainly, as in a regiment.

3528. You do not think that that uniform system of drill might be conducted by the major and superintendent of studies, or by the commandant?—If you turn the commandant into an adjutant, well and good; but I am of opinion that there ought to be an adjutant to do the adjutant's duties, just the same as in a regiment. I think that if an adjutant is not required at the Royal Military College, upon the same reasoning he is not required for a regiment, and we know that he is required there.

3529. Then you look upon the cadets as persons who are to be treated as soldiers?—Yes, in every possible way, always recollecting that they are gentlemen and not private soldiers.

3530. What are the duties of the paymaster and the quartermaster?—The duties of the paymaster are all the finance work of the establishment, the payments connected with the staff college are also made by him. The paymaster belongs to both colleges, and the same is the case with the quartermaster. The quartermaster's duties are very varied, and the quartermaster has more to do than any man, for he is constantly on duty from morning to night; he is also the acting barrackmaster.

3531. Who attends to the provisioning of the cadets?—The provisioning of the cadets is completely in the hands of the commandant assisted by the quartermaster.

3532. Who pays the cadets their weekly money?—The captains draw it from the paymaster, and it is handed to the cadets; they are paid by the serjeants.

3533. Do you not think that the duties of paymaster and quartermaster might be combined?—No.

3534. Are you aware that under the old system there were no subalterns, and that the captain did the work of an adjutant, and that the paymaster and quartermaster were combined in one person?—I am aware of that.

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

Instruction in drill, regimental duties, and practical exercises.

3535. Do you think that unreasonable and impracticable?—With regard to the drill, the answer to that is that in those days the cadets learnt no drill at all except the manual and platoon drill, and the marching past. I am speaking of what took place before 1858. I only speak from what I have been told. The cadets on an inspection are now supposed to drill and manœuvre as steadily as any battalion of the line.

3536. With regard to the perfection of the cadets in drill, I think that you have said that many commanding officers find fault with cadets on first joining, as not being so perfect in drill as they might be?—Yes, I have heard complaints. It must be recollected that a cadet may be very smart under arms and may drill uncommonly well, but that is a totally different thing to commanding; the under-officers and corporals are the only ones who have the chance of learning commanding.

3537. Do you periodically examine the cadets in drill?—They are not examined by me further than that they are always under examination by me on parade. I hold no private examination drill; in fact, there is no time for it.

3538. Do you never exact any examination of the private gentlemen cadets before they are promoted to be corporals and under-officers?—No.

3539. Do you think that that would be advisable?—I do not see what would be gained by it.

3540. Have the cadets any acquaintance with regimental duties of any sort?—The only approach to it is that there is an under-officer on duty, and there is a corporal on duty, and they inspect the rations and inspect the sick at the hospital.

3541. Do the cadets understand anything about picket duties, or bivouacking, or the duties of a subaltern in camp, garrison, or quarters?—No; instruction is not given upon that point, it comes under the head of instruction which I should be so very glad to see introduced at Sandhurst, namely, practical instruction.

3542. Sandhurst, as I understand, is intended for the education of the officers of both cavalry and infantry; are the cadets instructed in cavalry drill?—They are instructed in the riding-school drill.

3543. Do they understand anything about cavalry manœuvres?—No, they are not instructed in cavalry manœuvres.

3544. Are they periodically examined before the Board of Commissioners in riding?—Yes; when the duke comes down there is a ride of cadets ready for him.

3545. Before they leave the college, or get their commissions, are they obliged to have a certificate that they can ride properly?—No certificate is given, with regard to their riding, to cadets who are going to compete for commissions; a certificate is given that they have gone through the military exercises required at the college.

3546. Are they instructed in artillery drill?—Yes.

3547. Are they thoroughly instructed in it?—Yes; they are sufficiently instructed to man guns and to fire salutes, and at my drill cadets occasionally take out light Armstrong guns.

3548. Are they taught musketry instruction?—Yes.

3549. Do they pass an examination in it?—No; but there is a record of their shooting.

3550. Do they pass an examination in artillery drill?—Yes, each company, for instance, has a squad at artillery drill. As soon as the serjeant instructor of artillery reports that those squads know their drill, and are fit to be dismissed, I ask Captain Cardew, one of the professors of fortification, whether he will be so good as to inspect the squads, and say whether he thinks that they are fit to be dismissed, which he always is very ready to do, although it is beyond his duty. Sometimes he thinks that two squads may be dismissed, and that the other squad should be kept on, and then the other squad is kept on.

3551. As to gymnastic exercises, there is, I believe, a gymnasium?—Yes.

3552. What are the cadets taught there?—They are taught to fence, and they are taught single-stick and broadsword and bayonet exercise, and the usual course of gymnastic instruction. With regard to gymnastics, they are inspected by the Commander-in-Chief at the end of the half year. Of course there are some who are much stronger at that sort of thing than others could possibly be, and there is a system of prizes, likewise, to encourage it as much as possible.

3553. Are the cadets taught to swim?—There is no swimming master there. On one or two occasions I have called for reports as to those cadets who could not swim, and I found that almost everybody in the battalion could swim. They all of them learn to swim before they come to the college, with a few exceptions, namely of those who never would swim at all.

3554. I think that you have said that the education of a cadet is too superficial, and not sufficiently practical. Do not you think that that applies also to his instruction in drill?—I should like to have more time for the drill. My wish was when we came to three terms instead of two, to get the cadets out on the ground upon which they have been employed in surveying, and to explain to them how to throw out pickets and patrols, and so on; but I found it perfectly impossible. I never can get the cadets beyond a certain time, as we then interfere with the studies, a thing which I am very jealous about. Soon after I went to the college I was reported for making the cadets fire blank cartridges, and making their hands shake so that they could not properly attend to their studies.

3555. We have had it stated in evidence that only those cadets really obtained any great advantage from the college who get their commissions without purchase, and that they are about 35 or 37 per cent. of the whole?—Yes.

3556. You have said that the instruction in drill is not quite that which you would wish. If such a very small number of cadets get a real advantage from their studies, and if the practical education of the college is not as it should be in matters of drill, of what advantage is Sandhurst to the army at all?—I think that the best answer to that question is what I have said before in my evidence, namely, that I would make it a practical course, and would oblige everybody to go through it, or would do away with Sandhurst altogether.

3557. Then you think that as it is at present it is in a most unsatisfactory state, and is almost useless for purposes of military education?—I consider this the Royal Military College in its present state is not at all what it ought to be with a view to the way in which our army is officered. I do not think that as Sandhurst is at present constituted the most is got out of it for the benefit of the service.

3558. In 10 years 1,189 cadets entered the army from Sandhurst, and 4,475 entered by direct examination. The proportion, therefore, of Sandhurst cadets to those who entered from other establishments, would be, say, 1 to 4. If what I have already stated is correct, and if you think that only a very small per-centage obtain any advantage from their military studies at Sandhurst, and that the drill does not go far enough, is it not your opinion that the benefit which Sandhurst is to the army is very small?—I think so. I think that the amount of the military education taken away from Sandhurst by the cadets who are low down upon the B or second lists is such that the service is not much benefited by it, if it is at all. Return p. cxlv

3559. Will you explain to the Commission what the A and B lists are?—The A list is a list of the cadets who get commissions without purchase; the B list is a list of the cadets who qualify, and are therefore eligible for commissions by purchase.

3560. What is the punishment for what are generally called moral, as apart from military crimes; that Moral

is to say, for swearing, for falsehood, and for indecent conduct?—In cases of falsehood which have occurred, the cadets have been put into isolated close arrest.

3561. Is swearing at all punished?—Bad language is punished.

3562. Obscene language, and bad language, and swearing?—Yes.

3563. It is not, I suppose, severely punished?—It depends upon the degree of the offence.

3564. Is ungentlemanlike conduct looked upon generally as being to the prejudice of good order and discipline, and would it be severely visited whenever it took place?—Certainly.

3565. Do you think that the tone of the cadets in their dormitories, in the matter of propriety and decency, is what it should be?—Yes; I have no reason to suppose that there is anything contrary to the rules of decency with regard to the cadets in the dormitories.

3566. Do you not think that the associated dormitories in taking away from the privacy of the cadets, have a bad effect upon them?—I know that there are different opinions upon that subject, but I myself have never thought so.

3567. What are the numbers generally associated in the dormitories?—In two of the companies, namely, A and B, the cadets are put up on the old system; there are four in a room; and in C company, which is a new building, the cadets have each a separate bunk; they have what is called a tea room for every 14; a bunk is not exactly a separate room, but the bunks are small things more like ships' cabins than anything else; and they run up not to the ceiling, but to a certain height of woodwork.

3568. You have said something about the cadets being allowed to study privately at night in separate rooms set apart for the purpose?—Yes.

3569. Are those rooms tenanted by more than one cadet at a time for the purposes of study?—Yes. There is not a room for each cadet who wishes to study; there is one room for them altogether, unless from the numbers it would be necessary to take another room; we, in fact, took what is called the reading room.

3570. Do you not think that there are many subjects of study as to which it is positively necessary, as far as possible, that a student should study them alone in privacy. I allude to mathematics, for instance?—I do not myself see a necessity for everybody having a private room.

3571. But you would not be opposed to it?—No, I should not be opposed to it, but I do not see the necessity for it.

3572. Are not the rooms very uncomfortable as they are at present, and much more like soldiers' barrack rooms than anything else?—No, I do not think so at all.

3573. Of what does the furniture of the rooms consist?—It consists, first of all, of a bed with its belongings; each cadet has a little sort of cupboard, and now each room has a chest of drawers put into it, so that a cadet has always a drawer of his own, the object being to introduce their having their clean linen kept up in their room, so that they can change things without any difficulty.

3574. Do you mean that there is one chest of drawers for the four cadets in the room, or one chest of drawers for each cadet?—No, there is one chest of drawers for the four cadets in the room, and they have a table and chairs, and they have washhand stands in their rooms.

3575. I suppose that there is no such thing as carpets, or anything of that sort?—The under-officers have carpets in their rooms.

3576. But the private cadets have no carpets?—No, generally speaking not.

3577. The cupboards are mere boxes?—Yes.

3578. There is no bookcase in the room?—No. I have seen many officers' rooms no better furnished than the cadets' rooms are.

3579. Are wall decorations, such as prints and pictures, or any thing of that sort allowed?—Yes, by permission.

3580. Is that permission generally accorded?—Yes.

3581. And is it made use of?—Yes, in many of the rooms, but principally in the under-officers' rooms and the reading rooms.

3582. As to change of linen and clothes, are the cadets constantly supplied with fresh linen when they want it?—Yes.

3583. Is it served out to them?—Yes, but there is no difficulty in their getting any changes which they may require. In order to facilitate it still more, we have had chests of drawers put into the rooms so that they might go and change their linen without sending down to the housekeeper's department.

3584. In the matter of ablution, can the cadets get a good bath when they require it?—Yes.

3585. In their own rooms?—Not in their own rooms.

3586. Do you find that drinking ever goes on in the dormitories?—Very seldom indeed. Of course there have been cases where liquor has been taken in. In days gone by there used to be a great deal of irregularity in the way of liquor being taken in on the last day of the term, but we have broken the neck of it now by having a late dinner for the cadets in the dining halls, and allowing them to have a certain amount of wine. This practice was instituted after a disturbance took place in one of the companies about four years ago, and the officers dine at the same time in the waiting room, so that, in fact, the whole of the cadets and the officers are close together on that occasion. That has completely broken the neck of liquor being taken into the dormitories on that occasion, and it is very seldom indeed that liquor is taken into the dormitories. I know that it is sometimes taken in.

Messing.

3587. As regards food, will you tell us what the cadets have for breakfast, and what they have for dinner, and what they have for tea?—The first thing which the cadets have before they go out to their morning drill is a cup of coffee, and then the morning drill takes place and they come in to breakfast at half-past seven, and they have coffee for breakfast, but if any cadet objected to coffee there would be no difficulty in his having tea; they have bread and they have butter, and they either have cold beef, or cold ham, or sausages, or fish, or eggs.

3588. Is that all at the college expense or at their own?—It is completely at the college expense.

3589. What are the dinners?—Then comes study. After study they go out for the commanding officers' parade, and they then come in and have a piece of bread and cheese all round and a glass of table beer; that is at about half-past eleven. They then come in for studies, which are for three hours, and then comes dinner; that would bring dinner to about half-past two. At dinner they have meat, roast or boiled, usually roast, and a joint of meat is generally for 10 cadets; our joints are as nearly as possible 10 lbs., 1 lb. of meat being the regulation quantity for a cadet. The meat consists of legs or shoulders of mutton or ribs or sirloins of beef. We always have two or three joints over in case they should be required; there is no stinting, they have as much as they like. Then we have pudding every day, and salads when salads are in season, and we have cheese.

3590. (*Chairman.*) What do they drink?—Table beer at 1*s.* a gallon. Then there is tea at tattoo; at present that would be at 9 o'clock. The tea consists of tea and bread and butter, and until lately, when we got the messing into our own hands, and the laundry into our own hands, no addition was made to the tea, and what the cadets had in addition to the tea they paid for themselves; but by an arrangement for getting the laundry out of the hands of the contractor and working it ourselves we are enabled to add meat or something of the sort to the tea meal perhaps twice a week, and sometimes oftener, as the case may be. Every month there is a mess meeting, composed of myself as president, the major and superintendent of studies, the three captains, the paymaster,

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

the quartermaster, the three responsible under-officers, and three gentlemen cadets, corporals or private gentlemen cadets, and not first term cadets. Everything is explained to them, and they are made to understand it as part of their duty; if any suggestions are made the meeting takes them into consideration, and we make as much out of the money as we possibly can.

Refreshment rooms.

3591. (*Lord E. Cecil.*) With regard to the practice of getting cooked meals and cooked meat at different times from the canteen, how did it originate?—There has always been an arrangement, as I have understood, years before I came to the college, of the cadets when wishing to give a supper to each other, or anything of that kind, being in the habit of getting things cooked and sent in, but they are now able to do anything of that kind at the refreshment rooms; also the man in charge of the refreshment rooms occasionally furnishes a supper in the dormitories for any cadet who may wish to give a party.

3592. Is the necessary furniture, such as table cloths, and knives, supplied from the refreshment rooms?—Things which are required are supplied from the refreshment rooms; we are always ready to give any assistance from the college.

3593. Are wine and spirits allowed to be supplied at the refreshment rooms?—No.

3594. Who sends out the wine which the cadets drink?—They are allowed to have wine at the dinner at the end of the term, and on the Queen's birth-day they have wine; so much is allowed for each table; the wine which is consumed upon the Queen's birth-day and the last days of the terms in the dining halls is paid for out of the messing.

3595. Who pays for the cost of all the eating and drinking which is procured from the refreshment rooms?—Those who consume the articles pay for them.

3596. Who looks ofter the bills which are run up?—When I came to Sandhurst there was an old institution called the "tuck-barrow," which used to appear on the parade. I thought that it was a most objectionable thing, and Sir Harry Jones allowed me to put the man inside a room. As we advanced he did not keep pace with us, and I put out tenders to get a contractor to manage it for us, and got a man from London who took the thing in hand and who does it uncommonly well. There was a clear understanding with him that I would not be responsible for any bills of the cadets. It has been found to be an utter impossibility to have a ready money transaction, because there is such a rush between parade and study that he would require so large a staff that he could not make it pay. I do not hold myself responsible for the bills of the cadets, but still at the same time I keep an eye on the matter and am always ready to give assistance, and if I find that cadets are running up bills to an extent which they should not, I send for them.

3597. Do you find as a rule that cadets run into debt?—Not more than in other places where they have extraordinary temptations; not more than at public schools.

Miscellaneous regulations.

3598. What are the rates of pocket money allowed to the cadets?—The present rate is 2*s.* a week upon a cadet joining without a good conduct decoration; each good conduct decoration takes 6*d.* with it, and they can get as many as three. Then the corporals at present, I think, get 2*s.* 6*d.*; there is an increase for the corporals, and an increase for the under-officers, and an increase for the responsible under-officers, besides the increase of 6*d.* upon every good conduct decoration.

3599. I believe that it used to be the old rule that the cadets were not to have any extra pocket money, but I suppose that that is obsolete?—Yes. I know that some of the cadets have a very handsome allowance from home. There used to be an order to the effect that they should not have beyond a certain sum, but that does not exist now.

3600. Do they ever give supper parties outside the college?—Yes, sometimes.

3601. Does that lead at all to disorder?—No, it very seldom occurs, and then, of course, it is within the hours of recreation. I should never give leave to them after tattoo for anything of the kind, unless they went to dine with friends.

3602. Are these supper parties allowed outside by the authorities?—No; those supper parties to which I alluded in my evidence just now had reference to inside the college; the supper parties outside are matters during the hours of recreation. I should not dream of giving permission to cadets to be out after tattoo at supper parties, except they were receiving the invitations of friends who came to see them.

3603. (*Rev. W. C. Lake.*)—But before tattoo they are permitted?—They would not be permitted in a public house; but if the cadets went into an eating house it would not be objected to.

3604. (*Lord E. Cecil.*) I suppose that there is no such thing as bullying at Sandhurst?—No; I may say that it does not exist, in consequence of all the cadets being so very much of the same age.

3605. Is it the case that a pack of beagles is kept for the use of the cadets?—Yes.

3606. How often do they hunt?—Twice a week.

3607. Where do they hunt?—Partly on the college grounds, and we get permission from people to go over their ground.

3608. Is there any other hunting? If there was a pack of hounds in the neighbourhood, would the cadets be allowed to go to the meet?—No; because it would interfere with the studies. We never allow of interference with the studies. The cadets are allowed to go away from Saturday to Monday, but they must go after study on Saturday and they must come back before study commences on Monday.

3609. What is the regulation with respect to plain clothes or uniform?—The regulation is, that the cadets are always in uniform except when they go away on pass, and then they are allowed to wear plain clothes if they are going any distance; but Aldershot is an exception, and there they must be dressed in red coats with waist belts.

3610. Are they allowed to dine at messes at Aldershot?—Not without the permission of their friends.

3611. Are there any bounds at the college?—The bounds within the last few years have not been acted up to; in fact, they are much more appropriate to boys than to young men. There are certain places which the cadets are forbidden to go to, and which are put out of bounds.

3612. What are the duties of the staff serjeants?—They are all employed at the beginning of every term in the squad drill, which lasts about half the term. Then they have the military duties connected with the college; for instance, there is always a serjeant upon duty at the guard-room, and there is always a serjeant in waiting. If there is any cadet in isolated close arrest there is a serjeant upon duty, with whom a communication exists by way of a bell from every cadet in confinement in case he should want anything.

3613. Are the serjeants set to watch the cadets in that particular?—They do not watch the cadets; the cadets are actually locked up in these rooms, and a serjeant is within reach in case a cadet falls ill, or requires anything, in which case he rings the bell, and the serjeant comes to him, and if it is necessary he sends for the officer on duty, or for the doctor.

3614. If a cadet broke out from his isolated confinement, would he not be stopped?—Of course; he is a prisoner.

3615. If a cadet was doing anything wrong in the college grounds, would he not be reported by the serjeant?—It would depend upon what the cadet was doing. If a serjeant saw a cadet disobeying the orders by going into a public house, or leaving it, he would not report that cadet; it would not be his duty to do it. If a serjeant saw a cadet drunk in the streets or engaged in a row, or if he saw cadets in the street, after tattoo, thereby knowing that those cadets had broken out of barracks, he would report that circumstance. I have known that to happen, but I have

never brought the serjeant face to face with the cadet.

3616. Does the serjeant give evidence before you against the cadet?—A serjeant has never given evidence before me against a cadet. I would never call upon him unless it was a very bad case indeed, so that it called for it, but I have never had to do so yet, and it is contrary to my ideas.

3617. You have mentioned two disturbances which have taken place within the last four years, are those the only disturbances which have taken place since 1860 or 1859?—I can only speak to my time at the college.

3618. In the row which took place last year, was there any injury done to any of the passengers or wayfarers?—I heard that a woman was slightly injured, but quite accidentally, and in fact no report or complaint at all was made about it; whether it is true or not, I do not know.

3619. Do you think that the accounts of the whole disturbance were very much exaggerated?—There is no doubt about it.

3620. With respect to the salaries of the professors, do you think that it would be a good thing to equalize their salaries? I understand that now some of the military professors receive more than the civilian professors receive?—That is a subject to which I have never given any consideration, and I am not prepared to speak upon it. I know that the question has been mooted with regard to the language masters being very badly paid.

3621. Have you any reason to suppose that the scale of pay is too low to induce good men to offer themselves as professors?—I am not in possession of such information as would lead me to give a decided opinion upon that point. The only question of lowness of pay, I think, has been with respect to the language masters. I think that they are paid lower than anybody else.

3622. Are you aware that the college was self-supporting some 10 or 12 years ago, or more?—I have understood that formerly it was self-supporting.

3623. And that it was not only self-supporting, but on one occasion paid a certain sum into the Treasury?—I cannot say that I am aware of that. I have always understood that the college used to be self-supporting, and that Parliament gave no assistance to it.

3624. (*Lord Northbrook.*) Do you send up the estimates for Sandhurst to the War Office?—The estimates for the cadet college are prepared, and I go into them before they go to the governor. The estimates are sent by the governor to the War Office.

3625. The estimate for this year, I see, is 36,731*l.*, do you believe that to be accurate?—I believe so. I cannot speak from memory.

3626. Besides that, some of the officers at Sandhurst have emoluments from other sources, such as half-pay, and so on?—Yes.

3627. On looking to the estimates, I find that the governor has 1,000*l.* a year from the college, and that he has also the half-pay of a general officer, amounting to very nearly 1,000*l.* a year, which is not included in the 36,731*l.*?—As regards the governor's pay and my own, the only thing chargeable for the governor's pay, under the item of "college pay," is 1,000*l.*, in the same way that mine is 500*l.*

3628. There are certain items of half-pay?—The captain's pay is all lumped in the college pay, the lieutenant's is all lumped, and it is the same with the adjutant's pay.

3629. The commandant, the surgeon, the major, and two professors, receive half-pay, besides what is upon the estimates, do they not?—Yes.

3630. Roughly speaking, at what should you put the deduction which ought to be made from the expense of the cadet college, in consequence of certain duties which some of the professors and others perform at the staff college; should you put it at 1,000*l.* a year?—There are not only professors, but there is the riding troop, and there is a detachment of Royal Engineers.

3631. Could you dispense with any of these officers at the Military College, supposing that there was no staff college?—No, we require them for the cadet college. *Col. Hallewell.* 24 July 1868. Royal Military College, Sandhurst.

3632. I find from these estimates, that in the year 1866–67 there was about 16,000*l.* received from the parents and relatives of the cadets?—Yes.

3633. Do you apprehend that the receipts for this year will be more than that, or about the same amount?—For the ensuing term they will be less, because our strength has gone down, and there is something else which alters the amount; supposing that a very large proportion of the cadets who come in one term are the sons of the junior officers of the service, their contributions are very much less than the contributions of private individuals.

3634. You think that this year the receipts will not come to more than that—16,000*l.*?—I should think not.

3635. Taking the figures, and taking the amount of the estimate, which in round numbers is 36,700*l.*, and the receipts from parents at 16,000*l.*, or thereabouts, the expenditure by the Government upon the education of the cadets at Sandhurst is 20,000*l.*, without including the half-pay, and so on, which I have mentioned, is it not?—Yes.

3636. I think that I collected just now that a Queen's cadet cost 180*l.* a year?—The Queen's cadets cost more than the other cadets, and that is explained in this way; the difference is caused by this, that the parents provide the uniforms, books, and instruments for the private cadets, and the Government provide the uniforms, books, and instruments for the Queen's and Indian cadets; they also provide the pocket money, and everything else. There are also the travelling expenses.

3637. How many Queen's and Indian cadets are there at the present moment at Sandhurst?—I think that there are about 20.

3638. Then the expenses of their education would come to 3,600*l.* a year, at 180*l.* a piece?—Yes, I can only speak from recollection to that point.

3639. Then there would remain out of the whole charge to the country 16,000*l.* a year, or a little more, for the education of the rest of the cadets at Sandhurst?—Yes.

3640. The result of it, so far as I can make out from the statistics of the last four years, is that an average of about 190 cadets go off into the army?—Yes, if we were kept at our establishment of 300, 100 cadets would so go out every half-year, making 200 a year, but the number is under that, because our strength is below the establishment.

3641. Out of those 200 I think that you have said that you do not think that the education received by the Queen's cadets is worth much, in respect of their being certain of a commission?—I ought not to say so with regard to the Queen's cadets, but I say so with regard to those cadets who are in the second or B list. Since I have been there we have had one case of a Queen's cadet who qualified in two terms, and he came back in the third term to get into the "A" list.

3642. In four years, according to the return which we have, there have been six who have been in the A list?—Yes. Returns, p. cxlix.

3643. Taking the B list, what should you say were the average numbers of those cadets who passed out for commissions by purchase, whose education was really valueless?—I should certainly say half of the B list.

3644. About how many cadets in the year would that represent, about 60?—Yes, I suppose about that number. I believe that I am quite within the mark in saying that I think that there is that proportion getting an education which is not of much value.

3645. Then the expense to the country being about 100*l.* for each cadet who passes out of the college, the expense of the education of these 60 cadets would be money thrown away?—I do not think that the value is got for the money.

3646. You have made a suggestion that some money premium should be given to those cadets who come

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

next to those who gain the commissions without purchase. Do you think that supposing that this 6,000*l.*, or a sum of that sort, was to be spent in that way, so as to give at the examinations to the 20 cadets who should be high upon the list 200*l.* each, and to 10 more 100*l.* each, it would be more conducive to the efficiency of the college than maintaining a system under which the whole of these cadets cost the country 100*l.* a piece upon leaving the college?—I think that there can be very little doubt that it would conduce to more industry on the part of the cadets low down upon the list.

3647. Do you think that such a plan would produce more work from the cadets in the year and a half, as a rule?—I should think that there would be no doubt about it; it is, in fact, putting the rewards within the reach of many more individuals.

3648. Then in that case you would make every cadet pay the cost of his education; and his reward, or the inducement given to the parent, would be dependant upon his qualification at passing out?—Yes.

3649. Do you think that the discipline of the college might be improved by a cadet being of a positive military rank, which he would forfeit altogether by his misbehaviour, rather than by his being a civilian on passing out? I am presuming that a cadet at Sandhurst should have a military grade which he would forfeit for misbehaviour during the course at Sandhurst. Would you, as commandant, prefer that the cadets should be officers in the army in a superior grade to their present position?—I should naturally prefer anything which increased my power over them.

3650. And do you think that that would increase your power?—Yes; when I say that it would increase my power, I ought to say that it would increase the governor's power, because I should not have the power of depriving them of the grade. It is not a question to which I have ever given attention, and I am rather answering at random. I have not considered the subject, and I think that it is a matter which requires some consideration.

3651. (*Lt.-Col. Chesney.*) If you had your 300 cadets, each paying 100*l.* a year, instead of the varied scale, and each paying for his equipment, would not it nearly cover the total annual expense of the college, which is estimated at about 36,000*l.*?—It would be a large item to set off against the charge to the public.

3652. It would be, in fact, at least five-sixths at once of the whole amount charged. The great excess against the public arises then mainly from the low payment, or no payments made?—The low payments. A great many officers' sons come to Sandhurst; for instance, take the sons of captains and commanders in the navy, and even of field officers in the army, they only pay 50*l.*; and when you come to the captains of the army it descends to 40*l.*

3653. Then, in fact, the apparent loss to the State on Sandhurst arises principally from the fact that officers' sons are educated there cheaply?—Certainly; a great charge falls on the public from the education at Sandhurst of officers' sons.

3653*a*. The greater part of the charge?—Yes.

3654. In your opinion if there were no military colleges would the sons of quartermasters and paymasters, and such other regimental officers, have an opportunity of entering the army with the same education as the sons of private gentlemen? I speak of those who now go through Sandhurst?—I presume that they would not have had a public school education, but they would have had education or they could not come into Sandhurst; they would have a sufficient amount of education to go through the direct commission examination.

3655. But at present does not Sandhurst practically put them for the time on an equal footing with the sons of men who are better off?—They are certainly on an equal footing at Sandhurst.

3656. Would not officers of the army lose that advantage by the abolition of the military college, an advantage which is such that for a certain time their sons are under the same training asthe sons of men who are better off?—Yes, but they are not under a previous public school training.

3657. Would not they lose that advantage, such as it is, if the college at Sandhurst were done away with?—They would lose that advantage, such as it is.

3658. It appears from the returns that in the last four years rather more than one-third of the officers of the army have entered the army from Sandhurst; if half of that one-third, namely one-sixth of the whole, leave Sandhurst with some general military knowledge, in your opinion is not that of some advantage to the service?—Certainly it is.

Retur p. cxl

3659. Under any circumstances, with a place situated as Sandhurst is, with scattered villages about the country, would it be possible wholly to prevent cadets going into public houses by any system of repression?—No, I should say that it would be totally impossible, taking the scattered villages and places round.

Disci moral &c.

3660. But if you were to use something of the proctorial method with officers on duty, as is the case at a university, could not you do something more towards it?—You would do very little towards it, unless you had every single officer constantly on duty throughout the country, and that would not do it.

3661. Have you not recently had a great additional power of enforcing your discipline by the practical addition of the professors to your staff out of study?—Certainly.

3662. (*Rev. Dr. Butler.*) You would say that the system of administration at Sandhurst is essentially military?—Yes.

3663. Have you ever considered whether it would suffer, or otherwise, if it was more civilian?—Yes, I have considered that point; as a military school my feeling has always been very strong that it should be made as much as possible, in all its branches, military.

3664. In what way do you think that it gains by that system?—It is part of the occupation in life which these young men are going to follow.

3665. Would the discipline exercised by a civilian be less likely to fit the cadets for their profession afterwards?—The discipline exercised by civilians is not so severe as the discipline which we exercise at Sandhurst.

3666. Is a young man more likely to be less amenable to control when he enters the army if the system of discipline to which he has been subjected in early years has been less severe?—No; for instance, we have the cases of cadets who go in by direct commissions, and who go straight from the public schools, and no men are more amenable to discipline than they are; and I find the same thing with the cadets who come to us from the public schools. I would rather have young men from the public schools than I would have young men from a "crammer's;" there is no discipline there. The effect in the case of those who come from public schools shows itself when they come to us.

3667. Is it easy to reconcile the rigidity of military discipline with the sympathy in government which is requisite in the case of young men?—As a soldier, I think so.

3668. What opportunities has the commandant of seeing the young men privately?—Merely by asking them to his house, or in case of casual conversation. The commandant has no evening meetings of the cadets or anything of that kind.

3669. Would he only see them socially, when he was kind enough to ask them to dine with him, or anything of that sort?—Yes, or when he entered into conversation with them at odd times.

3670. Would a cadet ever think of applying to the commandant for advice upon any matter touching his personal interests?—Cadets have frequently come to me. I have had notes from cadets whom I did not know privately, asking whether I would be kind enough to see them in order to give them advice with regard to their future prospects, and so on. There is

.ot a half-year which passes without my having adets coming to see me in the orderly room, and in my wn house, for that purpose. No cadets who have got nto a scrape have ever asked me to advise them how to get out of it, but they have frequently come to consult e upon their prospects; there are always cadets very term who do so. I mean particularly cadets who are not private friends of mine, and who are not ntroduced to me, but who are strangers to me.

3671. Would there be generally any portion of the adets with whose character as a whole the commandant would feel himself to be familiar?—As to a arge portion of the cadets the commandant cannot possibly be familiar with their character.

3672. Is there any officer connected with the ollege who would have that familiar acquaintance with the character of the cadets?—I know that the aptains of companies see a great deal of the cadets.

3673. In each company there are from 90 to 100 adets?—100 is the establishment, and there are now bout 80.

3674. Who appoints the captains?—The Commander-in Chief.

3675. Can you say upon what principle they are selected to take that very responsible post?—I am not able to answer that question.

3676. Would you not hold that it was important that officers selected for so responsible a post should be chosen with special reference to their knowledge of character and power of influencing young men?—Most certainly; it would be a great advantage, and in the cases which we have had I can say that I am perfectly satisfied with the interest which the captains take in their cadets, and the way in which they work.

3677. Independently of the conduct of the captains, and the way in which they actually discharge their duties, do you think that that post is regarded as an educational or as a military post?—I regard it as a military post.

3678. Is it regarded as some test of military distinction?—It so happens that the three captains who are doing duty at the college are all officers who have distinguished themselves in the field. That may or may not have had a certain weight with regard to their being chosen for the appointment. But setting that on one side I think that they are men who are very well fitted for the peculiar positions in which they are placed, and I know (as is very natural) that young men who are going to be soldiers look with great respect upon their officers.

3679. Would it chiefly rest with the captains to judge of the complexion of any offences committed by the cadets?—All offences must first be examined into by the captains, and the captains must know all about the cases. If a cadet of one company was ordered into arrest by another captain, or by the major, with a view to bringing him before me, the captain would not inquire into the case, but I should inquire into it, the captain of the company being present; but ordinarily speaking the captain would inquire into all reports made against cadets.

3680. Do you feel satisfied that the early training of the captains would in general specially qualify them to judge of the complexion of moral offences committed by the cadets?—I think so. I think that they would be as qualified as any other men.

3681. Do you think that the early training of the captains would generally be such as to give them a peculiar fitness for that post?—I should say so. I do not see any reason against it.

3682. Can you give the Commission any notion how certain offences would be dealt with. For example, drunkenness. What would be the kind of punishment inflicted in that case?—If a cadet was reported to me for drunkenness I should immediately put him into isolated close arrest, and report the circumstance to the governor; and the probability is that the cadet, according to his character and his antecedents, would be for a week in solitary confinement, followed by a certain amount of arrest afterwards.

3683. If the offence happened again what do you think would be likely to follow?—I should think that he would probably be rusticated.

3684. Are you aware that in the public schools such an offence could scarcely happen twice, if once, without being followed by expulsion?—I am quite aware of that. It was so when I was at Rugby.

3685. But I gathered from what you said before that military discipline was more severe than the discipline exercised by civilians?—I mean taking the whole of the discipline together. For instance, we have offences which would not be offences in public schools at all. There are many offences for which we punish cadets which could not happen in a public school.

3686. Not offences against morals, but against minor matters of discipline? — Offences against orders.

3687. If a cadet was detected in a public-house and drinking, would it be likely to ensure his ultimate dismissal?—Yes, certainly, under the orders which are read out to the cadets; and they know that that has been put in force.

3688. Has it been put in force so frequently as to come to a cadet like a law of nature?—With regard to its having been enforced so frequently, this stringent law is only a recent one. I believe that if a cadet wished now to go into a public house, and saw the land clear, he would go in. I have not the slightest doubt about it if he was bent upon doing so.

3689. Would he feel that if he became intoxicated, and was detected, he would be likely to be dismissed for ever from Sandhurst?—No; a cadet could not have a personal knowledge that if he became intoxicated he would be dismissed altogether from Sandhurst, because the chances are that he might not be dismissed, he might be rusticated. Very much would depend upon his antecedents and his character.

3690. As to cases of direct immorality, would a case of that sort be dealt with?—We know that those things do take place, because we have the results of them in hospital, but we do not punish for them.

3691. Can you tell the Commission whether those cases are frequent?—The effects are more frequently seen I think after Easter, and when the cadets go away in bodies. Anything like cadets being seen in the company of loose women, if it was reported, would be punished. There is a very positive order with regard to that very case. But at the same time the results of looseness in that respect, and the proofs that it has been so, are not punished. The only thing approaching to it was that not very long ago an order was given that recruits on joining who were sick, were to be sent back to their friends until they were well.

3692. On what principle is it that an offence of that kind is not punished?—The only answer which I can give to that question is that the ages of the cadets must be viewed.

3693. And the special influence of the temptation?—I do not know that the temptation is greater there than elsewhere. It must be recollected that the cadets are of the same age as that at which we used to go into the service in time gone by.

3694. The majority of the cadets at Sandhurst are 17 or 18, are they not?—Sixteen is the youngest age at which they can come in; the average, I think, is over 18.

3695. Is not that a younger age than the majority of the upper boys at a public school?—I am not able to answer that question.

3696. May it not be the case that an offence, which is not strictly a military offence, is nevertheless most injurious if tolerated at a place of education?—It must be more or less injurious, there is no doubt about it.

3697. Is there not a danger in regarding such offences from the point of view of military discipline alone?—It must be injurious, but it is injurious to the cadets themselves.

3698. It is also injurious to the moral tone of the

Col. Hallewell.

24 July 1868.

Royal Military College, Sandhurst.

whole body?—I suppose that it is so in every class of the community.

3699. Is it impossible to lessen it by punishment as well as by precaution?—I think that it is perfectly impossible to lessen it in any way, particularly as it is away from the neighbourhood chiefly that the cadets get into scrapes. If there were anything like a cadet being seen walking about with a loose woman he would be put into arrest directly for being seen in bad company, and for walking about with a woman of that sort, but if a cadet goes into hospital and he is ill it is a different thing.

3700. Is it felt that there is any person whose business it is to look after the moral behaviour of the young men, as distinguished from their offences against military discipline?—No, there is certainly no person whose particular duty it is to look after their moral character, viewing that particular branch. To give you an idea of how the case stands, in answer to the question which you have put to me, I may state that Sandhurst is included under the recent Contagious Diseases Act. The moment that I see the sick report, which I do every morning, and I see a cadet returned as suffering from venereal disease, I send the adjutant to him at once to know where he got it, not of course with a view to punish him, but with a view to prevent others from contracting the same disease.

3701. Would any person connected with the college feel it his duty to report such a case privately to the cadet's parent for the parent's guidance?—No; I should certainly not think of doing so unless the cadet was very ill indeed, and under those circumstances the parent ought to know it.

3702. I meant as guiding the parent to his son's character. Would the chaplain feel it to be his business to speak to the young men on such topics, either from the pulpit or privately?—It would be quite a private thing on his part; I mean to say that it is not a part of his duty, further than alluding to it from the pulpit.

3703. Is it not the fact that some years ago the chaplain gave to the cadets some religious instruction which has been since discontinued?—Yes.

3704. Why was it discontinued?—Because the cadets came at a younger age, and the reason given was that it was necessary that there should be religious instruction to prepare them for confirmation, but they are now supposed all to be confirmed before they come.

3705. Would there be any public opinion among the young men themselves against drinking, or the reverse? If a cadet was known to be intoxicated, would he be thought worse of by his associates?—By some he would, but not by many.

3706. He would not be felt at all to be disgraced in the eyes of the college?—Not by a very large number.

3707. I have understood you to say that if a professor complained of one of the students, he would be present before the commandant when the case was investigated?—He would.

3708. Do you see any objection to that custom?—I see very grave objections to its not being so.

3709. Do you think that the professor might feel that he was placed in a situation somewhat derogatory to his position?—I cannot see how he could feel so, when the major and superintendent of studies himself cannot report a cadet to the commandant without being present.

3710. If the offence was more of a military character, and less of the character of an offence against education, would the same difficulty apply?—I have a very strong opinion that people under such circumstances should be face to face.

3711. In point of fact, have you reason to think that professors do object to being obliged to be present on such occasions?—It was in consequence of the professors or some of the professors objecting to it that the order was given. They complained of having to attend at the office of the major and superintendent of studies to give evidence against a cadet, that is to say, that they considered that their report ought to be taken without any question.

3712. That remonstrance was considered and the decision was given against them?—It was considered, and a decision was given in their favour as far as the major and superintendent of studies was concerned. According to the order, the major and superintendent of studies cannot oblige a professor to attend at his office and state the case against the cadet.

3713. Then when is it that the professor is obliged to be present?—In case the cadet objects to the report made against him, or qualifies it, or denies it, the major and superintendent of studies is to take no further step in the matter, but is to bring the case before me, and then that power is to be exercised.

3714. And that power would be exercised?—Yes, I should be very careful in exercising that power. I think that every person who is accused should have his accuser face to face, that is the rule of the service.

3715. Is it felt that the position of the civilian professors independently of salary, is on a level with that of the military professors?—In my eyes all professors and officers are on the same level. I mean both military professors, and civil professors, and the executive officers of the battalion, and I have always, ever since I have been there, said that I consider them all in the same light.

3716. Do you think that it would be so felt by the cadets, or would they feel that any superiority was practically accorded to the military professors?—I know that the cadets have a feeling upon that subject, which I have mentioned before in my evidence. The cadets prefer to have military professors over them, although in many cases the military professors are the most strict, but they wish to be under military officers.

3717. Are you aware that an objection was raised a short time since by the authorities at the War Office to the punishment of rustication?—I am.

3718. Do you know on what grounds it was raised?—That it punished the parents more than it did the cadets.

3719. At what time was that objection raised?—It was raised, I think, towards the end of November or the beginning of December last. I think that it was after the disturbance which took place last October or November.

3720. Is it understood that the punishment of rustication is one which now exists, or which does not?—It exists.

3721. Is there any music at the college?—There is a band of music.

3722. Do any of the cadets learn music scientifically?—Yes, it varies. Occasionally there are cadets who take lessons in music, and then perhaps there may be a term in which there are none who do so. There are frequently pianos in the rooms of the cadets, which they hire, and as I have already mentioned I have a room on purpose as a music room.

3723. Do they ever give concerts of their own?—Yes, we have a musical and dramatic society.

3724. I apprehend that there is no debating society?—Most certainly not.

3725. There is no private society for the cultivation of any branch of natural science?—No.

3726. I think that you have stated that the offence of idleness is not punished as such?—No, not under the head of idleness, but supposing that the idleness interfered with the progress of the class in which it took place, the cadet would be liable to be punished. That question with regard to the punishment of idleness has been raised a good deal, and I do not see my way in it. We have had two or three cases of that sort. One was the case of the son of a general officer, whose friends were written to and recommended to remove him, as there was no chance of his qualifying for a commission, and as he was only doing harm to everybody else. He was removed, not by rustication or expulsion, but he and the others were removed by their friends, as doing no good.

3727. (*Brigadier-Gen. Lefroy.*)—I think that you have expressed an inclination towards an establishment at Sandhurst on a sufficient scale to provide

officers for the entire army: would not all the difficulties of discipline be very much augmented by increasing the establishment to that scale?—No, I do not think so. I do not think that the difficulties of discipline are greater with large bodies of men than with small.

3728. It would require 1,000 cadets, would it not?—It would, I think, require 700 or 800, or whatever the number might be. Of course it would require an augmentation of the staff.

3729. You would not add to the existing college a number of colleges each self-contained and entire, but would merely expand the present college in its capability?—Exactly so.

3730. You have expressed a decided opinion against what are called voluntary studies; would your objection be at all removed if the list of voluntary studies, so called, was very much extended, so as to include such subjects as natural history, music, photography, and mechanical arts, and if those subjects were then made compulsory, with the right of choice, but so that every individual should give the same amount of time in what are now looked upon as his idle hours to some accomplishment or other?—I would rather have a certain course carried out and let those subjects be extra.

3731. Do you not think that a great system of education, considered as somewhat distinct from mere preparation for the army, is incomplete if it includes nothing in the nature of accomplishments?—So long as the public have to bear a part of the expense I do not see that the public ought to pay for the accomplishments of young men going into the service. I think that the public ought only to be required to pay for what I suppose would be called their technical or professional education.

3732. Are not the accomplished officers those who for the most part are the most rational, dutiful, and valuable officers in the service; those whose time in quarters is not given to dissipation and idleness, but who have rational pursuits of their own?—There is no doubt that an officer who has the resources of different branches of study and rational amusements must necessarily be a more useful member of the military society than a man who idles and does nothing but lie about in an arm chair with a cigar in his mouth.

3733. Would there be any difficulty in introducing the system of arrest on honour (of which a great many witnesses have expressed an appreciation) in the course of three terms? If it was made a condition with those cadets who are now about to come in, it would in three terms be a condition with all the cadets?—The only answer which I can give to that question is what I have given before. I cannot myself see my way to enforcing on a person a sense of honour.

3734. But if a cadet signed an agreement or passed his word on joining that as an officer and a gentleman he would be governed by that code, which is perfectly intelligible, and is well understood by everybody, would it not be sufficient?—It seems to me to resolve itself into this, that you say to a man, "If "you do not give me your word of honour I will "punish you."

3735. (*Sir D. Cameron.*) With regard to the power of rustication possessed by the governor, is he not obliged to make an immediate report to the Commander-in-Chief, when he has recourse to a measure of that sort?—He is.

3736. Then a cadet who has been sentenced by the governor to rustication may be sent back to the college?—He may.

3737. So that the power possessed by the governor is merely that of removing a cadet temporarily from the college until the case has been inquired into and decided by the Commander-in-Chief?—Precisely so.

3738. Was the system of independent study introduced by the Council of Military Education?—I believe so.

3739. Have the disadvantages of the system been represented to the Council of Military Education?—Yes, I think that it has frequently formed the subject of discussion, but I cannot positively answer that question.

Col. Hallewell.
24 July 1868.
Royal Military College, Sandhurst.

3740. Why should not the commandant dispose of all cases of misconduct, whether committed in study or out of study; would it not be better that one officer should have the disposal of all cases of misconduct?—I see no reason why it should not be so. It has been the custom (and that is all that I am able to say with regard to it) that everything connected with the studies and the professors should be disposed of by the major and superintendent of studies, unless it was absolutely necessary to bring the case to me. I may mention that all the punishments awarded by the major and superintendent of studies are immediately sent in to me, and I initial them. According to recent orders which have been issued, the construction which may be put upon them would appear to be, that the major and superintendent of studies could be to a certain degree independent of the commandant, and that consequently it might lead to clashing. It would be a perfect impossibility for that to happen at present, as the two offices are now filled, because the commandant and the major and superintendent of studies are perfectly *d'accord* on the whole system, and the sending of that report of punishments shows that the major and superintendent of studies is in no way independent of the commandant. Whatever the orders may be with regard to the major and superintendent of studies punishing without saying anything to the commandant, nothing can prevent the commandant, like any other commanding officer, ordering the major and superintendent of studies to carry out the punishment which he awards; it would be perfectly impossible to make the major independent of his superior officer. At the same time under certain circumstances it might lead to some little clashing, but that may happen and does happen in other positions.

3741. I suppose that it is understood that the commandant is directly responsible to the governor for the conduct of the cadets in study, as well as out of study?—Yes, the commandant is responsible to the governor for everything connected with the cadets.

3742. By whom were the powers of the different officers, namely, the commandant, the superintendent of studies, and the captains of companies, laid down; were they laid down by the Board of Commissioners, or by the Commander-in-Chief?—That was before I came to the college, and I am unable to answer that question. All I know is that they were approved by the Commander-in-Chief.

3743. I think that you attribute the idleness of the cadets to the small number of marks required to qualify them for a commission with purchase; would you raise the qualification?—I would rather raise the prizes.

3744. Has the nuisance of the Blackwater fair been represented to the magistrates of the county?—Communications have taken place between the magistrates of the county and the governor on the subject of Blackwater fair. After the row at Blackwater fair in 1864, when the Blackwater fair time of 1865 was approaching, the bench of magistrates made a representation to the governor, couched in rather cool language, to beg that he would take steps to look after the cadets, and the answer was to recommend the magistrates to take steps to look after the photographic vans.

3745. How many days does the fair last?—The actual days, if I recollect rightly, are only two, but then there are the preparation days, when great wickedness goes on in these booths for two or three days before.

3746. At the two rows which have taken place since you have been at the college, did the cadets show any disrespect to the officers of the college?—Not the last time; but in 1864 there was a sort of demonstration of disrespect on the part of some few cadets in the corridor of the college, which led to some cadets,

Col. Hallewell.
24 July 1868.
Royal Military College, Sandhurst.

as it was reported to me, going down to Colonel Lacy, and begging to apologize, and to express regret that some few had behaved in such a way. Anything like disrespect to an officer is a thing almost unknown at the college.

3747. On ordinary days, that is to say, when there is no half-holiday, at what o'clock does the last study terminate?—In the summer time it terminates at 5 o'clock.

3748. Between that hour and tattoo is there any check upon the cadets in the way of a roll call?—None whatever.

3749. So that they have from that hour to tattoo for recreation?—Yes; there is no check roll.

3750. Not even at tattoo?—Yes, at tattoo; that is to say, the rolls are called at tattoo by the under-officers in the companies, and a subaltern goes round. But on Sunday evening the cadets fall in, and are regularly paraded in the dining halls, and the reason for that is, that Sunday is their loosest day of discipline, because the cadets have more time on their hands on that day than on any other day.

3751. It has been stated that the cadets appear in different kinds of dresses in York Town, some of the cadets being dressed in one way and some in another; is that allowed?—The cadets have two dresses, a blue patrol jacket and a red tunic; if the blue jacket goes to be repaired, which is frequently the case, they are obliged to appear in red, and on Sunday they always appear in red.

Punishments.

3752. (*Lord de Ros.*) You have referred very judiciously to your practice of dealing with the cadets as gentlemen. Do you consider marching order drill a suitable punishment, bearing in mind that it is a public exposure, and that the offender may in a few months become an officer himself?—After I had been at the college a certain time (I cannot say how long, but perhaps two years) I got the punishment drill done away with, and before I got it done away with I removed it from the front of the college to a position which was out of sight, and it has only recently been introduced again. At that time it was much more of an instruction drill, but there was always a great deal of looseness about it, although an officer was present to superintend the drill; but now it is a complete marching order drill up and down. I have an objection to punishment drill in every way in the service.

3753. Would it not be more reasonable and more improving to impose some mental task, such as a translation into French or German, upon a young gentleman, and thus to deal with him intellectually, as at Oxford, rather than to deal with him merely as a private soldier?—I should object very strongly to the introduction of anything like tasks. I call them impositions.

3754. What is the objection to giving impositions in writing as at a college; would it not be a gain in time instead of a loss?—It is a measure which I regard as being opposed to the requirements of the service, because I regard the cadets as young soldiers in their first step before they become officers.

3755. Would you not prefer to regard the cadets as young officers, rather than as young private soldiers, in your treatment of them?—I frequently tell them that I regard them as young officers. I have frequently told them so on parade. I use the word "soldiers" as applying to all military men.

Practical instruction.

3756. It has been stated that the cadets take much interest in out-of-door surveys, field works, &c.; might not more of that work be substituted for theoretical study?—Yes; I have already given an answer, I think, to that effect, namely, that I should like to see a more practical system of education.

3757. It is a known opinion of the best cavalry riding masters, that three months' daily riding will form a better horseman than twice that period of riding on alternate days; could not that be carried out at Sandhurst?—I do not think that it could without interfering with the system of studies.

3758. Upon occasions of drill is much attention bestowed on instructing the cadets in giving words of command with proper confidence, calling them out from the ranks and making them give words of command in a clear and distinct voice, as they will be afterwards required to do in the performance of their regimental duties?—We frequently place two or three cadets in one part of the grounds, and take an under-officer away for a considerable distance to drill them, so that he is obliged to throw as much power as possible into his voice in order to learn commanding drill.

3759. You have said that from your personal acquaintance with colonels of regiments you are aware that many of them prefer an Eton or Harrow boy to a cadet manufactured at Sandhurst; may not this arise partly from the cadets having been treated and trained too much as soldiers rather than as officers?—I have no reason to suppose so. I cannot say that I have heard that reason given.

3760. You have used the term "duty officers," meaning, I presume, men whom the soldiers readily obey, who set an example to the young ones, who maintain the propriety of the mess, and who on commencing a campaign might be safely trusted for patrol and outpost duty. Is it not very desirable that our regiments should contain a large proportion of such officers?—In using the term "duty officer," I allude to an officer who is most conscientious and particular in the performance of his duties, and who looks after his men; and, in fact, is always ready for work and for anything which is required, and who is an officer to be depended upon. Of course the greater the amount of scientific education which he has added to that, the better officer he must be.

3761. As the object is to train the cadets as officers, might not a larger proportion, so far as drill is concerned, be trained rather to the command of the drill than to the mere executive duties of it?—They all begin at the beginning; even the portion who are taught the commanding drill have all been through the ranks, and have begun there.

3762. Do you think that there is a considerable proportion of the cadets when they leave the college who might, with a few weeks training, be put in the command of a small detachment?—I can give you a very close idea of that. I should say that at the end of each term there are 35 cadets who would be competent (the under-officers particularly so) not only to command companies on parade, but five or six of whom would be competent to manœuvre a battalion.

Discipli

3763. When you speak of public house life, do you mean that cadets ever mix with the low customers of such places, or that they go there in parties of friends, as any officers might go and dine together at a tavern at Richmond?—I have no reason to believe that they go and mix with the common people, but their going into what I call public house life is going to a public house in the neighbourhood and sitting down to smoke and drink anything. I regard it as a very different thing if cadets go away for a long walk in the country and stop at a public house and have a glass of beer and a little bread and cheese; I do not call that public house life.

3764. Might not the hours of smoking be limited within certain hours of the day, cutting off the morning?—I do not see what advantage would be gained by it.

3765. Are there any "daily states" or "reports," by reference to which and to the defaulters' book you can ascertain whether the offence of intoxication prevails or diminishes from one term to another?—Every case of intoxication detected is certainly recorded, and I believe that it never passes. I have every reason to believe in my own mind that there is not anything like the amount of intoxication which the world at large supposes to exist at Sandhurst. A cadet may be reported for being drunk; he may be seen, and in the opinion of the person who sees him he is drunk, and if that cadet is examined not long afterwards, and has an idea of what is going on, it is frequently the case that he may baffle the person who charges him with being drunk. I know that, because

that very thing has happened to me in a curious way very lately on two occasions. Two cadets were supposed to be drunk in York Town, and to have interferred with two ladies; this was in the evening, close on tattoo. An officer came to the subaltern on duty and they went together to the college. They went first to the first company, and saw every cadet there all correct; they went to the next company and saw every cadet there all correct; and they went to the third company and saw every man correct except two cadets, whom they thought to be drunk. They reported the matter immediately to me, and I ordered that the cadets should be put into isolated close arrest. Having done that I sent to the surgeon; the surgeon was out, and the assistant surgeon, by my order, went down to visit these cadets and to see whether they were in a proper state to be left alone. He misunderstood the instructions, and he came back and reported that he had inspected carefully the two cadets and that they were both perfectly sober. The other question which arose was that a cadet got into a scrape. He was seen by a serjeant, and the serjeant said that he was drunk. I immediately sent for the adjutant, and said, "Go up "to Mr. So-and-so, take one of the under-officers with "you, and report whether he is drunk or is not." The cadet had got into his bed, and they made him get out and stand at "attention" in his night shirt, and questioned him, and they reported him perfectly sober.

3766. Is it not desirable that the under-officers and cadets should live in perfect fellowship, except on actual duty, so that the under-officers may never be regarded as spies, but only as acting from a sense of duty?—Off duty the under-officers and corporals are completely associated with the cadets in that way, and I think to too great an extent.

3767. Is the defaulter book kept with the same rigidity as is necessary in a regiment; for instance, are cases of lateness for roll call treated in the same way as with private soldiers, or would a reasonable excuse and consideration of character sometimes prevent an entry against the cadet?—A cadet would not be entered in the regimental defaulter book for an offence of that sort unless it was a thing constantly taking place.

3768. Would you not approve of the staff serjeants being sworn constables as a control on the people of the villages and scamps who haunt all schools?—I do not see that any advantage would result from it.

3769. Might not the commandant be a magistrate of the county, and assist in the same direction, such as in case of any disposition to riot or confusion in the villages or neighbourhood?—I doubt it very much; I think that the two offices had better not be combined.

3770. With respect to a question which has been put to you by Dr. Butler, do you not consider that the early training of a good regimental officer specially fits him for the study of character and for the management of young men?—I should say so.

3771. (*Rev. W. C. Lake.*) You have apparently a very good opinion of the young men who go into the army from the better public schools?—Yes, from the regular public schools.

3772. That being the case do you think that it would be a bad plan to assimilate Sandhurst to a public school, eliminating the military element?—If you eliminated the military element I should say that you had better do away with Sandhurst altogether and stick to public schools; I conceive that the object of Sandhurst in a great measure is to introduce a military tone and feeling.

3773. Why do you think that the only alternative is either to pass all young men who are going into the army through Sandhurst, or to abolish Sandhurst altogether; you mentioned that as the alternative?—If it is necessary to have a military school I certainly think that it ought to be a military school; if it is necessary for one it ought to be necessary for all.

3774. I still do not see why your alternative is to abolish Sandhurst unless you extend it to the whole army, because you think very highly of the present state of things at Sandhurst?—Yes, as I have already said, there are certain things at Sandhurst which I think are not what they ought to be at a military school, but at the same time there is a great deal at Sandhurst which I approve of.

3775. You have said that you think the conduct of the cadets on the whole wonderfully good?—Yes, regarding young men altogether and what I know of young men.

3776. We heard the other day of an occasion when the cadets wrote up a number of rather obscene expressions in their halls of study and one of their lecture rooms. You have been at Rugby?—Yes.

3777. Have you ever known such a thing as that done in a lecture room at Rugby?—No, I cannot say that I have.

3778. Do you not think that it would have astonished the school very much indeed, and would have manifested a very low tone, if such a thing as that had happened on one of the walls at Rugby?—I certainly cannot call to mind that I ever saw such a thing as that at Rugby.

3779. Does not it rather indicate that a low tone existed at that time amongst the cadets?—I do not think that it must be regarded as a common occurrence at the military college, and that this is always going on. I know that such a thing has happened, but I do not consider it at all the tone of the college.

3780. I did not speak of it as always having gone on, but I asked you whether the existence of such a thing would not very much have astonished you at the public school at which you were?—Yes, I certainly should have been astonished to see it at Rugby; in fact I never saw anything of the kind at Rugby.

3781. You mentioned to us a very extensive establishment of recreation rooms. That is very unlike what you remember at public schools, is it not?—Yes, I consider that it could not possibly be carried out at a public school; but I regard the system which must obtain at Sandhurst to be totally different. At a public school, where you commence with boys at a young age, you must have a system of a kind which is a proper one for boys. If at Sandhurst it was decided to lower the age, and to bring back boys to Sandhurst, I should be the very first person to propose to abolish certain portions of the present system of recreation rooms. But we have no boys at all. We go upon the system that they are young men. I went into the service at a younger age than that at which most persons enter Sandhurst.

3782. Do not they enter Sandhurst at 16 or 17?—Very few enter under 17—a great many are about 18; that brings them on to 19 or 20, when they go away.

3783. You provide them now, I think, with four billiard tables?—Yes.

3784. And you spoke of two more?—Yes, which would be two billiard tables for each company. It would be two billiard tables among some 80 cadets, or 100 cadets if they were up to the establishment.

3785. Do you not think that that is open to this objection, that it is rather a system of petting young men, which may possibly lead to considerable defiance of discipline?—My opinion is, that it would have exactly the contrary effect.

3786. We have heard that it has been sometimes said at the camp or at the staff college, "If you want to get "some more beer, you only have to have another *émeute*."—I do not understand that; because *émeutes* have nothing to do with beer. I know that there are very strong opinions on the part of some people with respect to so much being done for the cadets (I mean amongst officers), and that they think that it ought not to be so; but I consider that it ought to be so, and in my heart of hearts I think that it is conducive to good, and not to harm.

3787. (*Lord E. Cecil*). Are the cadets subject to the Mutiny Act and the Articles of War?—They are

Col. Hallewell.
24 July 1868.

not really under the Mutiny Act and the Articles of War.

3788. Are they nominally or legally so?—They sign a declaration to the effect that they will be amenable to the orders of the college, and to the rules and regulations of the service, but there is no power of enforcing it.

3789. They are not legally so?—They are not.

The witness withdrew.

Adjourned.

Tuesday, 2nd March 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	MAJOR-GEN. EARDLEY WILMOT.
GENERAL LORD DE ROS.	MAJOR-GEN. HAYTHORNE.
LORD NORTHBROOK.	C. S. PARKER, ESQ., M.P.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.	REV. W. C. LAKE.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.	LIEUT.-COL. CHESNEY.

BREVET-COLONEL J. E. ADDISON examined.

Colonel J. E. Addison.
2 March 1869.
Royal Military College, Sandhurst.

3790. (*Chairman.*) I believe that you are major and superintendent of studies at the Cadet College at Sandhurst?—Yes.

3791. The Commission is pretty well in possession of the facts connected with the establishment at Sandhurst, and therefore perhaps the most convenient course to pursue would be that I should call upon you to make any observations which you may wish to submit to the Commission in regard to the present condition of that establishment, and also as to any improvements which you may desire to suggest.—As regards the studies, I think that the actual studies at the college have been already laid before the Royal Commission. They are nine in number; three are military subjects, namely, fortification, surveying, and military history; and the civil subjects are mathematics, French, German, geology, physics (called chemistry, but really physics), and landscape drawing. The time employed on the military studies is about equal to the time employed on the civil studies; 31 hours a week are given in all to the studies. It will be seen at once that the number of subjects taken up by the cadets is very great. A cadet cannot indeed study all the nine subjects in Hall; he can only study one of the two modern languages, although he may take up both at the examinations; that therefore leaves eight subjects which he can study in Hall. Therefore the number of hours which can be given to any particular subject is small. Fortification and surveying occupy 6 hours a week each, military history 3 hours, mathematics 5 hours, one language 5 hours, chemistry 2 hours, geology 2 hours, and landscape drawing 2 hours. The great number of subjects of instruction of which a cadet can take advantage, has been often complained of; but within the last two months I have brought it forward semi-officially, and the way in which I proposed to rectify it was to make the two military subjects of fortification and surveying alone obligatory on all cadets, and as regards the rest of the subjects to allow them to take up a limited number. That question went to the governor semi-officially, and I think that it has been under the private consideration of the Council of Military Education; but that is the position it stands in at this moment. It appears to me that there is an improvement wanted as regards the best cadets, namely, more concentration of study. I proposed to remedy the defect by allowing them to take up any three of the other subjects for which they might have an aptitude, in addition to the obligatory ones of fortification and surveying, thus making the possible range of subjects five instead of nine. That I think is the great fault of the instruction as regards the best cadets, but it does not affect the worst ones, for they only take up five subjects, namely, those which are obligatory. The obligatory subjects are the three military ones, in which the cadets are obliged to get a certain proportion of marks, and two others, namely, the obligatory section of mathematics, which is very elementary, and one modern language, either French or German. That is the obligatory course, and the cadets who do not go in for honours, that is to say, for commissions without purchase, usually take up that course. Therefore the great number of subjects which a cadet is permitted to take up scarcely affects the worst cadets, but what does affect them is the low minimum standard of marks. Out of 5,400 marks in the three military subjects they can qualify if they get 1,200, which is less than one-fourth; and as regards those three subjects, together with mathematics, and one language, making in all 7,800 marks, they can qualify if they obtain 1,950 marks, that is to say, one-fourth. Now it is difficult to estimate what that one-fourth is, but it is a point of very great importance. It would be taking too favourable a view of it to say that if a cadet answered one question in four he would pass; it is far more lenient than that in the way in which marks are given. If there are 12 questions upon the paper, and if the cadet answers eight or nine of those 12 questions imperfectly, but answers them somehow or other, I think that the chances are that he will get his one-fourth of the marks. Viewing it in that way, practically, I know the actual status of those cadets who only get one-fourth of the marks to be very low. The cadets who are at the top of the list do very well, but they are rather oppressed with the number of subjects, and therefore cannot go deeply enough into any one; the cadets at the bottom of the list do very ill on account of the minimum standard being too low. That is my general view of the state of the education. It of course follows from this, that among the lower cadets there is a good deal of idleness, because they can qualify without much work; but I do not believe that the idleness is greater than it is at other places of education in England; it is certainly not so great as at the Universities; but it is still far too great. At a military college, partly supported by the State, undoubtedly every one ought to be compelled to work, but we have not the means of compulsion by reason of the low qualifications which are required.

Course of study.

3792. Are you disposed to think that an improvement in the educational system would entail an improvement in the discipline of the establishment?—It would entail an improvement in the discipline, in the way of the cadets' minds being more occupied with their work, and there being less idleness in study; but otherwise I do not know that the general discipline of the college is very seriously affected by it. I do not think that it is.

3793. Have you any observations to make with

regard to the discipline of the college?—I do not know that I have. I think that the discipline on the whole, taking the entire question into consideration, is very good. We must remember whom we have to train, and that a great number of the cadets coming to Sandhurst have been under many disadvantages. More than half of them are sons of officers, and have had a desultory sort of life before they came to Sandhurst; for instance, in going about from station to station and from school to school, being often sons of poor officers. When they have been sent home from India they have perhaps not seen their parents for years and have been under no real authority, but have been entrusted to a guardian, who often is perhaps merely the business agent of their parent, and has no particular interest in looking after them. When you take all these circumstances into consideration, and when you look to the places from which the cadets have immediately come, in a very large number of instances, namely, the crammers, I think it will be seen that they are under every disadvantage; and in my opinion a state of things which on the whole is good and on the whole shows a good tone is rather to be wondered at on that side than on the other. I have here some papers which I have had prepared showing the places of education and the tutors of the gentlemen cadets who have been admitted during the last two years. The names of the cadets are omitted; they are designated in each case by index numbers. The second column contains the previous place of education for the two years before their admission; and it will be observed in several instances at how many places they have been; in fact to different "crammers," having been taken from one crammer to another. Again, it will be seen how few come from the great public schools of the country. From the nine public schools mentioned in the report of the Royal Commission on Public Schools we have only had 16 entries during the last two years out of 320. Wellington college sends more, and Cheltenham college more; Wellington college has sent 24, and Cheltenham college 33, and Marlborough 1. With the exception of Wellington college and Cheltenham college, it may be said that almost the whole of our cadets come from private tuition or private schools.

p. clii.

3794. (*Lord E. Cecil.*) What in your opinion was the primary object of the foundation of Sandhurst; was it founded as a preparatory school for officers' sons alone?—I think that it was mainly that.

3795. Do you think it can be looked upon in any sense as a school for the whole army?—Not at the present day. It is no doubt, however, a very great boon to officers who can thus obtain a year and a half of their sons' education at a comparatively cheap rate.

3796. What is your opinion of the course of study at Sandhurst, do you think that it admits of any improvement?—I think that it admits of considerable improvement (supposing that the present number of subjects remain as it is), in giving it a much greater concentration. I would not permit any cadet to study more than four, or at the very most five, subjects at a time instead of eight as at present.

3797. Do you think that the course as prescribed at the college adds much to the military usefulness of officers afterwards, that is to say, of cadets obtaining commissions?—I think that it does. In my opinion it adds to their usefulness through their service. It is very hard to find in it any direct usefulness to an officer immediately on joining, or perhaps for some years afterwards; but I cannot but think that the principles of military reasoning and the principles of fortification, and of surveying, which a cadet gets, will on the whole be valuable to him, and very valuable to him if he ever comes into a position of responsibility.

3798. Do you mean valuable to him as a regimental officer, or as a staff officer?—Valuable to him as a regimental officer if he comes into a position of responsibility on service, but not very valuable to him as a regimental officer in the common routine duty, that is to say, in barrack or camp duty.

3799. Do you think that if the education at the college was more practical than it is at present, it would be of more use to a regimental officer?—Undoubtedly, but at the same time I would not have it less theoretical.

3800. According to returns furnished to the Commission it appears that the total number of officers who have passed through the Staff College in the last 10 years has been 131, and that 38 out of that number have been Sandhurst cadets. Can you explain how it is that if Sandhurst adds so much to the military knowledge of the army, so small a proportion as one in three of the officers admitted to the Staff College should be Sandhurst cadets?—The question is new to me, but there is perhaps one reason, namely, that until 1862 the numbers at Sandhurst were not great.

Royal Military College, Sandhurst. Returns, p. cxlix.

3801. I am taking the number within the last 10 years?—It is only since 1863 that the numbers going out of Sandhurst every year have been at all considerable.

3802. Then you think that the calculation should be made within the last five years rather than within the last 10 years?—I am rather speaking now at random, and from recollection, but I should say that the numbers going out directly from Sandhurst before 1862 would not have amounted to one-seventh or one-eighth part of the whole number of officers who entered the army. I should state that they cannot enter the Staff College until they have had five years service, and that the chances are that they will not enter the Staff College until they have had seven or eight years service, so that those who have entered the Staff College up to the present date are those who left Sandhurst before the college supplied anything like considerable numbers to the army. If you say that Sandhurst before 1862 supplied one-sixth of the officers to the army, even then 38 out of 131 would be very much in excess of that proportion,

3803. You say that every officer before he can be admitted into the Staff College must have been five years in the service; therefore it follows that no officer within the last 10 years could have been admitted before 1863; and between 1863 and 1868 a large majority of those cadets who were admitted into the Staff College were those who were educated at the college as cadets?—Yes, previously to the time when Sandhurst added a large number to the army. Even now I do not suppose that Sandhurst supplies more than one-third of the officers per annum, if so much as that,—but previously to 1863 the supply of officers from Sandhurst to the army was very much less,—the establishment was not so large, and the cadets remained for a longer time, and therefore the annual supply was less. The present system began in 1862. An officer to come to the Staff College now cannot have left the cadet college later than 1863, and that would be the time when Sandhurst supplied a very small number to the army—38 out of 131, which is about one-third or one-fourth, is a very large proportion, because the numbers which Sandhurst then supplied to the army were scarcely one-sixth or one-seventh of the whole number of first appointments to commissions.

3804. Do you think that the term of residence of 18 months is sufficient?—I should certainly prefer to have it two years, embracing another term.

Length of the course.

3805. In a report which you sent to the Horse Guards, dated the 26th July 1867, you say that the excess of masters is mainly due to the great number of subjects of study?—Yes.

Appendix, p. xlii.

3806. Do you think that it is possible to acquire a great number of subjects in the short time which you have named of 18 months?—Not satisfactorily.

3807. Then you would either lengthen the time, or diminish the number of subjects of study?—I should lengthen the time, but I am averse to diminishing the number of subjects of study at the College. I should like to keep every study which we have, but I would not allow an inidvidual cadet to take up more than a certain number of subjects, which he should really go into and master. To give an instance, we have only two hours in a week for physics, and two hours in a week for geology—that is far too little to do any good in either of those subjects. I would rather curtail the choice of

Colonel W. E. Addison.

March 1869.

Royal Military College, Sandhurst.

Private tuition by the professors.

subjects and allow a cadet to take up either one or the other, but not both, and instead of two hours a week I would make it six hours.

3808. We have had it stated in evidence that the professors are in the habit of giving private tuition; do you approve of that system?—Yes; in fact, I approve of any system which will give an impulse to cadets working out of study. I cannot see any great objection to it. It is done under authority; it is done with the consent of the parents, and it is a private arrangement between the professor and the parents. There is a usual charge; it is 5*s.* a lesson, if I remember rightly. The only objection at all valid which I know against it is, that the professors examine at our minor college examinations, but even then the thing is carefully guarded, for the names of the cadets are not on their papers; they are distinguished by index numbers. It is of course possible that a professor should recognise a handwriting, but I think far too highly of the professors to suppose that there would be any advantage to the cadet on that account. I should rather conclude just the reverse. I have often heard professsors say that if they do recognise a handwriting it pains them, and that if anything it would be to the disadvantage of the cadet in the over precaution which they take against favouring. I therefore myself see no evil at all in private tuition; it does not take a cadet from his studies, and it does not take a master from his instruction.

3809. Then you think it quite right to the public that a professor who is paid a salary out of public money should devote a certain amount of his time to private tuition?—Yes, if the public does not require his whole time. If we could take our maximum amount of attendance, namely, 24 hours a week, and could work our professors up to it, it might perhaps be thought excessive for them to do other work, but still I do not suppose that it would be, and I do not see any injury which it does to the public.

3810. Is the system approved of by the authorities, that is to say, by the Council of Military Education?—I think that it has not been approved of by them, but it has never been settled.

3811. (*Sir D. A. Cameron.*) It is in consequence of this Commission sitting that they have not given an opinion upon the subject; that was stated in the last letter which we got upon the matter; they did not decide the matter at all?—I was not aware of that.

Idleness.

3812. (*Lord E. Cecil.*) I think that it has been stated in evidence that from one-third to two-thirds of the cadets (notably the Queen's cadets and those low down in the B. list) are very idle and profit the service very little; is that your opinion?—Yes.

3813. In short, there is a very large number, almost amounting to two-thirds, of the cadets at Sandhurst, who are extremely idle?—I believe that there is always a considerable number who are idle in any public institution. I have looked a good deal into the statistics of failures. Take the case of entrances to the Universities. The Royal Commission on Public Schools reported that the matriculation examination for Christchurch (which college of course contains most of the élite in rank and station of the country) was in a passage of Virgil and a passage of Homer, both of which the candidates had read before, a bit of Latin prose, and some arithmetic. One can hardly conceive an examination more puerile than that; and yet out of 218 candidates one-third are stated to have failed; and out of those 218 candidates 150 were from the public schools, and in the case of Eton a large number of them were from the fifth form. There is no doubt that the sixth form boys at a public school would pass with great credit; but they are comparatively the few. Look where you will, I believe you will find that about one-third may be taken to represent the amount of idleness, or doing nothing.

3814. Then how do you account for it that nearly two-thirds are idle at Sandhurst?—I do not say that they are; I say that one-third are idle. I mean that about one-third do not profit by the institution.

3815. Then your argument, as I understand it, is that Sandhurst is neither better nor worse than public schools generally?—Yes, so far as one can judge from the published results; but, of course, I have no means of ascertaining what public schools are. Here is a list of marks which have been obtained at the last exami- Returns,
nation. I have also here a list of the questions asked, that is to say, the examination papers. Now taking these papers and the marks, and if necessary I have no doubt the actual work of the cadets could also be seen (for it is in the possession of the Council of Military Education), these three things together will show the exact state of the education better than any words can describe it. In any particular case the paper of a man who has gained high marks, and of one who has gained medium marks, and of another who gained very low marks, could be seen without difficulty.

Discipline

3816. Do you think that the state of the discipline at Sandhurst is neither better nor worse than at other establishments where young men of the same age are educated?—I can hardly say that; I can judge of it at Sandhurst, but I cannot judge of it at any public schools.

3817. What is your opinion of the discipline at Sandhurst?—My opinion is that it is good, but that we have what may be called a long tail; we possess far too long a tail; but the great majority are well toned, and the general discipline is good.

3818. (*Lt.-Col. Chesney.*) By a "long tail" you mean a bad set?—Yes, a bad set in regard to tone; there is a large number of those cadets; but I conceive that it results from their antecedents, and I do not see how it can well be avoided.

3819. (*Lord E. Cecil.*) There is a return here which has been published for the benefit of the Commission, by which it appears that in the last 11 years from 1856–57 to 1867–68 one cadet in seven at Sandhurst has been guilty of insubordination?—I Returns,
cannot conceive how that can be. Perhaps you will allow me to see the return. It is possible that the whole of the cadets may have been included in it in one year. For instance there was a mutiny in 1862; it is very possible that a very large number were put down to that year alone. In my time there has certainly not been anything of the sort. I cannot admit that statement as regards the present state of the case. A conclusion of this kind must very much depend upon the way in which the return is made up. If the meaning of that return be that one cadet in seven is at this moment, or has been during the last four years, guilty of insubordination, I cannot believe that anything of the sort is possible. I can imagine that at the time of the mutiny in 1862 the whole of the cadets, or nearly the whole of them, being in mutiny, would be returned as in a state of insubordination. If the whole of those cadets have been included, it is perfectly clear how the return has been made up.

3820. (*Maj.-Gen. Haythorne.*) That would raise the average absurdly?—Yes.

3821. (*Maj.-Gen. Wilmot.*) Would not the fact of the same cadet being often insubordinate also raise the average?—Yes.

3822. (*Lord E. Cecil.*) What is your opinion as to the discipline at the college now, and during the last few years?—I have only been four years at the college. My opinion is that the general discipline is good, but that there are a number of individuals who ought to be weeded from the college, and who have no right there; and there is no way which I know of in a public institution by which they can be weeded unless they grossly commit themselves. I believe that Dr. Arnold used to have no hesitation in sending a boy to his friends if he was at all injurious to the school. We have by our printed regulations a power of that kind, but I suppose that there is great difficulty in acting upon it. If such a power could be enforced we should no doubt gain very much. If you look at the return you will find that there were no less than 82 in the year 1862 who misconducted themselves, and that is accounted for at once, as I have mentioned; that makes an enormous difference

in the conclusions to be deduced from that return. Perhaps if I looked more closely into it I might find other things which, taken by themselves, would lead altogether to an erroneous conclusion. I should also observe that many offences which we term insubordinate would not be so termed elsewhere. Any kind of disrespect to a professor, for instance, would be liable to be entered in our records under that designation.

3823. You admit that the number of convictions for insubordination may have been as many as one in seven?—Yes, but I account for it by one year being very greatly in excess. For instance, in a later year, 1867, there were 10, and that looks to me something like the average; but in one particular year there were 82.

3824. (*Lord de Ros.*) That was when they stormed Jones' Fort?—Yes.

3825. (*Lord E. Cecil.*) I suppose that you do not speak at all with regard to the Staff College?—No.

ıntages of itary or- ıation.

3826. (*Lord Northbrook.*) Do you think that what I may call the military system of the college is a good one? I mean taking a large public school and calling it a battalion, and putting the cadets into uniform, and putting them into companies, and dividing the discipline from the instruction, and punishing them as if they were soldiers?—For the special purpose of training young men to be officers I think that it is a good system to place them under officers. As to their being punished as private soldiers, or being under the same discipline as private soldiers, I cannot regard it at all in that view. The discipline of each set of cadets belongs immediately to the captains, very much in the same way I conceive as at a public school that of the boys belongs to the Master of the house. Then, again, our interior discipline is by means of under-officers, and the interior discipline of a public school is by means of prefects. You can carry on the comparison as far as you will. I can see no difference, except in name (because we use military terms), between the discipline of Sandhurst and the discipline of a school.

3827. Do you mean that calling it a battalion imports nothing?—Yes; but it increases the *esprit de corps* of the cadets, and it leads them to look upon themselves as young officers. But then I think that it need not be called a battalion, and the under-officers might be called prefects, and so forth.

3828. Then you approve generally of putting the cadets into uniform and calling them a battalion?—Yes.

3829. And of separating the discipline from the instruction?—No, I do not think that that is necessary. There are 15 military officers who are instructors, and I think that selections might be made from them for the discipline; I mean for the companies.

3830. Then you think that the discipline and the instruction should be united?—I think that it would be better in some respects to have them united. I do not know that there is any harm in their being separated, but if they were united I think that the officers would know more of the cadets. There are, however, objections to it. If the scheme which I consider a proper one for Sandhurst were carried out, the officer instructors would have a great deal to do, much more than they have now. Whether they could then devote sufficient time to the interior economy of the company and look after the cadets I can hardly say.

3831. What do you call the interior economy of the company?—The general arrangements, the clothing, the cleanliness, the management of the servants, and of the serjeants, and the supervision of the cadets themselves, in fact everything which respects the internal arrangements of the company, which I suppose must be very much the same as at any master's house at a public school.

3832. There are no serjeants there?—No, but there are servants.

3833. Will you point out more clearly and precisely what is the advantage to the young men of the military organization, and the drilling, and so on?—It is of advantage for the production of that military spirit which I think is of very great importance, in our army especially, in which a large number of officers notoriously have not very much of it; they are rather gentlemen than officers in many cases until the time for action arrives, and then of course they are everything which can be desired. I think that at Sandhurst the encouragement of that military spirit, both at the college and in the subsequent career of the cadets, is of great use.

Colonel J. E. Addi

2 March 18

Royal Military College Sandhurst.

3834. Then your opinion would be that an officer joining the army from Sandhurst would be generally recognized in the army as having a better military tone than an officer joining the army without going through Sandhurst?—I cannot say that, but I think it would tell upon him in life, in the way of military tone, more than if he had not had that training.

3835. The argument, as it appears to me, would depend upon whether in the general opinion of officers of the army, as, for example, in regiments to which young men go, either from Sandhurst or from anywhere else, the Sandhurst cadets were very superior as a body in tone and in military discipline to others?—I cannot view it in that way.

3836. If the Sandhurst cadets are not supposed to be superior, but only equal or not inferior to others, the result of carrying out a military system in the college would appear to break down?—Yes; if it should be so. But even then there are other things to be taken into consideration, such as the question what would these young men be if they had not been to Sandhurst. They have had in many cases very bad antecedents, and what would these very young men have been if they had gone straight off to the army from the inferior schools at which they have been and from crammers, and had not previously gone to a military college? I therefore think that the comparison is not a fair one; it is comparing a class of youths who have come from public schools and who have had every advantage in life, and a good education, with a class who in many cases have had every disadvantage.

3837. Then speaking generally, you would say that the class of men who go to Sandhurst acquire much stricter discipline than the discipline at a public school?—The discipline is not stricter; it is substantially the same.

3838. Then what is the advantage of the military discipline?—The cadets would not go to a public school under any circumstances; large numbers of them could not afford it. But the advantage of the military system I think is the military spirit which a man gets at Sandhurst and which will last him through life. Whether the colonels of regiments and other people view it in the same way I of course cannot say.

Instruction.

3839. With regard to the instruction, you stated that you thought that the military part of the instruction should be more practical; how would you carry that out?—I referred there to the studies of fortification and surveying. Our time only allows us to do those subjects, more especially fortification, theoretically, with too little practice. I should like to do the same amount of study theoretically, but with a great deal more practice; and I should like to have time to combine the surveying and fortification together in the field by making cadets sketch a position, and then having it explained to them how that position could be fortified, requiring also from them projects of defence.

3840. You did not allude to drill or the interior economy of a company of infantry?—No.

3841. Do you imagine that the cadets acquire knowledge on these matters?—Not as regards the interior economy of a regiment.

3842. Are the cadets taught to drill troops?—To a certain extent, but very little. They mostly require to be drilled themselves. The under-officers are selected and are brought out, and they are taught to drill—not to instruct in drill, but to drill the cadets when pretty tolerably advanced in instruction.

3843. You have stated that great difficulty is found

Colonel E. Addison.

March 1869.

ral Mili- College, dhurst.

at Sandhurst in sending home to their friends those cadets whose presence is really injurious to the rest of the college?—Yes.

3844. Why should you not have that liberty?—I do not know; but it is probably almost inherent in any public institution of that sort, where we have not the autocracy which other places have. We are more immediately under the Government.

3845. It would appear at first sight to be more easy, because in the case of Sandhurst the public pay a part of the cost of the education, and therefore such a cadet should be sooner got rid of?—I have only two cases within my memory in which cadets have been obliged to withdraw, — not being rusticated, but obliged to withdraw; and it was for determined idleness, making it perfectly hopeless that they would ever pass for their commissions; and it was on my recommendation in those two cases that the cadets were withdrawn; but it is not so for bad conduct, unless there is some clear breach of propriety or regulation.

3846. I understand you to recommend that the present qualification at Sandhurst for a commission by purchase should be raised?—Yes.

3847. Can you tell us what proportion the knowledge which is now required to obtain a commission by purchase at Sandhurst bears to the knowledge required at the direct commission examinations at Chelsea?—So far as I know, the standard for admission to Sandhurst in the general subjects of examination, classics and mathematics and languages, is very much the same as that required for direct commissions. When the cadets come to Sandhurst they give up their classics, and they have three military subjects, fortification, surveying, and military history, which they have not previously studied at all; the others are still subjects of general education. To pass an examination at Chelsea for direct commissions, if they get one-sixth of the marks in any subject, they count. If they pass their examination for commissions from Sandhurst they require to get one fourth of the marks in any subject to enable them to count; but in my experience one-fourth is not nearly sufficient.

3848. Then at present the qualification at Sandhurst is higher than the qualification at Chelsea?—Yes, but it is still not nearly sufficient.

vers of the rernor.

3849. (*Lt.-Col. Chesney.*) With regard to the want of autocratic powers which you speak of, is not it notoriously a want at Sandhurst that the Governor has not absolutely the power of removing a cadet without appeal?—I do not know whether it is notorious; that is my own personal opinion.

3850. You may, for instance, have a cadet enter the college whose whole manner and bearing is notably offensive; would it not be desirable that the Governor should have the power of removing him?—Yes. I think that such a power is given in the Regulations, but it has never been exercised; and my impression is that it is almost incapable of being exercised, or that it would have been done.

3851. (*Sir D. A. Cameron.*) In that case the Governor could only recommend the removal of a cadet?—He could only recommend it. With regard to the removal of a cadet, the 34th regulation is as follows:—"Every gentleman cadet will be liable to be "removed from the college at any time should his "conduct be such as to render it obvious that his re- "maining longer would be either hurtful to the insti- "tution or unprofitable to himself." The next regulation is:—"Any gentleman cadet whose conduct "may be deemed to merit such punishment will be "rusticated or removed from the college by the Go- "vernor, and a full report of the circumstance will "immediately be made by the Governor to the Com- "mander-in-Chief."

3852. (*Sir D. A. Cameron.*) If the words "general conduct" had been used, it would have been better?—Yes. It has always appeared to me, however, that Article No. 34 would give that power which I think ought to be enforced at the college.

ects of the lege.

3853. (*Lt.-Col. Chesney.*) Am I to understand your view of the college, as represented to the Commission, to be, not that it is to finish the education of public school boys and to turn them into officers, but that it is to supply a cheap education, so as to make officers out of those who cannot afford to go to public schools: I am speaking of the main object of the college?—I should say that the main object of the college now is to supply military education, but that the original object of the college was to provide a cheaper education for sons of officers. The college also does as a matter of fact provide a cheaper education for the sons of officers. Therefore I presume that the object of the college is mixed between those two things, namely, to provide a military education and at the same time to benefit the sons of officers.

Combination instructional and disciplin duties.

3854. (*Lt.-Col. Chesney.*) With regard to the combination of the discipline staff and the instruction staff, is there any real objection beyond what you have stated to military instructors acting as officers of companies?—I know of none. At the same time I am unable to say whether if the amount of military instruction was such as it, in my opinion, ought to be, they would have time enough for their additional duties as company officers.

3855. Have you heard of a project by the late Sir George Wetherall of combining the two and increasing the number of companies, so as to put fewer cadets under one captain?—That project, I believe, was originally my own. At the end of 1865 I privately submitted it to Colonel Hallewell, and when Sir George Wetherall came to the college I think that he took it up to a small extent, but I do not know how far he approved of it. I think that it was shown privately and semi-officially to the authorities at the Horse Guards and the Council of Military Education; but I am unable to say what was the general opinion with regard to the matter. Some of the Council I know agreed with me, but I do not know what the opinions of the authorities were. Sir George Wetherall appeared to me to see difficulties in it, and I am not at all sure that there are not serious difficulties in it.

3856. You have sometimes had over 90 cadets in a company?—90, I think, has been about the maximum.

3857. Is it possible for one captain in charge of a company of 90 cadets really to know anything about their personal habits and dispositions?—I certainly think that 90 are too many.

3858. Is it not likely that an officer going out as an instructor, for instance in surveying on the ground, for some hours with a moderate class of cadets, will know a great deal more about their character than the captain of a company?—I think so, and that was the basis of my proposition.

3859. And if you combined the two, there is no doubt that he would know more than the captain at present does?—Yes; but at the same time I do not think that it would be possible to give him all his own company to teach. I do not think that any time-table could be made which would do it, because in his company there would be the most advanced and also probably the most backward, and it would not be judicious to unite them in the same class.

3860. In the present selection of corporals and under-officers are the professors consulted?—No; the recommendations are first made by the captains and brought to the commandant, and then I am consulted. It is usually indeed done in a less formal manner than that, and we are all present together. My practice is to look over the work and conduct in study of the cadets recommended for promotion before giving my opinion to the commandant.

3861. If the captain and professor were united in one person, would there not be a probability of the recommendation being more effective?—Yes; but unless the captain had the sole educational training of the whole of the cadets in his company (which could not be given to him under any circumstances) there would still be a number of cadets with whom the captain could not be brought into further contact than at present.

3862. Would not that difficulty be got over if they were consulted in council, and if their recommendation was taken as a body ?—I suppose that it would, but I do not know whether that would be a judicious way of appointing under-officers and corporals. I do not know whether you would always get the best men by having a multitude of councillors.

3863. I have taken that only as an example ; but in truth is not the one great want at Sandhurst a link between the cadet and the person representing the tutor of a college, or of a boys' school, who looks after his interest and in some degree watches over his moral conduct ?—I think that if that scheme could be carried out that missing link would be filled up.

3864. (*Sir C. Russell.*) It appears, if I understand your evidence aright, that your recommendations as superintendent of studies remain in abeyance ?—No, I should not say that. Of course I cannot expect any recommendations of mine to be immediately acted upon, but I know that they have been to a certain extent considered, and my impression is that the Council of Military Education have deferred the matter in this case on account of this Commission sitting.

3865. Am I to understand that you would give a power to the military professors of controlling the cadets in study as well as out of study, which you would deny to the civilian instructors of the college ?—No, that was not what I meant. What I referred to was the officering of the companies, and I proposed some years ago that it should be done by selections from the military instructors ; that, however, the change should be gradual, and as vacancies of captains occurred. I suggested that if there were 300 cadets, instead of their being divided into three companies as they are now, they should be divided into six, giving an average of 50 each, and that each company should then be under one of the military instructors. Supposing that that were the case these military instructors would have the discipline of their classes, and also the general discipline of their companies when not in study. The civilian instructors and all the other military instructors (because only six out of 15 would be so selected) would have the discipline of their classes only, as they have at present.

3866. From your experience of the military instructors who have been under you at Sandhurst, do you think that it would be possible to obtain from the class of officers who are instructors, sufficiently educated military men to undertake the entire education of the college ?—I think so ; the only difficulty would be as regards languages. Nor am I sure about the sciences.

3867. I mean to include the sciences ?—I should doubt it. I have no doubt that there are men in the army who could teach both languages and mathematics, and, in fact, everything which we have at Sandhurst—but the question is, whether you could get them ? I think that there are men in the army who could do it, and that it would be very desirable if they would do so, but I have great doubt whether you would get an officer of high stamp to teach languages—there is a prejudice in this country against that kind of office. I do not think that officers would like to be called French masters and so on.

3868. Are you aware that at the public schools some of the instructors do teach the foreign languages ?—Yes, I have heard that ; but I think that the case there is very different from that of officers in the army. In fact, I know that our officers now feel their position to be rather delicate even as instructors in surveying, and fortification, and military history, which are decidedly military subjects. There is a sort of prejudice of that kind in the army, and my own belief is that it would be very difficult in the face of that feeling to get officers of high stamp to teach the foreign languages, and I am not sure even about mathematics. I certainly think as regards the foreign languages, that it would be difficult to find an officer who would be willing to make himself an instructor in French ; still if it could be done I think that it would be highly desirable.

Colonel J. E. Addison.

2 March 1869.

3869. I believe that you have the same control over the practical as over the theoretical part of the studies ?—Yes.

Royal Military College, Sandhurst.

3870. Does that include riding, and the gymnasium, and swimming ?—Yes, with the exception of swimming. All those studies are under me, subject, of course, to the commandant. For instance, if the riding master wishes to turn a cadet from a certain ride in which he is not sufficiently advanced, he sends that request to me, and I order it as a matter of course. The gymnasium in the same way is immediately under me. But the whole is under the commandant.

Physical training.

3871. Do you not think that swimming ought to be taught to the boys, as you have the facilities of doing so at Sandhurst ?—Yes, it was taught last autumn, but it was found that nearly all the cadets could swim ; there was a very small number who had to receive lessons.

3872. Do you think that if a few marks were allowed in the examination for riding, and perfection in the gymnasium, it would be an inducement to the cadets to perfect themselves in those branches ?—Yes, I should certainly wish that they should have marks in those cases for perfecting themselves, though they scarcely require the incentive for riding, as they are naturally ambitious to be able to ride well ; but I think that the final examination should represent the whole man, if I may so say, not only his intellectual progress, but also his physical powers, which are of very great importance in an officer, that is to say, his activity and energy, and that therefore for physical exercises there ought also to be marks allotted. I should include under this head the cadet's infantry and artillery drill, gymnastics, and riding.

3873. A portion of the studies is optional with the cadets ; does that apply to the practical as well as to the theoretical subjects ?—No, it only applies to physics, geology, and landscape drawing.

Advantages of the College to the service.

3874. (*Maj.-Gen. Wilmot.*) Do any officers possessing a military education besides those educated at Sandhurst enter the army ?—Not that I am aware of, excepting of course the Artillery and the Engineers.

3875. Considering only the advantage of the service, what proportion of officers educated more or less in a military manner do you think it would be of advantage to the service to enter the army ?—It is very difficult to say, but I should say that in every regiment I think there ought to be out of 30 officers, certainly six or seven well educated militarily. I should think that there should certainly be one officer well educated out of four or five.

3876. What do you consider should be the true object of a military college for the education of young men ?—I should put it down as military education, military spirit, and military bearing. I should consider these the most important points.

Discipline and moral supervision.

3877. What advantage do you consider is obtained by receiving cadets who have been educated at public schools ?—I think that they are usually a very good and well toned class, but we get so few of them that I am hardly able to say ; as I mentioned before we have only had 16 in the last two years from the old public schools ; though we have had more than that number from Wellington college and Cheltenham.

3878. Was the discipline of the cadets from those two places, namely, Wellington college and Cheltenham, good ?—I cannot say that I have ever observed much in that way as to the boys from the Wellington college, but I have from Cheltenham. The returns which I have made here show the place from which every cadet has come and his place in the college, and whether or not he left as an under-officer, and with good conduct decorations.

Returns, p. clii.

3879. I was thinking more of his mental discipline and conduct than of his education ?—I undoubtedly see more of tone in those who come from the public schools.

3880. Do you think that the influence of masters at the public schools improves the tone, or that it results from the traditions of the school ?—I think that the

Colonel J. E. Addison.

2 March 1869.

Royal Military College, Sandhurst.

traditions of the school have a great deal to do with it, but also the influence of the master, and especially the influence of the head-master through the sixth form; that has enormous weight.

3881. Do you think it impossible to have in a military establishment the same kind of influence?—I do not see how that desirable form of influence is possible, inasmuch as we cannot by possibility have a sixth form or a head class in which a high classical master should influence the school.

3882. Is it necessary to have a classical master in order to give a tone to the school?—No; but when you come to mathematics the subject fails you in that respect. One subject, namely, military history, is valuable in teaching the young mind to think. Fortification, like military history, educates the judgment, by means of the balance of advantages and disadvantages that has constantly to be struck. Even in surveying there is a great deal more than what is merely mechanical; and all these subjects are under officers of approved character and ability.

3883. Do you consider that when a cadet is entrusted to the care of the college authorities they become answerable for his moral as well as for his intellectual character?—They are answerable to the degree which is possible.

3884. That is to say, the sons are entrusted by the parents to the college, and the parents naturally look to the college for their intellectual and their moral training?—Yes.

3885. Are the buildings at Sandhurst suitably arranged so that the officers may be near their work and mix among the cadets easily?—To a certain extent they are, but not at all to the extent which they ought to be. For instance, one captain and three subalterns are three-quarters of a mile off, though their residences are on the college property.

3886. Do you not consider that a very serious objection?—I do.

3887. (*Sir D. A. Cameron.*) And all the professors are away?—All the professors are away, and that is a very serious objection, particularly in regard to their health. For evening studies they have to come past a very cold lake, and they suffer in consequence; there is a great deal of ill health in winter among the professors for that reason.

3888. (*Maj.-Gen. Wilmot.*) Do you consider that the military officers in charge of cadets look on the cadets as intrusted to their care?—Certainly.

3889. If any misconduct or idleness on the part of a cadet rendered it desirable to remove him, would the officer or the instructor consider that any portion of the responsibility for such consequence ought to be laid upon him?—It would fall to my duty as superintendent of studies to bring the case forward.

3890. To which of those two officers would the cadet consider that he was responsible in study time?—It would be the duty of the instructor to report any misconduct to me, and if he did so he would fulfil his own responsibility.

3891. We know that discipline in a great measure consists in the connexion between the person holding the discipline and the person being disciplined?—Yes.

3892. Is the condition of things at Sandhurst such that an officer or instructor would consider, in all cases where a cadet was to blame, that it must be due to a certain extent to some want of care on his own part?—No, because it might be due to recklessness on the part of the cadet.

3893. Do not we know that misconduct can be very much prevented by those in authority?—Certainly, and therefore if the whole class were in such a state as that, I should think that that would be a proof to the instructor that there was something wrong on his own part; but if it is only an individual or two who are reckless or ill-conditioned, he cannot be responsible for that.

3894. I am not speaking of a minor offence, but of one of so serious a character as would require the removal of the cadet from the college?—Then the instructor would report it in all its details, and it would be brought before me, and I should bring it before the Commandant, and the Governor would consider it, and the cadet, if necessary, would be removed.

3895. In the case of such a cadet, would the officer or instructor consider it to be his duty to exert himself to save his prospects, or would he leave him to himself?—It would very much depend upon the instructor. If the instructor were kind as well as conscientious, as I have no doubt that the great majority of the instructors are, he would warn the cadet and speak to him quietly.

3896. Is there not enough work for any officer both mentally and physically in devoting himself to the care of the cadet without his having the instruction also?—I consider that at present he could do both, because I have only work for the military professors to the extent of 18 hours a week, but if their work were a good deal increased it would then be very doubtful.

3897. Except in the field a military instructor would not have very good opportunities of judging of the character of a cadet, would he? he would not be able to judge of the character of a cadet who was sitting in a classroom, for instance, under supervision?—I think that sitting in a classroom under his own supervision he has good opportunities of judging, but of course nothing like out of doors; he still can judge from the manner of the cadet to himself and to others. I have no doubt that he will get an idea of the character of the cadet better than anyone else.

3898. But the manner of the cadet to others in the classroom would amount to nothing would it, because he should take no notice of others?—You cannot have it so strict as that; for instance, one cadet can explain a think to another without any disorder.

3899. How much time do you consider that an officer having the care of cadets should devote to their care?—That is to say, an officer in the charge of a company?

3900 Yes; do you consider that the whole of his time should be given?—Yes.

3901. Do you think that in that case a man could do both those things satisfactorily?—Yes, at present. I do not think that the average of three hours a day in giving instruction would be very material.

3902. Do you see any advantage in having more than one company at Sandhurst?—Yes, I should rather make a great many more; I should rather divide the cadets into fifties.

3903. Would you not then have so many systems of discipline?—I think not, because at present with three companies we have only one system of discipline. Of course there is a difference in the personal character of captains.

3904. Would not one captain, with a due proportion of lieutenants, bring the thing into a much more systematic and uniform shape?—I think not. I think that there is a great advantage in having officers of experience over the cadets as captains, and that the captain should have a limited number of cadets under him, so that he should know the individual character of every cadet, and be known to him. I do not think that that would be the case if you had only one captain and the rest of the officers were subalterns.

3905. Could not a thoroughly military position be accorded to the instructors in every sense of the word without their also taking charge of the discipline? Could not they be placed in such a position as that they should be regarded by the cadets as officers and be treated as officers?—They have that now, with the exception of the power of punishment. Until lately indeed the captains of companies had not the power of punishment, so that they were then identically in the same position; they could only put a cadet in arrest.

3906. Is there any advantage in being able to state the exact amount of punishment which can be given to a cadet?—I do not know that there is. I do not think that it would answer to have many independent masters. If either I or the Commandant were bound to

follow their recommendations, I think that there would be such a diversity of punishment that it would not answer.

3907. Do you not think that any officer who felt the importance of his duty and his great responsibility would soon make himself acquainted with the character of the cadets?—Yes, if it were in his power, and so they do as far as they can; but they are under disadvantages in not seeing so much of the cadets as they would if they instructed them. Still they do that. I do not know that there is anything very faulty in the present system, but I am inclined to think that if the officer instructors could be made captains of companies it would be better.

3908. In the case of a corporal or an under-officer, is he selected according to his position in study, or only according to his seniority?—He is selected according to the captain's judgment of his fitness.

3909. From any part of the college?—No, at present only from the third term. It was tried in one half year to take the under-officers from the final term and a few corporals, and to take the rest of the corporals from the second term; but then it was found that a second term corporal had really less influence than many third term privates, and the practice is now that both under-officers and corporals are taken out of the third term.

3910. Then according to the present system a cadet is not made a corporal or an under-officer, in order to instruct him to preserve discipline?—The main object is discipline.

3911. The object is not to instruct him?—No; the primary object is discipline.

3912. Those cadets are selected from the higher ranks in order that they may go out with a certain knowledge of their duties, and get a certain amount of command, and so forth?—That no doubt is a part of the idea of the thing.

3913. If a cadet was high up, but not of good character, would he be made a corporal?—No.

3914. Then he would not know his duty?—Just so.

3915. Is not that a great pity?—I do not know how that could be avoided. I think that so far it is a pity.

3916. Is it not a great advantage to a young man going from a military establishment when he comes to his regiment to be able at once to take command of the men?—I think that it would be, if it were possible.

3917. (*Mr. Parker.*) As regards moral discipline, by whom is any correspondence with the parents conducted?—By the Governor.

3918. The Governor only?—The Governor only.

3919. Would there be any objection to the captain of a company writing privately to the parents, if he felt sufficiently interested to do so?—He could not write officially, but he could do so privately, if he knew the parent. I should, however, doubt whether he would take upon himself to do it if he did not know the parent.

3920. (*Sir D. A. Cameron.*) The Commandant very often writes?—Yes; but if it is a serious case the Governor writes.

3921. (*Mr. Parker.*) In case of unsatisfactory conduct short of what would require removal from the college, would it be at all usual to communicate to the parent?—If it was found that a cadet was altogether on the wrong path, and that a very little more might require his removal, then either the Commandant or the Governor would doubtless write, and I know that the Commandant has very often written.

3922. Do you know the Eton system, by which each master acts in two capacities, namely, as the tutor of a boy and also as the master in school?—Yes, I have heard of it.

3923. Do you think that anything analogous to that might be worked at Sandhurst; namely, to have the same person acting as captain of a company, and also responsible for his class in his special branch of study?—I think that it might be so to a certain extent if the captains of companies were selected from military instructors, but to that extent only.

3924. There are certain subjects of instruction which have more effect upon the cadets than others. You would probably think that the professors conducting the instruction in those subjects were more suited to be captains of companies, such as military history for instance?—I do not know that that would follow. If the selection were to be made from the officer instructors, I should rather look to the man than to the subject which he teaches. I think that that would be a much more important consideration.

3925. Supposing, for instance, that he were an instructor in mathematics, or in foreign languages, do you think it desirable to combine that with being the captain of a company?—If he were an officer I should not see any great difficulty in it, the only question is as to his time. At the same time I am not quite positive as to the effect which it would have upon cadets.

3926. Do you not think that his influence as a captain of a company would depend much upon the amount of time which he spent in instructing them, for instance, if he had but a few hours in the week with them, as in matters of geology and so forth, he would have less influence?—He would be proportionately at a disadvantage. I think that the principal advantage is the amount of time spent by the instructors among the cadets. At present any instructor in fortification or surveying is for 18 hours a week among the cadets, and although he would not have in every case the same cadets in his class and in his company, still he would have a general knowledge of the cadets, especially of those who would be both in his class and in his company, which I think would be very valuable to him. I am not quite sure, however, that the thing is practicable.

3927. What subjects are in the hands of officer instructors at present; you have mentioned fortification?—Military surveying and military history. There are 15 officers altogether.

3928. Are you aware that in the matter of foreign languages there has been a recent change in some of the public schools in the direction of improving the position of foreign language masters?—No, I have not heard that. Our masters are in general very good men, but they are very indifferently paid.

3929. The pay would in some degree be a criterion of the social position?—Yes.

3930. Are you aware that at Rugby the classical masters teach both French and German?—Yes.

3931. And that at Eton French is taught by some of the classical masters?—I have not heard that.

3932. In mathematics there is no officer instructor?—No, there are civilians. The professor is a gentleman who was second or third wrangler, and there are four masters, most of whom were wranglers at Cambridge, but they are all civilians. The professor of mathematics and one master are clergymen, the others are not.

3933. You would not expect a mathematical instructor to have so much opportunity of being useful in discipline as an instructor in more military subjects would be?—I do not say that that would be the case, supposing that they were officers in each instance. There is an immense difference in the influence over cadets intended for the army, between the prestige of an officer and that of a civilian. But supposing that they were both officers and professors of mathematics, and that there was a choice as to whether one of them or a professor of military history should be captain of a company, it would rather depend on who was the best man, than on what was his subject.

Course of study.

3934. You wish to keep all the present subjects of instruction in the college?—Yes.

3935. But you wish to give more option to the students?—Yes.

3936. The result would be that each would individually learn fewer subjects but would learn them deeper?—Yes.

Entrance examination.

3937. With regard to the admission examination, would you recommend any change of the same kind,

Colonel J. E. Addison.

2 March 1869.

Royal Military College, Sandhurst.

namely, to have fewer subjects?—They are allowed to take up five subjects. I should be disposed to limit it to four and landscape drawing, if they chose to take up landscape drawing. But the fault of the admission examination is the low aggregate of marks required for qualification. When the admission examination for Sandhurst, and also for direct commissions, was first arranged, 2,400 marks were stated as the obligatory minimum which a candidate should obtain in order to qualify; but that number got reduced by degrees, as there was a pressure for candidates, and for officers, from 2,400 to 1,500. Now, from all the statistics which I have made at different times, I have always been under my original impression that 2,400 marks was the right standard. That would give us cadets not altogether so backward in their intellectual development as they are at present; they would be quite sufficiently intelligent for their military studies. At present I think that it cannot be denied that about one-third of the cadets are not sufficiently intelligent for their military studies.

3938. Would raising the standard be likely very considerably and permanently to limit the numbers who came forward for admission?—Where there are 100 it would reduce them to something between 70 and 80; it would take off one-fourth or one-third.

3939. That would be the immediate effect?—Yes; I may mention what would have been the effect at the last examination. The sixty-first man was 2,433, and there were seven Indian cadets who were also over 2,400; that would have given us 68 this last time instead of 85.

3940. Do you think that if the standard were so raised you would after a few years get as many cadets at the higher standard?—I have very little doubt of it. I think that any reasonable standard can be worked up to.

3941. So that probably you would have about the same per-centage of failures whether the standard were a little higher or lower?—Yes; ultimately, but of course not quite the same. I have no doubt that there are some candidates who could never work up to 2,400 marks at the entrance examination, but they must be the exceptional ones.

3942. In the case of those who were so exceptionally incapable, would you wish that they should be altogether excluded from the college?—They may still enter the army by direct commissions, and become good regimental officers, but I do not see the advantage of having any at Sandhurst who are not sufficiently intelligent for their military education.

3943. Then you would have them in the army but not at Sandhurst?—Just so.

Moral supervision.

3944. (*Sir D. A. Cameron.*) You stated in reply to a question put to you by one of the members of the Commission that the officers and professors of the college considered themselves responsible for the moral discipline of the cadets?—The officers, that is to say, the Commandant and the officers under him.

3945. That is so far as they come in contact with the cadets?—Certainly.

3946. Do you not think that the advanced age at which the cadets enter the college, and the short time for which they remain there, very much take from the responsibility of the officers and professors for the moral conduct of the cadets?—Undoubtedly, inasmuch as it makes it so much the less possible for them to exercise a thorough moral control.

Results of Sandhurst education.

3947. (*Lord de Ros.*) Do not you consider it the first object of the college to prepare a young officer to be of immediate use as a subaltern on the very first occasion when he can be made use of on joining his regiment?—I scarcely look upon it in that light. I think that the object is not so much for him to be immediately useful as to be useful through his whole career. For instance, to make him immediately useful you ought to teach him a variety of things, such as the Mutiny Act, the Articles of War, the Queen's Regulations, and a great many things which I think will be better learnt when he joins his regiment. Our object is to lay the basis of a sound military education.

3948. As to direct practical advantage, might not an officer on service who had even lately joined be of great service as an interpreter in a foreign country?—Yes, he could undoubtedly be of use, in Germany, for instance, if he was a first-rate German scholar.

3949. Supposing him to be on a picket, he could construct an abattis or stockade, or a temporary entrenchment; would not that be a very great practical advantage?—A very great practical advantage.

3950. Could geology or chemistry be of the smallest service to a regimental company officer, and would not the abandonment of them give you more time for the practical outdoor work which you properly desire?—I do not consider that either geology or chemistry could be of much immediate value to any officer, except as filling up a most important part of his general education. I think, however, that they may be of great value if pursued deeply enough. When we consider the extent to which modern science now pervades all our knowledge, I think that it would be a great pity if it were altogether neglected at Sandhurst.

3951. Some knowledge of surveying might be of very great utility immediately to an officer, and might it not in service in the field be very likely to be the means of bringing him on the Quartermaster-General's staff?—I perfectly agree with that. My former answer, that the education could not be of immediate use, has regard rather to the ordinary regimental duty in barracks; but I would go so far as to say that on the outbreak of a war, if it should be necessary to add 100 or 150 officers at once to the army, nothing better in my opinion could be done than to take the first half of cadets from Sandhurst who would be ready; and with a six weeks' or two months' training I think that they would be ready for it.

3952. Even on home service do you not recollect that when employed under Lord Hardinge in Ireland several Sandhurst cadets were found very useful in assisting the Engineers, who were very small in number, in loop-holing and strengthening the barracks when there was a question of their fortification?—I do not remember that; but one thing I might mention. After leaving the Senior Department,—the Staff College of that day,—I was in Ireland with my regiment, and shortly after 1848, when there were the barricades in Paris, there was a question as to what arrangements should be made in case of barricades being erected in Cork, and I then drew out a plan which I showed to the colonel of my regiment, who took it to the Commanding Royal Engineer, and to the general in command; and my plan was almost entirely adopted. Of course nothing of the sort ever happened; but if it had happened, that would have been so far an instance of the utility of the college instruction.

3953. As regards punishment at Sandhurst, might Disc
it not be made more intellectual; and as to offences, you are aware that in all military courts the charge frequently consists of conduct unbecoming an officer or a gentleman, a term which is never used or known of in foreign armies. Does not this especially apply to the cadet at Sandhurst?—Certainly.

3954. I mean that instead of treating him as a private soldier you should give him an intellectual punishment?—I myself object to impositions for young men of that age. An imposition must be of one of two kinds: you must give either a certain part of a book to be written out or a certain number of lines, say of Virgil, to be learnt; it occupies the man's time but does him no good in the world. If it is an extra task for him, I cannot see any more likely way of ensuring his hating the study.

3955. Then you blame the plan at Oxford and Cambridge?—Yes.

3956. Do you not think it desirable that the Governor of Sandhurst should have as much power as the lieutenant-colonel of a regiment, both as to indulgences and punishments, even amounting to dismissal from

the college?—I think that the Governor should have an absolute power.

3957. You have spoken of our officers rather as gentlemen than as officers; are you aware that all foreign officers who have been on service as allies with our troops entertain the very highest opinion of the zeal and spirit, and knowledge of their duty, shown by the captains and subalterns, especially when under hardship and difficulty?—I have no doubt that they do.

3958. You have spoken of the officers going out for field instruction as not being able to take their own entire company; but as the whole corps only consists of 300, would not the captains taking out detachments weekly very soon know the characters, not only of their own companies, but also of others?—They would know the characters of their own class as perfectly as they could be known; and as a good many of the cadets would be also in their company they would of course know those particular cadets better than others, and with regard to all others in their company, although they had not them in their own class, they would be in their brother instructors' classes, and they would know them by that means.

3959. You have said that very few officers enter the army with military acquirements except those coming from Sandhurst; are you aware that a great many officers obtain those acquirements abroad and even at home, at the several establishments; for instance, Captain Lendy, at Sunbury, has had the instruction of a good many officers?—Yes, but his instruction is in no military subject, except what he teaches to candidates for the Staff College. I do not know whether he teaches the boys in his establishment fortification, if he does, it is a superogatory work, for it is not required at the examinations at Chelsea.

3960. Would you not think it a good practice for cadets to make out all the states and returns of the orderly room, and to be partially prepared to assist in the correspondence of a regimental orderly room; do you see any objection to that?—I do not see any objection to it, but I do not think that any great benefit would be gained by it. I think that it would take up their time unnecessarily, and we want all their time.

3961. Could you employ the time better than in teaching an officer to become an acting adjutant?—No, the only objection which I have is as to the time taken from studies.

3962. As the period in college is so short, is not it one reason for selecting the under-officers from the third term, the fact of these cadets having been longer used to the customs and discipline of the place than the others?—Certainly.

3963. You have spoken of some young gentlemen as not being sufficiently intelligent for the college; are you not aware that many of the invaluable class of good troop and company officers are by no means highly intelligent, but more than compensate by attentive conduct, spirit, and influence over their men?—I am well aware of that fact, and therefore I think that I said in answer to a question which was put to me, that those non-intelligent cadets might make good ordinary regimental officers; but I was then speaking of military education.

3964. I am separating it from the immediate object of the college.—But that is the great military object.

3965. You have mentioned some subjects which might be given up; Captain Walker added the abandonment of permanent fortification, do you agree to that?—No. Permanent fortification is a very troublesome subject as regards details, but I would not give it up.

3966. And as regards the time?—If we had the time which I wish to take it would be ample to do it in. I should not like to pass a cadet out of the college who was to go to Portsmouth, for example, and who knew nothing of permanent works.

3967. (*Rev. W. C. Lake.*) You have been asked some questions with regard to what some of our witnesses have called the double government of the college; you think that it might be carried on without a double government?—Yes.

3968. And that is your opinion both as regards the captains of companies and the instructors, provided that the work of instruction is not too great to take up the whole time of the captains?—Yes.

3969. How many military professors have you?—We should have 15; one of them has retired from the army, and is now a civilian; our proper number is 15.

3970. How many civilian professors have you?—14.

3971. Do you think that if the work was fairly divided amongst them there could be any such difficulty as you have just alluded to?—I do not think that it would be practicable to divide the work amongst them. I proposed to select from amongst them some for those duties in addition to their own instruction; but I do not think that it would be practicable to divide the work of supervision of conduct among so many people.

3972. With regard to supervision of conduct, would you be disposed to place it in the hands chiefly or solely of the military professors, or to make all the professors, civil and military, responsible?—For actual supervision I should be disposed to put it under the military professors, or, rather, a selected number of them; but even now, every professor is responsible for what happens under his own eye; for instance, if a professor saw a cadet committing himself in any way, either in study or out of study, it would be his duty to report him, and if necessary to place him in arrest on the spot.

3973. How would you obviate the difficulty in that case with respect to the civil professors, supposing that they have not that control, and have not their due influence?—I think that they have their due influence. It would never do to give the cadets too many masters. Our whole experience at Sandhurst is that the officers, whether instructors or company officers, have a prestige over the cadets which no civilian can possibly obtain.

3974. Have the professors any necessary connexion with individual cadets?—No, except with the cadets of their own classes, where there is necessarily an immediate connection in the way of their having a control of conduct in study.

3975. But there is nothing which answers to the control which the master of a boarding-house at a public school has over his boys?—No.

3976. There is no such connection as that?—There is no such connexion at present between the instructing officers and the cadets as in the case of a tutor, excepting during study. The officers who have the direct supervision of conduct, and who have to look after the tone of the cadets, are the captains of companies.

3977. Is there any one person, and if so who is he, who you would say stands at Sandhurst in the position of the head master at a public school?—The Commandant I should say would be immediately in that position. One can, however, hardly say that, because the Commandant has not the power of rustication which the head master of a public school has, but the position is generally the same.

3978. Would you say that the position might be stated to be divided between the Governor, the Commandant, and the superintendent of studies?—No. I should say that the Commandant has the command over the cadets. Of course the superintendent of studies has his duties also in the same direction; but the influence of the Governor is a general influence, and he goes into the cases which may be sent to him.

3979. Is there any one who lives in the college like the master at a public school?—The Commandant.

3980. Is he interested in the supervision of the domestic arrangements?—Yes; the captains of companies work under him.

3981. Do any of the captains of companies live in the college?—Not exactly in the college, but two live just at the back of the college. The third is some

Colonel J. E. Addison.

2 March 1869.

Royal Military College, Sandhurst.

distance off, and all the three subalterns live at some distance. That is from the want of accommodation.

3982. Supposing that the discipline were intrusted to the professors, and not as at present a good deal of it is to the captains of companies, how would you remedy the want of captains of companies in the college itself?—That is precisely the difficulty which would exist if the officer instructors had much more duty than they have at present. At present they have only about 18 hours a week of direct instruction, and I think that the other duty would be quite compatible with that amount of instruction work; but if it was very considerably exceeded I have my doubts whether it would be possible.

3983. Supposing that such a change was made as you have spoken of as possible, would there be any difficulty in one or two of the professors having residences either in the college, as is the case in most public schools, or close to the college?—No; there is no difficulty, except that those residences would have to be built. At present the Commandant lives in the college; in the square behind the college the principal members of the staff live, such as the quartermaster, whose duties go on all day. There ought to be also there the three captains of companies; at present there are only two. Then there are the adjutant, the paymaster, the riding master, the chaplain, and myself, and that comprises all the officers occupying the college buildings. The assistant surgeon also lives in the college. I am decidedly of opinion that there ought to be accommodation for all company officers close to the college.

3984. Supposing that that accommodation was not necessary for the company officers, would you say that it might be devoted to the professors?—Yes.

Results of the education.

3985. (*Lord E. Cecil.*) With regard to the education, if the professional education at Sandhurst is in your opinion good, will you explain how it is that out of 65 candidates educated at Sandhurst, we find that for the Staff College between 1858 and 1867 so large a number as 27 failed to come up to the standard necessary for admission?—I can hardly answer that question perfectly without knowing what the cases were, and how those cadets passed out from Sandhurst. I consider it perfectly possible that with our present low standard, cadets who went out low on the list, and afterwards competed for the Staff College, should fail. The only inference is that they ought not to have passed from our own college. But I cannot conceive any large number of cadets who obtained their commissions without purchase, and who were high in the list, not succeeding in getting their entrance to the Staff College.

3986. As a rule, do you think that cadets who get their commissions without purchase afterwards try for the Staff College or not?—I cannot say. I have not looked into the statistics of that question. A great number of old cadets are at the Staff College, but whether there is the due proportion or not I cannot say.

Discipline.

3987. With regard to the discipline, admitting that within the last four years the discipline at Sandhurst has improved, do you think that an average of 46 convictions for insubordination, and not for illegal combination, according to the printed returns, in the preceding five years when the numbers of the college would be 200, points to the fact that the discipline of the college was more rigorously carried out then than now?—I should not put it down to that, in those five years one of them is a year in which there was a mutiny. I have very little doubt that the 82 for insubordination belong to the same category.

Returns, p. cl.

3988. There is a special distinction made between insubordination and illegal combination?—Yes, it depends upon the mode in which this return has been made up.

3989. Then I understand you that you cannot quite explain that circumstance?—I cannot quite explain it, because I do not not know what the college was at that time. I was not there myself. I can only answer for the last four years, and it is I think impossible for me to answer that question.

3990. Do you think that intoxication is rife at the college, or that it has been so during the time that you have been in the position in which you are?—I should not say that it was rife; there have undoubtedly been cases of intoxication, but I do not think that it can be said to be rife. I do not think that it is anything like a general habit of the cadets or of any number of cadets to become intoxicated.

3991. You will observe that there are a considerable number of cadets who have been convicted of intoxication within the last ten years in proportion to other crimes.—It appears by the return that in 1859 there were eight cases, in 1860 there were eight, in 1861 there were nine, in 1862 there were eight, in 1863 there were nine, and in 1864 there were nine.

3992. In comparison with other crimes, intoxication and insubordination stand out out rather prominently?—Yes, but still I should not say that it is by any means the habit of the cadets to become intoxicated. Of course there are isolated cases. And with respect to insubordination, that term includes with us a great deal more than what is usually understood by the word, and the return cannot be read fairly without bearing this fact in mind.

3993. And you are still prepared to adhere to your former statement that the discipline is good?—I consider that the discipline is good.

3994. (*Rev. W. C. Lake.*) There was one point which was brought before us in evidence upon which I should like to ask your opinion. It was stated that about two-thirds of the cadets who come to Sandhurst do not seem to care about playing at cricket or any thing of that kind, but prefer lolling and smoking about the grounds. Do you think that is correct?—I do not think that that describes the cadets. There are not large numbers who play at cricket, but among young men of that age I do not think that you will find those take to cricket who do not excel in it.

3995. Is a very great amount of smoking practised?—They cannot be smoking all day long. That some of them smoke a great deal too much there is no doubt, but I do not think that that is confined to the young men of Sandhurst.

3996. (*Lord de Ros.*) Could you limit the smoking to certain hours, say after four o'clock?—It would be a very good thing if it could be done, but I do not see how it is practicable; if you do that you must put spies at all kinds of places, which could never be done.

3997. (*Chairman.*) I think that you stated in reply to a member of the Commission that you thought that if a military officer were to become a professor, we will say of languages, or of any subordinate subject which might be unconnected with purely military studies, he would not receive at the hands of students the consideration which, under other circumstances, he might expect?—I think that I said that I was rather doubtful about it; but my principal doubt on that subject was whether you would get military officers of note or standing to take that position at all. I cannot say whether if they taught mathematics or French they would have the same prestige as those who teach military subjects; much would depend upon the man.

3998. (*Rev. W. C. Lake.*) Do you not think that very much of that feeling would be got over by having a large income?—Not among officers. I think that position is the point which an officer looks to more than anything. I am only talking of the prejudice which exists.

3999. (*Sir D. A. Cameron.*) What is your opinion as regards the instruction given in languages at Sandhurst?—I think that there is a fair amount of progress. In order to ascertain what amount of pro-

gress is made in French, I compared the marks gained at four admission and four final examinations, two of each by M. Esquiros and two by M. Savoye. I also requested M. de Charente, the professor, to compare the work done by the batch of cadets who left last term with that done by the same cadets 12 months before. The following are the results:—

I.—Marks per cent. of gentlemen cadets in French at four admission and four final examinations.

Marks.	No. per cent. at Admission Examination.		No. per cent. at Final Examination.	
Above $\frac{3}{4}$th of maximum	5·25	24·5	6·50	30
„ $\frac{1}{2}$ to $\frac{3}{4}$ „ -	19·25		23·50	
„ $\frac{1}{4}$ to $\frac{1}{2}$ „ -	48·00		51·25	
„ $\frac{1}{6}$ to $\frac{1}{4}$ „ -	19·50	27·5	13·00	18·75
Below $\frac{1}{6}$ „ -	8·00		5·75	
	100·00		100·00	

There is a general advance at the top of the list and a descent of numbers at the lower part of it, which show some degree of progress.

II.—Analysis of a comparative estimate of work in French at the minor examinations of August, December, 1867, and of that of the same cadets in the minor examinations of August, December, 1868.

Per-centage of papers showing great progress - - - -	7·07
Ditto satisfactory - - -	32·94
Ditto moderate - - -	43·52
Ditto stationary - - -	16·47
	100·00

Colonel J. E. Addison.

2 March 1869.

Royal Military College, Sandhurst.

So that the "great progress" and "satisfactory" together come to about 40 per cent. I have every reason to consider that that is an accurate estimate as respects the progress in languages.

4000. (*Lord E. Cecil.*) Am I to understand that the "unsatisfactory" are 60 per cent.?—The "stationary" would be 16 per cent., the "moderate" are 43 per cent., and the "satisfactory" are 32 per cent., and the "great progress" 7 per cent. These tables cannot be compared together as the one represents attainments and the other progress independent of attainment, but they each point to a certain degree of progress, though not so great as might be wished. I hand in the syllabus of instruction in the different subjects. The military history for the present term, for the third term cadets, is the campaign of 1814, a copy of the lectures on which I also hand in, as showing the nature of the instruction in that subject; the plans are drawn by the cadets.

4001. (*Mr. Parker.*) Have you any similar statistics with regard to mathematics?—No, it is impossible to make them, as the entrance examination is so different from the final one—the papers are very different on going out from those on coming in.

4002. Supposing that upon much higher papers the cadets got the same per-centage of marks, it would be satisfactory?—No doubt.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 4th March 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
MAJOR-GENERAL EARDLEY WILMOT.
C. S. PARKER, ESQ., M.P.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

ENSIGN EDGAR DERING, 25th Regiment, examined.

Ensign E. Dering.

4 March 1869.

Royal Military College, Sandhurst.

4003. (*Chairman.*) You are an ensign in the 25th regiment?—Yes.

4004. And you obtained your commission, not by purchase, but after having passed the examination at Sandhurst?—Yes.

4005. Where were you placed in that examination?—Sixth on the list.

4006. When did you leave Sandhurst?—In December 1867.

4007. When did you join your regiment?—On the 1st of August 1868.

4008. Before going to Sandhurst where were you educated?—At the grammar school at Marlborough.

4009. Did you proceed at once from the grammar school to Sandhurst?—Direct.

4010. At what age did you enter Sandhurst?—At the age of 18.

4011. How long did you remain there?—For a year and a half.

4012. On joining your regiment did you find that the education which you had received at Sandhurst, more especially so much of that education as had been of a military character, was of advantage to you?—It assisted me in being dismissed my drill before I otherwise should have been dismissed; I found that I could learn my officer's duties with greater ease.

4013. With your experience in the matter, if you were given your choice, would you prefer to have gone to Sandhurst or to have entered the army at once?—I should prefer to have gone to Sandhurst.

4014. On the whole, do you think that Sandhurst is a good place of education?—On the whole, I think that it is.

4015. Do you think that if a lad goes there with a desire to study, and to make the most of the advantages of the place, he has every facility for doing so?—Yes, if he desires to study.

4016. If he desires to be idle, can he be so?—I think that if he desires to be idle he can be as idle as he likes in most of the classes. In some of the classes it is not so easy to be idle. It seemed to me that the classes in which there was the most idleness and the most insubordination were invariably kept by civilians.

4017. You think that the military professors exercised a greater influence over the cadets than the civilian professors?—Yes, by far.

4018. To what do you attribute that?—I think that it is attributable to a sort of military feeling on the part of the cadets—that they think that the military professors are officers, and are more entitled to be placed over them. When they get to Sandhurst they think they are to a certain extent soldiers.

4019. Do you think that the fact of a military character being given to the establishment is an advan-

Ensign E. Dering.

4 March 1869.

Royal Military College, Sandhurst.

tage, and makes it more agreeable to the cadets?—I think so; and it is partly I think on account of the novelty when they first go there.

4020. You went through the obligatory course—but there are other studies which are not obligatory, but optional?—Yes.

4021. Which of those optional studies did you take up?—I took up geology and chemistry, and I took up German instead of French; you can only learn one language, but you can be examined in both.

4022. Did you pass through an examination in geology and chemistry?—Yes.

4023. Was it a pretty stiff one?—The examination at the end of my career in those subjects at Sandhurst was rather stiff, and if it had depended on that alone, I do not think that I should have qualified. I am not very good at geology or chemistry; I knew nothing about them before I went to Sandhurst, but I was enabled to get my marks by working pretty steadily all the time that I was there, and getting a certain amount of marks at each weekly examination, and at the examination at the end of each half year.

4024. What induced you to take up chemistry and geology?—Because as you go up for your commission without purchase it is as well to take up every subject, inasmuch as when you are able to qualify in them it all adds to your marks. In fact I did not take up chemistry in my first term, but my fellow cadets advised me if I wanted my commission without purchase to take up chemistry, and so I took it up in my second term.

4025. Did you take up experimental chemistry?—There is a subject called experimental sciences, but you make no experiments yourself.

4026. Do you consider that you got more than a smattering of those sciences?—I do not; I consider that I have got a smattering of chemistry and geology.

4027. At the same time, the fact of your having acquired a certain amount of information in those two subjects you would perhaps consider an advantage to you, as it would enable you hereafter to take up either of them with greater facility, and with greater pleasure?—Yes, it would always form a beginning to the study which I pursued at Sandhurst.

4028. Field fortification and permanent fortification were two of the subjects, were they not?—Yes; fortification was a subject, and it was divided into field fortification and permanent fortification; and the permanent fortification was divided into an obligatory and a voluntary portion; and the voluntary portion, as a rule, was only taken up by those cadets who were going up for commissions without purchase; and you had to do it out of study hours.

4029. You know German?—Yes, to a certain extent.

4030. Did you learn that German at Sandhurst?—I learnt very little there.

4031. Have you acquired your knowledge of German subsequently?—I learnt enough before I went to Sandhurst to qualify. I just got the qualifying marks on going in.

4032. That was at Marlborough?—Yes.

4033. And then you continued to study German at Sandhurst?—I did.

4034. Did you improve much during the year and a half that you were there?—I think not. I did not lose anything, but I do not think that I improved at all. In German I was very lazy; I might have got on very well indeed if I had liked, but I did not work very hard at it.

4035. Since then you have been to Berlin?—Yes.

4036. And can you now speak German pretty fluently?—Pretty well.

Discipline, general tone, &c.

4037. With regard to the discipline of the place, there seems to be a question as to whether it might not be an improvement if more freedom of communication, and more constant communication, took place between the cadets and the executive officers; what is your opinion in that respect?—I think that it would be a great improvement if there was more freedom of access for the cadets to the executive officers. I consider that the communications between the executive officers and the cadets are too much like those existing between officers and private soldiers.

4038. A previous witness stated that there were a great number of idle cadets at Sandhurst, and that those who were idle showed as great an indifference to play as they did to study, that they did not care for cricket or for athletic sports, and that they passed their time in listlessness and smoking; is that your impression?—That is not invariable. I can myself individualize one cadet at any rate who was certainly the laziest fellow in study, but who was the foremost man at cricket, and in all athletic sports; therefore what you have stated is not at all invariable, but I think that it is very often the case.

4039. How do you account for that, inasmuch as athletic sports are considered rather to engage an undue proportion of the attention of our youth?—Because the cadets in question are too lazy for anything.

4040. Did the cadet you referred to in your previous answer obtain a commission without purchase?—No; he had to leave the college before the completion of his term.

4041. Were you a corporal at Sandhurst?—Yes, in my last six months.

4042. (*Lord E. Cecil.*) You have, I believe, stated that you were at Marlborough?—Yes, at the grammar school; it is not the college at Marlborough, it is a private school at Marlborough kept by the Rev. Frederick Bond.

4043. Do you think, as far as your experience goes, that the tone at Sandhurst amongst the cadets is as good as that which you experienced amongst the boys with whom you were before you went to Sandhurst?—It is quite different. To begin with, I think that you could hardly compare them, inasmuch as the relations at a school of that sort are so much more between big boys and little boys; little boys are kept in order by the big boys; but at Sandhurst all the cadets are more or less of the same age, and there is no one to exercise that control which is exercised by big boys at school who take the position of prefects.

4044. Were disgraceful offences at all common at Sandhurst during the time that you were there, such as drunkenness, theft, and lying?—I should say not; theft and lying certainly not; drunkenness was not very common, but it did occur occasionally.

4045. Were there any cases of indecent conduct during the time that you were there?—No, I cannot remember any.

4046. Did any gambling go on at all amongst the cadets?—Not in the college, not to my knowledge at least.

4047. But I suppose that there was a little high play sometimes, a little gambling in the billiard room?—Not in the college billiard room. I never saw money played for in the college billiard room; it was one of the strictest rules that no money should be played for in the college billiard room, and pool was not allowed.

4048. To your own knowledge that never took place?—It never took place to my knowledge.

4049. Did gambling take place in the billiard rooms in the town amongst the junior cadets?—I think that it took place as much amongst them as amongst the others, or if anything I think it took place more amongst the juniors, because the seniors were more towards their final examination, and they all were on their better behaviour, and a good many of them were corporals and under-officers, and had good conduct badges.

4050. But amongst those cadets who did visit the billiard rooms in the town I understand you that gambling was pretty general?—I do not know that I can say that. I do not think that gambling was general, at least not to my knowledge; they used to play at pool and at billiards, but it was always very low playing, I mean for low stakes.

4051. But they played for money?—Yes.

4052. Do you think that there was much swearing and obscene language?—There was a good deal of swearing.

4053. And was there obscene language in the dormitories and elsewhere, for example, in the halls of study?—I should say not in the halls of study, but I think that in the dormitories there was.

4054. Do you think that the association of four or five cadets in a dormitory, eating, and sleeping, and dressing in the room together had a bad moral effect upon the younger cadets?—I am hardly prepared to give an opinion upon that point, but I should think not. I was in a company in which that was not the rule, each one had a room to himself, and therefore I do not know much about that.

4055. Did you hear much about associated dormitories, and what went on there?—No; I did not hear very much about that, but I do not think that it exercised a bad influence.

4056. Do you think that there was much bullying in the associated dormitories?—I think not; there may have been individual cases of it, but I do not think that there was more than in the C. company, where each cadet had his own room.

4057. Do you think that any drinking went on at night of spirits, or wines, or liquors which were smuggled in?—In my company I think that I may safely say that there was none at all. I do not know anything about the other companies.

4058. Were there any cases of illegal combination or rebellion during the time that you were at Sandhurst?—Hardly illegal combination; there was a row in York Town one evening, but I do not think that there was much combination about it.

4059. Upon what occasion did that take place?—I think that the occasion which most of all brought it about was the presence of a Jew's shop, kept by a man named Broatman, who used to lend money on watches and jewellery, and other things belonging to the cadets. One of the cadets left a watch there in pledge, and when he went to re-demand it, I believe that the Jew affirmed that he had purchased the watch, and he would not allow that he had lent money on it. The cadet was, I believe, accompanied by two or three others, and they told the Jew that they would pay him out, or something like that. I do not know for certain the bearings of the case, as I only got it by hearsay. I understood that they went down on the next night, or some nights afterwards, and were joined by a number of others, and I believe that they holloaed out, "We are going to pay out Broatman," or something of that sort. They were joined by a number of others who were about the town at the time (it was something about half-past five), and they proceeded to run up and down the town in a large body; they got very excited, and they had some fireworks; and outside a grocer's shop there was a bundle of broom handles, and the cadets appropriated these broom handles, and made them into staves, and then made their way to Broatman's shop. Outside the shop there were two police constables standing with staves drawn, and a magistrate of the town, who was lodging next door to the shop. I believe that the intention of the cadets was to pull down the shop front, and to throw fire-works into the shop. I do not know that they intended to set fire to the house, but they intended, I believe, to do it as much for a lark as anything else. There was a steep embankment, and they were just going to rush up, when one of the executive officers, Mr. Anderson, came up, and spoke to the cadets. (I was not amongst the crowd. I was standing on the path by the policemen.) I do not recollect his exact words, and one of the cadets, whom I took to be the ringleader (I do not know who it was), rushed to the front, and said, "No rebellion against the "college authorities," and the cadets then all turned away, and went up to the college.

4060. You do not think that the *émeute*, such as it was, was at all premeditated?—Not at all.

4061. (*Lord de Ros.*) You rather think that they showed a proper feeling when an officer of the college appeared there?—Yes. I was rather astonished. I did not think that they would go back again. I expected that they would attack the policemen.

Ensign E. Dering.

4 March 1869

Royal Military College, Sandhurst.

4062. (*Lord E. Cecil.*) Did this occur at the time of the Blackwater Fair?—No; it was before the Blackwater Fair.

4063. There is a sort of traditional story that on the occasion of the Blackwater Fair the cadets generally have a lark, is there not?—There is a traditional story that they used to have a lark.

4064. But you are not aware that it is a constant occurrence?—From personal experience, I can say that it has not been a constant occurrence in the last three years.

4065. The disturbance which you have mentioned is the only disturbance that took place during the 18 months you were at the college?—Yes; the only disturbance of any magnitude.

4066. Is insubordination very common at the college?—No, I do not think that it is very common, but it, I think, occurs rather frequently against the civilian professors.

4067. It occurs more against them than against the military professors?—Much more against them than against the military professors,—it never occurs of course against the executive officers.

4068. Can you mention any breaches of discipline, or any insubordination, which to your knowledge took place in study; was there anything like the rising of a class against the professor?—Nothing that I recollect.

4069. What was the general bearing of the cadets to the civilian professors?—It was rather inattention; of course it was greater towards some than towards others,—in fact towards one or two the conduct was I may say quite insubordinate, on every occasion,—and now, on thinking of it, I know that there were several cases of classes not exactly rising against the professor, but when the professor rebuked them at all they holloaed, and made a noise, and stamped their feet, and did that sort of thing.

4070. Without mentioning names, of what particular study were those gentlemen professors?—One was a mathematical professor, and another was the German professor, but it was not so bad with him as with the mathematical professor.

4071. Did the cadets constantly play tricks upon the professor while in study?—I have seen that done, but not frequently.

4072. We had it stated in evidence that obscene language had been used in study once or twice, do you recollect anything of the sort taking place?—No, I do not recollect ever having noticed it in study.

Military system.

4073. You said that the executive officers treated the cadets too much like private soldiers?—Yes; I think that the relations between them were very much like those between private soldiers and officers.

4074. And you stated that, notwithstanding that, the cadets had more respect for them than they had for the professors?—Yes, they decidedly had more respect for them, because they thought that they were more rightly put above them.

4075. You do not think that that system of treating the cadets as private soldiers is a good one?—I do not.

4076. Speaking for yourself, I suppose that you would have been glad to have seen it altered?—Yes, speaking for myself; cadets, I think, should be treated more as junior officers.

Method of instruction.

4077. Have the professors of the various studies different methods of educating the cadets, or is it all done on one uniform system?—There are different systems,—for instance, geology and chemistry are taught by means of lectures to a whole company of cadets in the lecture hall; and then if the cadets wish to get marks in the examination there is a lecture each week, and there is an examination in the next week on that lecture. At the end of the lecture about two questions are given on the lecture of the week before, and if the cadets wish to get marks on the lecture they generally study the text book. There is a

Ensign E. Dering.

4 March 1869.

Royal Military College, Sandhurst.

text book for all those lectures, and they generally study the text book out of the hours of study, that is as regards chemistry and geology. Surveying of course is done out of doors, and all the other studies are, I believe, in classes.

4078. Did you find it difficult to pursue the more difficult studies, such as the mathematical studies, in a crowded hall?—I myself did not find it difficult because I was always in pretty quiet studies; but I am quite certain that in one of the mathematical studies at any rate, it would be almost impossible to work, because there is so much disturbance.

4079. Does that arise from the inattention of the cadets?—Yes; but the same class would probably not be so insubordinate with another professor.

4080. In short it very much depends upon the order which the professor keeps in his study whether some subjects can be advantageously studied, or not?—Yes.

4081. Is order better kept where the professor is a military man, than where he is a civilian?—Yes. Where the professor is a military man the studies are more quiet and better regulated.

4082. Do you think that the number of subjects taught at Sandhurst are too many?—I think that they are too many to be learnt thoroughly.

4083. Speaking from your own experience, do you think that you have obtained anything but a smattering of many of the subjects?—I have obtained more than a smattering of fortification, surveying, and military history. Of mathematics I did not learn anything. I did not forget them, but I just kept up my former knowledge. I did not, in fact, try to learn much of mathematics; I was rather lazy in mathematics and in German. In chemistry and geology, of course in 18 months, with only once a week, you could not learn more than a smattering, unless you worked hard. But those were not things that I cared for, and I did not pay much attention to them, and therefore I only got a smattering of them.

4084. Was any obstacle thrown in the way of private study in the dormitories?—Not at all in my company.

4085. Was it the case in others?—I cannot say.

4086. Were you allowed to study before the examinations?—Before the final examination. I think that only the cadets who were going to leave the college that term were allowed to sit up until 12 o'clock, and candles were provided for them. I think that that was the case for three weeks or a month before the final examination, in order that they might prepare themselves in the subjects which in that time they had to get up.

Idleness.

4087. What proportion do you suppose that the idle cadets bore to the industrious in the college?—I should think that about three-fifths were idle. I think that the other two-fifths were working with the intention of getting their commissions. But of course I do not mean to say that the whole of the three-fifths were very idle, but they did less hard work than the two-fifths, who thought that they had a chance of their commissions.

4088. Then you think that the reason why so large a number of cadets were idle was because they had not a sufficient inducement to work?—Yes, I think that most of them thought, "I have no chance of my "commission, I shall probably be able to qualify;" because of course unless they were very stupid they would be able to qualify without additional work at all; and they said, "I have no chance of my commis- "sion, and I do not see why I should work."

4089. Were the Queen's and Indian cadets generally amongst the worst idlers?—No, I think not. Some of the Queen's and Indian cadets pass out in the free commission list. I can remember a good many of the Queen's and Indian cadets who were idle, but I do not think that they were more idle than any one else who was not going in for his commission.

4090. We have heard a great deal with regard to independent study at Sandhurst. I suppose that the cadets amuse themselves with what they please during the time of independent study?—Yes, they generally amused themselves, but the cadets who were in for their commissions without purchase generally used to work at that time on some other subject.

4091. But only those who were in for their commissions without purchase?—Yes. I think that I may say that the others never worked.

4092. What did they do? Did they wander about the college grounds, or go off to the town and play at billiards?—I think that they used to go down to the gymnasium a good deal—I fancy so. I however really do not know what they did, because I never had any independent studies.

Course of instruction.

4093. Do you think that the course of study at Sandhurst was sufficiently practical? do you think that you were taught a sufficient amount of drill?—I learnt a private soldier's duties, and therefore had not to learn them so much when I was under the drill-master's hands after I joined my regiment. In fact, I knew my drill when I joined my regiment, and a fellow who came from Sandhurst was under an advantage in that respect in comparison with those who had a direct commission.

4094. Did you benefit in any way when you entered the army from your education at Sandhurst?—Decidedly; I benefited in my riding.

4095. But you were not taught any of the duties of a regimental officer?—No; the duties which I learnt there were those of a private.

4096. Do cadets at Sandhurst generally know how to swim?—About the same proportion as at public schools do.

4097. I suppose that there was a regular season for bathing?—Yes.

4098. But there was nothing approaching to a swimming master?—No, there was nothing of that sort.

4099. In the matter of food, how were the cadets treated?—I always thought it very good indeed.

4100. You had enough to eat, and the food was of good quality?—I had quite enough to eat, and the food was of good quality.

4101. (*Sir C. Russell.*) Do you think that in teaching at Sandhurst sufficient recognition is given to purely military subjects; I mean such as fortification, field sketching, the construction of field works, and castrametation; are they taught to the cadets practically?—I myself do not think they are sufficiently practically taught. I think that surveying is sufficiently practically taught, but I do not think that castrametation or the erection of field works is sufficiently taught.

4102. Is field sketching sufficiently taught?—Yes; I think that surveying is the thing best taught there. The theory of fortification is well taught, but I do not think that the practice of erecting field works is enough taught. I think that very few of the cadets who leave Sandhurst could without any assistance superintend and direct a party of lines-men in making a field work. They would probably be better able to do it than men who had never had any instruction, but they would be unable to do it thoroughly.

4103. Do you think that in awarding the marks at the examination sufficient recognition is given to the purely military part of the education?—I think that those marks bear a sufficiently large proportion to the other marks, because they bear a very large proportion.

4104. I understood you to say that the cadets had the notion that taking up everything was advantageous to them?—Yes, they had that notion when I was there.

4105. Do you think that that is because a sufficient number of marks is not given in the examination for those subjects which are thoroughly mastered?—It is so easy to qualify in the voluntary subjects, that every fellow will have a go-in at them, and I myself think that it is rather a waste of valuable time to go in, for instance, for geology and chemistry, if you know nothing about them before. Of course, when you are in for your commission you do not think of that, but

you simply think of getting your commission, and you think of what is the most valuable thing to do, and not of what is the most useful thing. Now I think that it would be far more useful if fellows would devote the time which they give to chemistry and geology to fortification or surveying.

4106. In fact, to some military subject?—Yes, to some practical military subject.

4107. I understood you to say that you took up German, because you could only learn one language. Am I to understand that if you desired, or if any cadet desired, to take up French as well as German, there would be any hindrance to his being taught it?—Yes, you can take up both languages, but you cannot learn both.

4108. I am confining my question to the teaching?—You cannot learn both languages from the Sandhurst professors, because I believe that they are not allowed to give private tuition; there are so many things that they have not time to give separate hours to French and German, and therefore they teach them both at the same time. The German professor is in one room teaching German, and the French professors are in their class-rooms teaching French at the same period, and therefore you cannot learn both languages at the same time, because you cannot attend both studies.

of cers, 4109. You were a corporal at Sandhurst; do you think that if some after advantages were given to cadets who qualified as non-commissioned officers it would improve the discipline generally at Sandhurst?—I think that it would, but I do not think that it would be fair that they should have more marks given to them for it.

4110. Then what reward, beyond a certain amount of pride which a cadet may feel at being appointed a corporal, do you conceive a cadet derives from being appointed a corporal; or I will take any under-officer?—I believe that the under-officers are supposed to be gazetted before the privates, but I do not know whether that is always carried out. I do not myself think that it is. I think that it is supposed to be one of the advantages of the under-officers, that whether they pass at the bottom of the list, or whether they pass at the top, they will be gazetted before the privates.

4111. But you think that a notion exists amongst the cadets that this is not acted upon?—The impression is not strong amongst the cadets that it is acted upon.

ion tional linary 4112. Have you observed much difference between the influence of the military professors and of the company officers, who are charged with the discipline?—When the company officers have anything to do with the cadets they have always influence enough, but the thing is that they are not often with the cadets; they are not on parade with them; they are with them on company parade, but they do not continue with them when the cadets are going, for instance, through their manœuvres; that is left entirely to the under-officers and the adjutant. But the military professors are with the cadets all the time of study, and of course see much more of them.

4113. Do you think that if the military professor and the company officer were combined in the same individual, you would get an improved efficiency in the way of discipline?—I should think it very likely, because the professor would be able to learn the character of the cadets more, and he would be able to act upon it as a company officer. When once a cadet is out of the professor's study, the professor has nothing to do with him until he comes into study again, unless he has behaved badly, and then of course he reports him and appears as evidence against him.

4114. Then you think that, generally speaking, it would be expedient to combine the two?—I think it would.

4115. You have stated that the cadets consider themselves *quasi* soldiers?—Yes.

tone. 4116. We have had it in evidence that cadets are given their option of being put upon parole, or of being confined within bounds. Do you think that if they were entirely placed upon their parole it would elevate the feeling among the cadets generally?—I do not think that I can answer that question; I hardly know.

4117. As far as you know, does there exist any feeling upon the matter; do they feel that it would be better that they should be put upon their parole instead of being given the option?—I really do not know.

4118. Do you think that when the cadets leave Sandhurst there exists amongst them that sort of *esprit de corps* which exists amongst the old members of public schools, such as Eton and Harrow?—Not so much, certainly, but I think that there is that feeling to a certain extent. Old Sandhurst fellows on your joining a regiment, if you have come from Sandhurst, will generally welcome you rather more than direct commission fellows will, especially if you are near their own time; but I do not think that there is nearly the same feeling as an old Harrovian or an old Etonian has, because the time being only 18 months is too short to create so strong a feeling.

4119. Do you attribute it to the want of time?—I do, and I think that at that age you do not feel so much for a place as you do when you have been at it for a longer period, from your boyhood until the age of 18 or 19, which is the period for which you stay at a public school, and you have many recollections connected with it.

4120. (*Lt.-Col. Chesney.*) Speaking of the under-officers, do you think that the under-officers and corporals at Sandhurst had the proper influence with the cadets which should have belonged to their rank?—I think that the under-officers had, but I do not quite think that the corporals had.

4121. Do the under-officers, as a rule, in your opinion, conscientiously perform their duty in keeping the cadets in order, and in watching over the cadets when no higher authority is present?—I think that they do to a certain extent; I do not mean to say that they perform their duty very strictly, but I think that they are moderately conscientious about it.

4122. You do not consider that the present moral tone of the college, or its moral tone as you knew it a year ago, was a high one?—I do not.

4123. Do not you think that a system of well selected under-officers a little longer in the place might be a means of improving that tone; that, for instanee, keeping the cadets at Sandhurst for a rather longer time, so as to give a better means of choosing the under-officers and corporals, would be likely to improve the tone?—Yes, I think that it might; but then if you kept them there longer I think that you ought to make the education such that when they joined their regiments they would have nothing more to learn.

Educational results. 4124. At present, on the whole, you consider the time, namely a year and a half, rather short for that kind of education?—Yes, for a perfectly practical one. I think it long enough if the only subjects were, for instance, surveying, fortification and military history, namely the military subjects, and if the other subjects were just kept up for final examination. I think that more time ought to be given to military subjects.

4125. We are told that practically there is no distinction between a cadet who takes, say, the fifth place in going out, and one who takes the twenty-fifth place?—Not the least.

4126. Do you not think that it would raise the educational condition of Sandhurst if there were some advantage for those who were at the top of the list?—Yes, if those at the top of the list were certain to be gazetted in the order of their passing out. Supposing that the first man on the list was gazetted first, even if you only made a day difference, it would be something. But, for instance, when I passed out, two of the responsible under-officers who passed out with me were gazetted for their good conduct in the December of the year before, and not for the way in

Ensign E. Dering.

4 March 1869.

Royal Military College, Sandhurst.

which they passed out, and they had nearly a month's seniority over any one else. On the 8th of January, when I was gazetted, I think that nearly the whole of the cadets who got commissions without purchase were also gazetted, so that the man who passed first had no advantage over the man who passed thirty-fifth.

4127. Was any credit attached by the cadets to their names being read out publicly at the top of the list?—Yes, I think so.

4128. Then it would be a loss if there was no public declaration?—I decidedly think so.

4129. And it would be an improvement if some advantage were given to those at the top of the list?—Yes, I think so; it would make a keener competition, and of course would make fellows work more; it would make a keener competition amongst the junior ones, and it would make the fellows who were almost certain of their commissions work harder to get higher on the list, and those who had not much chance would work harder for their commissions.

4130. In short it would raise the educational tone of the establishment?—Yes.

4131. Your company was the C. company, that with the separate sleeping rooms?—Yes.

4132. It was not remarkable for its steadiness in the year that you were there, was it?—It was not; but I attribute the fact of the C. company not being particularly good to the presence of perhaps three or four fellows in the company individually; and I might also attribute it to the fact that the officer commanding the company went more into the company and brought things more to the surface than they were brought in other companies.

Powers of professors.

4133. In your day the professors could not be said to have any military control over the cadets at all, could they?—No; they had, I think, no military control over the cadets at all.

4134. Then so far they were at a disadvantage as compared with the company officers?—Yes; they had no personal redress, no direct redress for themselves; their only way was to report the cadets; and so a cadet might very often commit a small crime which they would not like to report him for to the commanding officer, and which yet certainly deserved punishment, but unless they were strict men they had to let it go altogether.

4135. Out of study they had no power at all?—Just so.

4136. But notwithstanding that, did any of the professors take trouble with the cadets in raising their tastes and so on; I mean in the way of amusements?—Yes, in the way of private theatricals, and so on.

Results of cramming schools.

4137. With regard to what you said of the low moral state of Sandhurst, from your knowledge of the cadets do you attribute any of that low condition to the influence of what is called the cramming system, and their coming from crammers?—Yes, I decidedly do. I individually consider that crammers' establishments are the places where all the drinking and the smoking and all that sort of thing begins.

4138. You think that the presence of a large number of young men from these crammers is likely to give a low moral tone?—Decidedly so, especially as by far the majority come from crammers.

4139. You think that it gives a low tone to the college?—I think that it is calculated to do so.

4140. Did the great disturbance in York Town, of which you spoke, and in which fireworks were used, happen just before the 5th of November?—I think that it did; it happened somewhere about that time. I do not know whether it was just before or just after.

Discipline.

4141. (*Sir C. Russell.*) Did not the cadets follow up that row by burning a skittle alley in the college grounds?—Yes; there was a skittle alley burnt, but I do not think that it was just after that row.

4142. Did the skittle alley belong to the college?—Yes.

4143. (*Lt.-Col. Chesney.*) Did you hear anything of a story of the cadets attempting, in the row, to throw the guns belonging to the college into the lake?—No; I did not hear that; I do not remember it.

4144. Are you aware that in that same week there was what was called a town and gown row at Oxford, in which an undergraduate was reported to have been killed in the streets by kicking?—I heard that there was an undergraduate killed about that time, but I do not remember whether it was in the same week.

4145. You do not consider that the Sandhurst row was as serious as that one?—No, because there were no townsmen. I should like to add that I think that if at Sandhurst there had been anyone to fight with, there would have been a more serious row. The cadets were controllable, from the fact of the officer having stopped them so easily; that shows that they were to be stopped easily enough.

4146. Are you aware whether there was one of the under-officers taking a leading part in that disturbance?—Yes, I know that there was.

4147. (*Lord E. Cecil.*) Was the fact known to the officers of the company?—No.

4148. (*Maj.-Gen. Wilmot.*) Is there any permanent or public memorandum in the college by which every one can see whether a cadet has distinguished himself, either in study or in discipline?—There is nothing public that I know of. I do not remember anything at present. There are, of course, permanent records; there is the defaulter sheet.

4149. But there is not a visible exhibition of it?—No.

4150. Can you tell me what influence the corporals and under-officers exert on the cadets?—I think that they exert enough to keep them in order in the dormitories when no one else is present, more especially the under-officers.

4151. Do you think that they form an intermediate link between the officers and the junior cadets, so far as discipline and everything else connected with the service goes?—I think that the responsible under-officers do so. I do not think that the corporals do so.

4152. Supposing that the relations between the executive officers were such as, in your opinion, they ought to be, do you think that the corporals and under-officers might be the link to carry out the discipline of the whole establishment?—Yes.

4153. Do you think that the officers who have been commissioned from Sandhurst look back to the place itself with interest?—Speaking personally, I should say yes, but I can hardly answer for others. For instance, if they are quartered at Aldershot they often visit Sandhurst.

4154. And there is a sufficient feeling with regard to the establishment to induce them to do so?—Decidedly.

Organi

4155. Can you suggest anything either in the system or in the arrangements which would tend to promote such a feeling?—I cannot suggest anything.

4156. Do you think that it would be of any advantage to the discipline, and to the whole arrangement of such a system as you have spoken of, and which you desire to see, if the cadets were formed into one company under one officer assisted by subalterns, who should form intermediate links between him and the cadets, instead of having two companies with a separate discipline, or at all events with separate ideas of discipline?—I should think that it is an advantage to divide them into three companies.

4157. Having three captains?—Yes.

4158. Of what advantage do you think that is?—Because the captains take a particular interest in their own companies, and there is more connexion between them and the cadets of their own company than I think there would be if they had so many more under command. For instance, the cadets go to tea and dinner, and that sort of thing, with their captain.

4159. But one of the faults which I understand you to see is that there is not sufficient of that sort of thing?—No, there is not sufficient of that sort of

thing; and if they were all under one officer, I think that there would be less.

4160. It does not mean that one officer should do the whole duty, but there would be the assistance of the subalterns?—I should say that it would be better to divide the cadets into three companies.

4161. Has a corporal power in other companies as well as in his own?—If he is at all thrown with the cadets of the other companies he has; but that very seldom happens.

4162. In the case of any irregularity out of study, has he such a power?—Yes.

4163. Does the under-officer consider himself responsible for the general discipline at all times so as to interfere when he sees anything irregular in conduct both in study and out of study?—Yes.

4164. In the row which you have described was there no under-officer or corporal present?—There was an under-officer present leading the rioters, and there was also a corporal present.

4165. I gathered from what you said just now that you think that it would be an advantage to the service, without reference to the cadets' likings or dislikings, to prolong the period at Sandhurst, both for the sake of study and for the sake of discipline?—Yes, I think that it would; but I think that if the period was prolonged they should be fit to join their regiments at once, without any further instruction.

4166. Do you think that any system of punishment for idleness could be introduced?—If a cadet was incorrigibly idle, and made a point of never doing anything, and if the professor reported it, I rather fancy that the commandant would award a certain punishment.

4167. Do you think that there is any advantage in having an adjutant to perform such duties as you have described, independently of the captains of companies; are not those captains perfectly capable, from their position in the service, of carrying on all the executive duties without an adjutant?—Yes; I suppose that, if they knew their duty well enough, they ought to be able to perform the work of the adjutant.

4168. Do you see any advantage in having an adjutant separate from the captain of a company?—No.

4169. Do you not think that if the captains of companies performed the duties of the adjutant it would bring them into greater relation with cadets?—I do not think that it would.

4170. Do not the corporals and under-officers perform part of the drill?—Yes, in the supernumerary rank; but if the corporals see any talking or anything of the kind which is going on they check it at once, and if they choose they can report it; and I think that on parade they are generally very strict in their duty.

4171. Are there any other Sandhurst officers in your corps?—Yes.

4172. From what you have seen, do you think that the Sandhurst officers generally show more inclination to study and to improve themselves after they get into the service than others?—I think not, from what I have seen.

4173. (*Mr. Parker.*) Do you think that it would be an improvement to have a period of half a year longer at Sandhurst, if the cadets lost no seniority in the army by it?—Yes; if they lost no seniority in the army by it, I think so. I think that it is an advantage to be there as long as you can, because the longer you are there the more thoroughly you will earn what there is to be learnt there.

4174. You would learn more in that extra half year at Sandhurst, than you would in the first half year as a regimental officer?—I think so decidedly.

4175. Are the companies ever drilled as a battalion?—Yes; they are drilled every day as a battalion.

4176. How much drill had you learnt at the time of your leaving Sandhurst; could you move a company?—I could do any private soldier's part. I could drill as a private soldier in any manœuvres which took place; but I do not think that I could have drilled a company.

Ensign E. Dering.

4 March 1869.

Royal Military College, Sandhurst.

4177. Could you have done a covering serjeant's work?—I think that I could.

4178. Was there any sword drill?—It was not obligatory. I think that you could have learnt sword exercise if you had liked in the gymnasium and from the instructors.

4179. Was there any musketry drill?—You went through the musketry course as a soldier goes through it, but I do not think that it was of the least use in the world.

4180. Did it include ball practice?—Yes.

4181. Was the per-centage of merit good?—That I do not know. I do not think that it was of the least use.

4182. Did the cadets shoot through the same course as soldiers of the line do, up to 900 yards?—They were supposed to do so; but there were so many that I do not think that they were ever able to get up to 900 yards. I myself, I think, shot up to about 600, but they were not at all strict about the matter; it was under the command of the serjeant-major, the serjeant-major went out and superintended it, and I think it was the greatest farce there.

4183. You mean the musketry instruction?—Yes; it was not of the least good to me, when I came through my course on joining my regiment, that I had been through the course at Sandhurst; but then it was done in the recreation hours, and therefore it did not take any time from studies.

4184. Supposing the cadets had taken as much interest in it as the average of private soldiers do, it then would have served their purpose when they joined the army afterwards, would it not; it would have been nearly as good as going through it in their regiments?—I do not exactly understand what the object of going through the course is. I do not know whether it is to make you a good shot, or not. I hardly know how to answer that question.

4185. No marks were given towards a commission for doing well in the musketry instruction?—None.

Combination of instructional and disciplinary duties.

4186. Do you think that it would be possible that the same person should do the duties of military professor and company officer? Could the military professors take the duties of company officers in addition, so far as regards time?—Yes, I should think that they could.

4187. Do you think that it would be a popular thing with the cadets to have the military instructors as company officers, so as to see more of them?—I do not think that that ever occurred to the cadets. I do not know that it ever did.

4188. Which had more influence with the cadets in general, one of the military professors or a company officer? it would perhaps depend on the man?—Yes; I think that it would very much depend on the individual.

4189. Had the chaplain much to do with the cadets?—Not while I was there, and I do not think that he had any influence at all.

Discipline.

4190. Suppose a cadet were very fond of billiards, how much time could he get away from studies and from parades to play billiards; could he play for four or five hours a day?—He could not play all that time, because he could not get the tables, each cadet had the tables in turn.

4191. With the difficulty which there is in getting the tables, he perhaps would not get more than an hour or two in the day?—Certainly not, taking it on the average of every day.

4192. So that it would be impossible for him to spend more than an hour or two in a day on billiards?—Yes.

4193. Were cards forbidden?—Yes; very strictly forbidden.

4194. Even whist?—Yes; and I think that cards were very seldom or never used.

4195. Was there *espionage* of any kind? supposing that cards were played would it be reported by the under officers?—Yes; if the responsible under-

Ensign E. Dering.

4 March 1869.

Royal Military College, Sandhurst.

officer came to know that cards were played in his company he would report it, or he would probably say "I shall report it if you do not stop it immediately."

4196. Do you think that the cadets had much to do with money-lenders in a general way at Sandhurst?—I think that some of them had. I know that men used to go down from London, generally tailors, and if fellows would promise to give them their outfit, the tailors would say "If you promise me your outfit "I will lend you 10*l.* or 15*l.*" or whatever the sum might be; and I know of one instance of a cadet who was expelled from the college, who promised his outfit to I believe 20 tailors, and he got something like 10*l.* or 15*l.* from each of them.

4197. Are the advertising money-lenders in the habit of sending circulars to the cadets, offering them accommodation?—I do not remember getting one of those circulars when I was at Sandhurst. I do not think that the professional money-lenders drive a trade there.

4198. Do the tailors you mentioned come down to Sandhurst, or do the cadets see them in town?—There are not more than five or six at any rate who come down there. They come down and establish themselves at one of the inns in the place, and then on fellows going in to play at billiards, these men speak to them and say, "Will you allow me to "show you our new clothes," or whatever it may be, and it generally ends in their getting some young fellow to promise his outfit, and they then lend him money, saying that they will lend the money on that condition.

4199. It is not possible I suppose to run into debt to any one in the neighbourhood to any great extent?—No, I do not think that it is; of course they will credit you to a certain amount.

Accommodation.

4200. (*Lord de Ros.*) In your opinion what was the most disagreeable part of the interior arrangements at Sandhurst — I mean as to washing and taking care of the clothes of the cadets, and that sort of thing—we were told that there was only one chest of drawers among four young gentlemen of 20 years of age?—I do not know how that was arranged—it was difficult to get clean linen—you could get it, but you had to send a servant, and he had, I suppose, nearly a quarter of a mile to walk to get you a clean shirt if you wanted one (because the college is a large place), and in the C. company he had to go down the stairs to the further end of the college and back again. A quarter of a mile is rather an exaggeration, but I suppose that he had to walk 250 yards.

4201. Had you at hand a bureau, and a bookcase, and a chest of drawers to keep your clothes in comfortably, as a boy at Eton has?—No; even your portmanteau was taken away, and all your plain clothes were taken away.

4202. Did not that lead to discomfort and confusion, and slovenliness among the cadets?—I do not think so.

4203. As to the comfort and facility for private studies, supposing for instance that you wished to read up history, had you convenience for doing so? We were told that at one time the young men used to put their heads into a box with their candle in a basin—had you anything of that sort?—Of course if cadets wanted to work at night it was illegal, and so they had to hide the light.

4204. They had to hide the light in a basin?—Yes; I think that lights were put out at 10 o'clock.

4205. If a cadet asked leave, could he obtain permission to remain up until 11 o'clock to read?—He could have asked leave, but I do not think that he would have got it, except at the end of the term.

Discipline, general supervision.

4206. As regards the drinking habits, of which we have been told, in the public-houses, do you consider that the Sandhurst cadets were in the habit of going into public-houses where there was low company, such as bagmen, and mixing with them, or did they go to the public-houses among themselves?—Among themselves.

4207. It would never occur to them to mix with low company?—I do not think that it would.

4208. As to insubordination, suppose there was anything of the sort in the Borderers and there was a row in the men's rooms, your first order on coming round would be to fall in. Would that have the same effect among the cadets as in a regiment; would it bring them to sense of their folly at the moment? I am speaking of a commissioned officer?—Supposing that a commissioned officer did come in, and that there was a row going on, it might be so; but I do not think that that was the course which used to be pursued. I daresay that the cadets would hardly understand it.

4209. What would be the course pursued?—The officers would go down into the room, and the cadets would be there, and directly they saw him they would stop the row.

4210. There would be that feeling?—Decidedly.

4211. As to the treatment of cadets as officers or as soldiers, you mentioned that one officer had more influence, as he went more into the detail of his company than others?—I do not say that he had more influence, but that he went more into the detail of his company, and was oftener looking about, and therefore found things out more, and brought them to the attention of the commanding officer.

4212. Did he treat the cadets more as officers than as private soldiers?—I do not think that he did, at any rate not more than the other company officers.

4213. Do you not think it desirable that he should do so?—I think that it would be a very good thing. I did not mean to say that the cadets were treated precisely like private soldiers, but I think that they were treated too much so.

4214. Would you prefer that the company officer should treat the cadet much the same as a field-officer does a company officer in a regiment?—I think that he should treat him very much as he treats the last-joined ensign.

4215. Is it the custom at Sandhurst, as it is in the Borderers, to encourage the young officers to assist the adjutant at all?—I do not know that. Instru

4216. Do you see any objection to their doing so? For instance, to taking some of the senior cadets to assist the adjutant in making out returns, or writing letters in the orderly room? do you see any objection to employing the cadets for that purpose?—I do not see any objection to it.

4217. Would that be of assistance to a cadet in the regimental business if he afterwards became an adjutant?—I think that it would.

4218. With regard to the idleness, supposing that there was a quarterly return made of the progress of each cadet, would not that make it necessary that he should be obliged at the end of every quarter to produce a certain quantity of study?—Yes; there is that; not by a quarterly return, but it is done in another way; there are half-yearly examinations. At the end of the first half year, if you do not get a certain number of marks (I do not know the proportion, because it has been established since I left) out of what you can have got, you have to leave the college. That is the way in which that matter is managed; but it has been brought in since I left.

4219. Do you not think that that must check habitual idleness?—I think so; and I think that it is a first-rate thing.

4220. Supposing that marks were given upon the final examination for having been non-commissioned officers, and for having done that duty well, would not that encouragement produce a better regimental article? Would not the giving of those marks to a cadet for good conduct make a better non-commissioned officer of him, and fit him better for his future position as a subaltern; I mean giving him marks besides what he has gained for his studies; giving him marks for having done his duty; in short on the same principle as a good-conduct medal is given to a good serjeant?—It would be a great stimulus; but

in my view of it I cannot think that it would be fair to the private cadets.

4221. Would your idea of a longer period at Sandhurst be subject to the cadet being actually converted while at Sandhurst into a more than half formed subaltern?—Yes, decidedly; because I do not think that he has anything to learn as a subaltern which might not be learnt to a certain extent at Sandhurst, at any rate with very slight alterations.

4222. Would an experienced adjutant prefer, or not prefer, a half-trained cadet from Sandhurst to a totally untrained youth from a public school, to perform the duty of a subaltern?—I think that he would rather have a perfectly untrained youth from a public school; because they say that the cadets who come from Sandhurst think that they know so much when they join; that is the objection, I think.

4223. Is it not a disagreeable thing to the cadets to have any of the work put upon them in recreation time; for instance, musketry, is not that rather considered a hardship; and is the riding treated in the same way?—In the summer months there is an hour and a half out of the recreation time taken for riding; but the cadets do not mind that, they like the riding.

4224. They like the riding so much that they do not mind sacrificing their time to it?—Yes.

4225. But they do not feel the same as regards musketry?—No; but I cannot speak with certainty as to the musketry, because I am not quite sure whether it is obligatory or not.

4226. You said that it would be unfair to give marks for conduct. As riding is so absolutely necessary a qualification, do you not think that it would be advisable to give marks for riding well?—I hardly know how that would be, because it would be very unfair to men who had never ridden before they came there.

4227. The riding-master would distinguish that. I mean that marks should be given to those who had taken most pains in qualifying for military riding?—I think that would be a fair thing.

with ools. 4228. (*Rev. W. C. Lake.*) Before you were at Marlborough, were not you at Wellington College?—Yes.

4229. Had you at Wellington College a body of monitors?—Yes.

4230. The shortness of the Sandhurst course, I suppose, prevents anything like a body of monitors?—I think that it does.

4231. Do you think that a bad thing?—I do. I think that it could not be managed; it is the best sort of control for the boys, but I do not know whether it would do with fellows entirely of your own age. At a public school if all the fellows were of the same age, and any of them were stronger than monitors, it would not do, but as a rule the monitors are bigger boys.

4232. Do you think that the boys are not now long enough at Sandhurst to enable the senior boys to take the position of monitors?—I think not, because very often the cadets when they come are bigger and older than those who have been there 18 months.

4233. Can you see any way in which a body analogous to that of monitors at a public school could be formed?—I do not see any way of doing it.

4234. You do not think that the under-officers and corporals could be formed into such a body?—No; I cannot say I see any way of doing it. I think that the only way would be to make them nearer to the commissioned officer, that of course would do so to a certain extent.

4235. You think that the want of a body answering to that of monitors at a public school is a decided disadvantage?—I think so.

4236. You said that you thought it an advantage to have been at Sandhurst; will you mention, rather more in detail, the points in which an officer, who has been at Sandhurst, is in a better position than an officer who comes direct from a public school?—Speaking personally (and of course I must speak personally) the first thing which I look at is the surveying; another thing is the theoretical knowledge which one has of fortification, of course that is an advantage, although it is not practical enough.

Ensign E. Dering.

4 March 1869.

Royal Military College, Sandhurst.

4237. You do not see any way in which that could be got up after entering the army so well as it is got up at Sandhurst?—I decidedly do not.

4238. Would you say the same of military history, namely, that you think it a great advantage to have been taught it when at Sandhurst?—Yes; and I should also say that it was an advantage to have learnt riding there. I can hardly put it as an advantage, but it is agreeable to have learnt so much drill as one has at Sandhurst, because it gets you dismissed drill sooner when you come to your regiment.

Entrance examination.

4239. Do you think that a boy of fair position in a public school ought to pass the entrance examination without difficulty?—I do not know. I think that the education in English language at public schools is generally not enough, that is to say, English grammar and composition. I think that that is a thing in which they would probably fail.

4240. Can you specify any other points in which the fact of not having gone to a crammer would be a disadvantage to a young man at the entrance examination, if he had simply gone up from some public school?—I should think that he would be at a disadvantage in French, but I hardly know enough about public schools to say.

4241. Did you ever hear cadets themselves speak of the cramming schools as very bad places?—No; the cadets who have been to crammers generally like them; they say "It is an awfully jolly place, we "used to do just as we liked;" but I myself think that it is the very worst place which could ever be invented, and I think that those are the places from which all the evil of fellows who come to Sandhurst comes, or most of it at any rate.

Moral supervision.

4242. Masters at all schools generally take an interest in the whole character of the pupils. Did you find any one at Sandhurst who would take an interest in your whole character in the same way as a master of a public school does?—Yes.

4243. Was that accident, or was it done officially?—I know one case at any rate where it was done officially, and I know of others where it was from an individual interest in the cadet.

4244. Would you say that it is a rule that a cadet at Sandhurst would find certain persons who would officially take an interest in him?—Yes, if he chose to find them himself. If you choose to work yourself the professors will almost invariably take an interest in you.

4245. I am not speaking merely of work; but suppose that a young man was going on badly, would he find any one at Sandhurst who would think it his duty to give him a word of advice?—The captain of his company; if a cadet is going on very badly, so badly as to be brought up before the commanding officer, he must come under the observation of the captain of his company.

4246. Under ordinary circumstances would the captain of the company be likely to give any advice, or to take any interest in the character of the young men in the company?—I think not, unless a cadet, as I said before, was of very bad character, and always in fact getting into rows.

4247. Then he would only take an interest in the men of bad character?—Those would be the only men who would come under his notice, because all the complaints, &c., of the professors go through the captain of the company.

Discipline.

4248. (*Lord E. Cecil.*) With respect to *espionage*, is there anything of the kind at Sandhurst amongst the serjeants?—I believe not now; there was formerly.

4249. Would a serjeant's word be believed before that of a cadet, supposing that he was brought up before the commanding officer for any offence?—I think not; I do not myself remember having seen a serjeant brought up in evidence against a cadet; at

Ensign E. Daring.

4 March 1869.

Royal Military College, Sandhurst.

General tone.

the present moment I cannot remember any such instance.

4250. (*Sir C. Russell.*) With regard to the evidence which was given as to the cadets lounging about, and not even caring to play at cricket and other games, do you think that if they were encouraged to enter into competition with other public schools, as is the case between Eton and Harrow, and Winchester, in games of cricket and athletic sports generally, it would be a stimulus?—No, I fancy that the performers in the matches would still remain the same fellows as they would have been before; I do not think that it would make much difference to those extremely idle and listless fellows who do not care one way or the other, and who spend their whole time in smoking, and in fact who have not any *esprit de corps*.

4251. (*Rev. W. C. Lake.*) Do you think that they form a large proportion of the cadets?—Decidedly not a very large proportion, and you can see that by the way in which football is played there; they do not play with such large sides as at public schools; they play 20 on a side, and the rest are looking on, who take great interest in it, especially in a match between the companies, and therefore the idle and listless cadets do not form any large proportion.

4252. (*Sir C. Russell.*) When you were at Sandhurst were there any workshops open to the cadets if they wished to learn turning and joinery?—There were not any.

4253. Do you think that if there were such workshops the cadets would avail themselves of them to any extent?—I do not much fancy that they would; the reason for my saying so is that I think that the cadets who would otherwise probably be that way inclined are most likely those who are going in for their commissions, and who very often work out of study, and occupy themselves in that way.

The witness withdrew.

The Rev. George Frost, M.A., examined.

Rev. G. Frost.

4 March 1869.

Preparatory schools for the military examinations.

4254. (*Chairman.*) You live at Kensington?—Yes; Kensington square.

4255. You prepare young gentlemen for their examinations at Sandhurst and other similar establishments?—Yes; chiefly for Woolwich.

4256. At what age do they come to you?—About 15½ or 16.

4257. How long do they remain with you?—Until 19, if they are not passed before.

4258. Before coming to you, where have they received their previous education?—Generally at different schools, public schools and private.

Chief subjects of instruction.

4259. Do you find that the education which they have received at the public schools still leaves room for your assistance, and enables them to receive benefit from it?—Yes; they are generally very deficient in mathematics.

4260. Are there any other special subjects in which they are more or less deficient?—They do not generally know much of English as a subject, and they do not know much of the sciences.

4261. Do they live in your house?—Yes, all of them, as a rule.

4262. Will you favour the Commission with an account of your establishment, and the mode which you adopt for maintaining discipline?—I have about 25 pupils, and sometimes about 30, and of those I should think that about 25 are for Woolwich. We begin work in the morning at 9, and the only time which they have to themselves is from 2 to 4 in the afternoon; they are with me working at night till 9 or 10 o'clock, so that there is no going out, or much chance of getting wrong. I devote about six hours a day to mathematics, three hours in the morning, and three in the evening. For the rest of the subjects I have tutors who take the pupils at different hours as they can be spared from me.

4263. How many hours a day do the lads work?—The least would be 8, and some work for 10 or 12.

4264. Do you apply any test to the boys, in the shape of an examination, in order to entitle them to take advantage of your education?—Not at all; it would be of very little use, because some boys excel in classics, and some in mathematics, and some in other things; and I take the weak subjects first and of course work them the hardest.

4265. (*Lord. E. Cecil.*) Of what age are your boys?—From 16 to 19.

4266. You say that they are generally deficient in mathematics, do you ever find that they are deficient in classics?—Yes, but I consider that that is chiefly from the idleness or defect of the boy, and not necessarily from any fault of the school. In mathematics it is because they do not give any time to it.

4267. Is it your impression that the education at public schools is generally deficient in mathematics?—Yes; I was 20 years mathematical master in Kensington School up to last year, and judge from this experience what may be done.

4268. From what schools do your boys generally come?—From all of them.

4269. All the schools included in the inquiry by the Royal Commission, Winchester, Eton, Harrow, and so on?—Yes; and private schools.

Conduct of pupils.

4270. Have you observed any cases of disgraceful conduct among your boys?—No; in one or two cases I have declined to take them back after an examination.

4271. You have never found any of your pupils guilty of drunkenness?—No.

4272. Nor of gambling?—No.

4273. Of debauchery?—No; not so far as I know; I never heard of anything of the kind.

4274. Are any of your pupils ever guilty of theft?—Not that I know of.

4275. And you do not think that swearing or obscene language, as far as your experience is concerned, is common amongst them?—No; I have never heard it myself. I have heard that they do swear occasionally, if they get excited when playing at football, or anything of that kind.

4276. Do they work regularly eight hours a day during the week?—Yes; that is the least.

4277. What time have they for recreation?—From 2 to 4, or from 3 to 5.

4278. Have they any time at night?—No.

4279. Do you ever allow them to go out?—No.

4280. And have you reason to believe that your pupils are as well conducted as any pupils in any college or educational establishment?—Yes, I think so.

4281. Breaches of discipline are almost unknown?—Yes.

Control exercised over pupils.

4282. (*Sir C. Russell.*) What is the longest period during which your pupils are out of your immediate observation?—Not more than two or three hours in the day in the afternoon.

4283. Is there any restriction attempted to be imposed upon them as to their going to any places of public entertainment?—Yes; they would not be allowed to go anywhere unless they had a written invitation from some of their friends, and I knew that it was right.

4284. (*Lt.-Col. Chesney.*) You make no objection to their going out in the evening upon a written invitation being shown to you?—No, within certain limits. It would be an invitation from some family friend asking the pupil to dine with him, or go to the theatre, and then I should not object.

4285. Is there any restriction as to the number of times?—I should not allow the same boy to go more than two or three times in six months. I should write to his friends and object to it if it were more.

4286. Do you pursue any difference of system between the lads who are preparing for Woolwich

and those who are preparing for test examinations?—Yes; those preparing for Woolwich must read much higher, much harder, and for a much longer time.

4287. Is it within your knowledge that there are certain establishments for preparing for the army where there is no attempt at discipline?—Yes; I have an impression of that kind.

4288. You have heard of them?—Yes, and I have had boys who have come to me from such establishments.

4289. Do you consider that with proper management it would be easy in London to prevent young men from being out in the evening?—Yes, very easy indeed, because I do it without any trouble. I do not think that there is any difficulty at all. All my boys are in my house, or are living close to me, and I know from the landlord the time that they come in and go out. There are only two pupils of that description.

4290. Do you take army pupils who are not resident in your house?—Not as a rule. I have two out at present.

4291. In lodgings?—Yes, only until I have room myself; that may be a matter of three or four weeks.

4292. Do you not find it rather difficult to watch over them?—No, because they come to me from their lodgings at 9 in the morning, and remain with me till 10 at night, and they have merely to go home and sleep, and they are with people in the same square whom I know.

4293. Can you give us any information with regard to the excessive smoking which is complained of in the case of cadets who come from private schools?—It is always a difficulty to get it stopped. I do not allow it in my house, and repress it as much as I can. Of course they can smoke if they go out to take a walk, and I cannot prevent it.

4294. (*Maj.-Gen. Wilmot.*) During the two hours that you say that they are at liberty to go out, I suppose they can go anywhere that they please?—Yes.

4295. And the principal control which you exert over them is by keeping them actually at work?—Yes.

4296. (*Mr. Parker.*) Do you find among the pupils who come to you any who show great incapacity to come up to the standard say of the Woolwich examination?—Yes, a few; perhaps about one-third of the number who come.

4297. There would be some whom you could not bring up to the standard of the Woolwich examination?—Yes; I send up my boys every time to the examination, and I judge from the progress which they have made whether or not it is worth their going on, and I write to their friends accordingly.

4298. Do you find any who cannot be brought up to the standard at Sandhurst?—No; with common industry.

4299. Most of them if they went up to the examination would fail before they came through your hands?—Yes generally; I should not like to say so in every case.

4300. Does that seem to you to proceed generally from neglect of their previous education?—It arises from a different sort of education. In the public schools they give no time to mathematics, perhaps only an hour and a half in a week, and when the boys come to me they have six and sometimes nine hours a day in that branch alone.

4301. Do you notice any great difference between one public school and another as regards mathematics?—Yes; there is a great deal of difference. A school like Marlborough is very good, or Haileybury, Wellington College, or Rossall; both Harrow and Eton are weak in mathematics.

4302. Mathematics are the chief point in which you desire to work them up?—Yes; and it being my own subject I take more interest in it.

4303. But they generally take up some stray subjects besides, in order to get marks in them, do they not?—Yes.

4304. Should you say that it was a good system by which a few marks can be got in so many miscellaneous subjects? Do you think that there is any real value in such studies?—I think so. My own impression is that the marks for classics are too high for Woolwich, and that the subject is too well rewarded in comparison with other languages and with mathematics.

4305. Do any of your pupils study a language, French or German?—Yes; they must take one, many of them take both.

4306. And they learn it in your establishment?—Yes; I can tell you exactly what they are all learning.

4307. (*Lord de Ros.*) Is the education which you give, such as you would yourself think best, or is it entirely shaped with a view to the special examination for entrance into the military colleges?—It is a good deal shaped for entrance into the military colleges, if they went to the university I should rather alter it.

4308. You have spoken of eight hours at mathematics, do you think that young men of that age are able to bear that long strain without injury to health?—I have never heard of any ill result from it.

4309. Do you look much to being well acquainted with previous examination papers, and do you teach somewhat specially from observation of particular examiners' lines of questions?—No; I teach all through the text books, as if they were going to college.

4310. Do you adopt any variety of line of study according to the apparent turn of mind of the pupil, or are you obliged to work in a groove, to meet the requirements of each college? Do you give him less mathematics if he has a turn for mathematics, or do you adapt your education to his turn of mind?—No; I should give him the same mathematics, but of course extra in other things.

4311. Is writing from dictation your chief means of instruction in spelling and English grammar?—They have dictation, but that is not the only means.

4312. Have you foreign ushers for French and German?—Yes.

4313. (*Rev. W. C. Lake.*) Do you prepare both for Sandhurst and for Woolwich?—Yes, but chiefly for Woolwich. I have at present only two pupils who are going to Sandhurst.

4314. What is your present total number of pupils?—Thirty.

4315. Have you any means of comparing the general qualifications, both intellectual and moral, of the young men who go to Sandhurst and of those who go to Woolwich?—Yes; I see that the work of those who go to Woolwich is very much superior to the work of those who go to Sandhurst.

4316. Is that so in general conduct as well as intellectually?—I have no reason to complain of the Sandhurst youths in that respect; but the Woolwich youths work harder, because there is more competition.

4317. You have not any reason to complain either of the Sandhurst or of the Woolwich youths?—No.

4318. At a public school, if you had 30 boys at a boarding-house, there would hardly be any opportunity of knowing them?—I have no complaint to make as to anything immoral; the only complaint is that they make too much noise at times.

4319. You have never heard of any cases with your pupils of their being out at late hours?—No; now and then there is an attempt on the part of the boys to get a little more into their own hands; but, of course, I repress it at once, and if it goes beyond a certain point I deal with it at once by writing to their friends; that very seldom happens, never, perhaps, more than once a year. Last term a boy stayed out till half-past 12, and I wrote to his father about it.

4320. What are your regulations with regard to hours, how much liberty are the pupils allowed?—They have two hours in the afternoon before 5 o'clock,

Rev. G. Frost.
4 March 1869.

and at 5 they come in to their tea, and at 6 we work mathematics until 9, at 9 we have supper, and at 10 they go to their own rooms, and can work if they like.

Preparatory schools for the military examinations. Method of instruction.

4321. They are not out at all in the evening?—Not at all, and that is a great safeguard.

4322. How long do you estimate that the course of preparation for a youth, going either to Sandhurst or to Woolwich, ought to last?—That, of course, would depend upon what he knew when he came, from six months to eighteen.

4323. Taking the medium time, namely, about 12 months, what would generally be your course of instruction?—Supposing that a boy came to me, I should first ask what he had learnt; he would tell me what he proposed to take up, and then I should examine him in these branches, and decide whether he should take the five subjects or not; if he did, we should work as hard as we could in the six months, and then he would go and be examined.

4324. When you say that you would work as hard as you could, how many boys do you put in the same class?—In mathematics they are always together, but each works on his own account. I take boys on as quickly as I can.

4325. I want to get a distinct idea how you would get over a good deal of work in a short time?—By a great amount of explanation and personal attention in mathematics: in French and German they go one by one for an hour each to the French or German master. The drawing is in a class; it is in two divisions, there being about 12 or 13 in each division.

4326. In mathematics, do you have them all in a class, and then individually?—No, I have them all in the same room, but one is not kept back by another. They are at mathematics in the morning from 9 to 12, unless they are doing French, or German, or drawing.

4327. Do you go through the questions which have been asked of previous candidates for Woolwich?—Yes, of course I read them over.

4328. Is it your practice to go through them with the boys?—No; I only look at them when they come out as a matter of curiosity.

4329. You do not work them up with the boys?—No; I work from the Cambridge text book proper for the subject, not going beyond the syllabus which is placed at the commencement of the Woolwich report; I take that as a guide.

4330. Do you find that the majority of your pupils stay with you for a year, or for about what time do they stay?—I should think that the majority stay for a year; perhaps one-third are concluded in the first six months.

4331. Do you find that they come generally ignorant from the public schools?—No; the chief thing in which they fail is mathematics. I think that a public school boy has more power of learning than a private school boy; he has been used to it, and sticks to it, and does more in a given time.

Inspecti prepara schools.

4332. (*Chairman.*) Would you think it an advantage if establishments like your own were included within a system of registration, and were under some kind of inspection on the part of the Government?—No, I do not think so.

4333. Would you object to it?—No; but I do not see that it would do any good. I do not see in my case where it would make any difference; they would always find my pupils at work, except during the two or three hours in the afternoon.

4334. (*Lord E. Cecil.*) Do you think that establishments like your own are generally so well conducted that they would not require such an inspection?—I do not say that. I do not wish to praise my own establishment.

4335. (*Rev. W. C. Lake.*) Would it not be an advantage, with regard to the worst conducted establishments, that they should be struck off the list of schools approved by Government, or induced to submit to inspection?—Yes; and I do not see why they should object to inspection at all, unless there was something wrong; in fact for my own part I should be rather glad of it; I should not have the slightest objection.

4336. (*Sir C. Russell.*) From your experience in preparing boys for these examinations, do you think that if they were subjected to a *vivâ voce* examination, as well as to that by mere papers, a better opinion as to their real capacity would be obtained by that course being adopted?—No, I do not think so.

The witness withdrew.

Ensign C. A. Mott.
4 March 1869.

ENSIGN C. A. MOTT, 2nd Regiment, examined.

Royal Military College, Sandhurst.

4337. (*Chairman.*) You are in the army?—Yes.

4338. In what regiment?—The Second Queen's.

4339. In what rank?—Ensign.

4340. You were educated at Sandhurst?—I was.

4341. When did you leave Sandhurst?—In June 1865.

4342. When did you join the army?—About two months afterwards; in August.

4343. Did you obtain your commission by purchase?—Yes.

Preparation for the entrance examination.

4344. Where were you educated before you went to Sandhurst?—I was first at a private school and at Eton, and then I was at a tutor's.

4345. Was he what is called a crammer?—A sort of crammer.

4346. Where did he reside?—At Clapham. There was a regular school there, and there was an extra class for those designed for the army.

4347. Did you live in the house?—Yes.

4348. What sort of place was it; were you kept in good order, or were you allowed to do pretty much as you chose?—We were not kept in very strict order, but I fancy more so than, from all accounts, is the case at most of the cramming schools.

4349. (*Lt.-Col. Chesney.*) Was that the private establishment of Mr. Wrigley called the Clapham Grammar School?—Yes.

4350. (*Chairman.*) Do you think that the time which you spent there was of advantage to you?—No, I do not think that it was.

4351. Did you forget what you had learnt at Eton?—I could not keep up my classics. I learnt some mathematics.

4352. It was mathematics to which you paid attention?—Yes; mathematics and history for the examination.

4353. Then you went up to Sandhurst, and you had to pass the preliminary examination to get in?—Yes.

4354. Did you pass it with ease?—Yes, I passed 38th out of about 150. It was chiefly through my classics.

4355. Do you think that you would have been able to pass that examination if you had gone straight from Eton?—I think that I should have passed higher, because I should have made so many more marks in classics, I think, if I had kept them up.

4356. Of course it was a matter of importance with you to have obtained your commission free if you had been able to do so?—Yes.

Educ Sandh

4357. When you entered Sandhurst did you expect that you would be able to pass the necessary examination for that purpose?—I had rather an idea that I might get a commission without purchase, but I was not certain, because of my knowing so little about mathematics.

4358. How long were you at Mr. Wrigley's establishment?—I was there for about a year and nine months.

4359. During the time that you were at Sandhurst do you think that you can attribute your having failed in obtaining the number of marks necessary

to secure a commission without purchase to any defect in the educational system, or in the discipline of the place?—No, I think not. The only reason, I think, of my coming out lower than I went in, was through my not being able to fall back upon my classics.

4360. On entering the army did you find it an advantage that you had been educated at Sandhurst?—I think not; I had just the same preliminary course of drill, and everything else, as if I had not been there.

4361. Looking back upon the past, if you had the choice, would you still have gone to Sandhurst, or would you have chosen some other method of entering the army?—I think that I should have gone to Sandhurst.

one. 4362. Do you think, comparing Sandhurst with Eton, that the general tone at Sandhurst, the moral tone, and the gentlemanly feeling and bearing among the cadets, is as high as it is amongst the boys at Eton?—No, certainly not.

4363. Do you think that a greater proportion of the cadets are idle at Sandhurst than of the boys at Eton?—I should think that they were, because they are not obliged to work so much at Sandhurst.

4364. Were you left pretty much to yourself at Sandhurst? If a lad chooses to do nothing, there is not much that he is compelled to do?—No, he is not compelled; I believe that he might do nothing at all if he liked.

4365. Do you attribute the difference in the moral tone of the cadets at Sandhurst, and their inferiority in that respect to the boys at Eton, to any particular circumstance, to the place, or to the cadets' own antecedents?—We generally used to say that it was from the cramming places.

4366. That in fact before they came up to Sandhurst they had acquired a good deal of what is disadvantageous at these cramming places?—Yes.

4367. (*Lord E. Cecil.*) Did you like Sandhurst during the time that you were there?—Yes.

4268. You look back with pleasure to the short time that you passed there?—I do.

4369. Do you think that there was as much *esprit de corps* amongst Sandhurst cadets as there was amongst Eton boys?—No, certainly not.

4370. Did they care as much for games?—No; when I was at Sandhurst very little cricket or football went on.

4371. How did the cadets chiefly amuse themselves?—Chiefly in playing billiards, and things of that sort.

4372. Were there any billiard tables down the town during your time?—Yes, there was one table, and there was another before I left.

4373. Used the cadets to play there?—Yes.

4374. And did playing for money go on there?—Yes.

4375. Was there any gambling?—No, I hardly recollect any gambling.

4376. You say that you think that the general tone of the place was lower than at Eton?—Yes.

4377. In your time were there many disgraceful offences, intoxication, and theft?—There was no theft.

4378. Was there a good deal of falsehood?—No; I do not recollect any cases.

4379. Was there intoxication?—Yes; there were several cases of intoxication.

4380. Was there any bullying?—No, I do not think that there was.

4381. Did no bullying go on in the associated dormitories with four or five cadets together?—I think not; I was in a company where we were separate, we had partitions; we had what were called bunks.

4382. You are not aware that there were many cases of indecent conduct, or anything of that sort?—No.

4383. No cadets were sent away for that crime during the time that you were there?—No, not that I am aware of.

4384. You left the college in 1865?—Yes.

4385. Do you recollect the disturbance which took place at Blackwater in 1864?—Yes.

4386. Will you give the Commission some account of what happened then?—It seemed to be the usual thing to have a row of some sort or another at Blackwater fair, which took place every year, and in that year the first thing which happened was on the Sunday. I think that the fair began on the Tuesday or Wednesday. On the Sunday before, there were some few booths in the village where they had roulette, and one cadet, I believe, thought he had been cheated (this is merely hearsay), and they pulled down the man's booth, and threw the cart into the river. This acted as a sort of firebrand, and as soon as the fair was established, directly that the lamps were lighted in all the booths, the cadets ran down the street and put out all the lights, and then they pulled down a tent and kicked up a row; the next day they were all formed up on parade for the inspection of the people who had had injuries done to them, that is to say, the proprietors of the booths, and that enraged the cadets more than anything; they very nearly broke the ranks, but not quite. For this they were all placed under arrest. When the under-officers and corporals are under arrest, they are not allowed to fall in on parade, and therefore there was no one to order the cadets to fall in, or to order them to fall in in the classes going to study, and they would not fall in by themselves; the under-officers and corporals had to be taken off arrest again, and then the row ended, except that they sent away three or four of the ringleaders.

4387. Do you think that the state of discipline at Sandhurst in your time was good?—It was not very good.

4388. Where did the principal breaches of discipline take place, in study or out of study?—In study, certainly; on parade the discipline was very good.

4389. Did those breaches of discipline take place in the halls of the military professors, or of the civilian professors?—Of the civilian professors, decidedly.

4390. Do you think that the military professors had more power of keeping order than the civilian professors?—Yes; the cadets showed more respect to the military professors.

4391. And generally speaking they never played tricks in their halls?—No.

4392. Do you think that obscene language and swearing used to go on behind the backs of the professors in the halls?—I suppose that it did.

4393. Were there caricatures on the slates, and that sort of thing?—Yes, in some of the rooms.

Results of the College instruction.

4394. What is your opinion with regard to the drill at Sandhurst? Do you think that it is sufficiently practical?—Yes, I believe that the cadets are drilled very well there; when I joined my regiment I was just as well drilled as I was after I had gone through a certain preliminary course, which every one has to go through on joining a regiment; but I had to go through it as a matter of form.

4395. Do you think that that was from any prejudice in the case of the Sandhurst cadet?—No, but they did not seem to recognize the previous drill at all.

4396. Did you find any other portion of the practical course at Sandhurst of use to you, the riding, for instance?—No, I did not find the riding of much use to me.

4397. Did you find that you were able to perform your regimental duties as an officer better from having been at Sandhurst?—I cannot say; I do not know what I should have been if I had not been there. Of course you get nothing at Sandhurst as far as the interior economy of a regiment, keeping accounts, or anything of that sort.

4398. I suppose that you were instructed in both permanent and field fortification, were you not?—Yes; there was a short course of permanent fortification.

4399. Do you think that the instruction in permanent fortification has been of any use to you?—It

Ensign C. A. Mott.

4 March 1869.

Royal Military College, Sandhurst.

was so very short that I remember very little of what I learnt there.

4400. Is it your opinion that too many studies were taught in the short time that you were at Sandhurst to obtain a really good acquaintance with them?—Yes; I was only there for a year, and in that period I certainly do not think that you have sufficient time to get through the study of fortification with all the other things.

4401. Do you think that the course of study, as far as French and German and languages are concerned, is adapted to make cadets good linguists, or do you think that they know just as much French and German when they enter the college as when they leave?—I learnt French there, and I think that I knew more of it when I left than when I went there. Some cadets would hardly learn anything at all in the way of languages.

4402. Are you speaking of your colloquial and *vivâ voce* acquaintance with the French language, or simply of your grammar knowledge of the language?—I am speaking of a colloquial acquintance with it.

4403. (*Lord de Ros.*) So that you could make your way if travelling abroad?—Yes.

4404. (*Lord E. Cecil.*) You think that you could speak more of French when you left Sandhurst than when you entered it?—Yes; it just rubbed up what I knew before. I did not learn French at Eton, but I learnt it at a private school before I went to Eton, and I think that it improved what I knew.

4405. Would you be in favour of confining the system of education more to pure military instruction, such as surveying and fortification?—Yes, I think so. As the course there is so short I think that it would be better.

4406. As far as your impression goes is it not almost impossible for the cadets to learn all the subjects which are put before them in so short a time?—I think so.

Sandhurst compared with Eton.

4407. (*Sir C. Russell.*) As you were at Eton, and afterwards at Sandhurst, can you form any sort of idea how it is that at Sandhurst so many of the boys do not care to join in cricket, and boating, and athletic sports, and in fact the ordinary amusements of boys?—I think that they get these ideas at the cramming establishments, namely, smoking and drinking and playing at billiards, and when they come to Sandhurst they do not care about any active exercise.

4408. Had you anything at Sandhurst analogous to the system of money allowances to boys which exists at Eton?—Yes, we used to get weekly allowances. The cadets used to get 2*s.* 6*d.* a week. The corporals and under-officers got a higher rate; the corporals got about 3*s.* or 3*s.* 6*d.*, and the under-officers 4*s.*, or something of that sort. I was never a corporal or under-officer, but I used to get 2*s.* 6*d.* a week.

4409. Was there any facility at Sandhurst for obtaining money from money-lenders, or anything analogous to that?—Yes, some men used to come down there occasionally, tailors and those sort of men, and men selling cigars. I fancy that they used to lend money.

4410. Did you consider the responsible officer of your company as being very much in the same position as the captain of a house at Eton?—Yes.

4411. Would he, for instance, take upon himself to caution a boy, and if necessary give him a licking as the captain of a house at Eton would do, without saying anything to the senior authorities at the college?—No, he would not do that.

4412. From your practical experience of both Eton and Sandhurst, do you not think that the system of the captain of a house at Eton is applicable to Sandhurst?—Certainly not.

4413. Is there any fagging at Sandhurst?—No.

4414. There is nothing analogous to it?—No.

4415. (*Lt.-Col. Chesney.*) Do you think that the under-officers and corporals might have a good or a bad influence over the rest of the cadets under certain conditions? Is it possible from their age there that the under-officers or corporals should have much influence over the others?—I think that they have a certain amount of influence; they are looked up to in a certain way.

4416. Do you consider that there is any objection to the method of bathing so publicly as the cadets are said to do before each other?—I do not think so.

4417. Do you know if there is much money-lending carried on by London people sending agents down to Sandhurst?—I know that it used to go on to a certain extent. I do not know whether there was very much of it, but I fancy that it is chiefly through the tailors, that the cadets promise them their outfits, and that they get money out of them in that way.

4418. (*Sir C. Russell.*) Is there anything at Sandhurst approaching to the system of passing in swimming which is pursued at Eton?—There was not when I was there.

4419. Is anything approaching to the facilities which are given at Eton given at Sandhurst to induce cadets to learn swimming?—I think not. At Eton they pass so as to be able to go out in a boat, whereas at Sandhurst they do not seem particularly to care about boating.

4420. May you go in a boat at Sandhurst if you have not passed?—Yes; because there is no passing at Sandhurst.

4421. Therefore there is no inducement at Sandhurst for a boy to learn swimming, such as there is at Eton?—There is not.

Under-o

4422. (*Maj.-Gen. Wilmot.*) Are there many cadets at Sandhurst who pass through Sandhurst without being corporals or under-officers?—Yes, a great many. They have four under-officers and, I think, 10 corporals to each company.

4423. Then a great many pass out of Sandhurst into the army without ever actually themselves commanding others?—Exactly so. The number who did so in my time were decidedly a minority; they were under 50 in the whole college, out of about 250.

4424. Should you not think it rather an important part of a military education that a young man should be fit to command others?—Yes.

General disciplin moral su vision.

4425. When you were at Sandhurst would a cadet have considered it disgraceful to reply to an officer or to an instructor evasively or by direct falsehood?—Yes.

4426. The tone of which you speak was such that it would not have tolerated falsehood?—I do not think that it would have been taken very much notice of, but in some cases I think that it might have been, if it was something very flagrant.

4427. Considering that at the time of which you speak, in your opinion the majority of the cadets came to the institution with the low tone which I understand you to say prevailed, do you think that there was any attempt on the part of the authorities to raise that tone?—No, I do not think so. After I left they instituted several things, for instance, sitting-rooms and billiard-rooms, in order to keep the cadets more out of the way of the public-houses, and they tried to improve the tone in that way.

4428. Were appeals ever made to the soldierly or gentlemanly spirit of the cadets, so far as regarded conduct?—Yes; I have heard them read by the commandant.

4429. But not by the captains of companies?—I do not recollect it.

4430. Do you suppose that the commandant or the captain of the company was more intimately acquainted with the cadets?—The captain of the company was more intimately acquainted with them.

4431. During the study hours was there any corporal or under-officer in charge of the class?—There was always a corporal or an under-officer in charge of the class.

4432. Was he simply to assist the professor, or was he to carry out discipline independently of the professor; that is to say, was he responsible that order was kept?—He was.

4433. Then how do you suppose it was that the

discipline in study varied so much?—Through the corporals or under-officers not doing their duty.

4434. But they did it with some professors and not with others?—In the study hours with the military professors the under-officer or corporal had not much to do, because the cadets used to work well, and never thought of making a row or of playing any tricks as they did with the civilian professors. A corporal or under-officer is present in the classes of those cadets who have been there over one term, in fact, it is the senior cadet, whoever he may be, who is supposed to keep order.

4435. (*Mr. Parker.*) You have mentioned billiards as one of the chief amusements in your time, for how many hours a day would it have been possible for a cadet to play billiards?—Billiard tables were not then in the college; they were down at the public-houses, and therefore the cadets used to take their chance.

4436. Practically could any one cadet get more than an hour or two hours in a day to play at billiards?—If many cadets were down at the room, there was generally pool, and of course a cadet could play as long as he liked.

4437. Pool is not allowed at the tables in the college is it?—I do not know; the tables were put up just as I left.

4438. Was there much money changing hands at pool?—Not very much; they used to play very low.

4439. Were cards played?—No; I do not know that I ever recollect seeing cards played. I may have done so now and then, but very seldom.

4440. Had the chaplain anything to do with the moral discipline?—We never used to see him, except in chapel or in hospital.

4441. You had no personal relations with him?—No.

4442. (*Lord de Ros.*) The drill which you have had in the Queen's has been conducted by the adjutant and serjeant-major?—Yes.

4443. Supposing that there were a very good adjutant and serjeant-major at Sandhurst, might not a cadet be so prepared there as to require very little drill on joining, if the time were given to it?—I think so. I think that most Sandhurst cadets would be able to get on without any of the preliminary drill which a young officer has who has not been sent from Sandhurst, and that there is a great deal of unnecessary drill.

4444. One of the first difficulties on joining is the habit of giving words of command with confidence. Do you think that that might be practised with advantage at Sandhurst, with skeleton drills, under the direction of the serjeant-major?—Yes; I think that that is the great fault generally of young officers on joining their regiment.

4445. Supposing that the cadets themselves were to be taught to make abattis and light field works as a study and not in recreation time, and to have marks for skill exhibited, do you think that the cadets would take to that as they do to the riding?—They do make gabions and such things.

4446. Is not that taken out of their recreation time?—No, it is taken out of their study time.

4447. Do they get any credit for it; do they get any marks for it?—No.

4448. Do you think that it would be an advantage if they did?—I think so. A great deal of interest, as it was, used to be displayed in that sort of thing, going out and going through fortifications and field-works.

4449. It gave them the idea that they were rather officers than soldiers?—Yes.

4450. Did not most of the cadets take a pleasure in riding?—Yes.

4451. But was not that taken out of recreation time?—I am not sure of that.

4452. You were in the riding class?—Yes.

4453. How many lessons in a week did you have, was it daily or twice a week?—I think that it was about three times a week.

4454. Do you think that if marks were given for riding and swimming, and athletic exercises, it would rather tend to encourage the cadets in those pursuits?—Yes, I should think so.

Ensign C. A. Mott.

4 March 1869.

Royal Military College, Sandhurst.

Results of cramming schools.

4455. (*Rev. W. C. Lake.*) We have heard a different account of a cramming school lately from what you have given of them; what makes you think so badly of them?—That used to be the impression.

4456. The establishment which you were at was rather strict than otherwise?—Yes.

4457. What sort of things used the men to say about the cramming schools, that there was a low style of fellows there, or not?—It was the general impression that it was at these places that they used to learn to go to public-houses so much, and to drink and smoke all day long.

4458. In your opinion did it affect their language; can you say that there was a lower style of talk at Sandhurst than you remember at Eton?—Certainly.

4459. You think that many things were said at Sandhurst, which public opinion would be very much against at Eton?—Yes; I attribute that to their going so much to public-houses, and of course associating more or less with low characters.

4460. Comparing Sandhurst with Eton, were you struck when you went there first with it being a good deal lower in point of tone than Eton?—I have no doubt that I should have been very much struck with it, if I had gone straight there.

4461. You mean that even the establishment at which you were, although you think it very much better than the ordinary run, was still a great drop?—It was. I felt it tremendously when I first went there.

4462. You said that you liked having been at Sandhurst; do you think that you have gained anything as an officer from having been there?—Not at present certainly, but I used to take an interest in some of the subjects, such as fortification and surveying and military history.

4463. What place did you take on coming out of Sandhurst?—I think that it was 72nd.

4464. (*Chairman.*) Will you mention to the Commission any circumstances which occur to you as to the general tone of Sandhurst, and the nature of the place; anything which illustrates the life at Sandhurst?—I think that we generally used to feel that all the officers and professors over us held themselves too much aloof. They seemed to think that we were more like private soldiers than anything else. We always used to appreciate any kindness from any of the military officers or people above us.

4465. (*Lord de Ros.*) You think that they might have been on the same footing with you as the major of a regiment is with a subaltern?—Yes; because you feel the difference directly that you join the regiment where you are on an equality with them more or less.

4466. (*Rev. W. C. Lake.*) Did you at Sandhurst ever find any one who in case you got into a scrape would give you advice?—No.

4467. You were never on any such relations with any of the professors?—No.

4468. (*Lord de Ros.*) Not in the same way as a subaltern would be with a captain, if he knew him in private life?—No.

4469. (*Lord E. Cecil.*) Your impression is that there is much too great a distance between the cadets and the professors?—Yes.

4470. I suppose that there must have been a good deal going on amongst the cadets which the professors or the authorities were not up to?—Yes, I suppose that there was.

4471. There was a good deal which would have been breach of discipline had it been found out?—Yes.

4472. (*Lt.-Col. Chesney.*) It has been said that lately the cadets have introduced amongst themselves a system of ducking any who have acted in a disgraceful way. From what you know of the college do you think that that is likely to be true?—Yes.

4473. (*Lord E. Cecil.*) You have stated that there

Ensign C. A. Mott.
4 March 1869.
Royal Military College, Sandhurst.

was a good deal of illicit drinking, how did the cadets get spirits?—They got them from the public-houses.

4474. Then a sort of connexion between the public-houses and the cadets was constantly kept up?—Yes.

4475. (*Chairman.*) Do you think that if any cadet showed a predisposition to study, the general tone of his companions would discourage him, and would be inimical to his following his inclination?—I think not. A certain number used to work hard at Sandhurst, and I do not think that it would have any effect on him.

4476. And you were happy there?—Yes.

4477. Did you like Sandhurst better than Eton?—No; I got into a certain set, however, of nice companions, and therefore liked the place very well.

4478. (*Lord E. Cecil.*) Was it not the case that in your time a great number of the young men who came up to Sandhurst from cramming establishments were suffering from venereal disease?—Yes, and that there were certain cadets there who were diseased during most of the time that they were there, and had to go to hospital. They used to be in hospital sometimes for a month together.

Results of the College instruction.

4479. (*Chairman.*) I suppose that although you did not feel the benefit of the military element in your education immediately on entering the army, yet you feel conscious that it is likely to be of benefit to you?—Yes; I feel that it might do me good.

4480. And that hereafter as you get higher up in rank, an education of the description which you received at Sandhurst may turn into some kind of use?—Yes.

4481. (*Lord de Ros.*) You chiefly allude to fortification and surveying, do you not?—Yes; there are two officers in my regiment now who were at Sandhurst who compose the voluntary surveying class at Aldershot.

4482. (*Lord E. Cecil.*) Do you think that unless you were to keep up surveying you acquired sufficient knowledge of the study to be permanently useful to you?—Yes; if I remember it as well as I do now, I could always survey a rough piece of ground.

4483. (*Lord de Ros.*) Supposing that you were sent along a road which passed through a rough country for six or seven miles, should you feel yourself competent to describe the road where artillery could pass, and where cavalry could pass, and where there would be the means of forming a post?—I think so; but the cadets are not exactly taught that at Sandhurst.

4484. But they might be very easily taught it, might they not?—Yes.

4485. (*Chairman.*) What you learnt of it at Sandhurst gave you a taste for it?—Yes.

4486. (*Sir C. Russell.*) From what you were taught at Sandhurst, could you to-morrow take a party of privates out of your company and teach them how to construct gabions and facines?—Yes. If I was going to do such a thing I should look through my books first, just to remind me, and to make certain.

4487. (*Lord E. Cecil.*) But you would understand the practical portion of it?—Yes.

4488. (*Sir C. Russell.*) You could do it with your own hand?—Yes.

4489. (*Chairman.*) Did they ever teach you at Sandhurst to write a report, and to describe a piece of country, as a subaltern officer making a report to a superior officer during a supposed campaign?—No, we never had to do that; but we went to sketch the ground. We never wrote any report.

The witness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 9th March 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

G. W. DASENT, Esq., D.C.L., examined.

G. W. Dasent, Esq.
9 March 1869.
Examinations for direct commissions.

4490. (*Chairman.*) I believe that you are one of the examiners at the examinations for direct commissions?—Yes.

4491. Since when have you been examiner?—For I think the last 12 years.

4492. Almost from the commencement?—Yes, very nearly from the beginning; ever since the examinations have been under the Council of Military Education, and a little time before. They were formerly under the Horse Guards.

4493. When you entered upon your duties did you find a test standard already established?—No, certainly not.

4494. You had to discover it for yourself?—Yes; I think that I can state the matter in a very few words. There was a minimum of 200 marks which candidates were expected to get, and I remember that when the Archbishop of Dublin and I examined 150 candidates, we only found 15 who came up to the minimum, that is to say, who qualified at all; in fact there was the greatest possible ignorance; there was no such thing as a standard, and any answers which we got were perfectly accidental.

4495. Did most of the candidates appear to come from the great public schools of England?—That for an examiner is a very difficult thing to say; he knows them by number; he has to find that out afterwards by looking at the report. But I should say that not very many came from public schools at any time, and I do not think that very many come now.

4496. Since the occasion to which you refer when the preparation of the candidates seems to have been so unsatisfactory, have you observed any improvement?—Yes; there is an immense improvement; in fact, it is the difference between zero and summer heat in efficiency. We now get 60 out of 100; it is the difference, I should think, between 0 and 60.

4497. Your standard of qualification has risen proportionately to the apparent improvement in those who presented themselves for examination?—Yes, decidedly. I find that I give, in an examination of 100 candidates, a much larger proportion of good marks than was the case formerly, and an enormous proportion—the proportion is 15 out of 20 instead of 15 out of 150, which was the case 10 or 12 years ago,—and which represented an

amount of ignorance which was something astounding, I mean in English and English history. I find that I can now give a very satisfactory amount of marks—out of 100 candidates there will not be more than seven or eight who will fail to qualify. In English they must get 200 marks to qualify.

4498. Is your examination a harder one now than it used to be?—No, decidedly not; but more candidates answer the questions. I do not think that for a direct commission you are bound to make the examination particularly hard; in fact, I think that all questions in all examinations ought to be easy. I think that a good man shows himself just as much in answering an easy question as in answering a hard one. I think that you ought not to put puerile questions, but I think that they ought to be fair questions over the subject of examination, and easy ones, and not at all catch questions. There is not the least doubt that the candidates are better able to answer hard questions now than they were at the time of which I speak.

4499. So that the improvement is discernible in the fewer number of candidates who fail?—Yes, and also in my giving a much greater proportion of good marks. In one particular examination I have to give 1,200 marks, and I have very often given 700 or 800, and occasionally I have given the maximum of 1,200 marks. I think that the maximum ought to be reserved for excessively good candidates. It is a remarkable thing that in the examination for direct commissions the three or four head candidates almost always answer better than in any other examination. In the subjects of English and of English history they will answer better than two or three of the head ones at Woolwich.

4500. Then you think that the system of examinations has had a tendency to improve the preliminary education of lads who have contemplated trying to obtain a direct commission?—Decidedly so, and, as it seems, for the very simple reason that this sort of education was never provided. At a public school I do not know how they learnt English or English history; and that is the experience of most people who have been to a public school at my age. And again, not only did no public schools afford that information, but no school afforded that information. I suppose that all educational institutions, except perhaps public schools (though I am not at all an enemy of public schools), are conducted on the principle of profit or on remunerative principles, and they teach their pupils what they think will best bring pupils to them. They have sent out pupils who were an honour to them, and we find that teachers begin to teach themselves. Candidates were very bad because no education in English or English history was provided for them, but now such education is widely introduced, and I believe that even at Eton it is beginning, and the consequence is that the candidates come up better prepared. It is not that candidates were more stupid formerly, but it was simply that they were not taught the subjects in which they were to be examined.

4501. (*Lord E. Cecil.*) I understand you to say, that you think that education is more improved now than it was 12 years ago. What were the faults of the candidates in English composition 12 years ago?—Simply in giving no answers at all. I think that I can show you some of the old papers.

4502. You have none of them with you now?—No; but I can show them to you. They simply did not answer anything at all. The only marks which you could then give them in English were for a very slight smattering of literature. As to the English language, they simply knew nothing at all about it; they I suppose sucked it in with their mother's milk, but they certainly had no knowledge of the English language.

4503. Were there any faults in spelling?—Yes, a great many.

4504. Do you find now that the candidates coming up are better grounded in that matter, or, for example, in composition?—Yes, there are decidedly fewer faults in spelling. Bad spelling of course is a very great fault, but there are many people who in dictation will make faults in spelling, but who, if you set them a letter to write, will not make a single fault.

G. W. Dasent, Esq.

9 March 1869.

Examinations for direct commissions.

4505. Do you think that the candidates whom you pass would, as a rule, be capable of writing a good military report?—That I do not know, because I am not a military man; but they very often write a very good letter, and I think that a man who could write a very good letter would probably write a good military report.

4506. I am speaking of a military report as a piece of English composition?—Yes, some of the letters which I have had written have been very good ones.

4507. I suppose that unless a candidate is able to write a good letter, or to construct a good piece of English composition, you do not pass him?—I do not say that at all; he passes if he gets his 200 marks, and he gets 100 marks if he does his dictation well, so that out of the whole exercise he has only to get 100 marks. Those who just pass in the examination for a direct commission ought to be sure of doing so if they have had an education of any sort.

4508. Do you judge of a candidate's work principally from the faults in composition or from the faults in spelling?—Certainly not from the faults in spelling; if he makes many faults in dictation he gets very few marks for dictation; but he has eight or nine other questions, out of which to get his remaining 100 marks, or 150 marks, or whatever he may want to make up the minimum of 200. The marks are added up, and so many marks are allotted to each question, and if a candidate gets 200 marks I return him as having passed. I know nothing certainly about what I am going to state, because I do not know the other parts of the examination, but I believe that a candidate who only gets 200 marks generally fails from not getting the proper average of 1,200, which he is bound to get in the whole examination.

4509. Have you always examined during the last 12 years?—Yes.

4510. And you have made your own standard; there has been no variation from it?—No; of course the standard of examination depends upon the candidates who are under examination; you get one very good man, who perhaps will obtain 1,200 marks; that puts up that particular examination, and it makes the maximum for it; but I am bound not to pass any one who cannot get 200 marks, which is a minimum that is never varied.

4511. If you alter the standard do you from time to time report the fact to the Council of Military Education?—I have not altered the standard; the standard has not been altered.

4512. You examine in English history, do you not?—Yes.

4513. Do you also examine in modern history?—There are a few questions in modern foreign history, but the examination is generally in English history. At that examination there are questions in the whole of English history, and there are a few questions in ancient history not English, and in modern history not English, which are added at the end; the bulk of that paper is English history.

4514. In which do you find the candidates best prepared, in ancient or in modern history?—In modern history.

4515. I think that you said that you had no means of judging from what institutions or schools candidates came?—No, but I think that I can pick out a public school man from his answers.

4516. Why do you say that?—I think that the public school men answer their questions generally in a freer and better way. I think that a good man from a public school answers better than any other candidate; but you sometimes get very bad ones.

4517. Do you find that the Irish and Scotch candidates are better prepared than the English?—I

G. W. Dasent, Esq.

9 March 1869.

Examinations for direct commissions.

only know them by numbers. I perhaps might tell an Irish candidate by "would" or "should;" I think that I should tell him by his tenses and his moods. I could tell him by putting into the examination what I occasionally do, namely, the life of O'Connell, or some Irish question.

4518. We have had it stated in evidence that the Irish especially are very well prepared in classics?—I do not examine in classics.

4519. Have you found any pre-eminence of that sort in English composition?—I should think it very likely that a man who did his classics well would do his English and his English history well.

4520. (*Lord Northbrook.*) Do you examine in any way under the Civil Service Commissioners?—Yes, for India.

4521. Do you see any reason why the examinations for direct commissions should not be under the same body? Is there anything peculiar in the examinations for direct commissions?—No, except that I should think that the Civil Service Commissioners had quite work enough.

4522. (*Sir C. Russell.*) I understood you to say that you had noticed a very marked improvement since these examinations were established, in the facility with which the examination papers were answered?—Yes, in the amount of information which I can get on a paper of questions; it represents such an amount that it is very remarkable; it is the difference between nothing and something, and very often a very good something.

4523. Do you think that some of that is owing to the system of cramming, by which boys are specially prepared for an examination which to a great extent they know that they are to undergo?—It depends upon what you mean by "cramming." If you mean by "cramming" forcing an amount of undigested information into a boy which he brings out anyhow, I think that then it is the duty of the examiner to find that out, and not to give him any marks for it. But if by "cramming" you mean a special course of training, as long as the great public schools, or other schools, do not teach English and English history, it is natural that candidates should go where that is to be got. I think that it is a great evil that alterations are not made in our public school education; but they are being made. At Rugby they have an excellent course of history and English incorporated in the school studies, which I believe is working very well.

4524. Then you do not think that the system of cramming is practised injuriously in preparing boys for the examination?—I beg your pardon; I say that I think that it is very often injuriously practised on boys at these institutions. It seems to me that you send a boy there to read up in a very short time what he ought to have learnt in five or six years at a public school. It is like giving a man all the food to eat in six months which he ought to have eaten in six years; he does not digest it. But even at one of these places you cannot cram a boy who has not some memory. By "cramming" I mean a boy learning by rote characters out of manuals and throwing them at your head. I have 100 boys who come up, and when I find that 10 or 12 of those boys throw at my head the character of Richard the Third, for instance, out of one manual in history, and that they sometimes make very bad mistakes in it, I know whence it has come. The first answer produces an effect, but when I find 10 doing it, the source is too evident. An examiner ought to know these manuals, and when a candidate is throwing this undigested information at him he ought to say, "Well this is cramming." It is better than that a candidate should know nothing at all, but I should give him a very moderate amount of marks for it. But any man who has read sufficiently in a natural manner will treat the subject in a different way, and Richard the Third will take a very different appearance with him. Therefore I think that it is a very great pity that in all schools these subjects are not taught—they are being gradually taught—because the moral effect of these training colleges is even worse than their educational faults; boys are sent there to be trained for a short time without any moral supervision, they are made to work very hard, and are very often thrown upon the town or the neighbourhood by themselves. It is most detrimental.

4525. Then you think that there should be no practical difficulty in the public schools sending boys up direct for examination without passing through any intermediate education?—I should certainly say so, for direct commissions.

4526. (*Lt.-Col. Chesney.*) Are you aware that we have had it in evidence that the public school boys now generally go to one of these crammers before they consider themselves ready to be examined for a direct commission?—I only know the candidates by number. If I look to the report after it has come out, when one has ceased to take much interest in the examination, I can there see whether the candidates have belonged to a public school, or have been finished at a training college; but I cannot say that I know in every case where they have been, and I do not know it at all during the examination.

4527. Would it not be possible slightly to adjust the present examination so that a public school boy should be at no disadvantage if he knew what he had learnt at his public school as a pupil, compared with those boys who had been at a training school?—I do not see how it is possible, English is English, and history is history; the boys come up to be examined and you only know them by number. I do not say that public school boys do not do it; but I do not see how the present examination is to be adjusted as you suggest.

4528. I mean with the same subjects; supposing that a greater proportion of weight was given to classics and to mathematics, do you see any objection to such an arrangement?—Certainly; because I think that the best thing for a child to know is the history of his own country, and his own language. I am very fond of the classics, but I think that I am rather fonder of English. A very small amount of work in the week at public schools would teach these boys all that is requisite, because you do not want Solons for direct commissions; you want a man who is likely to make a good officer, and who knows something of the history of his country, and who can write a tolerable letter without making a mistake.

4529. As regards the Indian examinations, with which you are connected, can you state whether the proportion of those candidates who voluntarily take up English literature as a subject has increased since you began?—English is divided into composition, English literature, and English history. The marks for English are very heavy (about 1,500 I think), of which the candidates get 500 for composition; so that in fact they are made to go in; it is a direct inducement for them to take up English, and they do so.

4530. Is it the case that the proportion of those who choose that subject is increasing?—The number of candidates altogether is increasing; at first 100 used to come up, and now I think there are 350.

4531. Is the proportion of those who choose English increasing?—Yes, I should say so.

4532. Have you ever heard any complaint that English history or modern history is a subject especially liable to be what is called "crammed," in the sense of taking in knowledge without digesting it?—I do not think so; I think that it is the examiner's fault if he is taken in by cramming. If I ask a candidate questions in history, and he throws at my head a string of dates, which I know that he has got up by some *memoria technica*, I do not give him much credit for it; but if he answers his questions fairly, I do not care where he gets his information from, so long as he satisfies me.

4533. (*Rev. Dr. Butler.*) Would you gather from the answers to questions in English literature that the candidates generally read the English authors, or read criticisms upon the English authors?—Out of 300 candidates they will have got their information in all sorts of ways, but 40 or 50 in that examination

will have obtained it very well. I have taken 40 or 50 passages out of authors, and those rather out of the way, and I have found that perhaps 30 of the candidates would know them. I have tried it by taking 10 or 12 lines of poetry, and then asking, "State the context in which this occurs, and what it "refers to," and if this question is satisfactorily answered, it shows that they must have read a considerable portion on both sides of the quotation. I have found that that kind of question is often very well answered.

4534. You mentioned that you often detected traces of the same manual which had been consulted by a considerable number of students?—Yes.

4535. Do you also detect traces of the same teachers (the same "crammers," to use a simple word), as well as of the same manual?—No, because I think that the "crammer" is very much in the background. I think that the crammer has very little of his own; he says, "Get this book up and learn "that particular question;" Henry the Eighth's wives, for instance; the crammers are sure to set that. We are now getting rather cunning, and we never set Henry the Eighth's wives.

4536. (*Sir D. A. Cameron.*) Do you examine the candidates for admission to Sandhurst as well as those for direct commissions?—Yes, once in the year I do; there are two examinations for Sandhurst, and I examine at one, and my colleague examines at the other.

4537. Do you think that the Sandhurst candidates, as a rule, come up as well prepared as those for direct commissions?—Yes, I think that it is precisely the same examination.

4538. And do they pass as good an examination?—I think that they do; I believe that they are a little younger.

4539. They are a year younger. We find that a good many of them spell very badly; in fact a remark was made about it by one of the examiners at the last final examination; that is the case even with the old cadets going out?—We never pass them if they make serious mistakes in spelling. The best men may make a mistake. One of the best men that I ever examined was asked why the English in the time of Stephen objected to the Empress Maude, and he said that it was because they objected to be under the yoke of a woman, which was a very fair answer, but he spelt "yoke," "yolk." He however did very well in other respects, and I think that he got good marks for his history. No one would be hard upon a slip of that sort; but when you find 10 or 12 faults in a dictation, and still more so when you find them in a letter, I think that you are not bound to pass that candidate. It is, however, certain that some of the most distinguished men are very incapable of spelling. One of the best writers that I know, and a grown man, is utterly incapable of spelling; he will spell "gulph" "gulp" and when his work has to be printed the readers have to correct his spelling. It is I suppose a fault of the eye.

4540. (*Mr. Parker.*) Do you find an improvement in composition, as well as in knowledge of history and literature?—Yes; I think that in these examinations, and particularly for direct commissions, you ought to consider that some of the candidates, necessarily a large per-centage out of 100, have not very clever intellects, and if you can get them to pass it is about as much as you can expect. No system of education would ever make everybody pass.

4541. Do you conduct any competitive examination for Woolwich or Sandhurst?—Not after the candidates have gone to the institution, but the Woolwich examination itself is a competitive examination.

4542. Have you occasion to repeat exactly the same questions in examination again and again?—I try not to repeat them, but I have no doubt that I have done so. Perhaps it occurs to one that in 12 years he has exhausted almost all the questions which can be given. It is like a man's sermons in 12 years; he is bound to preach them over again.

4543. In the competitive examinations have subjects like composition a decided advantage in marks over subjects which can be crammed, in the bad sense of cramming?—I do not know that theoretically they have, but practically they have. I have always resisted the rigid apportionment of a certain number of marks to each question. I think that if a candidate writes a very good letter or essay, and devotes a great deal of time to it, he ought to get a great many marks for it, and certainly I have given very high marks for composition, exactly as you, I suppose, would infer. I think that the very best test of any man's ability in composition is to say, "sit down and write a letter," giving him a subject, or perhaps giving him no subject.

4544. You make no use of *vivâ voce* examination, do you?—In the Indian civil service I have sometimes done so; there is none in the military examinations, at least I believe not.

4545. Do you think it at all desirable to introduce it in the lower examinations?—No. I should be rather against it.

4546. (*Lord de Ros.*) Do you think that a system of written examination by questions, without any *vivâ voce* examination, can properly elicit the education of a candidate?—Decidedly the education.

4547. And the qualifications?—I think that if you wanted to see what kind of fellow a candidate was, you might in a *vivâ voce* examination elicit whether he possessed those qualities of which you can judge by the eye, but I have known many a man pass a very good *vivâ voce* examination with adroitness, and deceive examiners when he has done excessively bad paper work. A *vivâ voce* examination may be of use as a help, but I do not think that it would much alter the estimate of a man from his paper work.

4548. Is it not a great advantage of a *vivâ voce* examination that the examiner can more fully and clearly convey and explain his own questions?—No, I think not; it may be so, but I have known examiners who were perfectly incapable of conducting a *vivâ voce* examination. There is an amount of flurry, both on the part of the examiner and on the part of the candidate, which very often comes out very unpleasantly in a *vivâ voce* examination. I do not object to it myself. I have examined *vivâ voce*, and I rather like it, but I should be very sorry to see it the sole test.

4549. You are aware that in all our universities there is a mixed examination of *vivâ voce* and paper work?—Yes; it is five day's paper work, and about half an hour *vivâ voce* examination, which is about the proper proportion.

4550. Might not a person under examination so misunderstand a question without actual ignorance, as not to give himself a fair chance in his reply?—Then the examiner who set that question ought never to have the opportunity of setting another, because the examiner ought to set his questions so clearly as to make it quite impossible to mistake them.

4551. With regard to examination papers sent out to officers in the colonies, do you think that their answers, without any chance of *vivâ voce* examination, are likely to do them full justice?—They have exactly the same justice as is meted out to those at home; there is no *vivâ voce* examination at home, and it is as easy to answer questions in the colonies as at home, except perhaps where the weather is very hot.

4552. Are you prepared to state that some of the questions which have been put by the examiner, however clear they seemed to be, have not been very much misunderstood by the candidates?—That then is the fault of the candidate; but I say that an examiner who puts questions which are apt to be misunderstood ought never to have an opportunity of putting them again. Of course it is difficult to prove a universal affirmative.

4553. Are you not aware that the thing has very often occurred?—No.

4554. (*Rev. W. C. Lake*). You have examined for about 15 years; you and I began at about the

G. W. Dasent, Esq.

9 March 1869.

Military examinations generally.

same time?—I had not the least notion that it was 15 years. I said 12 years.

4555. You have spoken of there being an immense improvement since the beginning?—Yes, in English it is quite remarkable. This could be shown from some of the earliest papers, which have not been destroyed.

4556. Have you any reason to suppose that the improvement has been much more in English than in anything else?—I should think so; and for this reason, because those subjects have not been taught.

4557. The classical examiner seems to think that the improvement has been slight, and that to a certain extent the number of persons who are absolutely ignorant is not so large as it used to be?—That proves my case. I say that they have never been taught English systematically in any way at all, whereas we all know that we have been taught classics, which I do not at all depreciate.

4558. Take English history, and take 100 boys, what proportion of those boys would you say send you a tolerable paper?—I should say that 25 out of 100 would do it very well indeed, and probably more.

4559. Two-thirds, more or less, fail?—They do not fail; two-thirds are precisely in the same position as any persons are when competing for anything. You cannot expect that out of 100, 80 should be of precisely the same standard.

4560. Do you think that there is any special difference in teaching, or on the part of the boys learning English history, compared with teaching or learning Roman and Greek history?—I think not; but I say that they were not taught, and when they were taught they were taught in a special way by a private master, and not as a part of the school system.

4561. We have it in evidence that the Greek and Roman history questions have been almost entirely given up by the classical examiner, because the boys always showed such evidence of cram?—I set three or four questions in ancient history. The direct commission examination consists of about 24 questions, which take in English history, a few questions in ancient history, and a few questions in modern history other than English. A boy who has 24 questions before him cannot answer 24 questions in the time, and he very often does not get to the later questions.

4562. The following statement has been made to the Commission:—"There is no history, it was given "up about four years ago; and I conceive that the "reason was that it was entirely got up by cram- "ming; men did not even read manuals, they got it "up orally, and they transferred the subjects from "Greek to Roman history, and *vice versâ*." If that is the case in Greek and Roman history, do you not think that a vast majority of the questions in English history are got up in the same style?—I have already said that the training institutions do cram them to a certain extent, and they must get them up by manuals; but that does not at all touch the evidence which I have already given, that there is an improvement.

4563. But the question is to what extent?—Not to any appreciable extent; it is not increasing at all in the same proportion as the intelligence and information increase.

4564. You would not estimate that more than 25 out of 100 are good?—No, but that is an enormous per-centage. 25 per cent. of good work is immense.

4565. What do you mean by "good?"—I have told you, that except on very rare occasions, I keep the maximum for something extraordinary, but I have given the maximum in one or two cases. I think that if 1,000 marks are to be given, and a candidate comes up to 750 marks, and you do not detect him in cramming, that is very good work.

4566. A great deal of evidence was given before the late Schools Commission that it is very difficult to teach in English, much more difficult than in Latin, perhaps you remember that?—Yes.

4567. Supposing, as I do, that this is the case, does not it rather lead to the conclusion that there is probably a very large amount of cramming in the English department?—I think that the difficulty of teaching arises from what I started with, namely, that there were no teachers to teach these boys. The teachers have now taught themselves, but have not taught themselves nearly so much as is taught in the classics, and therefore the education is still very imperfect. It is like the Ægean Sea, it is a very wide place.

4568. You spoke of the institutions having been led to improve themselves by the necessities of the case within the last few years. Very few boys come to you direct from any schools, except the cramming schools, do they?—A good many come from Cheltenham direct.

4569. Cheltenham and Marlborough are the two exceptions amongst the public schools, are they not?—On one or two occasions I have noted very good exercises indeed for direct commissions, and it has happened that those very good exceptions came three of them from Harrow I think, one from Rugby, and one from Eton. I therefore say that a clever boy may be taught at a public school just as well as by cramming, and if I were the parent I would never allow my boy to go to one of these training places.

4570. I want to get at the fact whether almost 90 per cent. do not come from the cramming schools?—I only know the boys by number, but I am satisfied that a good many of them do come from cramming schools, for the very reason that they are the places where this sort of education is afforded them.

4571. Are you right in saying that some of the public schools have really begun a class of English?—At Rugby I believe that it is so. My reason for saying that is, that about a year ago I had a correspondence with Dr. Temple, who was good enough to ask my advice as to how the teaching of English could be incorporated in the system. I find it is working, and working satisfactorily.

Examin for adm to Wool

4572. (*Lt.-Col. Chesney.*) With regard to the Woolwich examination, did I rightly understand you that you consider that a few hours a week would be enough for preparing the amount of English which is necessary?—Yes, if you take a boy early, and carry him through. I think that in their own language they have a great advantage over a person who has been taught Latin and Greek; they have been born with it, and have been taught it to a great extent. It is certainly possible in the course of a few hours a week to give them a very sufficient knowledge of English history.

4573. As to the marks given in English history and English composition for the entrance examination for Woolwich, a candidate may gain 2,000 marks, and for the whole of his classics he can only gain 3,000. Is not that a total disproportion to the amount of time usually expended upon a boy's education in those subjects?—Yes; if I was asked my opinion I should like to see the 3,000 marks put to the English, and the 2,000 marks to the classics. I think that the first duty of a boy is to know the history of his own country, and his own language. I do not in the least run down Latin and Greek; I think that their study is the greatest pleasure, but I think that you are before all things bound to teach a boy his own language.

4574. (*Rev. W. C. Lake.*) It is not simply whether a person is bound to be taught his own language, but whether his own language is the best instrument for his education?—Latin is perhaps the best instrument for his education.

4575. (*Lt.-Col. Chesney.*) Do you find that the proportion of those who choose these subjects in the Woolwich examination is increasing?—They increase very much in history; there used to be history and geography in one paper, and English in another; they now divide them into three subjects, and make one of history, one of geography, and one of English, and I find that the numbers increase in geography and

history, but do not increase so much in English. I think that that is accounted for because English, as English, is very dry, and that is why I should like to see some literature put into it, because it would then give the boys more interest. A dry English grammatical paper is not very interesting to boys, but geography and history to a certain extent are.

4576. May not the increase of the number who take up these subjects be due rather to the prospect of getting a good amount of marks than to any real change in education? Is not it rather a moving cause of the increasing number of cadets who take up those subjects that they are supposed to get a greater number of marks in them than in other subjects?—I do not think so at all. A candidate is very often driven in by his father. I once examined a candidate for Woolwich, and I asked him something which he was capable of writing upon, namely, "Describe the course of education which you have "had for this examination." The answer which this candidate gave was the following: He said, "I have been at five places of education for this "examination in three years. My father has re- "moved me from all of them because he is not "satisfied with 'my teachers.' It is not the fault "of my teachers it is the fault of my father. I am "utterly incapable of learning mathematics, and ever "shall be. I have failed three times for this exami- "nation, and I shall fail this time, and thank God this "will be the last, because I shall be over age." He did his English uncommonly well.

G. W. Dasent, Esq.
9 March 1869.
Examinations for admission to Woolwich.

4577. (*Maj.-Gen. Wilmot.*) Did he succeed in failing?—He succeeded in failing. A father lays down an arbitrary rule that his son shall be in the artillery or in the engineers, and he drives him in, whether he is fitted for mathematics or not, and insists upon his passing; and you may imagine the feeling with which a boy of that kind goes to one of these places to be taught. That candidate would have passed very well for a direct commission.

The witness withdrew.

ENSIGN J. E. H. PRIOR, 80th Regiment, examined.

Ensign J. E. H. Prior.
Royal Military College, Sandhurst.

4578. (*Chairman.*) You are in the 80th regiment?—Yes.

4579. You were educated at Sandhurst?—Yes.

4580. Did you obtain a free commission?—No, I purchased it.

4581. Where were you educated before you went to Sandhurst?—I was at a college in Bath, Sidney College. I was at a crammer's just before I went to Sandhurst.

4582. How long were you at your crammer's?—About three months.

4583. What kind of place was it?—It was a very nice place.

4584. Was any sort of discipline maintained?—Yes; it was Captain Lendy's; he had been in the French army.

4585. Were you kept in pretty good order?—Yes.

4586. And that did not make it unpleasant to you?—No.

4587. Where was it?—At Sunbury.

4588. How many lads were there with you?—About seven or eight. A great many of the officers in the Staff College were there at the same time.

4589. Do you think that going to Captain Lendy's was of considerable advantage to you?—Yes.

4590. You then passed your preliminary examination?—Yes.

4591. Did you take a good place?—I passed out forty-ninth.

4592. Out of how many?—I think 120.

4593. Do you think that you could have taken as good a place if you had proceeded to Sandhurst straight from the college at Bath?—I think not.

4594. In what subjects were you especially coached up at your crammer's?—Natural philosophy, chemistry, geology, mathematics, French, and English.

4595. Were you crammed in any particular subjects at the crammer's to which your attention had not been directed when you were at your college?—Yes, in natural philosophy, chemistry, and geology.

4596. Was it in consequence of those special studies that you think you obtained the forty-ninth place?—Yes, I got a great number of marks in geology and those things.

4597. Had you any particular taste, do you think, for natural philsophy?—No, I never had much.

4598. How long were you at Sandhurst?—A year and a half.

4599. Did you go in for an examination when you left?—Yes, but I had to go home in the middle of my second term, and I missed a part of the examination work.

4600. Had you to go home on account of illness?—No; my father died.

4601. Did you take as good a place in your second examination as you did in your first?—No, I was lower down.

4602. Do you attribute that to the fact of your having had to go home?—I think that it had a good deal to do with it.

4603. With your present experience, if you were given the choice, would you have preferred going to Sandhurst, or would you have liked better to have obtained a direct commission?—I would sooner have gone in for a direct commission.

4604. Then you think that your education at Sandhurst was not of any advantage?—It was of no advantage to me certainly; of course it was to others who got their commissions without purchase.

4605. Do you attribute your failure entirely to the fact of your having had to go home, and thereby your course of study having been interrupted?—No, but I attach a good deal to it. I think that I had not much chance.

4606. Do you think that the system of instruction at Sandhurst is suited to its purpose?—I think so.

4607. You do not attribute your failure at all to the method in which instruction was communicated to you?—No, I do not think so. If you want to work you can work there pretty well.

4608. And there is nothing in the atmosphere of the place which is inimical to study?—No, I do not think so.

4609. You do not find that the public opinion which prevails amongst the cadets discourages industry?—No, I do not think so. If a fellow wants to work he can always work as much as he likes.

4610. He is never denounced as a "sap?"—No.

Discipline.

4611. What did you think of the discipline at Sandhurst?—I thought that it was very good.

4612. Looking back upon your life there, do you consider that the discipline assisted you in keeping straight, and living an honourable and proper kind of life?—I do not think that it had much to do with it.

4613. You do not think that the discipline as established at Sandhurst has much influence one way or the other?—It keeps you in your drill a good deal. When you join your regiment you know a good deal about drill, and all that.

4614. Have you any suggestion to make with regard either to the plan of education or to the method of conducting the discipline at Sandhurst; for instance, do you think that it would be a good thing if there was more freedom of communication between the cadets and those placed in authority over them?—I do not know.

4615. On joining the army, did you find it an advantage to have had the military initiation which you received at Sandhurst?—I found a good deal of advantage in drill, and all that. I got through my drill pretty quickly. It helped in drill, but it did not

Ensign J. E. H. Prior.

9 March 1869.

Royal Military College, Sandhurst.

Preparatory schools.

help in any other way, I think. Of course I had to pay the money all the time that I was at Sandhurst, and I had to buy my commission afterwards.

4616. (*Lord E. Cecil.*) You were three months at Captain Lendy's, were you not?—I was.

4617. Was there much smoking, drinking, or gambling going on at the time?—No; there was smoking.

4618. Can you give us any idea of the course of a day's work there; how many hours were you at work?—In summer we generally began work about seven o'clock, and worked till eight, when we had breakfast, and then we had three hours before lunch, and we had about two hours work after lunch before dinner. I think that we worked about seven hours a day there. Of course you could work longer if you liked.

4619. What time had you for recreation?—All the time after dinner. We had dinner at about five o'clock, I think.

4620. After five o'clock your time was your own?—Yes, as far as I remember.

4621. Were you allowed to go up to town and amuse yourself if you pleased?—If you had an invite from any one up in town you might go, or if you had leave from your parents you might go.

4622. Were you allowed to stay out the whole night?—Yes, if you had leave.

4623. I suppose that the fact of the pupils going up to town was rather a constant occurrence?—No; they went up now and then, not very often. Captain Lendy did not like it much.

4624. Were there any punishments there?—No.

4625. Were there any cases of gross misconduct during the time that you were there?—No, none whatever.

4626. Did you mix much with the officers?—Yes, I knew a good many there, because my brother was there a part of the time; and when I went to Sandhurst I knew a good many who were at the Staff College.

4627. Was there anything like out-of-door games?—It was principally boating. The Thames ran just in front of the house, and it was always boating and fishing, nothing else.

4628. And when you went boating I suppose that you spent your time principally in smoking?—No, I never smoked myself.

4629. But I suppose it was the usual practice among the remainder, during that time?—Or work; most of the fellows used to work.

4630. Do you think that the gentleman-like feeling was good?—Yes.

4631. When did you leave Sandhurst?—At Christmas 1867.

Results of the instruction.

4632. What was your idea of the education at Sandhurst, in a regimental point of view; do you think that it was sufficiently practical?—Yes, quite.

4633. Do you think that you really benefited from the amount of drill and riding?—Yes, as far as regards the drill; I did not do much in riding.

4634. Were you excused drill on entering your regiment on account of having been at Sandhurst?—No, it was rather the other way.

4635. There was a prejudice against the Sandhurst cadet?—They generally said, "We must take that out "of you, and we must put something fresh in;" but I think that it benefited me.

Discipline, general tone, &c.

4636. Was there much drinking, smoking, gambling, playing at billiards, and bullying going on at Sandhurst in your time?—There was a great deal of smoking; there was no gambling, there was no drinking; there was a great deal of billiard playing; we had four billiard tables.

4637. Did you play for money?—No, it was not allowed.

4638. I suppose that you were allowed to go down the town, and play billiards?—Yes.

4639. There was nobody to watch you there?—No, I believe not; but it is altered now.

4640. Was there any bullying?—No.

4641. Were you in one of the associated companies, or not?—I was in the C. company, which had what were called bunks.

4642. Were there any cases of insubordination, or of illegal combination, during the time that you were at Sandhurst?—Yes, there were one or two.

4643. On what occasions?—I think that on one occasion it was with respect to a Jew.

4644. We have heard that story; were you one of the mutineers?—No.

4645. Were the cadets very much dissatisfied at the punishments which were given on that occasion?—Yes, they were with respect to an under-officer.

4646. There was a good deal of murmuring I suppose?—Yes.

4647. From what you have heard from your comrades at Sandhurst of what they thought of the discipline and education there, have you ever heard any statement adverse to the discipline or to the tone and gentleman-like feeling?—I asked that question of an old cadet the other day, who stated that it had done him no good whatever from having been there.

4648. Did he seem to think that that was due to Sandhurst, or to any cramming establishment, or to having gone to where he had been before?—He seemed to think that it was due to Sandhurst.

4649. Was it your impression that the tone and gentleman-like feeling was not quite as it should be?—I think that it was all right; there might be a few fellows there otherwise; but most fellows, I think, were all right there.

4650. Was a good deal of immorality going on there in your day?—No, I think not.

4651. I suppose that it occurred occasionally, did it not?—I do not know.

4652. There was no case of indecent conduct amongst the cadets themselves?—Not that I knew of.

4653. Who do you think of the cadets were amongst the idlest; were they the Queen's cadets or the cadets who came in the ordinary way?—There were some who had lots of money, and who only just wanted to qualify in order to get into the army, and of course they never did more work than they could help; and the Queen's cadets naturally did not do much either, because they only had to qualify.

4654. As a rule do you think that the Queen's cadets were idle?—Most decidedly.

4655. They knew perfectly well that they would get their commissions?—Yes, they only wanted to qualify.

4656. Which do you think had the most influence over the cadets, the civilian or the military professors?—The military professors.

4657. Had the civilian professors any influence over the cadets in the halls of study?—They had not nearly so much as the others, and one or two had none whatever.

4658. I suppose that in the halls of the French masters a great many tricks went on?—Yes

4659. Do you think that it would be a good thing to combine the civilian and military professors, and that the cadets would pay more attention if that was done?—The cadets paid much more attention to the military professors, and they liked them much better.

4660. Do you think that most of the cadets at Sandhurst liked the place, rather than not?—Yes, I certainly think so.

4661. To what in your opinion was the insubordination and bad conduct principally due; do you think that it was due to a small number of idle cadets?—Decidedly; there are always some there of that description.

4662. (*Sir C. Russell.*) Do you think that the cadets who were in the C. company, like yourself, and had a bunk to themselves, made any use of it, as a rule, for study?—Yes, lots of them.

4663. And do you think that those who were in the associated rooms were at a disadvantage if they

ished to retire to study, or to read a paper?—Yes, a certain way; but if a cadet wished to do so the hers would never interfere with him.

4664. If a cadet was in the room with others, ney would have allowed him to sit down without ıy inconvenience?—Yes, decidedly.

4665. In your bunk had you any conveniences, for eeping your clean linen, for instance?—No, they sed to put it in three times a week; all the clean linen as kept down stairs by the housekeeper, and the ervant used to put it in, I think, three times a week.

4666. When you were at Sandhurst were the bilard rooms and racket courts and the canteen kept pen for the use of the cadets on Sunday?—Yes, in ıy last term the racket courts were open; the canteen was always open.

4667. In your time at Sandhurst were there held vhat were called canteen inaugurations?—Yes, at he beginning of each term.

4668. Will you describe one of them?—The new ellows, who were called "Johns," always had to stand reat; they had to give the others beer.

4669. I have been told by a cadet that this is a lescription of it—if it is a correct one will you state o, and if it is incorrect will you correct it—I have been informed that it is the habit for the new boys, who you say are called "Johns," if they do not choose o go, to be marched by a body of what I believe are called "second termers" into the canteen, and to be there called upon to sing certain songs, and if they do not sing a song they are obliged to give so much to be expended in drink for those who can sing or will sing?—Yes, it is always so for about a week at the beginning of each term.

4670. If a cadet stands out against it he is set upon?—I never saw it; they either sang a song or paid their money.

4671. Were there any under-officers present on those occasions—for instance, the corporal of a company?—Yes; at least I have seen some of them there.

4672. At what time did you dine at Sandhurst?—At three o'clock.

4673. Was it not the custom that the interval from six to eight o'clock was free time to the cadets?—There are winter regulations and summer regulations, they are different; in the winter I think that their work is till seven; you have from two in the afternoon to six, I think, with nothing to do, and then you go into study.

4674. (*Sir D. A. Cameron.*)—The last study, I think, is from six to seven?—Yes, that is in the winter.

4675. That is only three or four times a week?—Yes.

4676. (*Sir C. Russell.*) Do you think that most of the drinking and smoking goes on after dark, or in the dusk?—The canteen is always closed in the evening, and you cannot get anything to drink at all.

4677. That is in the college, but I wish to ascertain the general custom of the place. Is there drinking and smoking to any extent outside the precincts of the college?—Yes, at least there used to be when I was there, in the different public houses; there are billiard tables there.

4678. Do you think that the bulk of that is carried on in the evening?—After tattoo of course nobody can be out.

4679. But that is late, is it not?—That is nine o'clock. It goes on in the evening principally, I think.

4680. Are spirits smuggled into the dormitories?—No, I never saw it done.

4681. You said that there was not much immorality going on at Sandhurst. Was not there a habit, if a boy was caught by the cadets committing an immoral offence, of what they called "toshing" him? I never knew of an immoral offence.

4682. Was there such a punishment as "toshing" among the cadets?—Yes.

4683. For what offences was "toshing" carried out?—Three or four fellows got "toshed," who had behaved in an ungentlemanly way.

Ensign J. E. H. Prior.

9 March 1869.

Royal Military College, Sandhurst.

4684. Was it for a disgraceful act?—Yes. I have seen a fellow taken out of his bed and pumped on. Everybody is supposed to "tosh" every morning there.

4685. (*Lord de Ros.*) It is a term for washing?—Yes, and some fellows do not do it; and if they get found out, then five or six fellows go and draw them out regularly in the morning and "tosh" them.

4686. (*Sir C. Russell.*) Is there such a punishment as "shovelling" at Sandhurst?—No.

4687. Is there to any extent whoring at Sandhurst?—Not much; there is some decidedly.

4688. But you do not think that it exists to a great extent?—No, there is hardly anybody there.

4689. (*Lt.-Col. Chesney.*) Will you be kind enough to state to the Commission one of the offences for which a cadet in your time was publicly ducked, or "toshed?"—They used to "tosh" a fellow if he would not wash.

4690. (*Lord de Ros.*) For a dirty habit?—Yes.

4691. (*Lt.-Col. Chesney.*) Can you state any other offence of any kind for which you can recollect a cadet being "toshed?" Have you, for instance, heard of a cadet being ducked for getting drunk at a professor's, where he was dining?—Yes, he behaved in a very ungentlemanly way at the professor's, and the cadets lined the passage, I believe, just before he went to bed, with towels, and they made him run the gauntlet; he was tried first of all.

4692. Can you state any other instance of a cadet being punished by the other cadets?—No.

4693. You have told us that young men sometimes went up from Captain Lendy's to town to stay; they were not always staying at their friends when so away, were they?—No, I do not suppose they were. I remember that one day an officer who was crammed there for the Staff College did not come home until 11 o'clock, and Captain Lendy would not allow him to come in.

4694. With respect to the language at Sandhurst, did not you consider the language used by the cadets to be rather bad?—Yes, it certainly was.

4695. Had you heard that language coming straight from your private school at Bath, would it not have struck you very forcibly?—Certainly.

4696. Do you attribute any of the prevalence of it to the number of cadets who come in to Sandhurst from crammers?—I do not know; none of it went on at Captain Lendy's.

4697. The use of such language gives, to a certain extent, a low tone to the place?—It does.

4698. Do you think that all the cadets become accustomed to it, and do not resist it in any way, as would be done, for instance, at a public school, and that they do not make any fight against it?—I do not think so at all.

4699. If a cadet gets into any private trouble whilst at Sandhurst (not a military offence at the college), is there any one there with whom he can communicate, and ask advice?—He generally went to one of the officers who was there from the army.

4700. One of the officers of the college or a military professor?—Yes.

4701. Is the practice of borrowing sums of money common at Sandhurst?—I do not think that it is common, but I have known cases of it.

4702. I mean borrowing money from money-lenders?—Yes.

4703. With regard to what you learnt at Sandhurst, if you were suddenly put with a party of soldiers upon field works, would you know something more about them now than if you had not been at Sandhurst at all?—Yes.

4704. (*Rev. Dr. Butler.*) What would you say was the chief advantage which you gained from Sandhurst?—Principally in drill; not much in anything else.

4705. As to intellectual training, did the subjects which you had prepared at Captain Lendy's engross

Ensign J. E. H. Prior.

9 March 1869.

Royal Military College, Sandhurst.

much of your attention at Sandhurst?—Yes; they were of a good deal of use—natural philosophy and chemistry and geology, those were the principal subjects.

4706. Would you say that the tone of Sandhurst was studious?—No; I should not think that it was so altogether; but of course there are a certain number who work hard.

4707. Do you think that it was chiefly regarded as a place of study, or as a place for passing time pleasantly?—It was regarded more as a place of study I should think.

4708. As a rule who would be the most influential among the cadets, the more intellectual set or the less intellectual set?—Generally the under-officers; it all depended upon whether they were liked.

4709. And would they be taken any more from the one class than from the other?—They never made any one who was a bad fellow anything; they generally made a good big fellow, who had influence over the other fellows, an under-officer or corporal.

4710. Would you say that the more intellectual and the more studious young men on the whole ruled public opinion, or the reverse; who were the chief rulers?—It all depended upon circumstances. Lots of fellows who were studious were liked very much, but some were not liked.

4711. Was there any pride felt, as at the Universities or at the public schools, in the ability of the more studious young men?—Yes, I think so. There were generally four or five who tried to pass out first, or as high as they could.

4712. They would be looked up to in consequence?—I do not know exactly that they would be looked up to, but they would be thought very clever.

4713. I want to know whether, from your recollection, you would say that the intellectual element or the athletic element rather predominated in the place?—I do not know. I do not think that the fellows seemed to care much about athletics; of course there were some who did.

4714. So far as you know, do those who leave the college look back upon it as a place of work?—I do not exactly look back upon it as a place of work.

4715. Would you say that there is a strong *esprit de corps* connected with the place, so that old Sandhurst men are proud of it?—Yes, I think so; for instance, if there was a match going on against Woolwich, or anything of that sort, the fellows would always go.

4716. With regard to the discipline, was there much drinking when you were at Sandhurst?—There was only beer when I was there, and the cadets only drank that because there was nothing but beer in the canteen.

4717. Was intoxication at all common?—Yes.

4718. Were they frequently the more studious and intellectual men, or not?—No, they were generally the opposite.

4719. How far would public opinion among the young men themselves condemn drinking?—They never used to think much of it. Fellows when they first went there, who had heard a good deal about Sandhurst, thought it a fine thing to drink, and they thought that fellows would admire them for it; they think it, I believe, one of the principal things when they first get there. At the beginning of each term I fancy that most of the rows are with the new fellows.

4720. Is that because they gather that the tone of the college is in favour of fastness?—Yes, I believe so. When I was there the old fellows were pretty quiet. When I first went there I was pretty much the same. The new fellows, when they first came, always used to drink.

4721. Would you say that a young man lost caste at all if he was known to drink? Would he dread the public opinion of his own companions, as well as the authority of those set over him?—An under-officer, if he saw a fellow drunk, would perhaps not report him the first time, but he would say, "If I see you "drunk again I must report you."

4722. I am speaking, not of an under-officer, but of any chance cadet. Would the general opinion condemn a man under those circumstances, as it would at college?—No, I do not think that he would be thought any the worse of for it, and he would not be thought any the better of for it.

4723. Falsehood would be looked down upon?—Yes; if anything of that sort took place the cadet was always pitched into by the other cadets.

4724. With regard to offences with women, it was known, I suppose, that men from time to time had gone wrong in that way?—Yes.

4725. Would a man be thought worse of by his companions for it?—Certainly not.

4726. As to the apprehension of punishment, would a cadet apprehend any serious punishment for being intoxicated?—He would be sure, I should think, to be placed under arrest for a week.

4727. Would he think that he underwent any risk of being at once dismissed?—No, not for being drunk once or twice; but when I was there, if he kept doing it he would be sure to get dismissed.

4728. Short of habitual intoxication, he would not dread any very serious punishment?—No.

4729. Would he dread any serious punishment for irregularity of the other kind just alluded to?—I do not know. I am not aware that any case of that kind was ever found out.

4730. Was that offence, as well as intoxication, generally found among those cadets who were new at the college?—I think that they were all pretty much the same for that.

4731. Would you say that there was a large proportion who went wrong in that respect?—No, I should not think a large proportion, but a good many did.

4732. Can you give the Commission any idea of the proportion?—I do not know. I suppose that any fellow would do so if he had an opportunity.

4733. Are you aware that at the great public schools that offence is almost unknown?—I do not know; I was never at a large school.

4734. Can you give any reason why at Sandhurst the offence should be so frequent?—I do not know that it is so very frequent; there were always three or four bad characters knocking about there, I believe, and it was generally, I think, among the servant maids.

4735. I gather from you that a young man would not be thought worse of among his companions for going wrong in that particular?—No, I do not think that he would.

4736. To whom would the cadets feel themselves chiefly responsible if they had done anything wrong; to whom would they go?—They would have to come up to the orderly-room next day, and the colonel would punish them for it.

4737. Is there any one who would feel it his business to warn a young man if he saw him getting into bad ways short of a military offence?—Yes; the officer of his company.

4738. Is there any one who would give a young man any religious advice?—No, excepting the chaplain.

4739. Would the chaplain do so?—He very often did so in hospital.

4740. Would there be any one who would write to the parents, if he thought that the young men were not doing well?—Yes, the colonel would do so; I have known cases of his doing so.

4741. (*Sir D. A. Cameron.*) Do you think that a large majority of the cadets frequented public houses?—I think that a good many of them used to do so, as there were so many public houses about there.

4742. You had the public houses in York Town, and in Cambridge Town?—Yes.

4743. Do you think that the establishment of the canteen and refreshment room had any effect in putting a stop to the practice of going to public

houses?—It had something do with it, but I do not think that it had very much when I was there; fellows could not play pool at Sandhurst, and they used to go down to public houses and play pool.

4744. What did they usually drink at the public houses, spirits or beer?—I have seen some fellows drink spirits there, but I think that it was generally beer.

4745. Would you say that many cadets went to bed the worse for liquor at night?—Perhaps on an average two or three in a night would do so; I do not think that it was more.

7746. Were the cadets in your time inspected by an officer before they went to bed?—I think that they were on Sundays—always on Sundays; at least we always had to fall in when the roll was called.

4747. But not on other days?—On other days the officer used to come round at teatime to ask who was present.

4748. But you could go out after teatime, could not you?—No, the dormitories were all locked up.

4749. Do you consider that the cadets were well treated at the college by the officers and professors—that they were treated as gentlemen; did the officers and professors speak to them as gentlemen, and with kindness and consideration?—Yes, I think so; at least, all the military officers did so.

4750. Now that you know what a private soldier is, would you say that the cadets were treated like private soldiers?—I think that they were, in a certain degree.

4751. In what respect?—Of course as far as parade and all that went they were so treated.

4752. But they were not made to do anything which you consider degrading to a gentleman?—No, I do not think so.

4753. Had you marching order drill in your days as a punishment?—No, we used to have extra drill.

4754. That was for inattention in the ranks?—Yes, we had what was called extra drill.

4755. In your time had the cadets the option of taking their arrest on honour, if they chose it?—Yes; I think that that was just before I left.

4756. Can you say whether many accepted the arrest on honour?—I do not think that many of them did.

4757. As a rule, were the cadets orderly in their dormitories?—Yes, I think so.

4758. They were orderly at night?—Yes.

4759. There was no bolstering?—No, there was nothing of that, because the responsible under-officer would always report if there was any such thing.

4760. Then the under-officers were of use in maintaining order?—Decidedly. The officers always made an under-officer of a fellow who was generally liked by the other fellows, and a fellow who had authority over them.

4761. While you were at the college were many cadets removed for misconduct?—I think that there were two or three.

4762. Do you know for what offences?—There was one who was in isolated arrest; he was taken out by a corporal, and he got drunk; he was removed; and there was an under-officer who was in the row with the Jew, and he was removed.

4763. Was the canteen inauguration practised upon every cadet who went into Sandhurst?—I do not think so; I never did it.

4764. It was not the universal custom?—The cadets often used to go round the rooms to see whether there was anybody there, and if there was anybody there he would generally come, but if a fellow was out of doors they could not take him.

4765. When did this take place—was it on the day when the cadets joined or some days afterwards?—It was for about a week afterwards, on every day.

of the ion.

4766. (*Maj.-Gen. Haythorne.*) You say that you derived no knowledge from Sandhurst beyond a certain amount of drill?—Yes.

4767. Did you not learn a good deal of field fortification?—Yes, I have learned that. I know something about it now, but not very much, because it was a good time ago.

Ensign J. E. H. Prior.

9 March 1869.

Royal Military College, Sandhurst.

4768. Can you make a field sketch?—I used to be able to do so, but I do not know whether I could do so now. If I looked it up for a fortnight I dare say that I should be all right.

4769. Did you learn military history?—Yes.

4770. Were you in a surveying class?—Yes. I suppose that I did learn something of those subjects. I know surveying and military history pretty well.

4771. (*Mr. Parker.*) Was military history a popular subject?—Yes, the fellows liked military history very well indeed.

4772. And fortification?—And fortification.

4773. Was the drill liked or disliked?—I always liked it, and most of the fellows liked it. I did not like fortification much, but I liked military history very much.

4774. And surveying?—Yes, we used to like those things better than the remainder.

4775. When you joined a regiment the drill you learnt at Sandhurst was not accepted?—No.

4776. But I suppose that it was of some use?—It was of some use. When a fellow joined, he used to say "I know my drill," and the adjutant used to say, "We must knock that out of you, and teach you "something fresh."

4777. Were you kept as long at your drill when you joined as those who joined by direct commissions?—They have not done their drill yet, and therefore I do not know.

4778. You were kept the routine time?—Yes. Our colonel is very strict about drill. I have passed for my lieutenancy. I am not dismissed yet. The colonel waits until you know battalion drill.

4779. (*Sir C. Russell.*) You have not passed your drill?—No.

4780. When did you join?—Last June. I am senior ensign.

4781. (*Lord E. Cecil.*) How much leave have you had since then?—Two months, I think.

4782. Then you have been six months at drill?—I passed my drill at Preston.

4783. (*Lord de Ros.*) You have passed for your lieutenancy?—Yes, in company drill, but I am kept for battalion drill. I attend adjutant's parade, but I very seldom do any other drill except general parade.

4784. (*Mr. Parker.*) Did you learn light infantry drill at Sandhurst?—Yes.

4785. And musketry drill?—I only went through a course of shooting there; it was very little, I only fired about 20 rounds.

4786. (*Lord de Ros.*) Did Capt. Lendy lay much stress on teaching you French, so as to write and speak it?—No; we had a French professor there besides.

4787. Did Capt. Lendy teach you practical surveying, such as the reconnaissance of roads and country, or anything of that sort?—No.

4788. When you joined your regiment did you find most advantage from what you had been taught at Capt. Lendy's, or from what you had learnt at Sandhurst?—I think that I found most advantage from what I had learnt at Sandhurst, because I reviewed at Sandhurst all that I had done at Captain Lendy's.

4789. If when you joined your regiment you had been put on a picquet, and had been told to strengthen your post, should you have known how to set about it; for instance, if on the borders of a wood you had had to make an abattis or a stockade—if you had been on the edge of a wood with a little rivulet before you, and a bridge, should you have had any idea how to strengthen your post?—Yes, I think so.

4790. If you had been taught more of officer's than soldier's duty, such as words of command, and understanding returns, states, and reports, would it not have been more useful to you than the mere drill as a private soldier? If you had been taught more

Ensign J. E. H. Prior.
9 March 1869.
Royal Military College, Sandhurst.

of what your regimental adjutant teaches, such as giving words of command from a certain distance, and getting habituated to it, would it have been of more use to you than merely being drilled in the ranks?—I do not know.

4791. I mean to ask you whether Colonel Harrison's regimental drill is of more use to you as an officer, than the style of drill which you had at Sandhurst?—I think that what I went through at Sandhurst was of use.

Discipline, general tone, &c.

4792. With regard to the smoking at Sandhurst, do you think that there would be any difficulty or hardship in restricting it to the afternoon hours?—It would be no hardship at all, I think. The fellows, I think, would not like it; they always smoke in the morning. I never smoked myself.

4793. As to the punishments among the cadets themselves, which you have been asked about, namely, the "toshing," and so on, was there anything which you regarded as unsuitable to the habits and feelings of a gentleman?—No.

4794. Is not the drinking at Sandhurst generally a sort of swaggering on the part of the newcomers, and is it not the same with regard to the extreme smoking?—I think so.

4795. When you speak of going to the public houses, did the cadets mix with the low company whom they found there, or was it among themselves that they caroused or drank?—It was amongst themselves.

4796. Entirely?—Yes.

4797. (*Rev. W. C. Lake.*) Was there any playing for money in the public houses?—Yes, at pool, but they did not play high.

4798. Do you think that the institution of the rooms at the college at all prevented the men from playing at the public houses?—Yes; they always played in the college. Nearly everybody at Sandhurst played billiards, and there used always to be a tremendous rush to get your name down on the slate, and the fellows used to go and play a game there.

4799. With regard to the proceedings at the inauguration of what you call the "Johns," we have information that the songs were of an extremely coarse character, is that the case?—I believe that some of them were.

4800. All of them, perhaps?—I do not know about all of them, but some of them were.

4801. Do you say that the under-officers were present?—I cannot recollect that, but I think that I have seen them there.

4802. You would not be at all surprised at seeing them there?—Not at all.

4803. One must infer from that, that they did not consider it their duty to check the men in proceedings of rather an immoral tendency?—Of course they used to sing, but there is no harm in singing.

4804. There is no harm in singing, but it depends upon what it is. Were not the songs, in fact, what are commonly called very beastly songs?—I do not recollect any very beastly songs there; they may not have been very proper songs.

4805. I thought that you just now called them very coarse?—No, I did not say that they were all very coarse songs.

4806. (*Lord E. Cecil.*) Do you know anything with regard to a certain feast which used to take place every half-year, which was called the board dinner?—Yes.

4807. What used to go on there? was there any drunkenness or anything of that sort?—Yes.

4808. Was there a great deal of drunkenness?—Yes, it was the last night.

4809. Who used to dine; did the officers of the college?—No, they did not dine.

4810. Did the officers of the Staff College?—No, it was only the cadets, I think. Lots of old cadets who had been at Sandhurst used to come over; for instance, fellows from Aldershot in different regiments always used to come over.

4811. In fact there was a good deal of jollification?—Yes.

4812. And it was thought rather a proper thing than otherwise to go away drunk?—I do not know that; some fellows used to get drunk.

4813. There was no ungentleman-like conduct on those occasions?—No.

4814. Did the officers of the college dine near at hand in the next room?—Yes.

4815. I suppose that they could hear what was going on?—Yes, and the professors used to dine upstairs as well. The officers of the college must, I think, have heard what was going on, because they were close by.

4816. During the time that you were at the college, were a great number of cadets laid up with venereal disease?—Yes.

4817. And I suppose that that happened pretty constantly during the time that you were there?—There were, I think, generally about 10 laid up with it.

The witness withdrew.

Major-Gen. H. D. White, C.B.
9 March 1869.
Results of Sandhurst education.

MAJOR-GENERAL H. D. WHITE, C.B., examined.

4818. (*Chairman.*) I believe that you are in command of the cavalry brigade at Aldershot?—I am.

4819. Of course you have had an opportunity of forming an opinion as to the general character and qualifications of the young men who have joined the regiments under your command from Sandhurst direct?—Yes.

4820. We should be glad to hear whether you consider that the education which they have received at Sandhurst proves to be of advantage to them on joining their regiments?—As far as the cavalry is concerned, I consider that as a rule, the cadets and young officers who come from Sandhurst are not better than those who come from a good public school; a well-educated boy from a good public school is as good as a Sandhurst cadet in order to make a cavalry officer. In the cavalry we have not so many Sandhurst cadets as the infantry have, in proportion to those who come from public schools and other schools.

4821. (*Lord E. Cecil.*) Are commissions without purchase now given in the cavalry from Sandhurst?—Yes. A coruetcy used to be 840*l.*, but it is now the same as an infantry commission in point of price.

4822. (*Chairman.*) Would you go so far as to say that you prefer a well-educated lad from a public school, to an equally well-educated lad from Sandhurst?—In my experience the best cavalry officers that I have seen have been Eton boys or Harrow boys.

4823. Do you consider that the general tone of a lad from Eton is superior to that of a cadet from Sandhurst?—I was at Harrow for a short time myself, and afterwards at Sandhurst, and I must say that I thought that the moral tone of a Harrow boy was better than the moral tone of a Sandhurst cadet.

4824. Do you find that the fact of a Sandhurst cadet having received the rudiments of a military education makes him think that he knows more about it than he really does when he comes to be put through his drill?—In the matter of drill I think it far better that a boy should come quite fresh to it, because that very freshness carries him over the drudgery of it far better than one who has had a smattering of drill, and is rather *blasé* with it, and thinks that he knows more that he does. There is no very great art in learning drill, and it is far better that a boy should come fresh.

4825. The novelty and excitement of his introduction to his military discipline is, you think, rather

an advantage than otherwise?—Yes, that very freshness carries him over the worst of the drudgery.

4826. Do you think that his brother officers are inclined to make any difference in the reception which they give to a cadet from Sandhurst, as compared with a boy from a public school?—No. I think that a nice boy is equally well received in any regiment, wherever he comes from.

4827. There is no feeling that the lads from Sandhurst are less gentlemanlike?—No, I think not, but we have not so much experience in the cavalry of Sandhurst cadets.

4828. (*Lord E. Cecil.*) Do you think that the professional education which is given at Sandhurst is of great benefit to cavalry officers?—No, I think that a public school education is quite good enough, provided that they are taught modern languages and drawing, to which I believe public schools are now turning their attention more than they did.

4829. You do not think that the military subjects which are taught at Sandhurst, such as fortification, surveying, and drill, are sufficiently well taught to be of very great service to military officers?—I think that a knowledge of surveying is of the greatest service to an officer.

4830. But you have never known whether or not on service Sandhurst cadets, who have afterwards entered the army as regimental officers, have derived any very great advantage from their education?—Certainly not in the cavalry. I recollect many men who were Sandhurst cadets who have taken very high places, and have got on remarkably well in the army in the infantry.

4831. Those who have taken high places I suppose have gone to the Staff College after entering the army?—Not altogether. When I was a cadet at Sandhurst Sir William Mansfield was there, and General Haythorne, who is, I believe, a member of this Commission. Colonel Longden, who is now adjutant-general in India, and many more were there.

4832. Do you think, as a general rule, that those men would have done equally well whether they had come from Sandhurst or not?—Yes, I think so, provided they had been taught at a public school drawing and modern languages.

4833. Then, provided that those military subjects were taught at public schools generally, you do not think there would be any necessity for Sandhurst?—No, I think that it should be left open; and if a certain number of commissions were given without purchase to certain of the public schools, to be competed for by those who passed, I think it would be very advantageous. I think that it is a great advantage to a man in after life to have been brought up in general society rather than in an exclusively professional one.

4834. (*Sir C. Russell.*) I understand you to say that, from your experience, you would sooner take a public school boy as a model for an officer than the material supplied by Sandhurst?—Yes, as a rule. The best officers whom I have seen in the cavalry have been public school boys.

4835. Do you think that the class of officers now supplied for staff purposes from the Staff College is superior to the class who were formerly selected for that purpose?—Certainly not. As far as the cavalry are concerned we are not nearly so well served. Formerly an officer was made a brigade-major because he knew his duty and was intelligent, and was a thorough soldier, but now a man may pass through the Staff College perfectly well as far as book learning is concerned, but he may be entirely deficient in energy, and coolness, and quickness of decision, which is very necessary in a cavalry soldier. I have known instances in which infantry men have changed into the cavalry two or three months before they passed into the Staff College; they have passed the Staff College examination, and they have gone out as full blown cavalry brigade-majors, because they happened to be upon the Army List in the cavalry, but knowing nothing of cavalry duties.

4836. (*Lord de Ros.*) You have been adjutant-general of the cavalry?—Yes.

Major-Gen. H. D. White, C.B.

9 March 1869.

4837. (*Sir C. Russell.*) You distinctly feel that the old system provided you with a better class of cavalry staff officers than you are now supplied with?—Yes, because they were generally made brigade majors in consequence of their being known to be thoroughly good cavalry officers, whereas now it is otherwise.

Results of the Staff College.

4838. (*Lt.-Col. Chesney.*) I understand you that men may be appointed cavalry brigade-majors when they have only been two or three months in the cavalry before going to the Staff College?—Yes.

4839. Is not that rather a fault of administration, which might have been prevented by the authorities?—Perhaps it may be, but I only state that as one of the reasons why we are not so well served as we used to be.

4840. Have you known instances of genuine cavalry officers (like the present brigade-major of cavalry in Ireland) coming out of the Staff College, who have waited for a long time to get a cavalry appointment?—No, I think not. I think that the appointments have been generally filled up by men who have not been waiting for a very long time. We have only two brigade-majorships, one in England, and the other in Ireland.

4841. I understand you to attach a good deal of importance to a knowledge of surveying. A class, I believe, has been established at Aldershot to attempt to supply the notorious want of surveying power in the officers of the army?—Yes, they have a voluntary class.

4842. (*Rev. Dr. Butler.*) I gather that you rather deprecate military drill before a young man enters the army?—Decidedly.

Education at public schools and at military colleges.

4843. Would you go so far as to recommend the discontinuance of it at even a military college?—I do not know that it is necessary to discontinue it, but I do not see any good in it. I had much rather that a boy came quite fresh to drill, and without knowing anything at all about it.

4844. What would be the subjects which you would specially wish to have been studied by a young man before entering the army; you have mentioned some?—The ordinary education of an English boy at a public school, with a knowledge of modern languages, and drawing, military and otherwise, and with a certain knowledge of surveying so that he could make a good military sketch.

4845. Is there any other subject which you would think specially important?—Not so far as the cavalry is concerned. I forgot to mention military history.

4846. If the public schools could train boys in all the subjects which you have enumerated, you think that would perhaps be the best preparation for the army?—Yes, I think so.

4847. (*Sir D. A. Cameron.*) Does the Sandhurst college pretend to give a knowledge of cavalry drill to the cadets?—None whatever.

4848. Riding is rather neglected there, is it not? was not it so in your time?—No, we used to ride regularly twice a week.

4849. During the whole residence?—Yes, from the very first, when I was a cadet.

4850. Would you say that you derived no advantage from the military education which you received at Sandhurst?—Certainly not, because in those days the public schools utterly neglected foreign languages, drawing, and that sort of thing; and I believe that they now pay more attention to them.

4851. Do you think that it would be possible at a public school to teach practical field fortification and practical field artillery and surveying?—I think that it would be difficult; they might teach military history, and give a knowledge of modern languages.

4852. (*Mr. Parker.*) You think that if a boy could remain for another year and a half at a public school, with some attention to military subjects, it would fit him better for an officer than if he were a year and a

Major-Gen. H. D. White, C.B.

9 March 1869.

half at a military college?—I think so, for I consider that in after life it does a man more good to have been brought up in general subjects than in merely professional ones; in the same way that it is better for a clergyman to be brought up at an open University, such as Oxford or Cambridge, than at a purely theological college.

4853. (*Sir D. A. Cameron.*) Is it not an advantage to him to have been at both?—Yes; if the young men remained there for a short time so as to learn military surveying in a class, it would be an excellent thing.

4854. (*Mr. Parker.*) But you would prefer that a boy should not leave a public school so early as is now necessary for entrance to Sandhurst. You would say that the latter part of the time at a public school is valuable for forming the qualities which are useful to an officer in his after career?—Yes; I think it is a great advantage that a man should not be exclusively brought up in a military college. When I was there we went as boys from 13 to 15, but it is changed now.

4855. (*Sir D. A. Cameron.*) It is now a mere finishing process?—Yes.

Results of Sandhurst education.

4856. (*Lord de Ros.*) When in command of a regiment, you looked a great deal to the tone of your officers, their conduct at the mess, and amongst themselves; did you observe anything of a bad tone amongst those who came to you from Sandhurst?—No; I have seen very few from Sandhurst.

4857. Have you ever tried a cadet from Sandhurst at anything like patrolling a road, surveying a wood, &c.?—I am not aware whether I have done so, or not.

4858. On actual service is it not desirable that a lad should know a little before he comes out? have you not heard of "killed before drilled?"—I think that he ought to be taught something by his regimental drill.

4859. But you think that it is better for that to be taught at a depôt than at a college?—Yes.

4860. From your service with the allied armies, do you not regard French as especially useful to a cavalry officer, from his frequent employment in patrols and outposts?—Certainly, it is essential.

4861. The speaking of it even more than the writing of it?—Yes, it is most valuable.

4862. As to the riding, do not you think daily riding essential to proper instruction for a young officer (not having it twice a week but daily), and that he would learn it a great deal quicker?—Of course the more practice you have the better.

4863. But with the same number of hours either daily or on alternate days, would not a riding master prefer daily riding?—I should think that he would.

4864. Do you think that it would be possible at a college to teach any of the details of saddlery and the equipment of a horse; would that be of any use?—It does not take very long for a boy of intelligence to learn that. I think that he could pick it up in his regiment.

Staff College officers.

4865. Has it happened to you to have staff officers what is called *attached* to you, to learn cavalry drill?—Yes; occasionally officers are attached to the different regiments.

4866. What do you do with them when they come to the regiment, and are attached to you for the purpose of what is called learning cavalry drill? how do you teach them cavalry drill?—It is principally, I think, in the field that they learn.

4867. You do take them to the field?—Always.

4868. They are not put in the riding school to be taught the elements of riding?—No; I think that there is an order against that. They are supposed to have gone through a course of riding at the Staff College.

4869. Then you take them out and employ them in the field, as if they were actually *aides-de-camp*?—Yes, last year, when the brigade went out they made their sketches, with the other officers who were sketching.

4870. And they learnt their duty as *attached* staff officers?—Yes.

4871. Are there any of your brigade in the surveying class at Aldershot which was mentioned, only consisting, I think, of two officers from Sandhurst?—I am not sure; there were two put down, but I do not think that they went through with it.

4872. You would think it important that they should do so?—Certainly.

4873. (*Chairman.*) That class is not an obligatory class, it is purely voluntary?—It is voluntary.

Result Sandh educat

4874. I think that it is only the drill at Sandhurst to which you attach no very great importance. You consider that the opportunities which the cadets have had of obtaining a certain knowledge of field fortification, and of permanent fortification, are of very great advantage?—There is no doubt about it.

4875. Supposing that an officer has come straight from a public school, and has not been at Sandhurst, and that he does not enter the Staff College, I suppose that he is not very likely during his career in the army to acquire much knowledge of those subjects of fortification, or of any scientific military subject?—No.

4876. If he is a very intelligent officer he will perhaps teach himself?—Yes; but otherwise he is not likely to learn those subjects after he joins the army.

Alder Surve

4877. How came the class which is established at Aldershot to be established; was it at the instance of the authorities, or was it a voluntary organization on the part of the officers?—I think that it was instituted by the authorities; it is not a voluntary organization.

4878. (*Lord de Ros.*) I think that they called for volunteers, did they not?—Yes.

4879. (*Chairman.*) You would consider that the more an officer knows of the scientific subjects connected with his profession, the better?—Of course.

4880. But an officer in a subordinate position might be a very good officer as far as the duties attached to that position were concerned, without any very great knowledge on scientific subjects?—Yes.

Direct missic nation

4881. (*Sir C. Russell.*) Has it ever struck you as singular that in the examinations for direct commissions there should be no purely military subject examined upon?—That has not struck me before.

Sandh public

4882. (*Lt.-Col. Chesney.*) Returning for a moment to the comparison between Sandhurst and a public school, is not it obvious that Sandhurst gives an advantage towards going into the army to the sons of poor officers, which advantage possibly cannot be obtained by them at public schools?—Yes; but I should like that a certain number of commissions without purchase should be given to the public schools, in order to encourage them, and to leave the thing freer, if it could be done.

4883. Supposing that that were done, what would you do for the sons of those officers who are too poor to send their sons to public schools? Are you aware that there is a large class of officers in the army who are totally unable to send their sons to a public school?—I do not advocate the abolition of Sandhurst at all, but I was asked as to the general merits of officers who had been at public schools and at Sandhurst.

4884. Is it not the case that the public schools cannot possibly at present meet the wants of those officers who have not some considerable private means of their own?—Undoubtedly; they are very expensive.

4885. (*Lord E. Cecil.*) Is it the same at Cheltenham College with regard to expense?—I do not know.

4886. Is not the cost of education there less?—I suppose that it is.

The witness withdrew.

MAJOR-GENERAL G. J. CAREY, C.B., examined.

Major-Gen. G. J. Carey, C.B.

9 March 1869.

4887. (*Chairman.*) You are in command of an infantry brigade at Aldershot?—I am.

4888. You were for some time on the staff at the Cape, I think?—I was for four years Military Secretary to Sir James Jackson at the Cape of Good Hope.

4889. You never commanded a regiment?—Never; that is to say, I was never actually in command, but I was temporarily in command from time to time.

4890. But of course you will have had experience of officers who have joined the army from Sandhurst, and will be able to tell us what is your opinion of them. Do you consider that a lad who joins the army from Sandhurst is at all likely to prove a better officer than a lad who obtains a direct commission coming from a public school?—My experience has taught me that it depends on their age; if they come from Sandhurst at 18 or 20 years of age, they are almost too much formed; it all depends upon the age at which they join the regiment, whether from Sandhurst or from any public school; you get them from the public schools generally younger.

4891. Do you like having them younger or older?—Generally younger.

4892. Therefore, on that account you prefer to have them from public schools?—It depends upon the age at which they would come from Sandhurst, because if they have a military education at a younger age, they of course come prepared to undertake their duties at once.

4893. Does a cadet joining his regiment from Sandhurst get through his drill quicker?—He must, of course, do so, because he knows something of it when he joins.

4894. And it is not necessary to unteach him anything?—No, I have never known it.

4895. Do you think that a young lad from Sandhurst is generally considered by his brother officers, and by yourself, as possessing as gentlemanlike a tone as a lad who comes up from a public school?—That is rather a general question; there are exceptions to every rule.

4896. Do you consider it an advantage that a young officer should have had an opportunity of obtaining some instruction in fortification?—Of course it is, and in drill, and in the training of soldiers; which he learns at Sandhurst.

4897. A cadet from Sandhurst possesses all those advantages?—Of course he does, to a great extent.

4898. Have you any suggestion to make with regard to the general subject of military education?—I think that it would be better if the lads were sent to Sandhurst at an earlier age, and turned out of it earlier, before they feel themselves men there.

4899. At what age do you think that it would be advisable for them to leave Sandhurst?—At 16 or 17.

4900. How long do you consider that they ought to remain at Sandhurst?—It would greatly depend upon their previous education. A boy who had been properly brought up ought, I think, to do what he would learn there in 18 months or two years.

4901. (*Lord E. Cecil.*) You have never heard adjutants and commanding officers of regiments of the line express dissatisfaction with the way in which Sandhurst cadets know their drill?—No.

4902. You have never known any prejudice on the part of commanding officers against Sandhurst cadets on joining, as far as drill is concerned?—Never.

4903. That never came under your supervision during the short time that you were in temporary command?—No.

4904. (*Sir C. Russell.*) You have confined the remark as to the dissatisfaction expressed by adjutants or commanding officers as to drill, have you heard dissatisfaction expressed by adjutants and commanding officers upon other points connected with the Sandhurst education?—Not as far as education is concerned, but as far as habits are concerned.

4905. When you said that you preferred obtaining younger men in the army, who had not looked upon themselves as being their own masters, did you refer to the habits of intemperance or insubordination which cadets from Sandhurst have brought into their regiments?—Not so much insubordination and I do not say exactly intemperance, but being given to smoking and drinking to a certain extent, irregular habits which I do not think they would get if they entered Sandhurst younger. Results of Sandhurst education.

4906. In fact you attach to the age, rather than to the place of education, these habits of irregularity?—Yes.

4907. (*Lt.-Col. Chesney.*) Can you give us any information with regard to the present manner and bearing of the Sandhurst cadets, as you have observed it as a neighbour since you were quartered at Aldershot, you living within a few miles of them?—I think that they are greatly improved in that respect; they are not seen, as formerly, with short clay pipes. That is only from what I see outside; I do not know anything of the interior working. I think that they are better disciplined.

4908. Have any complaints been brought to your notice of their conduct in visiting Aldershot as visitors, they being very close to Aldershot?—No, none lately.

4909. (*Maj.-Gen. Wilmot.*) As a general rule do you find that officers study to improve themselves after they get their commissions?—Some do.

4910. Supposing that staff appointments were open, requiring examination, do you think that men would be found in the army who would study privately and become qualified for these appointments?—Plenty, certainly.

4911. Do you think that the qualification would be as good as that which is given now?—I know many instances of it with men who are on the staff now, viz.: Colonel Greaves, Sir Henry Havelock, and Colonel Hon. H. Clifford.

4912. Does that depend upon the education at Sandhurst, or is it obtained by other means?—I really do not know whether they were at Sandhurst R. M. College, or not.

4913. Then you cannot say whether those who study afterwards were brought up at Sandhurst or not?—I cannot.

4914. (*Rev. Dr. Butler.*) Do you think it important that young men should have received a military training before they enter the army?—Such is always a great help to them.

4915. It is a clear gain to them?—Yes. Perhaps young men who have not been at Sandhurst take six months at their drill, but the Sandhurst cadets hardly take any time, and are able to enter the ranks at once.

4916. It has been stated to us in evidence that young men have to unlearn in the army what they have learnt at Sandhurst?—In 24 years' experience that has never come before me.

4917. Are there any subjects which you think it peculiarly desirable that young men should have studied before they enter the army?—Living languages, and certainly a correct classical basis. Preparatory education for the army.

4918. I mean over and above the ordinary education of an English gentleman; are there any special studies which it is desirable for them to work at?—The modern languages, military drawing, and surveying.

4919. And would you include military history?—Of course military history.

4920. No other subject specially occurs to you as of paramount importance?—You include in the ordinary education of a gentleman, I suppose, mathematics.

4921. Mathematics and classics, and a certain amount of history?—Beyond the ordinary education of a gentleman I think that military history, surveying, and military drawing all help them.

Major-Gen. G. J. Carey, C.B.

9 March 1869.

Instruction of officers in the service.

4922. And modern languages?—You never know where modern languages may turn up useful to them, as the army is so dispersed.

4923. (*Sir D. A. Cameron.*) Do you think that it would be possible to give the military instruction which is given to cadets at Sandhurst to officers after joining their regiments by having officers' schools?—I should think not, because you would not have the same hold upon them; it would only be voluntary.

4924. Could you make it obligatory, or would it be advisable to make it obligatory?—I am not prepared to say.

4925. Would it not be an advantage if every officer knew something of the principles of field fortification and surveying?—Yes; I include that in military drawing and surveying.

4926. Would it not be advisable to give every officer that instruction after joining his regiment?—Decidedly, because he might be cast upon his own resources, and might have no engineer officer with him.

4927. You think that the examinations for promotion now are not sufficient?—No, because they merely include drill and military law (court-martial law).

4928. (*Maj.-Gen. Haythorne.*) Do you consider it necessary that every officer in the army should have a knowledge of these military subjects, and that it would be better that a more general knowledge should be diffused throughout the service; do you want every man, for instance, to know military surveying and fortification?—It is of very great use to him at any time. I know that I have felt the want of it myself.

4929. (*Lord de Ros.*) In your staff service at the Cape did you ever find any difficulty in executing your staff duties from the want of any deep mathematical knowledge?—Not at all. My duty as military secretary was all pounds, shillings, and pence work.

4930. Does not it often occur that officers take advantage of their leave to go abroad, and acquire languages and other military qualifications?—They do.

4931. And they come back able to make their way?—Yes, they are all the better for it.

4932. In your service have you ever observed that there was a want in the regiments of officers able and suited to fill the staff situations of the army?—Not at all in the field, as long as they could ride.

4933. Are there not some of your best quarter-master-general officers, men who have never been at any of the colleges, Colonel Clifford for instance?—Yes, he is a first-rate man, and so is Sir Henry Havelock.

4934. Might not a greater amount of surveying and field fortification be required at the promotion examination?—Certainly.

4935. Do not you consider that many of the regimental officers who examine would be perfectly competent to undertake that examination?—Some would.

Results of Sandhurst education.

4936. (*Rev. W. C. Lake.*) I understood you to say that the studies at Sandhurst, such as military history, surveying, and fortification, were useful to all officers?—Of course.

4937. The reason why I asked that question is, that it has been remarked that it is very well for a certain proportion of officers to know these things, but that for the great bulk of officers they are of no use; that is not your opinion?—I cannot agree with that, because should a young officer be left by himself, with a small party under adverse circumstances, in the field, he would be better able to fortify his position at any time, if necessary, being so educated.

4938. Any officer might very much profit by that knowledge?—Certainly.

4939. As to the drill which is learnt at Sandhurst, you think that it is of use to the officer himself?—Exactly so.

4940. But it is of no use to the service, because he would learn it under any circumstances in his regiment?—It is, because he is an efficient officer perhaps six months sooner than otherwise.

4941. It puts him on six months?—Yes.

4942. But he could learn it anywhere?—He might.

4943. Therefore you would not very much care if it was omitted at Sandhurst, and if Sandhurst was confined to studies. He would learn drill in the service afterwards, whether he had been at Sandhurst or not?—He would; but it would be all the better if he had learned it at Sandhurst before joining.

4944. Are you aware that there is something in the nature of a school for officers after joining in the Prussian army?—I am not.

4945. Do you think that it would be possible to have schools in which officers in the first year after their joining could learn the rudiments of the military studies?—Yes.

4946. You do not see any difficulty in that?—No.

4947. (*Lord de Ros.*) When an army is on active service in the field, do you not think that some of the instruction which the officers have learnt at the college is of use?—Certainly.

4948. There is no question about it?—Not the slightest.

Alder Survey

4949. (*Lt.-Col. Chesney.*) Can you tell us anything of the surveying class which has been established at Aldershot?—I cannot.

4950. You do not know whether many or few officers attend it?—I believe that it is pretty full.

4951. (*Chairman.*) Do you think that if such classes were established as Mr. Lake has alluded to there would be a disposition amongst officers to take advantage of them?—I think so.

4952. (*Lord de Ros.*) Does an engineer officer instruct the surveying class, or who instructs them?—An artillery officer. I think that it is Major Woolsey.

Sandh cadets

4952*a*. (*Chairman.*) Have you any further remarks to make in regard to your knowledge of the Sandhurst cadets?—When questioned as to the use of drill at Sandhurst, I omitted to mention that last year I had, attached to my brigade, during a divisional field day, under H.R.H. the Field Marshal Commanding-in-Chief, the battalion of cadets, which moved with great celerity and smartness, and gave me every satisfaction. The cadets had marched from Sandhurst that morning (about seven miles), and had to march back again. It was one of the hottest days last summer, with clouds of dust, and still the drill and appearance of the cadets was very steady and soldier-like.

The witness withdrew.

Adjourned to Thursday next, at 12 o'clock.

Thursday, 11th March 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.
LIEUT.-COL. CHESNEY.

MAJOR-GENERAL THE RIGHT HONOURABLE PERCY HERBERT, C.B., M.P., examined.

Maj.-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

Royal Military College, Sandhurst.

Duties of the Commissioners.

4953. (*Chairman.*) I believe you were educated at Sandhurst?—I was, in the junior department.

4954. You obtained your commission without purchase?—Yes.

4955. Were you at Eton before you went to Sandhurst?—I was at Eton for three years before I went to Sandhurst. I went direct to Sandhurst from Eton, that is to say, with the interval of a few months, but without any interval of school.

4956. And you found that the education which you had received at Eton enabled you to pass the preliminary examination at Sandhurst without difficulty?—Yes.

4957. The examination was then much easier than it is at present?—Yes; it was of a very simple character; there was a certain amount of reading, writing, and arithmetic, and a little Latin and history I think, but it was of a trivial character, which anybody ought to be able to pass at the age of 14.

4958. Since that time you have seen considerable service?—I have seen some service in three quarters of the globe, Africa, India, and the Crimea.

4959. You were lieutenant-colonel of the 82nd regiment, and served under Lord Clyde?—Almost the whole of my regimental service was passed in the 43rd regiment, and I was appointed lieutenant-colonel of the 82nd during the Indian mutiny, with the object of obtaining service in India. I only served with it for about three weeks in the campaign in Rohilcund under Lord Clyde, and was appointed brigadier at Cawnpore. My regimental experience was in the 43rd regiment. I was for over two years depôt adjutant of the 43rd.

4960. And you were Assistant Quartermaster-General and Quartermaster-General?—I was Assistant Quartermaster-General of the 2nd division upon the formation of the army in the East, until I was appointed Quartermaster-General of the army in November 1855, and I remained there until the army was broken up.

4961. You are also a commissioner of the Royal Military College?—I was appointed a commissioner of the Royal Military College upon my appointment to the head-quarter staff in 1860, as Deputy Quartermaster-General to the Forces. It is usual to appoint the officers who hold that and similar positions at the Horse Guards commissioners of the Royal Military College at Sandhurst.

4962. When you were at Sandhurst did you find that the general tone of the institution was as gentlemanlike and as good as the tone of the boys at Eton?—Going direct from Eton to Sandhurst, I was very much struck with the very low moral tone of Sandhurst compared with Eton. I may say that that was so both in the conversation and in the personal conduct of the cadets, and there were practices brought to my knowledge in the first fortnight at Sandhurst of which I was entirely ignorant, I having passed three years at Eton.

4963. Are you in a position to know whether there has been any change for the better in those respects of late years at Sandhurst?—I should think that the moral tone is not in the least improved, from what I have ever heard. The young men are very much older, and therefore no doubt the practices to which I have alluded have altered.

4964. Has your position as a commissioner given you any peculiar opportunities for forming a very accurate opinion?—No, I do not think necessarily so as commissioner. The duties of a commissioner are very slight, and they are slighter now than they used formerly to be. Perhaps it would be convenient if I stated what duties fall to me as a commissioner. I may say that formerly, when I passed out of Sandhurst, the commissioners used to hold an examination, which, though to a certain degree formal, was not absolutely so; they examined, and frequently individual commissioners carried on the examination themselves to a considerable extent. But since the establishment of the Council of Military Education they have been relieved of that duty, and they go down to Sandhurst at the half-yearly meetings and still sign the certificates of merit, but that is purely a formal duty. Boards are convened from time to time, generally speaking at the Horse Guards, under the presidency of the General Commanding in Chief for the purpose of transacting business as commissioners. A part of that business refers to the property of the college which is vested in them; two or three commissioners sign cheques for the expenditure. When any property was to be purchased or to be disposed of, or or when there was any alteration of buildings, they gave their opinions upon the plans, and they were also called into action when reports came from the Governor of the college to request that certain cadets might be dismissed. I think that the case usually was that the Governor either had kept them under restraint until he could get the authority of the commissioners to dismiss them, or had taken upon himself to send them away, and required a confirmation of it on the part of the commissioners. We used to consider the circumstances of the report, and we used to dismiss those cadets if the case seemed to call for it, and we were sometimes called together afterwards for the purpose of reinstating them after representations were made by their friends and relations, and pity was evoked, and we sometimes cancelled our previous decision. I think that what I have stated pretty nearly comprises all all the duties which were imposed upon me as a commissioner.

Results of Sandhurst education.

4965. When you were a regimental officer of course you had opportunities of forming an opinion as to whether the cadets from Sandhurst, on entering the army, were regarded as more desirable recruits than young officers who obtained their commissions by the usual examination?—I do not think that they were so at all. I must qualify that statement; I think that the education which I and others received at Sandhurst was a practical one, and a very useful one to me, and I have to thank Sandhurst for the practical education connected with military matters, such as military drawing, surveying, and fortification, both permanent and field fortifications which I received. That was of a very simple character, and was exceedingly useful. In that respect I think that I had an advantage over those who had been educated at other schools, and who had not learnt those subjects; but I think that they might be learnt without going to Sandhurst, if there was a demand made for that sort of education; there is nothing essentially difficult in it so that it could not be taught elsewhere. If

Maj.-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

in command of a regiment I should be anxious to get boys from the public schools rather than from Sandhurst.

4966. (*Lord E. Cecil.*) You say that as a regimental adjutant?—As having been a regimental adjutant, certainly. The advantage which I am speaking of, from having learned fortification and military drawing, comes out afterwards; they make a man very useful in the field, wherever acquired. But if you mean whether a man when he joined his regiment was fitted to take the ordinary duties of a regimental officer, either in consequence of the military discipline, or of the military drilling, which he had received at Sandhurst, I say that he was in no sense one jot more prepared than a boy who had come from Eton and had never seen a soldier.

Qualifications requisite for staff officers.

4967. (*Lord de Ros.*) You served as a regimental officer for several years before being on the staff?—Yes; I served in the Kaffir war; I was for two years aide-de-camp at Malta.

4968. Do you think that the service which you had as a regimental officer was of considerable use to you afterwards as a staff officer?—It was invaluable.

4969. You served on the Quartermaster-General's staff through the Russian war?—I did.

4970. You went out there at the first?—I went out there at the first, and came home at the end.

4971. Do you recollect being employed to survey a position about 20 miles north of Constantinople, and to report upon a proposed line of field entrenchments from the Sea of Marmora to the Black Sea?—Yes; I recollect being sent under your orders to report upon the position; I did not survey it, but I merely rode over it, and gave a report as to the general outline of the position, and the roads communicating with it upon the base of Constantinople.

4972. Are you aware that the report which you produced was shown to the French Chef d'Etat Major by Lord Raglan, and that he said that he had no officer who could have done it in the time in which the English officers had done it?—I was not aware of that. Colonel Hardinge drew up the report in conjunction with me, and I think that a good deal of the credit of the report is due to Colonel Hardinge.

4973. You have said that you found many uses for your knowledge of surveying, and that what you had acquired at Sandhurst in that way was of use. Do you consider that at any time you experienced any deficiency from the want of deep mathematical knowledge?—Certainly not.

4974. I presume that you do not consider that to be the case with an engineer? You consider that an engineer ought to know all those subjects?—No doubt.

4975. You do not think that a staff officer is at all required to possess the same high qualifications in those respects as an engineer?—Not in mathematics.

4976. Do you consider that one of the important things to teach a staff officer, and for him to know thoroughly, is the embarkation and disembarkation of troops?—Of course a practical knowledge of that is very important when you can gain it.

4977. The thing which I apprehend that you regard as most useful to a staff officer is the facility of readily surveying, and undertaking that sort of duty which you were commissioned to do as regards the general survey of a position, to be afterwards verified and improved upon by an engineer?—I think that an efficient staff officer ought to be able to judge of a position rapidly, and to see whether it was one in which he could place troops to advantage to fight. An engineer officer may survey it, and make a more accurate survey of it than many staff officers would, but he may not be a judge of what number of troops would be required for it, and which would be the best way of placing those troops when they were available. With regard to throwing up works, a certain knowledge of fortification is necessary for a staff officer, or any one else, to throw up even a very simple field work. I have had occasion to trace simple entrenchments, one on the field of Inkerman, under orders of Sir de Lacy Evans, for the defence of the position held by the 2nd division, the engineers being fully occupied with the siege. I believe that it was a good deal laughed at by some of the officers when it was traced, especially as it was with great difficulty that we could get it done, the men being already overworked in the trenches; but I saw a large number of men and officers rallied behind that entrenchment during the battle of Inkerman, and I believe that no one laughed at it after the battle of Inkerman. So I have been told by officers of the division. In the same way I wanted a bridge head defended in India. I had not at hand any officer who knew how to throw up even the simplest *tête-de-pont*, and I traced it myself with a rope and a few sticks, and gave them instructions how to make it; it was of a very simple character, and any officer ought to be instructed up to the point of being able to make such.

4978. And you attribute your knowledge of that sort of subject to what you acquired at Sandhurst?—Yes; I pursued it a little afterwards, but I was quite capable of it when I left Sandhurst. I read certain books upon the subject after I entered the army; but anything which I did I was certainly qualified to do when I left Sandhurst.

4979. You belong to that class of officers who were selected, and who were incorporated into the staff from the regiments?—Yes.

4980. Do you think that generally speaking those officers who were so incorporated as you were turned out as good and as useful officers for the staff as those who had received a more scientific education?—I think that some of those who had received the most scientific education were very indifferent staff officers, and that many of the very best officers were those who certainly could not have been called scientific officers.

4981. You recollect some regimental officers being incorporated into the Quartermaster-General's department at Varna, for the purpose of the survey of Bulgaria towards the Danube?—Yes, three or four.

4982. Was it not the general opinion that those officers did their work extremely well; and do you recollect, or have you any knowledge, of the great compliments which were paid to the staff by the French upon that subject, they saying that their officers had been unable to do it half as quickly, though they might do it more accurately?—I think that I recollect something of the sort being said. Of all the officers who were appointed to the staff, both of the Quartermaster-General's and of the Adjutant-General's department, after the war began, and after we had the means of testing individual officers, there were only two or three to whom I should at all take exception; I think that all the rest were exceedingly capable officers.

4983. Do you not think it an advantage to the staff to be able to take as it were on trial an officer from a regiment, and if he succeeds and does well to keep him, and if he does not do quite so well to be able to return him to his regiment without offence to him and without annoyance to anybody, and thus to obtain a selection by trial from the regiments?—I presume that you mean as opposed to a separate staff corps?

4984. Yes.—Unquestionably I prefer taking them on trial from regiments instead of having a staff corps. The other is the case in the French army, and our practice is, I think, infinitely better. I would repeat that I think that the system of selecting efficient regimental officers for the purpose of employing them on the staff is a better one than having officers in a separate staff corps.

4985. Do you not think that the system of selection to which you have alluded is a great encouragement to a young officer to improve himself? For instance, have you not observed that those officers who are put on the staff in that sort of way take a great deal of pains afterwards, and are very anxious to remain there and qualify themselves for it?—Yes, no doubt.

4986. Do not you think that the capability of speaking French is an absolute necessity for a staff

officer?—I think that it is quite right to insist upon it.

4987. Did you learn French at Sandhurst or abroad?—I learnt French very badly at Sandhurst, and if I had had to pass a very stiff examination in French I am afraid that I should never have been on the staff; but my French has improved by travelling and reading, and by taking pains; I cannot however say that I am a good linguist now.

4988. (*Lord E. Cecil.*) What were the relations between the Council of Military Education and the commissioners at Sandhurst?—The Council of Military Education took the examinations so entirely out of the hands of the commissioners that as commissioners we had very little to do with them.

4989. Do the Council of Military Education and commissioners interfere with one another in any way?—No, we meet them when we go down there to sign the certificates; they attend at the half-yearly meeting; but as to interfering with one another they certainly do not do so.

4990. You said that the commissioners were consulted on matters of discipline; is it so to your knowledge with regard to the Council of Military Education?—I think that the Council of Military Education have little or nothing to do with the discipline of the college.

4991. Do you think that the existence of the commissioners serves any good purpose?—I do not think that the system of Sandhurst is a good one. I should wish to see the system of Sandhurst entirely changed, and I certainly do not see any reason for keeping commissioners, unless it is as an honorary matter.

4992. Who manages the property of the college?—It is vested in the commissioners, and therefore any sale or any exchange of property has to be brought before them for their signature and approval (there is no great property), and the estimates for any proposals to be placed in the army estimates were also considered by the commissioners in the same way as the Commander-in-Chief and the Quartermaster-General consider any proposals for barrack estimates.

4993. I suppose that that duty could be as well done in the Quartermaster-General's office or at the War Office?—Yes. I understand that there has been a change made, and that it is now carried on in the Quartermaster-General's office. It was only done by the commissioners, inasmuch as the property was vested in them, and no one else could legally give a right to the land.

4994. If I understand you rightly the duties of the commissioners are purely honorary?—Very nearly so. I could not say purely honorary, because we dismiss boys.

4995. Does every case of dismissal come before you?—It was so up to the time when I was serving as Deputy Quartermaster-General at the Horse Guards.

4996. There are no commissioners at Woolwich, are there?—None. There is, I believe, some honorary board.

4997. Do you see any necessity for cramming schools between the time when the boys leave a public school and their entrance into the army, in order to enable them to acquire sufficient military knowledge?—I think that the necessity of a cramming school is this: From the system of examination by papers the crammers teach by question and answer a number of things which I believe boys are very apt to forget afterwards, but I do not think that there is any necessity for an intermediate school between the public school and the military service.

4998. You think that the military knowledge which is necessary might be acquired at a public school without any difficulty?—You would have to make arrangements for it. The boys might be at a private tutor's for a short time; they would very soon acquire the amount of knowledge which is necessary for a regimental officer.

4999. Do you think that officers joining from Sandhurst would be capable of drilling a battalion or a company thoroughly?—No. It is a delusion to think that any drill learnt at Sandhurst is of any use. A considerable number of recruits, both officers and men, have passed through my hands as adjutant, and the sort of drill which a boy would get at any school of that kind would be rather a drawback than not. He gets into tricks, into drill of a bad description, and you have a great deal more difficulty with him than with one who has not been drilled at all. As to any knowledge of the duties of a company's officer, in my opinion it is simply impossible that he can acquire any knowledge of them at Sandhurst.

Maj.-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

Results of Sandhurst education.

5000. Do you think that officers from Sandhurst could have undertaken the charge of a party of soldiers in the trenches? Could they have taught them how to use pickaxes and shovels, and how to make gabions and fascines?—They might have taught them how to make gabions and fascines, because they are taught that.

5001. As far as you recollect, from your experience at Sandhurst, could you, on entering the army, have taught the practical work to a party of soldiers?—I think that at Sandhurst we had not quite enough of the practical class, but still we had enough to be very useful to us and to give us an idea.

5002. Could officers who had come from Sandhurst have traced out a field fortification?—Yes.

5003. Could they have fortified a house?—Yes, in theory.

5004. Do you think that you could have put it into practice, supposing that you had been given a house to fortify suddenly in the face of the enemy?—Yes; that is a very simple kind of instruction, and from books and so on you would very soon learn it. The tracing of fortifications on the ground, and the making of them to a small extent with the pick and shovel, was taught at Sandhurst.

5005. But you do not think that you would have been quite qualified to do it without referring to books?—Yes, I knew perfectly well how to do it without looking to any book whatever.

5006. On entering the army?—Yes; it is simple enough; I could have set a gang of men to work.

5007. Could you have made a good road sketch?—Yes, I could. The surveying then was not so good as I believe it is now; we learned the use of the plane table in surveying, and got on very well with it, but we did not learn sketching with the prismatic compass, and were not sufficiently proficient in eye sketching, but some of the cadets who made progress in that branch were very proficient indeed. I think that one great advantage to an officer of having a fair amount of education in fortification and surveying is this, that if he gets to a superior rank he is able to benefit by the report of engineer officers or staff officers, he is able to read a survey or sketch and to appreciate it, and to read rapidly on the ground the features and to fix them in his mind, such as the alternate gullies and undulations of the ground. With regard to fortifications, he is also able to find his way about a fortification. He knows the value of the different trenches, when a scheme is put before him, either of a proposed work or of a plan of trenches. If he has to lead a party, he will not lose his way in the dark in those trenches, but he will know his way about from his knowledge of the principles upon which they are constructed.

5008. Would not a very elementary amount of knowledge in those subjects enable him to do that?—Certainly; it is nothing approaching a science, but it will require a certain amount of application; they are very simple and entertaining subjects of study.

5009. You were not at the senior department?—No.

5010. From your staff experience, do you think that the officers who were educated at Sandhurst, and afterwards at the senior department, were better officers than others?—Some were better, and some were worse. What they learnt at Sandhurst with regard to surveying and so on was very useful, but they were

Qualifications of staff officers

Maj.-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

none the better as staff officers for having gone deep into mathematics. I have known officers who were very deep in mathematics, with very high testimonials from Sandhurst, make very inefficient staff officers.

Qualifications of staff officers.

5011. Then you think that you would find as many good staff officers amongst the ordinary officers who have not received a professional education, as amongst those who have?—I think that if an officer has not received a professional education, he serves under great drawbacks, he may have great merits, and may be a very valuable staff officer, but it is a very great drawback if a staff officer has not received a fair amount of professional education, drawing a distinction between a man who has been fairly educated and one who has received a scientific education. Some of the most valuable officers were those who had never been near Sandhurst at all, but they would have been a great deal better for general service if they had had the professional education to which I have alluded.

System of education at Sandhurst.

5012. (*Lt.-Col. Chesney.*) You have stated that in your opinion it is impossible to teach the performance of regimental duties at Sandhurst; do you refer to Sandhurst especially or to military colleges generally?—I think that it is an entire delusion to attempt to do so at any military college. I of course judge principally from Sandhurst. As a regimental officer, I do not see how a knowledge of the duties, the learning of which in a zealous way constitutes a good regimental officer, is to be acquired at school.

5013. We have had it stated to us that the students are thoroughly taught at West Point, upon a system by which the whole company is officered from the elder cadets under the supervision of an officer, and that their longer residence there and regular practice enable the instructors to teach them thoroughly their regimental duties. Is there any reason why that plan could not be applied in this country?—I think that the whole system of Sandhurst is objectionable, and that the military discipline connected with boys before they enter the service is a bad one. I think that the public school system is the right one to follow in this country. I think that we want a gentleman with a cap and gown at the head of the school, whether it is for military education or for anything else. I think that officers of our rank and experience are not suited to be schoolmasters. When I was at Sandhurst there was no moral influence whatever; there was nothing to represent the tutorial system of Eton and Harrow, and I think that that was a great deficiency, it is to that that I attribute the low moral tone of Sandhurst; and I do not see how you can get over it, unless you carry on the schools for the education of the army upon the same principle as the public schools, which have been so successful in this country.

5014. Does not what you say rather apply to this country, because the West Point officers notoriously stand the highest in their profession in America, and as high as any professional men of any class in America?—I am now talking of the moral tone. The officers at the West Point College no doubt are the most distinguished officers in their class. A very good professional education is given at West Point, and I should be very glad to see as good a professional education given at Sandhurst and at Woolwich, and in fact I believe that a very good one is given; but I see no reason whatever why that education should not be given in a school carried on upon the principles and discipline of the public schools. I see no reason why you should not at a school teach fortification and surveying just as well as you teach Latin and Greek, and why you should not teach military history just as well as you teach modern history or ancient history. I see no reason why all that should not be carried on at a school where the students are living in the tutors' houses, just as well as in a barrack room where the students are treated as soldiers in barracks. You might teach throwing up field works just as well at Eton or at any other school as at Sandhurst. You could have a drill serjeant and a uniform for the boys, and give them all the drill required just as well at one school as at another. The system at Sandhurst was that the professors had nothing to do with you except during study. I think that the system of dormitories and passages, which the construction at Sandhurst almost inevitably leads to, is a bad one. I think that the system of tutors' houses is infinitely preferable; but I believe that there are other schools which are well carried on where tutors' houses do not exist, but where there is nevertheless a tutorial supervision.

Military education at public schools.

5015. With regard to what you said as to once throwing up a *tête-de-pont* which was of great service, did you state that there was no other officer but yourself capable of doing it?—There were only three or four officers at hand. I wanted it done; the bridge was never attacked, but I thought it desirable to be done. It was when I was commanding a large district between the Jumna and the Ganges.

5016. That kind of knowledge is, I believe, not common among English regimental officers?—I think that it is much more common now than it used to be. It used not to be common. I think it right to add that I was the only officer of the Queen's army present; the others belonged to the late East India Company's Service.

5017. You have not seen officers of the scientific corps, namely the artillery and the engineers, much employed upon the staff during your service, have you?—No, not largely. I should qualify that statement by saying that an engineer officer is generally looked upon as a staff officer, because a great many of them were not attached to the company of sappers, and were very often detached as staff officers to make surveys and so forth.

Appoi to the

5018. In foreign armies are not a good many of the duties which you have spoken of performed by engineers, and not by staff officers?—I hardly know.

5019. As to the choice of staff officers from regimental officers of which you have already spoken, is it easy to tell beforehand which regimental officer is likely to prove a good staff officer?—In ordinary times of peace of course it is somewhat more difficult to make the selections. You can only take the reports of officers under whom those regimental officers have served of their being intelligent and attentive to their duties; and they have, perhaps, distinguished themselves as adjutants, or as captains of companies. But on service in the field you very soon get to know the value of men serving in the same division with you. I may exemplify that by saying that in more than one appointment to the Quartermaster-General's department after we got on service in the Crimea, although it was in the hands of the Quartermaster-General or the Commander-in-Chief, it was deputed to the general of the division to select. He told me as his Assistant Quartermaster-General to recommend him some one, and in two cases I made a selection of officers whom I only knew as officers serving with their regiments, but I knew them as having been active adjutants and efficient officers. One was killed in front of Sebastopol, and the other is now in the service, and has been since serving on the staff in several appointments with great credit to himself.

5020. What you have said of the facilities of choice applies chiefly to where there is some service actually going on?—Yes; I wish to show that all those appointments were not made, as has been very often thought, by favouritism, but that when you are on service, there is an immense inducement to every officer to appoint the very best officers whom he can to such posts.

5021. Do you know of any *a priori* reason why engineer or artillery officers should make worse staff officers than others; is there in short any *a priori* reason why an officer from a scientific corps should make a bad staff officer?—Certainly not. The only qualification which I should put to that answer is that they should have had a knowledge of the command of men. If they have not been exclusively employed in duties of construction, in which of course engineer officers are sometimes employed, there is no reason at all why they should not make very valuable staff officers, and

I have known such. When I spoke about scientific officers, I said that officers with a high scientific education, but wanting in common sense and moral qualities, would not make good staff officers; but that applies to every branch of the service. I see no reason for excluding officers of engineers and artillery from the staff.

5022. If two officers were equally good at their regimental duties would you not prefer for the staff the one who had the best knowledge of the military profession generally?—Certainly, taking zeal and activity for granted.

5023. (*Maj.-Gen. Wilmot.*)—Since you have known the army have you seen much change in the acquirements of officers?—In the last few years I have not been thrown much with the regimental officers, as I have been engaged either in Parliament or on the head-quarter staff, but I have no doubt that there has been a very considerable change since the Crimean war, and that there is a great deal more professional knowledge dispersed throughout the army than there used to be.

5024. There is no other change in acquirements besides professional acquirements; you get the same class of men as far as the public school education goes?—Yes, I think that more attention has been paid to acquiring knowledge of professional subjects.

5025. I suppose that a knowledge of purely professional subjects is of great advantage to the army?—A great advantage.

5026. As a general rule, have you found a deficiency of military education and knowledge among officers?—During all my regimental service, I think that the knowledge of professional and technical subjects was decidedly insufficient; I do not think that a sufficient number of officers were fairly acquainted with the rudiments of fortification and the survey of ground, which are the two principal points.

5027. You have mentioned a case in which some ridicule was attached to something which you did?—So I was told afterwards.

5028. May not that be taken as rather an indication of a low standard of professional knowledge?—Yes. That is 15 years ago. I do not think that those who were well educated in the matter would have laughed so much.

5029. Supposing that there was a system of selecting the staff regularly from regiments, would it be important if you were particular in making the selection that the whole professional status of the army should be raised?—Yes, I am very desirous to see the general status of the army raised; I do not wish that the mass of officers should be pressed up to scientific acquirements, but I think it of very great importance that as large a proportion of officers as possible should acquire, and should be encouraged to acquire, the rudiments of fortification, surveying, and military history.

5030. Would you look upon the army as a profession of which a man ought to acquire something before he enters, or simply as a trade which he can acquire after he enters?—I am rather for free trade in this country; I should like to get both sorts of men, and I think that both ways are better than either.

5031. A man enters a trade to learn it, but a man enters a profession knowing something about it?—I should encourage both classes of officers; I want to see the officers of the army recruited from the broadest basis possible, from all the public schools of the country where a gentleman's education is given.

5032. Then, as I understand, you would like to see a sufficient military education given at public schools to enable a young man who came direct from a public school into the army to have sufficient professional knowledge for your purpose?—I should be very glad to see that done.

5033. Do you think that that would be comparable with the short term of military education now given at Sandhurst?—What I should wish to see is every encouragement given to public schools to educate boys for the army. I want to see as large a number of officers as possible derived from the public schools; that is a *sine quâ non* with me. I will get the best education that I can in them, but I most strongly object to the principle of forcing everybody through a military college like Sandhurst. I think that by so doing you would cause gentlemen of independent fortune to devote their sons to other professions rather than have them forced through a college of which they disapproved. I also think that the moral tone of Sandhurst, so long as it is conducted as a military school, will be an objection. I think that the consequence of obliging every one to go to Sandhurst would be that the public service would suffer from the loss of those persons very much more than they would suffer from not going into the army. I should wish to encourage the obtaining at public schools of the rudiments of those branches of military education to which I have alluded, and afterwards by private tutors, if you please. I should also give greater facilities than are now given for officers after they join the army to improve themselves in those purely military studies.

Maj.-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

Military instruction at public schools.

5034. (*Rev. Dr. Butler.*) I think that you were at Eton before you went to Sandhurst?—Yes, for three years. I went straight to Sandhurst.

System of education at Sandhurst.

5035. At what age did you enter at Sandhurst?—At 14.

5036. Were there many of the students at Sandhurst as young as that?—Yes; the age of entry at that time I think was from 13 to 15, so that I was just about the average age.

5037. How were you struck on first entering Sandhurst with regard to the tone of the place generally?—I was struck with the very low tone of morality which existed; and as I have said before, I heard of more immorality of practice than I had heard of before, and of practices being in vogue at Sandhurst of which I had previously had no knowledge whatever during the three years that I was at Eton.

5038. Would you attribute that mainly to the antecedents of those who entered Sandhurst, or to defects in the administration?—To defects in the administration. I have no reason for imputing it to the antecedents of the boys coming at that age, namely, from 13 to 15. I must say that the class of boys who came to Sandhurst at that time were certainly not so high in social position as those with whom I had been in the habit of mixing at Eton, but in answer to your question I can decidedly say that in my opinion that which I have referred to was acquired at Sandhurst.

5039. What would you regard as the central defect of the then administration?—The entire absence of tutorial superintendence.

5040. That is to say, there was not sufficient influence brought to bear upon each cadet?—There was none; we lived in rooms, five in a room, and a serjeant slept in the passage to keep order, and the captain of the company came round every now and then at night with a lanthorne and walked round to see that all was quiet; of course everything was very quiet when he came round, but as to any superintendence beyond that, or any moral superintendence, there was none whatever. Nobody ever spoke to a boy as a master would speak to his boys at a private school, or as a tutor would speak to every boy who was under him either at Eton or at Harrow.

5041. Do you think that that deficiency is a necessary accompaniment of a military system, or might it be improved?—I think that it is a necessary accompaniment of a military system, speaking of a system as military discipline *versus* scholastic discipline; but I think that there is not the least necessity for it in an establishment which is intended to give a military education; I think that all which I learnt at Sandhurst might just as well have been taught to me at Eton, if an arrangement had been made for teaching it instead of teaching Latin and Greek.

5042. Do you think that the fact that most or many of the tutors at Sandhurst are military men confines the choice too much?—I think that there is no sort of objection to the professors being military

Maj.-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

System of education at Sandhurst.

men, but that on the contrary there is a great advantage; of course they teach the subjects connected with their profession much better than a civilian. An officer will probably carry more respect in teaching fortification than a civilian who is known to be merely a theorist. But for personal superintendence I think that you want people of the same class as you have at the public schools, you want the moral superintendence; and I think that the teaching of the other subjects which are not strictly military ought to be carried on by tutors as it is at Eton.

5043. In selecting persons to influence the young men morally, and to look after their general welfare, including their moral welfare, must you not look for very special characteristics?—I should say so.

5044. As a matter of fact have you reason to suppose that those persons who did attend to the young men at Sandhurst were selected with reference to such characteristics, or purely with reference to military attainments?—I think that the military men were selected generally for their military attainments. I have certainly known appointments made where men were thought to be well educated men and judicious men, who would be judicious in the management of those under them; but I think that military men, as far as my experience goes, are simply unfitted for taking charge of youth as schoolmasters; that is really what they are placed as. I will exemplify it: I have spoken of the low moral tone at Sandhurst; I spoke some years ago to an officer of rank and standing and position at Woolwich, and said that I had heard that there was great ground for complaint regarding the superintendence of the moral conduct of the cadets, and that they were in the habit of associating in the public houses with women of loose character; that officer said to me "perhaps it might be worse if they did not do so." I need not explain to this Commission what that means. But I think that if a person in a responsible position in an establishment like that speaks with reference to the moral conduct of the young men in that way, it shows that he is not fitted to have charge of them. I am sure that there is no schoolmaster, either clerical or lay, throughout the country who would ever for one moment have entertained such an idea, let alone expressing it. I do not say that every officer would have done so, but I only give that as an instance.

5045. In short, you think that an officer familiar with the almost necessary laxity which prevails among young men in the army would be liable to take a too lax view of the temptations of boys and young men at a place of education?—I think so.

5046. Would you also be of opinion that the very essence of military discipline is to be strict, whereas the essence of success in teaching is that a man's system should be elastic and sympathetic rather than rigid?—I have no doubt that there is a great deal of force in what you suggest.

5047. We have it in evidence that the civilian professors, as a rule, are those who are least successful with the cadets at Sandhurst; can you account for that, assuming it to be true?—I think that it is very likely to be so. I do not think that it was the case with all when I was there. There were some who expressed their sympathy, and who were not so strict, and were more friendly with us, and I think that we got on a great deal better with them. There were some who used to force the thing, like the worst style of usher at a private school, and of course everybody had his back up and hated and detested them. There were a certain number who came under that description most thoroughly, especially some of the foreign masters. From my experience at Sandhurst I should say that some of the civilians were just as successful in their way as the military men.

5048. Do you think that at a military college a civilian professor need necessarily stand at such a disadvantage as that his authority should be completely depreciated?—No. I want to do away with military discipline at these colleges. I think that attempting a spurious military discipline is a mistake; it is a copy of foreign schools, and until that is altered at Sandhurst I do not think that the thing will be very much better. I want to see a man with a cap and gown at the head of it, and not a soldier. I want to see a man of academical distinction in charge of it, such a man as would obtain the charge of one of our public schools, and with the same powers of discipline entrusted to him.

5049. If the intellectual tone at Sandhurst could by any contrivance be greatly raised, would you anticipate that the moral improvement would also be marked?—If any special school is maintained to educate officers for the infantry and the cavalry I do not think that there ought to be any great difficulty in entrance. I do not want to see any stiff examination at entrance, and I do not at all attribute the low moral tone to the deficiency of intellectual education which the youths have received before entering.

Preliminary military education.

5050. Would you think it worth while that young men who are not of exceptional ability should be at all trained together in preparation for the army?—I am very doubtful about it. I think that without a special military college you ought to be able, to a great extent, to obtain for a large proportion of officers entering the army a sufficient elementary education in those branches which I have before designated as the most important, namely, fortification and surveying, to which I may add military history. I am not prepared to say that I would have no school for the purpose. I have hardly considered that matter sufficiently; it is a very large question; but I do not think that it is necessary.

5051. Supposing that a military college could be established where the intellectual average was distinctly high, with reference not to the scientific departments but to the cavalry and the line, would you anticipate any considerable advantage to the regiments from having a certain per-centage of officers from such an institution?—I am hardly prepared to say that. I think that the inducements to people to serve in the army in time of peace are so small that if you encourage very intellectually educated men to join, and hold out inducements to them to join, you will very likely find yourself very much disappointed. You must recollect that the routine of military life must be very tedious, and you had better take to anything else if you are going to be a peace soldier all your life; it is very unsatisfactory.

5052. Supposing that such able men could be induced to enter a military college, and through it the army, would you anticipate any considerable advantage to the regiments from having a fair per-centage of such men?—I think that if you have a per-centage of the men who are educated in military subjects, and have a good deal of proficiency in military education, it will no doubt be an advantage to the regiment to have such men serving; they would no doubt continue their reading, and other officers would pick up information and a taste for military reading from them, and it would tend to improve the tone of the service. The best regiments in our service, what were called crack regiments, when I entered, were those which were officered by officers upon an average of the highest social position, not necessarily aristocratic, but they were nearly all of them sons of gentlemen, perhaps of tolerably easy means, or of good connection; in those regiments there was an anxiety to do their duty in a strict way, which did not exist in regiments where the tone was less gentlemanlike, and which were officered in a less proportion from the public schools. I think that that class of officers, when they get together, always show more zeal for the drudgery of the service, and more determination to go through with the thing, than a lower class of men. A little thing may be an indication of what I mean. In my own regiment, the 43rd, we thought it to the credit of the regiment never to take off our clothes when we went on guard. I do not suppose that there were six regiments in the service which did that. I have often been on guard at Portsmouth, and never took off my

coat during the night, and visited the sentries at all hours of the night. That is an indication of what I mean.

5053. (*Sir D. A. Cameron.*) Entertaining the views which you do with regard to Sandhurst and Woolwich, would you not be in favour of abolishing Sandhurst altogether, rather than attempting to reform it?—Yes, if by reforming it you mean keeping up military discipline.

5054. I mean reforming it in any way you please?—I am not prepared to give a decided opinion on that point. I am decidedly in favour of abolishing it, unless it is carried on on the footing of the public schools. I am anxious to see tutors' houses for the boys, and the long passages with dormitories abolished.

5055. If you had an ecclesiastic or a civilian at the head of Sandhurst, you would at all events require a number of military tutors to teach the military subjects?—Yes.

5056. And therefore you would require a double staff of tutors?—I do not think that you would require a greater proportion than you have already had at Sandhurst; you have had a very large number for the per-centage of pupils. If you take a tutor to 35 or 40 boys, it would not, perhaps, be an excessive number. I should fancy that Dr. Butler would tell you that the number of tutors is as large as that at Harrow. If you took that proportion of tutors they would of course furnish a great proportion of the staff of instructors, and they might be readily supplemented by military men for the purposes of the special branches of military education.

5057. I believe that you are of opinion that every officer in the army ought to have a certain amount of professional knowledge over and above a knowledge of his regimental duties?—I think that it is highly desirable, but I do not think that it is a *sine quâ non*.

5058. Would you be in favour of officers' schools, or some place of that sort, to give that professional knowledge after they join the service?—Yes, I should be inclined to give every inducement and facility to officers for acquiring that sort of information. There is a difficulty at present, because we have had classes of that sort at Aldershot, and the officers have not been relieved from regimental duty; and in forming a class of that sort, and absolving them from military duty, you must guard against idlers getting in simply for the purpose of shirking the duty, but I think that it may be done.

5059. Do you think that it would be better than giving a professional instruction before entrance into the army?—I should like to give both; I want to facilitate everybody of a military taste coming into the army who likes, and to give the facilities both before and afterwards, offering it in each case and not making it compulsory, except that when you get a man into the army of course you may very readily make a certain amount of information of that kind compulsory, because you may refuse him his promotion as captain until he has acquired the rudiments of those things.

5060. (*Mr. Parker.*) Do you think that young officers would have time to attend classes of that sort; would their regimental duties leave them time for the purpose?—Arrangements might be made. There are, no doubt, difficulties in certain positions, but when they get to large stations I think that it might be arranged to a considerable extent.

5061. Apart from the professional value of such classes, do you think that the moral effect of them would be good for young officers?—It would of course give them an employment, and if you gave them an interest in their profession it would be an advantage. A pursuit is always of advantage to a young man.

5062. In comparing the moral tone of public schools with that of military colleges, you speak not only from your earlier knowledge, but from later?—Yes, from conversation with people, and asking them from time to time whether things were changed or not, and I have no reason to think that things have improved; they have altered in consequence of the age of the students being different.

5063. You also speak from what you have observed in comparing young officers from public schools with those from Sandhurst?—I have found officers in the army from Sandhurst, as well as from the public schools, very able soldiers and gentlemanlike men. I have often been surprised in after life to find a very great snob of a boy turn out a very gentlemanlike fellow when he has grown up; how he has contrived it has often been a puzzle to me.

5064. You would prefer that the boys at a public school intending to enter the army should not be taken away and sent to a military college intermediately?—If you mean compulsorily I am most decidedly opposed to it, inasmuch as I think that a great many persons would be thereby deterred from sending their sons into the army, and that you would lose the very class which it is desirable to get into the army.

Military instruction at public schools.

5065. And you see no difficulty in getting at a public school as much military education as would be necessary for an ordinary regimental officer before joining?—I would rather take officers from the public schools without a professional education at all than not get them; but I think that if you held out the inducement of getting commissions as you would scholarships, you would induce many of the public schools to turn their attention to that branch of education.

5066. Would you give commissions for competition separately to public schools? that is to say, so many to a particular public school?—That is a matter of detail which I have not considered; but I think that if commissions were given to public schools generally, a certain number of commissions without purchase being offered for competition, it would be an advantage.

5067. Have you thought how many hours a week it would be desirable to give up at a public school for professional education for boys going into the army?—No; but such education as I have spoken of in fortification and military drawing is easily acquired. It is not laborious or abstruse, and a fair amount of it would be acquired without giving up the other branches of general education.

5068. As regards mathematics would you be content with about the same standard for entrance into the army as is required for a liberal education?—I should be content with a very small amount. It is always desirable that a fair amount of mathematics, as far as the six books of Euclid, should be studied; but it is not essential to go deep into mathematics. The application of them to the principles of fortification is very simple, and I do not think that you need go deep into them.

5069. It would be easy to acquire a sufficient rudimentary knowledge of fortification at a public school?—I think very easy. It is a very simple thing, and a very attractive study to anybody who has a taste for military matters.

5070. Do you think that it would be possible to learn surveying (eye sketching for instance) at a public school?—I see no objection to it if time is given for it. All the early part of it would be taught in-doors in learning to draw, and when you come to the out-door work it does not take a great many lessons to teach a boy who has been previously educated for it. In the last three or four months that he had at school he might get a very fair proficiency.

5071. Do you think that it is sufficiently interesting work to be put into the play hours at a public school?—The out-door work certainly might be thrown partly into the play hours for any boy of 16 or 17, and who was anxious to enter the army.

5072. And the same with riding?—I think that they had better learn that at home.

5073. Should you recommend military history?—I should recommend military history as a most desirable head of instruction for officers of the army, because it gives them a taste for acquiring knowledge. If they learn to read, and understand books upon tactics and strategy, and acquire a taste for that kind of reading,

Maj.-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

Military instruction at public schools.

they very likely go deeper into the subject than they would at school.

5074. You see no reason why that subject should not be taught by a military instructor at a public school?—Certainly not. I think that if there was a military instructor upon those subjects at any public school it would be a very popular extra class.

5075. Supposing it to be possible to give time to teach these subjects at a public school, should you say that they would be popular?—I think so. I can only speak from my own experience. There was no branch of my education which I took to more willingly and more zealously than these subjects, without being a great glutton at learning.

5076. Then you think that facilities of this kind at a public school might attract lads into the army who otherwise would go to other professions?—It is not unlikely; or at any rate those who had a taste for the army would be very pleased to spend a part of their time in these things which would fit them for their future career, instead of studies which would not be of use to them.

Military colleges.

5077. On the other hand do you think that the present moral tone of Sandhurst and other military colleges would rather deter young men from entering there?—It would deter parents from sending them. Ever since I left Sandhurst I have always felt it against my conscience to recommend anybody to send his son there.

5078. You attach scarcely any importance to drill?—I attach no importance to drill before a man joins his regiment; you can teach him that in the first three or four months better than he will ever learn it before he comes there.

5079. You attach importance neither to the technical value of it, nor to any moral effect of it?—Of moral effect there is none; as to the technical value of it, a young man would be just as well drilled at the end of six months after joining his regiment as anyone who had been at Sandhurst for three years and joined the regiment at the same time as himself.

5080. You attach no importance to the moral effect of prompt obedience, moving at the word of command, and the smartness which is acquired by drill?—No, I think that the moral effect is all the other way, and that the scholastic discipline gives a better moral tone than the other.

5081. Do you think it desirable or undesirable that there should be a separation early in life between those who are intended to be civilians and those who are intended for the army?—I see nothing desirable in it at all; I may refer to a previous answer, namely, that I am most anxious that the officers of the army should be recruited as much as possible from every large school in the kingdom.

5082. And that they should not be placed early in life in a separate caste?—No.

5083. Do you see any reason why, before they enter the army, the moral tone of boys preparing for the army should be lower than the moral tone at public schools generally?—Certainly not as regards the boys; I attribute it entirely to the wrong principle upon which the military college is founded.

5084. And you see no reason why less attention should be paid to their religious training?—Certainly not; I think that it is a scandal to the country that more attention is not paid to that matter; the state in which the cadets were left, when I was at Sandhurst, upon that point was perfectly scandalous.

Sandhurst.

5085. In your own experience at Sandhurst was there any practical religious instruction?—None whatever; there were prayers gabbled through in the morning and in the evening by a cadet who was called out of the ranks, and we went to church on the Sunday; but nobody spoke to me on religious subjects from the day that I set foot in the college until the day that I came out.

5086. Neither the chaplain nor any other officer?—Neither the chaplain nor anybody else. The chaplain used to have a class of divinity, and if military drawing, or fortification, or anything else interfered with it, it was put on one side at once, and from my recollection and from what I heard of it I think that the cadets were quite right in preferring the military drawing to the amount of instruction which was obtained in the divinity class at that time.

5087. With regard to the arrangement of the dormitories at Sandhurst, were not they arranged on different principles for different companies?—No, but they are so now; a change has been made of late years. At that time there were five cadets in a room as a rule, and the doors of the rooms entering into the passages were locked at night with a key inside, enabling them to get out in case of illness; of course that key was made use of for circulation through the different rooms against rules.

5088. Do you prefer the system of giving a separate bunk to each cadet?—Yes I think that the system of every boy having his own room, as is the case at Eton, and as nearly as possible at Harrow, is the best system.

5089. You think that the privacy so secured is of importance?—Yes.

Direct comm exami

5090. (*Sir C. Russell.*) Has it ever struck you as being a singular thing that in the examination for direct commissions no one military subject should be examined upon?—I have not paid a great deal of attention to the papers, but I think that it is a great pity not to have an examination on military subjects; and I see no reason why, with due notice, those subjects should not be given, at any rate as optional subjects. If the effect were to exclude boys who have been brought up at the public schools in consequence of their not having that professional education, I should be very sorry to see it introduced, because, as I have said before (and I should like to repeat it), I think that the object is to get boys from all the best schools in the kingdom. Get them with what professional knowledge you can, but get them.

5091. Do you not think that if the examination combined these military subjects it would be a fair recompense to a boy who had acquired them, that they should count for something, and that it would be an encouragement to the boys at the public schools or elsewhere to fit themselves for that examination?—Certainly. I think that a boy who passed such an examination might be placed in a position for obtaining his commission earlier than otherwise.

5092. You think that some benefit should be given to him?—Yes; I think it very desirable, as an encouragement for having learnt those subjects. Of course he would have to show that he had had a "fair" education at school, and I think that in all these examinations preliminary to going into the army, certificates from the head masters of schools stating the time for which a boy had been in the school, the progress which he had made, and the position which he had held in his form or class, and what examinations he had passed, might be an integral part of the qualification for a direct commission. It would not do to say that the head master of a school should be able to qualify him without an examination, because that might lead to abuse, but what I suggest would be a very good thing as guiding the commissioners.

Sandh public

5093. (*Lt.-Col. Chesney.*) Are you not aware that in the army there is a large number of men who are the sons of poor officers?—Certainly.

5094. These poor officers cannot afford to send their sons to public schools, can they?—I should not say that; they may not send their sons to Eton or to Harrow, but I said public schools or large schools. I include Marlborough and Cheltenham, and any school of that kind, where there is a good system of public education. I would include a middle-class school if it is well carried on.

5095. Do you know of any school in actual existence which would give an education of the sort which you would think necessary to the son of a poor officer?—Not speaking of any particular school, I think that those boys who come from the public schools are the most desirable class to encourage to come into the army. I do not want to exclude any class, nor would the

public schools furnish sufficient officers for the army. I do not want to exclude others, I only want to encourage boys from public schools to come into it.

5096. Take, for example, the son of a quarter-master, have we any system existing at present by which he could get a commission in the line with any education, except by passing through Sandhurst?—I know of sons of quarter-masters getting commissions without going to Sandhurst. It is not a very great while ago that that was the case.

5097. Not within these eight years, I think?—It was certainly not eight years ago. I do not propose to do away with giving direct commissions by examination. I have no wish to hinder direct commissions without purchase being given in return for passing good examinations, let the boys come from public schools or from where they may.

5098. Would not a poor officer lose a distinct boon if he lost the opportunity of sending his son to a military school where he pays a nominal rate for his son's army education?—Clearly, if you did not give him an equivalent by paying his expenses at some other school; it would be so, unless you paid for his education elsewhere, which would of course be an equivalent.

Major-Gen. Right Hon. P. Herbert, M.P.

11 March 1869.

Sandhurst and public schools.

5099. (*Chairman.*) You have stated that you have a very strong preference in favour of these institutions being presided over by a man with a cap and gown rather than by a military authority. Is it not the case that the present chief authority at Sandhurst does not at all occupy an analogous position to that of the head master at a public school?—He certainly does not.

5100. He has not the same control, and he does not possess the same amount of liberty in regulating the system over which he presides?—Certainly not, either as regards the education or the discipline, or in the choice of masters, it is in no way analogous.

5101. (*Rev. Dr. Butler.*) When did you go to Sandhurst?—I went to Sandhurst at the end of 1836 and left in 1839.

The witness withdrew.

BREVET-COLONEL J. J. HORT, 44th Regiment, examined.

Colonel J. J. Hort.

11 March 1869.

5102. (*Chairman.*) You are Lieutenant-Colonel Commanding the 44th regiment of foot?—Yes.

5103. You were also I think in the 36th regiment?—Yes; I have been commanding the 44th regiment since December 1866. I was appointed to the 36th regiment as lieutenant-colonel commanding in May 1857.

5104. You obtained the brevet rank of lieutenant-colonel for distinguished service in the field?—It was the Sebastopol brevet.

5105. You served throughout the Eastern Expedition?—Yes, I served throughout the Eastern Expedition with the 4th King's Own regiment. We first went to Malta, and then to Turkey, and then to the Crimea.

5106. You have never been on staff employment?—Not regularly.

5107. But you have been commanding officer of a regiment for nearly 12 years?—Yes, and I have occasionally had command temporarily of brigades, which has given me a certain amount of experience in the staff.

5108. Were you educated at Sandhurst?—Yes; I obtained my commission on the 20th of November 1840, without purchase. I was at Sandhurst three years and a quarter.

5109. As it is some time since you were at Sandhurst I will not ask you as to what was the condition of Sandhurst at that time, but you must have had ample experience of the position which officers assume on entering the army from Sandhurst, and I should be glad to know what is your general opinion with regard to them. Do you consider that a cadet joining his regiment from Sandhurst is upon the whole a more desirable acquisition than a lad who joins his regiment from a public school, or from a crammer?—I think those that come from a crammer are the worst of all, I do not like them at all; but I am sorry to say with regard to Sandhurst, which is a place that I am very fond of, having been educated there and having naturally the recollections which a man who has been a long time in the service must have of the school at which he was educated, that of late years I would rather not have a Sandhurst cadet appointed to my regiment. Formerly it was different, but of late years as a general rule I do not think that they are such desirable subjects as those who are educated at public schools.

5110. Will you state why?—One very good reason for it, I think, is that the age is too great; they are too old when they go to Sandhurst, and the consequence is that they get a little too much learning of drill and things of that kind, which I think they would learn better in the regiment.

5111. When you say "too much learning," you apply that expression to drill?—Entirely.

5112. And not to the scientific knowledge?—On the contrary, I am quite in favour of a professional education. I think that it is a most desirable thing; and the army being a profession, and not a pastime, I think that candidates ought to be educated for it just the same as for any other profession; and of course the education should continue after they get their commissions.

Results of Sandhurst education.

5113. Independently of the lads from Sandhurst being rather too old, and being not perhaps quite so amenable to discipline as might be desired, do you think that there is any defect observable in them with regard to their moral tone and general bearing as gentlemen?—No, I do not think that I can say that. I should be very sorry to say it. I went to Sandhurst at the age of 13, and I left before I was 17, and I was there taught as a boy. When I got to the army, the amount of military education which I had was just sufficient to enable me to go through an ordinary field day, marching past, the manual and platoon exercise, and things of that sort, after a certain fashion; but of course it was not like a highly trained soldier. But I am told by those who come from Sandhurst that they are now taught rifle drill, and things of that kind, which I think they would better learn when they join their regiments.

5114. In a soldier, of course moral qualities are as important as intellectual qualities, but pre-supposing the existence of the necessary moral qualities, in which would be included capacity of managing men, quickness of decision, and qualities of that description, of course the better educated an officer is the more useful he will be likely to be?—Certainly

Defects in the education of young officers.

5114*a*. Is there any particular deficiency that you have noticed by the results, in the education of young officers previous to their being appointed to commissions?—Yes; one material defect appears to me to exist in the actual system of examinations, especially for direct commissions, viz., a want of sufficient attention to the handwriting of the candidates, which sometimes is so bad that were they soldiers in the ranks I should hesitate to promote them to be non-commissioned officers; and in connexion with the same subject I may observe that it often happens that young officers display great difficulty in expressing themselves correctly in writing. For these reasons I think that it would be greatly to the advantage of Her Majesty's service and of the candidates for commissions themselves in their future career if they were called upon to give more attention to their handwriting and to English composition, and at their examinations to write a letter from certain given heads. If they should fail in these particulars, I consider that they should be sent back to improve themselves with a view to a subsequent examination.

Colonel J. J. Hort.

11 March 1869.

Instruction of officers in the service.

5115. You are of opinion that it would be desirable, if possible, to continue an officer's education after he had joined his regiment?—Certainly.

5116. And you apply that more especially to the technical and scientific portion of his education?—Yes; I think, for example, that every officer ought to be able to throw up a fieldwork and to defend his outpost. If he is sent to occupy a house with his company, he ought to know how to put the house in a state of defence. He ought to know how to put on paper a reconnaissance of the country round his post or near where he may be employed. If he is sent out on this or similar duty, he ought always to be able to communicate his thoughts in good language to his superior, to write a good report, and to accompany it with a sketch. I do not mean to say that every officer should be a skilled engineer, but I think that all ought to have a certain amount of professional education in the way of field fortification, and surveying with the prismatic compass. If he understands permanent fortification so much the better, but I do not think that that is indispensable. I think that the next important matter after the purely military subjects is languages, or it is perhaps even more important; and every officer ought to know how to ride and take care of a horse.

5117. Have you any suggestion to make as to the way in which this information could be communicated after an officer joins his regiment?—I think that it would be a very good thing if every regiment had a captain instructor attached to it, and that officers should be provided with proper text books, and that they should be made to keep up their education. Of course it would not be necessary to have an officer constantly going to school, but I think that each officer ought to pass a more strict professional examination than now, as a condition of promotion up to the rank of captain. That of course would require competent persons to carry it out, such as the captains instructors above suggested. As regards equitation, such officers of infantry as required it might be instructed in the cavalry riding schools, as in the French army.

Preliminary military education.

5118. Making allowance for the adverse opinion which you have formed with regard to the disadvantages which seem to attach to a portion of the present system at Sandhurst, you would probably think that it would be desirable to give opportunities to those young lads who intend to enter the army to acquire during their youth a certain elementary knowledge of purely military subjects?—Not except at a military college. I should be sorry to see civilian candidates for the army called upon to pass an examination on military subjects before they joined; because, if so, you would only go back to the old system of cramming. I do not think that there can be the slightest doubt about it. Anything more ridiculous than the description of technical education of some of the young lads with whom I had to deal 10 or 12 years ago, when I first commanded a regiment, I never knew. For instance, in fortification, they had been taught by cram, and nothing could be more absurd; they forgot the whole thing; they joined the service, and did not trouble their heads about fortification, or anything else; they forgot what little they had learnt; their object was to cram through, and to have done with it.

Military instruction at public schools.

5119. Then you do not agree with General Herbert, who seems inclined to encourage the public schools to give to some of their students an opportunity of studying purely military subjects, such as fortification?—I am sorry to differ from General Herbert, but I say decidedly not; that is my humble opinion. I should like every young officer who does not pass through a military college to prove to the board of examiners before whom he has to pass that he has had the education of a young gentleman; and after joining his own regiment I would give him military instruction under a military instructor. If an officer had a military education except at a military college before he joined the army it would go back to the system of cramming. With regard to cramming I may mention a circumstance which happened about 12 years ago. I was then commanding the 36th regiment at Manchester, and I had a very clever fellow as my schoolmaster, and he did a great deal in the way of teaching out of hours, (which was then allowed,) that is to say, what is called coaching up people for their commissions. I have always been fond of fortification, which I think was extremely well taught at Sandhurst, and he produced me some very good fortification drawings, and told me that he was employed in instructing some young gentlemen who were candidates for commissions. I pointed out some little defects in those drawings, for which he was very much obliged to me. I asked him whether, if I were to give him a specification for a square bastion fort with a square redoubt in the middle of it, he could draw it. He said, certainly, if I gave him the specification. I did so, and he drew a plan from it, but he placed the redoubt in such a position that its angles were drawn right up to the curtains of the bastion fort, and therefore the defenders of the latter could not circulate about the work. This was a man who was instructing candidates for the service. From my experience I am afraid that we are subject to that sort of thing.

5120. (*Lord de Ros.*) He was a regimental schoolmaster?—He was one of the normal schoolmasters, and a very good man when he was kept in his place, but he flew too high and did not understand everything which he talked about, as is frequently the case with men of his class.

5121. (*Lord E. Cecil.*) Do you see any difficulty in boys acquiring a military education in public schools if military professors were appointed to those public schools?—Yes; I think that it would very much impede their more legitimate education. I think that at public schools they should be purely left to the ordinary education which they get there.

5122. You do not think that the military instruction would be badly given by the military instructors, but that the students ought to devote their time to other studies?—Whether such military instruction were good or bad would I presume mainly depend on the instructor, but I think that it would inevitably be found to clash with the rest of the boys' studies.

5123. If a modern military class was formed at public schools would you have any objection to it?—I think it a very good thing and a very necessary thing for the pupils to learn languages at a public school, but as far as regards fortification, or reconnaissance, or anything of that sort, I think that it had much better be left alone, as it interferes with their other studies.

5124. Would not that rather be a question for the parents to decide?—No, I should rather leave it to be decided by the State. I think that if you had military instructors at public schools the probabilities are that their instruction would clash with the other instruction. I have never heard the idea before; it seems to me *primâ facie* almost an infallible consequence.

5125. Then you think that military instruction can only go hand-in-hand with military discipline?—Certainly. I do not call teaching a man French or German military instruction, but I mean the technical part of the business. I think that it could be taught better at a military college than anywhere else.

5126. During the time that you were at Sandhurst Sandh
were you fully satisfied with the discipline of it?—Yes, generally. There were faults in the management of the place. The chief fault was that we had serjeants set to spy after us, which had a very bad effect; but with that exception I do not think that there was anything to find fault with in the way of discipline. There were of course one or two rows while I was there, but the people who committed themselves were punished.

5127. You never heard of immorality and insubordination and intoxication being more rife at Sandhurst than at other schools?—Certainly not. There

was no great row while I was there. There had been some time before, but that is a very long time ago.

5128. (*Sir C. Russell.*) Even without the facilities which such a captain instructor to a regiment as you have suggested would give, have you known officers in your experience who instructed themselves in military subjects after they had entered the army?—Yes, a great many.

5129. I understood you to say that though you had not been on the staff yourself, you had had experience of staff officers.—Yes; I have had a great deal of experience of staff officers.

5130. Do you think that the staff officers from the Staff College exhibit any marked superiority over those who were formerly taken by selection from the army?—Yes. I do not mean to say that everybody who comes out of the Staff College is a first-class staff officer, but I think that the establishment of preliminary professional examinations for the staff has been of great advantage to the army.

5131. In your experience has anything struck you which might be improved in the instruction at the Staff College, judging by the specimens of staff officers which you have seen turned out?—I am hardly prepared to give an opinion upon that subject. I have never been at the Staff College myself. I have heard it said that there is a great deal too much mathematics, and I can only suggest that more attention should be paid to modern languages and less to mathematics. In my humble opinion, even in my time there was too much mathematics both at the junior and senior departments at Sandhurst. It was the only reason that I did not go to the senior department myself.

5132. It has not struck you that with staff officers coming from the college there has been much deficiency in riding?—No. I think that the first qualification of a staff officer is to ride, and next to be able to write good English so as to put his ideas on paper intelligibly. I suppose that there are bad riders among the staff officers, but I do not know of any particular case having been brought to my notice.

5133. (*Lt.-Col. Chesney.*) Would there be any practical difficulty in making a high standard for riding, just as for any other subject, for an officer coming out of the Staff College?—I should think not; I have never been at the Staff College myself. There is plenty of opportunity of instruction in riding there, I believe, with a covered riding school and an open manege.

5134. (*Rev. Dr. Butler.*) You strongly disapprove of the old system which you call the cramming system?—Yes, certainly.

5135. Do you favourably contrast with that system the system of instruction given at Sandhurst?—There is no comparison.

5136. Do you find that a large proportion of the cadets who come from Sandhurst show signs of well-digested learning?—Yes; as a general rule I think that they are very well educated.

5137. (*Lord de Ros.*) Did you find any advantage from what you had learnt at Sandhurst in the course of your service abroad as to the question of judging of a country and reconnaissance?—Yes, I have found it of advantage throughout my life in everything. I think that the education which I got at Sandhurst was as good and as practical an education as a soldier could have.

5138. Supposing that the drill at Sandhurst was in all respects assimilated to that which a young officer receives on joining a regiment, for instance, the exercise of the voice, and instruction in giving command, and attendance occasionally at the orderly room, and learning how to write a common adjutant's letter, how to pack a knapsack, and a certain knowledge of soldiers' accounts, do you not think that that might be just as well taught at Sandhurst as in the regiment?—I do not think so. I think that those things should be decidedly left until the officer joins his regiment. Of course a certain amount of drill is indispensable to discipline, and if you have a cadet college with 300 or 400 cadets, you must teach them sufficient drill to put them through a moderate field day; but I think that nothing more is wanted.

5139. Would you not prefer that they should be drilled as officers rather than as private soldiers?—No; I would rather get them drilled at Sandhurst just sufficient for that moderate purpose. All the Sandhurst cadets get drilled over again when they join their regiments. Results of Sandhurst education.

5140. As it is necessary to be done over again, would it not be more simple to do as much of it as possible at Sandhurst, instead of having to reverse it all after leaving Sandhurst?—No, and for this reason, that if you set to work to teach your future young officer to be a perfectly drilled soldier, you take up much of his time which could otherwise be given for the purpose of his education. Except for making a mere soldier of him there is no use in turning out a cadet from Sandhurst as a fine drill; but you must teach him a certain amount, for the moderate purpose of which I have spoken. All the time that he is being turned into this good soldier, which will infallibly have to be done over again, is so much time taken away from his education.

5141. When you were on the arduous service before Sebastopol, the young officers, I imagine, were constantly sent to you very imperfectly trained?—Yes.

5142. Would it not have been an advantage if they had been more perfectly trained as officers?—It is hardly fair to put it in that way, because the army was so largely and suddenly augmented, and so many officers were killed and invalided, that young officers were unavoidably sent out to their corps who knew very little. If there had been time they would have been trained at the depôts. Upon rough work like a siege a young officer will very soon learn how to command.

5143. Do you think that the instruction at Sandhurst might be to a certain degree assimilated to the instruction given at the depôt?—I would rather not see that; I would rather see the military college as a place of military education.

5144. In the examination for promotion, say for a captain, would it not be possible to introduce a few questions on field fortification?—We do so now, but the great want is a qualified person as instructor, for the commanding officer of a regiment has too many other things to do to be able to give his time to such instruction, and very often, by reason of his never having studied military science, is incapable of teaching others. But what are wanted even more are proper text books for the use of officers, especially in military law and in fortification and reconnaisance, such books to be concise, practical, and without pedantry, and which every officer should be required to possess and to be thoroughly acquainted with—Macauley's Field Fortification and Pipon's Manual of Military Law are very good books of this class, but the possession of none of them is compulsory with officers; and though at paragraph 285 of the Queen's Regulations for the Army certain books are "recommended to the army as useful books of reference on "military subjects," it is with the reservation "so "far as they are not inconsistent with anything contained in these regulations." The result is that the selection of books being left to the individual he very frequently chooses none at all, that is my experience. Instruction of officers in the service.

5145. You would wish an officer to know enough about fortification when he went into a fortress to find his way about, and to know the names of the different parts of the fortress, would you not?—Of course an officer should know that, but that is a very small part of the subject.

5146. Do you think that French can be well taught in England?—I think that French grammar can be very well learnt in England; it must be learnt, because everybody cannot have an opportunity of going to France.

5147. Is it not of much more importance for an officer, that he should know enough of speaking French, even as a courier speaks it, to make his way in a

Colonel J. J. Hort.

11 March 1869.

Instruction of officers in the service.

foreign country, than that he should have any great grammatical knowledge?—Yes, but I have had experience of a few languages, and do not believe in any real knowledge of a language without grammar. Of course you may pick up a few expressions which will carry you through, but it will be excessively hard to acquire practically any language merely by learning a few phrases, and without understanding their construction.

5148. You have paid great attention to the tone of your mess, and to the tone of your officers; have you ever found that the officers from Sandhurst were more difficult to bring into your ways than other officers?—No.

The witness withdrew.

Colonel J. W. S. Smith, C.B.

Brevet-Colonel J. W. S. Smith, C.B. (Commanding 1st Depôt Battalion), examined.

Results of Sandhurst education.

5149. (*Chairman.*) Of what regiment were you colonel?—I was lieutenant colonel in the 38th regiment.

5150. You command a depôt battalion at Chatham?—Yes.

5151. How many years have you been in command of a battalion?—Since 1856.

5152. You were educated at Sandhurst?—Yes.

5153. And you obtained your commission at Sandhurst?—Yes, without purchase.

5154. You went through the whole of the campaign in Turkey?—Yes.

5155. What is your opinion with regard to the cadets who have joined the battalion under your command straight from Sandhurst as officers?—I have not noticed any difference at all which I could attribute to their joining straight from Sandhurst.

5156. Then you would not prefer a cadet from Sandhurst to a recruit who obtained a direct commission from a public school?—Not at all necessarily.

5157. You have not observed any difference in officers who have come from Sandhurst either in their tone or in any other respect?—No, I have not noticed any difference.

5158. Then you do not think that the military education which a man has received at Sandhurst is of any particular advantage to him?—Yes, I think that it is an advantage to a certain point; it makes him sooner useful and available for duty.

5159. Do you apply that observation to the drill or to the instruction?—To the drill.

5160. Of course you would consider that the scientific and professional instruction which a cadet had acquired at Sandhurst would eventually prove advantageous to him?—I think that what he wants, as an officer of the line, may be very easily learnt afterwards; he has ample time and opportunity for it. I consider that the time which has been occupied at Sandhurst in what is called scientific instruction might have been better employed in acquiring a good general education.

5161. Independently of that which is absolutely necessary to an officer of the line, I suppose that you think it desirable that a military man should know the subjects connected with his profession, even though not essential to the discharge of his immediate duties?—Undoubtedly so; always bearing in mind that the primary duty of a line officer is the efficient condition of the men under his command.

5162. I gather from your reply that you do not attach any very great importance to any preliminary professional education which may be acquired by an officer before joining his regiment?—Not in the case of a line officer, except to the extent I have named—and for the reasons regarding *general education* which I have stated.

5163. Sometimes, I suppose, an ordinary regimental officer may find himself—in India for instance—in an independent command, thrown very much upon his own resources, where, perhaps, he may be called upon to defend a position, and where any scientific instruction which he may have previously acquired will be of great advantage to him?—Undoubtedly; in a case of that kind if he has any such instruction it will be an advantage to him; but where it is wanted in the case of a line officer is an exceptional matter, and I believe an intelligent practical officer would be found equal to the occasion.

Instr
office
servi

5164. Would you be in favour of affording to officers after they had joined their regiments ampler means of perfecting themselves in the scientific portion of their duties than they at present enjoy?—I would.

5165. What would you consider to be the best means of effecting that object?—I think that it is almost impossible to be done efficiently as a matter of compulsion; if done at all it must be by means of some inducement.

5166. Would you be inclined to render the present examinations stricter?—That would have an advantage in the case of some. It might be a disadvantage in excluding from the line a certain number of officers of high social standing and private fortune who do not enter to make it a profession. But I attach very little importance to the present examinations. They are better than nothing; but I do not think they have a lasting effect; I believe they are rapidly got up, and most often rarely thought of afterwards.

5167. The class of officers you referred to would not face the examination?—They would not take the trouble, as they have not entered the army to make it a profession; and I think that in a large measure it would make our officers a different class of men, were that imposed upon them in any stringent form.

5168. Do you think that the officers who enter the Staff College, and go through the severer tests of Woolwich, are drawn from a lower class in the social scale?—Not at all; but I think that the officers who enter the Staff College have a natural aptitude for it, and regard the army as their profession, and are studious men and work it out. Those of the scientific corps are drawn on by the intellectual nature of their employment, and by the number of lucrative appointments open to them; the occupation and the prizes furnish just those inducements which the line has not.

5169. If it were not for that drawback, and if contrary to your expectations this very class of officers to whom you allude were not deterred by the examination, of course you would consider that the fact of their having been passed through such an examination would render them better officers even than they are at present?—Undoubtedly.

5170. I dare say that you think that an officer may be a first-rate officer, and show great genius for military affairs, and great aptitude for command, and be conspicuous in rapidity of decision, and in the possession of a military eye, who is not very distinguished for scientific acquirements?—Undoubtedly so. I attach more importance to his natural qualifications, as a line officer.

5171. If to those qualities which I have enumerated, the scientific acquirements should be added, it of course would be a nearer approach to perfection?—Certainly.

5172. From your observation you would not be inclined to think that officers who have shown a natural aptitude for the study of those intellectual subjects as a profession, are in any way less likely to be distinguished for the other less intellectual but more practical characteristics to which I have alluded?—Not less so.

5173. But not more so?—Not more so. I look upon the requisite qualifications of an officer, even of a staff officer in the highest ranks, as implying in the first instance natural qualities; and of course any amount of education or instruction improves these natural qualities. I allude to such qualities as have been shown in Dr. Livingstone and Sir Samuel Baker.

5174. All those qualities, of course, are of the same use as scientific knowledge? — Yes, they help to achieve the end of all strategy and tactics.

5175. And scientific knowledge might prove comparatively useless without them?—Yes. Not only useless but perilous, by placing a man without them in a responsible position.

5176. (*Lt.-Col. Chesney.*) I think you have stated that you have not observed any striking difference between young officers coming from Sandhurst and young officers not coming from Sandhurst?—I have not.

5177. We have it in evidence that of those who pass through Sandhurst now, more than half are the sons of officers having had a desultory life before they come to Sandhurst, going about from station to station, and from school to school. Is it not likely that if they had been to no such institution as Sandhurst they would have come into the army very inferior to other boys? —I cannot state what is likely, I can only state my experience.

5178. According to your experience there is no practical difference?—No.

5179. Would not the boys who are described as so half educated probably have entered the service in a very inferior condition but for the Government college?—One would naturally infer so, but I only speak from experience.

5180. Can you tell us as to whether the existence of Sandhurst is not considered generally in the army by military officers a boon; it being of course understood that their children are educated at a lower rate than elsewhere?—Yes.

5181. And the same with regard to Woolwich, where the sons of officers are admitted at a much lower rate than other cadets?—Yes.

5182. (*Maj.-Gen. Wilmot.*) You spoke of a certain class of officers in the army who you thought would object to a compulsory examination in the higher subjects?—Yes.

5183. I suppose you think that that would be a matter to be very much regretted, namely, that any officer should object to that examination. Do you think that if an examination for certain reasons was made compulsory, it would exclude from the army a certain class of men who now come in?—Yes, I think it is most likely that it would do so, were it stringent. If they were shown some inducement which they could rely upon, the case might be different.

5184. But do not you find that that very class of which you speak is one among which there is very great zeal and love for the service?—Often so; but they are exceptions in the line in peace time.

5185. Then is not it very likely that they would be among the most willing competitors?—No; I find that those of this class who, having large independent means, take an interest in their duties, are quite exceptions; most of them only join, as I state, for the purpose of passing a short portion of what I may call idle time.

5186. In a national point of view is that a good thing?—No, certainly not; I would much rather have all working men.

5187. Do you think that the possibility of excluding that class would be a sufficient ground for not making the examination compulsory?—You would exclude a number of that class of officers, and I think that that is regarded by the country as an objection. I do not think so. I would much rather have them all practical working men.

5188. You would rather see the army a regular profession?—Yes, as I fancy is the case in a large measure in the armies on the Continent.

5189. (*Rev. Dr. Butler.*) You have had occasion specially to notice the tone of officers coming from Sandhurst?—Yes, I think that I may say so.

5190. Has it struck you as having been satisfactory?—As much so as I have found it in others; some are steady excellent officers and pay attention, and others are otherwise.

5191. Have they struck you as having been intellectually well trained?—The work of a line officer is scarcely a matter of intellect; his duty is to bring his regiment or company—according to his rank—into the field in the highest state of efficiency, physically, morally, and intelligently; this requires care and assiduity, and a close adherence to orders, and is more practical than intellectual, but not the less important on that account.

Preliminary military education.

5192. Are there any subjects which you would think it highly desirable for every officer to have studied before entering the line?—I would say only a portion of his elementary out-door work, what is called squad drill, and company drill, and his setting up. I think that that is more easily learned at an earlier age, and that it prevents an officer being made a spectacle in front of the troops; and that he learns it faster and more easily at a younger age, just in the same way as he learns cricket, and racquets, and things of that sort.

5193. Are there any subjects of a more strictly intellectual character, such as field fortification, which you would think it highly desirable for an officer to learn before joining the army?—Not in the line. I would much rather have him join with a well grounded general education, and he will have ample time afterwards, and ample opportunity to learn all that is wanted, if he wishes it. There is already a disposition in line officers to regard the practical nature of their work as too unintellectual for them—they might take more interest in it were it more intellectual—but the study of intellectual subjects should never be recognised as a substitute for their more especial work, but as supplementary to it.

5194. Then I infer that you see but little occasion for a special military college to give such instruction for the line?—Very little, except as a boon to old officers in the education of their sons. Most young officers joining the line seem to be deficient in a desire for mental improvement. The examinations on entering and for promotion may be passed by cramming, and having fulfilled their end are often no more thought of. In all cases of line officers compulsory education ceases at an age when in others it is only usefully commencing, and in the absence of all reliable inducements to study, it is not wonderful if the majority use their freedom for other objects than those of study.

5195. Would you consider it a great gain, if in every regiment there was a fair per-centage of officers of a higher intellectual calibre?—Does that imply information or mental power?

5196. I would say more carefully trained intellectually?—In general education?

5197. In professional subjects.—Yes, I think that it would be a great advantage, although I do not consider the officers of the line to be deficient in intellectual calibre, or, generally, in training, having regard to their age on joining the army. The problem is, their further cultivation as a body, and that without any prospective benefit.

5198. You think that the general tone of a regiment would be likely to be raised by the presence of a proportion of officers such as I have referred to?—I think so.

Instruction of officers in the service.

5199. (*Sir D. A. Cameron.*) Do you think that it would be possible and advisable to devise some very simple practical course of instruction, which you might exact from every officer after joining the army? —Yes, I should think that it might be very easily done; but of course, as I have already stated, I think that it would exclude a certain number; that might be an advantage or a disadvantage according as people thought about it.

5200. (*Mr. Parker.*) Do you think that it would be possible to give any inducement in the way of promotion to young officers to study professional subjects, by giving them any advantage in promotion over those who make a mere pastime of the army?—I undoubtedly think so.

5201. It would not be felt to be an unfair or an

Colonel J. W. S. Smith, C.B.

11 March 1869.

Instruction of officers in the service.

unreasonable thing that those who devoted some time to professional study should have an advantage over those who made a mere pastime of the army?—Not if other things were equal; but it would be a great objection if any amount of professional study were to confer any advantage in promotion over a correct and intelligent performance of regimental duties; what is primarily and chiefly wanted in a line officer is a discharge of line duties. A colonel of a line regiment desires officers in whom he can confidently trust that their men will be turned out when wanted, either by day or night, in the utmost state of efficiency, and properly handled when turned out. He will value an officer in the field higher on account of these qualities than by the knowledge that he would be available as an acting engineer if required.

5202. If there were voluntary, examinations, the results of which were recorded, do you think from your experience that a fair number of young officers would enter for them?—Yes; I think that they would; especially if they saw reason to hope that this record would recommend them for positions of distinction or emolument.

5203. Do you think that it would be possible, using the records of such examinations without a very rigid system, to give some preference to officers who had distinguished themselves?—No; I think that it would very often lead to a wrong result. An officer might pass a good examination without necessarily being a better regimental officer than those who do not pass an examination. I hold strongly to the opinion that nothing should be so recommendatory to the line officer as line duties; the neglect of these is poorly compensated for by an acquaintance with other things.

5204. If in giving such promotion the person responsible for it looked to the natural qualities of the officer as well as to the records of acquirements, in that case would it not have a good practical effect?—Yes.

Results of Sandhurst education.

5205. (*Lord de Ros.*) Have you found the rudiments which you acquired at Sandhurst of use to you on service in the field?—Not at all of use. I was always employed regimentally. They gave me an intelligent interest in the siege works at Sebastopol.

5206. Not your knowledge of field fortification; has that never come into play?—No; not as a line officer; I do not think that it has ever done so with me.

5207. Do the officers from Sandhurst fall readily into good regimental habits, and make good company officers; do they study the character and habits of their men as much as you would wish?—It depends, I think, entirely upon a man's private character; sometimes they do, and sometimes they do not.

5208. You have said that there is time and opportunity for officers gaining instruction after joining the army. When on actual service were not many "killed before drilled?"—Yes; but they were very exceptional cases. When this occurred the only drill wanted by a young officer joining his corps in the field was the power of marching with a party to and from the trenches.

5209. Is there not a great difference between field service and home service, inasmuch as you are obliged to utilize the officer in the one case immediately that he comes out, whereas in the other case you have plenty of time to form him?—Yes; but what is mostly wanted in the case of a young subaltern in the field is energy and presence of mind and natural intelligence. He is very unlikely to be placed in an isolated position where much would be left to depend upon his own knowledge of field fortification. I, of course, speak of a line officer's duties.

5210. As regards the tone of the mess do you observe that our army much differs from foreign armies in requiring the combination of the officer and gentleman?—I do not know much about foreign armies, and I should say that I know nothing at all upon that point.

5211. You alluded to officers of high social standing as entering the army rather as a pastime; have you not found them quite as attentive to duty, and quite as zealous, and quite as good practical officers when on active service as others?—Quite so, certainly, when they have been in the field. But if an officer does not master the details of his duties before he goes into the field, he cannot at first do justice to himself, or to his men, or to his regiment.

The witness withdrew.

LIEUT.-GENERAL SIR DUNCAN A. CAMERON, K.C.B. (a Member of the Commission), examined.

Lieut.-Gen. Sir D. A. Cameron, K.C.B.

11 March 1869.

Royal Military College, Sandhurst.

5212. (*Chairman.*) You were appointed Governor of the Royal Military College at Sandhurst in June 1868?—I was.

5213. And you found a certain system established there?—Yes.

Powers of the governor.

5214. Though the title of Governor implies to an ordinary understanding considerable powers, your powers as Governor are in a great measure limited, and you by no means occupy the same position at Sandhurst as the head-master of an ordinary public school does?—Certainly not. I can make no regulations of my own authority. I can only suggest to the Commander-in-Chief what I think may be an improvement upon the established system, and I suppose that in nine cases out of ten it would be confirmed by the Commander-in-Chief.

5215. Have you anything to do with the appointment of the officers and instructors?—Nothing whatever.

5216. (*Lord E. Cecil.*) What is the number of cadets at present at Sandhurst?—214, including two who are rusticated.

Annual expense.

5217. The cost of Sandhurst, according to the army estimates, I see is 34,275*l.*, that would make the cost of a cadet about 159*l.* a year?—I have not myself gone into the calculation, but I have no doubt that you are right.

5218. The provision for washing, &c., of the cadets, is stated in the estimates as 9,798*l.*, that would be according to my calculation a little more than a quarter of the whole expense?—I suppose that it would.

5219. Therefore the simple education of a Sandhurst cadet amounts to something more than two-thirds of the whole?—I suppose that you are right; I have not gone into the calculation myself, and therefore I cannot very well say.

5220. Do you know what the cost of students at Wellington College is?—I do not.

5221. It was stated in evidence by Colonel Hallewell that the cost of a Queen's cadet was 182*l.* a year?—That appears to have been his statement.

5222. What is the price paid by the sons of gentlemen who are not officers in the army?—100*l.* a year.

5223. Then, if my calculations be correct, that does not pay the expense of their education?—Certainly not.

5224. In short, if cadets are now costing 159*l.*, a year, and if their fathers only pay 100*l.* a year, 59*l.* a year is at the cost of the country?—Exactly.

5225. And in addition to that there is the original expense to the country of the property at Sandhurst and of the buildings?—Yes.

5226. Is the property kept up out of the money paid by the cadets?—The estate pays itself; a certain quantity of timber is cut down every year, and is sold, and it pays itself in that way.

5227. I suppose that there are a certain number of labourers who are employed?—Yes, but they are paid out of the profits of the estate.

5228. Can you account for the fact of a Queen's cadet costing so much more than an ordinary cadet?

—The Queen's cadets are found in books and clothing and mathematical instruments.

5229. (*Maj.-Gen. E. Wilmot.*) Of the sum taken in the estimates, which has been mentioned as being upwards of 30,000*l.*, is not a certain proportion credited back to the public in the shape of payments from the cadets themselves?—A very considerable proportion; I believe that the expense to the country does not amount to more than about 17,000*l.*

5230. Then the 30,000*l.* is only an estimate of what the education will cost?—Yes, an estimate of the whole expense.

5231. At the end of the year, is there a balance returned to the public of that 30,000*l.* which is estimated?—Of course.

5232. Therefore it does not do to divide that 30,000*l.* by the number of cadets?—Not in order to ascertain the cost to the country; it shows the sum expended on each cadet by the State and by his parents.

5233. Is the whole of the 30,000*l.* expended?—Yes, either by the parents or by the State; a cadet costs that money partly to the State and partly to his own parents.

5234. (*Rev. Dr. Butler.*) In matters of discipline you are practically supreme, are you not?—I am, with this exception, that if I find it necessary to remove a cadet from the College, I am obliged to report the case immediately to the Commander-in-Chief, and he may confirm it or not sanction it, just as he thinks proper; but every case in which I have exercised my authority in that way, has been approved of by His Royal Highness.

5235. Are any cases, short of those extreme cases of removal, reported to His Royal Highness?—Not immediately; but all punishments awarded by the Governor are reported in monthly returns.

5236. In all other cases you act autocratically?—Exactly so; I get from the commandant every morning a return of all the offences which have been committed on the previous day, with the punishments which he has awarded for them, and I may of course call upon him for any explanation which I require.

5237. Are there any cases in which the punishment would come in the first instance from yourself, and not from the commandant?—Yes, very bad cases of misconduct the commandant does not dispose of, but he refers them to me.

5238. Can you classify those instances?—Cases of very gross insubordination, or irregularity of conduct.

5239. Intoxication, for example?—And intoxication, which of course would be gross misconduct.

5240. In how many cases have you found it necessary to expel a cadet?—I have not expelled a single cadet. I have not the power of expelling a cadet. No one but the Commander-in-Chief has the power of expelling a cadet.

5241. (*Lord de Ros.*) Have you ever recommended the expulsion of a cadet?—No.

5242. (*Rev. Dr. Butler.*) Have there been any cases of temporary removal since you took office?—Since I have been Governor of the College I have removed temporarily nine cadets.

5243. Can you give the Commission an intimation as to the nature of the offences which had been committed by those cadets?—Six of those cadets were removed for being drunk and making a disturbance at an hotel; another was removed for telling a falsehood; and the other two were removed for disrespectful conduct to a professor; the two last I brought back very shortly after I had removed them.

5244. What is practically the longest period for which removal is sentenced?—Six months. It is called rustication; so that if a cadet is rusticated in his last term it amounts to expulsion from the College, but at the same time it does not prevent his going into the army, which a sentence of expulsion would.

5245. Are hospital returns sent to the Governor?—Yes, a sick report is sent in every morning.

5246. Is any notice, penal or otherwise, taken of cases of disease due to immorality?—None whatever.

5247. Is it the custom to have meetings on stated occasions between the superior officers of the College, for example, the Governor, the commandant, the professors, and the company officers?—No, but I think that it would be a very good plan if there were meetings of that kind in matters of education.

5248. Do any of the professors see the Governor on any occasion otherwise than quite privately?—No, the Governor sees very little of the professors. If a professor has any report to make or any suggestion to make with regard to the studies he makes it through the superintendent of studies, and then the superintendent of studies takes it to the commandant, and the commandant brings it up to me.

5249. Are there any means of personal communication between the Governor and the cadets themselves?—If a cadet asked to see me I should be very happy to give him an interview; there is no regulation to prevent it. He would be obliged, according to the rules of military discipline, to tell the officer commanding his company that he wished to see me. He could not come up without having first told the captain of his company that he wished to see the Governor, and then the captain of the company would be obliged to get the consent of the commandant before the cadet could have an interview with me; but I have no doubt that no impediment would be thrown in his way.

5250. Practically would the Governor, in the course of the year, see any considerable number of the young men other than those who were brought up for serious misconduct?—No, unless he invited them to his own house, or met them in society.

5251. Is it the practice of the Governor to invite the cadets to his own house?—I occasionally invite them. I do not know what my predecessors did.

5252. What are the consequences involved in the punishment of rustication as to the cadet's standing in the College?—He is absent from the instruction given at the College and from all the examinations, and therefore he can gain no marks during the time that he is absent; in fact it throws him back so much that I look upon it that rustication is almost sure to destroy all a cadet's chance of getting a commission without purchase; it has not necessarily that effect, but in most cases it would have that effect.

5253. Would a second instance of rustication lead to final removal?—Not necessarily; but I have never had a case of the kind.

5254. Do you know whether it has been found that a young man returning from rustication has exercised a good or a bad influence upon the College?—I think that it has had a good effect. I think that an example of that kind must have a good effect.

5255. And you think that it has been found sufficient to check his bad propensities?—I can hardly say that, because I have been for so short a time at the College.

5256. (*Mr. Parker.*) Are there frequent cases of the immorality of the cadets being brought under the notice of the authorities from their being in hospital for disease?—I think that last term there were about 12 cases of that kind of disease.

5257. And no penal notice was taken of it?—None whatever.

5258. Was it observed to be prevalent among the junior cadets who had just joined?—There were cases among the cadets who had just joined.

5259. Then immorality of that sort is not treated as an offence against the rules of the place?—It is not.

5260. Is that from the fear of making the thing worse by punishing it?—No; I do not think that it is.

5261. Supposing that that condition entailed punishment, would there be any means of discovering its existence?—No; we make no medical inspections of the cadets.

5262. (*Rev. Dr. Butler.*) Are the parents informed

Lieut.-Gen. Sir D. A. Cameron, K.C.B.

11 March 1869.

Royal Military College, Sandhurst.

when an offence of that kind or an illness of that kind exists?—Never.

5263. (*Mr. Parker.*) I think that it is in evidence from one of the cadets that the occasion of their being in hospital was one of the few occasions on which they saw the chaplain. Would the chaplain remonstrate with them on offences of that kind?—I think that he would do so, and I have no doubt that he does so.

5264. The position of the Governor of Sandhurst differs from that of the head master of a public school, does it not, in this point, that he has no direct control over the course of study?—Yes, he has no direct control over the course of study; he cannot alter the system of instruction laid down by the Council of Military Education; but he may recommend an improvement, if he thinks proper, and submit it to the sanction of the Commander-in-Chief and the Council of Military Education, and he very frequently does so.

5265. Any practical experience of the professors leading them to recommend a change in the course of instruction would probably reach the Council of Education through the Governor, would it not?—Yes.

5266. (*Lord de Ros.*) Instead of the nominal supervision of the Horse Guards, by an official committee, should you see any objection to the College being subjected to an annual inspection (as to discipline only) on the same system as a regiment, and a confidential report being made thereupon to the Commander-in-Chief?—I do see an objection to it as long as you have a general officer of high rank at the College.

5267. Otherwise would you see any objection to it?—None whatever.

5268. You consider that the regimental inspection is the very life and soul of our army discipline, do you not?—I certainly think that it is a very good thing.

5269. Without reference to the expense, would you not desire to see all the cadets lodged in separate rooms, each with his bureau and drawers, and with the facility for reading and writing without disturbance, as he has in the upper part of a public school?—Certainly.

5270. What are your objections to adopting a more suitable style of punishment, such as would improve instead of merely vexing a cadet; for instance, if you confined him in some place where he could have no assistance from others, till a well written letter, or translation should be done, would it not be advantageous?—I see no objection to the imposition of tasks such as you mention.

5271. Provided that they cannot get them written for them by others?—Yes; at the same time I think that our punishments are not altgether unsuitable; in fact, we have no punishment but arrest on honour, or isolated close arrest.

5272. Do you see any objection to cadets making out all states and returns of the College as would be the duty of a company officer; would it not be good practice for them?—I think that it would be of very little use, because all the returns are on printed forms and have just to be filled up with a few names and figures; they are not, I think, of a description the knowledge of which would improve the cadets at all.

5273. Does not the rustication system in fact amount to giving an idle, or careless, or ill-conducted cadet a long holiday, which he is not likely to turn to any but the worst account; is it not a greater punishment on the parents than on the cadet?—It is, I think, more a punishment on the parents than on the cadet himself; at the same time I do not see how that is to be avoided.

5274. If you punished for contagious illness, would it not lead to a tendency to conceal those illnesses, and to harm?—No doubt.

5275. Would it not be advisable to have a more direct communication between the Governor and professors, and cadets, and not to have so many ceremonial links between the Governor and the cadet?—No, I think that I would adhere to the custom of the service.

5276. Does the Governor ever go round the messes and rooms, and studies, without previous notice?—Yes.

Adjourned to to-morrow at 12 o'clock.

Friday, 12th March 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	MAJOR-GENERAL HAYTHORNE.
GENERAL LORD DE ROS.	C. S. PARKER, Esq., M.P.
LORD NORTHBROOK.	REV. DR. BUTLER.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.	LIEUT.-COL. CHESNEY.
MAJOR-GENERAL EARDLEY WILMOT.	

Lieut.-Gen. Sir D. A. Cameron, K.C.B.

LIEUT.-GENERAL SIR DUNCAN A. CAMERON, K.C.B. (a Member of the Commission), further examined.

12 March 1869.

Royal Military College, Sandhurst.

Combination of instructional and disciplinary duties.

5277. (*Lt.-Col. Chesney.*) In continuation of your examination, will you be so good as to tell the Commission any advantages which you are aware of resulting from the system of military tutors, as opposed to merely teaching the cadets entirely by civilian masters?—I should think that a military officer, provided that he is a man of high moral character, would from his knowledge of military life, and of the temptations to which a young man entering the service would be exposed, and from his knowledge of the qualities which form a good officer, would be a much better tutor for the youth intended for the military profession than a civilian could possibly be, whether a clergyman or of any other profession. Of course it is a *sine quâ non* that the officer should be a man of very high moral character, and I think that there could be no difficulty in finding plenty of such men in the service; therefore I do not think it at all necessary to go to the Church or to any civil profession to obtain tutors for the cadets at the military colleges.

5278. Is there any real practical difficulty in revising the internal arrangements of the college, so that the cadets should be in smaller companies, and be more associated with, and more brought under the superintending eye of, the officers of the cadets?—No difficulty whatever. Instead of large companies you might, I suppose, have subdivisions of 20 or 30 cadets with an officer in charge and responsible for their conduct. Of course you would have to alter the interior arrangements of the college to correspond with an organization of that kind; you would have to do away with all the long passages and the rooms which contain four cadets; and in fact you would have to alter the interior arrangements of the building altogether; but I should think that there would be no difficulty in it.

5279. Can you tell us from your own knowledge whether there are not among the present staff of the

college some who, without any direct official authority over the cadets, have a considerable moral influence over the cadets personally?—You allude I suppose to the professors?

5280. I do.—Yes, I think that there are, and that they might be employed in charge of those subdivisions which I have mentioned; they would be very proper persons to have charge of a subdivision (or whatever name you give it) of cadets.

, &c. 5281. If the residence was somewhat slightly extended, so as to approach to the amount of residence at Woolwich, would it not be comparatively easy to establish a system of internal government carried on partly by means of under-officers?—If the term of residence were lengthened, it would be much easier to get corporals and under-officers who would perform the duty satisfactorily.

5282. One great difficulty at present is the very short residence at Sandhurst?—Yes, it tells against both the discipline and the instruction. In my opinion it is one of the great defects of the college; another term of half a year would make all the difference in the world. We have now every half year to make a fresh batch of under-officers and corporals, to supply all the companies with under-officers and corporals who have had no previous experience of the duties whatever, and at the end of their term they are all exchanged again, and so on; that is a great disadvantage.

5283. (*Maj.-Gen. Wilmot.*) Do you remember how many sleeping rooms there are altogether?—There are 50 associated dormitories containing four cadets each, and 100 bunks.

5284. Is a cadet under the name of a corporal, or under some other denomination, in charge of each of these rooms?—I think that there is an under-officer or corporal in charge of each. I think that if the establishment were complete it would not be possible to place a non-commissioned officer or corporal in charge of each room, but that you would have to select the senior cadet; but I think that at present every room has an under-officer or corporal. As regards disturbance in a dormitory it very seldom occurs, but there has always been an under-officer or corporal responsible for the behaviour in the dormitory.

5285. (*Rev. Dr. Butler.*) You attach the highest value to the functions of the under-officers; you think that they are essential to the maintenance of discipline at the college?—You could not do without them, and although their authority is not altogether what could be wished, they are still very useful in preserving order in the dormitories and recreation rooms, and as a rule they perform that duty uncommonly well.

5286. You think that there must be some authority exercised by the young men themselves?—I should think it absolutely necessary.

5287. Do you think that the necessity would be equally binding if the college were composed of young men specially selected for ability?—Not quite so necessary, but I think that it would still be necessary under any circumstances. It is found to be necessary at Woolwich, and they are a select class.

5288. (*Chairman.*) You heard the evidence which was given by the young cadets?—Yes.

5289. Is it your impression that that evidence conveyed to the Commission an accurate impression of the present state of discipline at Sandhurst?—I think not quite so. It applied to a period more or less distant, and I think that there has been an improvement since they were there. I am almost sure that there has; in fact, I think that the system has been improving gradually for some years, and that that improvement is still going on. For instance, I think that the amount of drunkenness was exaggerated, at least as regards the present state of things. I think that it is now very uncommon at the college.

5290. Do you imagine that the establishment at Sandhurst is regarded as a great boon by a considerable proportion of persons with small means?—I should think so by officers of small means, because one half of the cadets is composed of the sons or orphans of the officers of the lower ranks of the army.

5291. Then independently of the functions which Sandhurst discharges towards the army, there are other functions which it may be said to discharge towards a certain class of persons whom it might be desirable to benefit?—Yes; the officers of the lower ranks of the army benefit very much by the college at Sandhurst.

5292. (*Lord de Ros.*) With reference to that class of officers' sons, it was stated that they were habitually idle. Do you see any difficulty in putting them under some regulation upon that subject, so that they should be periodically examined, and that if they were habitually idle, they should be rejected; would that be any hardship?—None whatever. I think that you might compel them to undergo an examination at the end of every half year, and that if they could not pass that examination they should be removed; in fact we do that now, but I think that the examination is not strict enough. As long as the candidates get one-fourth of the marks they are allowed to remain; but a boy may be very idle, and yet get his marks. I think that that is the only way of curing idleness. As to punishing idleness, I am opposed to it.

5293. Do you not think that it would be a very great benefit to those officers' sons, and that the parents would be themselves obliged to you, if there were compulsory study?—I am afraid that so few commissions are given without purchase that there would always be a great deal of idleness; there is no inducement to work.

5294. Except sending them away if they do not work?—Yes.

5295. The cadets whom we examined seem to agree in considering, that the lads when they first arrived at Sandhurst were less amenable to discipline than after they had been resident there for a certain time?—I think that the second term cadets are as ill behaved if not worse than the first term cadets. The second term cadets are always the most idle, and as a natural consequence the worst behaved. The third term cadets generally behave well; but looking at the returns of conduct in study, and of offences which are committed out of study, I have ascertained that the second term cadets are, as a rule, the worst behaved class.

5296. To what do you attribute that?—I think that at about the beginning of the second term they find out whether they can get commissions without purchase or not; and then those who find that they have no chance of getting commissions without purchase cease to work, and become idle; and I attribute whatever misbehaviour there is in the college in a great measure to the idleness.

5297. (*Maj.-Gen. Wilmot.*) You say that the same cadets in the third term recover themselves, and behave well?—Yes.

5298. (*Lord de Ros.*) I suppose that is because they get nearer the period for their final examination?—Yes.

5299. (*Chairman.*) But if so large a proportion of cadets become idle and surrender their hope of obtaining a free commission, the benefit to that class of poor officers to whom we have alluded of course is proportionably diminished?—Yes; the only benefit which they can in that case be considered to receive is that their sons are maintained at the college for a year and a half at a very moderate expense. If a parent sends his son up for a direct commission, he has him on his hands for at least a year after he passes his examination; it is better for him to send his son to the college and to have him kept there for a year and a half in perhaps better order than he could keep him, than to send his son into the army by a direct commission.

5300. Have you received many complaints from parents of cadets, after they have been at Sandhurst for a term of two, intimating that they consider that their sons are deriving less benefit from the institution than they had anticipated?—No, I have never

Lieut.-Gen. Sir D. A. Cameron, K.C.B.

12 March 1869.

had a complaint of any sort from a parent since I have been at the college.

5301. No parent complains that his son receives an initiation in vice?—I have never heard of a complaint of the sort being made; there certainly has not been one made since I have been there.

Royal Military College, Sandhurst.

5302. Do you think that it would be a benefit to the institution if the powers of the Governor were to be more absolute and independent?—I think that he has almost enough power now.

Queen's and Indian cadets.

5303. (*Lord Northbrook.*) As I understand the advantages to the sons of officers consist, in the first place, in the Queen's and Indian cadetships, by which they get their education gratuitously; and secondly, in the reduced scale at which officers' sons are taken at the college?—Exactly so.

5304. Assuming that it is right to give that advantage to officers' sons (which I do not at all dispute), might not it be carried out by giving some scholarships at other places of education?—I should think that that would be a very much better way. They derive so little advantage from their instruction at the college that I think it would be far better to give them scholarships elsewhere, as you mention.

5305. Assuming that the present scale of payments is right, and that this free education for a certain class is also right, the scholarship should consist, in the first place, of the whole cost of the education of the Queen's cadets at whatever place they were, and of sufficient to pay the proportional cost of the education, upon the same scale as now exists, of the sons of officers who are not Queen's cadets—Exactly so.

5306. A Queen's cadet now receives a commission without purchase upon passing a qualifying examination?—Yes.

5307. I presume that there would be no objection to such an examination at other places of education; a separate examination might be had for Queen's cadets before getting their commission?—I think that they ought to pass the same examination as those who go into the army by means of direct commissions.

5308. Then if they passed the same examination you would be satisfied?—Yes.

Advantage of the College to the service.

5309. With respect to the advantages of the Military College at Sandhurst to the service generally, one alleged advantage is the military tone which is said to be given by a place of education carried on under officers, and on principles of military discipline. Do you attach much or any importance to the advantage to the service of the military tone?—I do not attach much importance to the military tone, but I think that the military education which one-third of the cadets receive is an advantage to the army. I do not attach any importance to the military tone, because they acquire that very quickly when they join their regiments.

5310. Taking first the branch of military education, do you attach much importance to the knowledge acquired by a cadet at Sandhurst of the details of drill, and to the physical instruction which he receives, such as riding and so on?—I attach very little importance to the drill. I do attach importance to the gymnastics and riding, but the drill is taught them so imperfectly that I think it is of very little use to them when they join their regiments.

5311. The knowledge which a cadet acquires of fortification, and of military history, and of languages, and the especial direction which he receives in those studies, may be of advantage to him in his service to the country. Do you attach great importance to having a certain proportion of officers in the army whose minds have been directed to those studies before joining the army?—Certainly.

Military instruction at civil schools.

5312. Do you consider that that very important object is better carried out at a military college, or that the same guarantee that the minds of young men entering the army have been directed to those subjects, and that they have acquired a considerable knowledge of them which is likely to be useful to them, might not be obtained by some other system, namely, by a system of examination in those special branches?—I do not think so. I think that it is almost absolutely necessary to have a military college to give the education which will be of advantage to the army; I mean the higher kind of professional instruction. I think that you could give a great deal of very useful professional instruction to an officer after he has joined the army, if you had special schools for the purpose; but for a superior kind of military education I think that you must have a military college. I do not think that it could be taught at a public school.

5313. To what portion of the education does that remark more especially apply?—To no one in particular; to fortification, practical artillery, military history, and surveying, and sketching.

5314. Taking military history, would it not be perfectly competent to the director of any place of education, to have professors of military history who would teach the theory of war perfectly well?—He might certainly do so. As regards military history perhaps it would be the easiest subject in which to instruct a youth at a public college, or a place of instruction other than a military college.

5315. I have no practical knowledge of the subject, but with respect to the points in which a special education is necessary, would they be, for example, the teaching of a young man how to throw up earthworks in order to fortify a post at any particular place?—Yes; and those points would be taught much better at a military college than at a public school.

5316. These points would be taught by sappers?—Yes, with the assistance of sappers.

5317. Do you attach great importance to that?—Yes, and to practical artillery.

5318. Is practical artillery taught at Sandhurst now?—Yes.

5319. To what extent?—All the movements of a field battery.

5320. (*Lord de Ros.*)—In the case of the capture of a gun in action, a young officer trained at Sandhurst would know how to spike it and to get it away, would he not?—Yes.

5321. (*Lord Northbrook.*) Languages of course could be gained at any place?—Yes.

Instruction of officers in service.

5322. Do you think that a system might be devised under which those practical portions of the duty of an officer might be taught him with advantage after he joined his regiment?—Yes, I should like very much to see officers' schools established. I think that it requires a great deal of consideration to decide upon the best way of giving that instruction, whether by having regimental instructors, or by establishing schools at the large camps and garrisons. I think that it would be a very good thing if the commissioners recommended that a military committee should be appointed for the purpose of deciding that question, and deciding what the course of instruction should be.

5323. Would that question also involve a matter to which some people attach great importance, namely, instructing the men?—No, I should make that a distinct question altogether. I am now alluding only to the officers. I am very much in favour of the system which is pursued in Prussia, where they insist upon every officer after he has joined his regiment acquiring a certain amount of professional knowledge, and not allowing him to get his commission until he has passed a satisfactory examination.

5324. Would you recommend in that case that a young man appointed to a commission should be employed on probation for a certain time until he passed a certain examination?—Either that, or that he should not be promoted to a company until he had passed his examination.

5325. Then it would be necessary, in order to carry out such a system as that, to introduce some alteration with respect to the examination for the promotion of officers?—Yes, decidedly.

5326. And that would be the key to the whole system?—Yes; I think that at present the examinations are not sufficient.

5327. (*Chairman.*) Then you do not agree with

Colonel Smith that it would deprive the army of a useful class of officers?—Not at all.

5328. (*Lord E. Cecil.*) Do you think that the selection of the professors at Sandhurst is generally good?—I think that all the military professors are excellent, but some of the civilian professors are certainly not well qualified for their posts.

5329. Would you vest that selection in the Council of Military Education, or would you vest it rather in the authorities, whoever they might be, at the college?—I think that it might remain as it is now with the Council of Military Education. The professors ought to be appointed on probation, and then if they were unfavourably reported upon by the college authorities they ought to be removed at once.

5330. How do you account for the fact that in some instances the selections have been bad?—I am unable to answer that question.

5331. Upon what principle do the Council of Military Education appoint professors to the military colleges?—I cannot answer the question.

5332. (*Lord de Ros.*) Do you not think that it not only requires talent and knowledge of a particular science to teach what a man has to teach in a military college, but that it requires a considerable knowledge of human nature also; that a man of abstract ideas would not suit at all; it must be some one who would carry with him the feeling of these young men who are intended to be military officers?—Yes, and that is what these professors do not possess; they are perfectly incapable of managing the cadets.

5333. (*Lord E. Cecil.*) With reference to a question which was put to you by Lord Northbrook on the subject of Prussia, are you acquainted with the system in Prussia?—Yes, to some extent.

5334. Is it not true that no one in Prussia has any military instruction previously to joining the army, but that they have the ordinary liberal education of gentlemen?—They have nothing more than a general liberal education before entering the army, with the exception of what is called the cadets of the Select Class of the Upper Cadet House at Berlin.

5335. Then that would go to prove that the Prussian authorities are rather in favour of military instruction after entering the army than before?—Yes.

5336. They prefer military instruction after entrance?—They prefer a young man completing his general education, and then building a professional instruction upon it.

5337. (*Maj.-Gen. E. Wilmot.*) But the circumstances of the Prussian army are very different from those of ours at home?—Yes.

5338. (*Chairman.*) You do not seem to think that education in such purely military studies as field fortification, and permanent fortification, and surveying, &c., could be so well given at a public school as at a military college?—No.

5339. The interest which lads would take in instruction in such branches would in some measure depend upon the fact of a considerable number of them being engaged in it and being occupied with the same pursuits, which perhaps would not be likely to be the case at a public school, where probably a relatively small proportion of the boys would be allowed to turn their attention to such pursuits?—I think so; I think that the classes at the public schools would probably be very small, and I do not see how they could afford to pay a proper salary to a military professor.

Lt.-Gen. Sir D. A. Cameron, K.C.B.

12 March 1869.

Royal Military College, Sandhurst.

5340. (*Lord de Ros.*) If they could do so, would they have all the necessary material, would they have the required ground to work upon?—No, they would not have either the ground or the appliances; it might be done imperfectly, but not so satisfactorily as it is done at a military college.

5341. (*Lt.-Col. Chesney.*) The estimates show that certain civilian professors have been appointed to Sandhurst not long since at 150*l.* a year and a house. Is it possible to expect that men of sufficient character can be got upon those terms?—No; I think that they ought to have higher salaries.

5342. And if they were better paid, do you not think that the same work as is done at present might be done with fewer men?—No; I do not think that you could do with a smaller number of professors; their classes are quite large enough now.

5343. Regarding the military nations of Europe, is it not the case that a large number of French officers are educated at a cadet college?—Yes; about one-third of the line are educated at St. Cyr.

5344. (*Chairman.*) Is not the fact of the proximity of Sandhurst to Aldershot an advantage, as enabling the cadets to be marched to Aldershot, and to take part on a field day?—I consider the proximity of Aldershot a great disadvantage to the college, because we have more irregularities committed by the cadets going to Aldershot than from any other cause. They have not time to be marched frequently to Aldershot; they go there once in the summer. It is of no advantage to them whatever; our proximity to Aldershot is one of our greatest drawbacks.

5345. (*Lord E. Cecil.*) Do you know in whom lies the nomination of Indian cadets to the Royal Military College, and under what circumstances and conditions those appointments are given?—They are in the gift of the Secretary of State for India. Under what circumstances or on what conditions they are given I do not know, but I can hardly suppose that they are given on the same principle as Queen's cadetships.

5346. Have you ever had reason to believe that the parents of the Indian cadets have better means, as a whole, than the parents of the Queen's cadets?—I have reason to believe so, inasmuch as I have known some of the Indian cadets go into the cavalry service.

The witness withdrew.

FIELD-MARSHAL HIS ROYAL HIGHNESS THE DUKE OF CAMBRIDGE, K.G., examined.

5347. (*Chairman.*) Does the Royal Military College at Sandhurst, as at present constituted, fulfil those functions which your Royal Highness would wish to see discharged by such an establishment?—I think that it does to a great extent, though I should like to see it more extended even than it is at present.

5348. Any improvements which your Royal Highness might suggest would be in the direction of its further development and enlargement?—I think so. I have given evidence on former occasions before a Commission, in which I stated distinctly that I thought that it would be a great advantage, as far as possible, to get all the officers of the army passed through that college, and I am still of that opinion, though I am very well aware that there would be great difficulties in carrying that out; but if it could be carried out, I think that as far as the army is concerned it would be a great advantage.

5349. Your Royal Highness contemplates a very large institution; with how many cadets?—A sufficient number to supply the whole of the officers of the army.

H.R.H. the Duke of Cambridge, K.G.

12 March 1869.

Discipline and course of instruction.

5350. As far as your Royal Highness knows, do you think that the present discipline and the method in which the studies at Sandhurst are conducted are on the whole satisfactory?—I have no reason to suppose that they are unsatisfactory. I have heard a great many complaints, particularly as to the tone of the young men. If that tone is as represented, I should consider that there would be great improvements required, but I do not myself feel satisfied that the tone is so bad as I have heard it represented to be, though I admit that there have been times when it has not been satisfastory; I however think that of late there has been a very great improvement compared with what used to be the case.

5351. Your Royal Higness thinks that the military

H.R.H. the Duke of Cambridge, K.G.

12 March 1869.

Royal Military College, Sandhurst. Discipline and course of instruction.

instruction which is acquired by the cadets is of very great importance to them in their after career as soldiers and officers?—I think that the military instruction which they ought to get at Sandhurst, and which I believe they do get there to a great extent (and which might be extended), is of the greatest possible advantage; and I think that it is a very desirable thing that any instruction which an officer gets should, as far as possible, be gained before he actually joins his regiment, so that when he joins his regiment he may be fit at once to command troops. Now if you have not a college of this sort I do not see how you are ever to impart that education. I know that it has been stated, and stated frequently, that you ought to be able to give all the necessary instruction after a man joins his regiment. Now I dissent from that; I think that when once a man is an officer in the army, you have the greatest difficulty in forcing him to study. There are many men who will study of their own accord, and of course every opportunity should be given to them to do so, but as to forcing a man to study when he once becomes an officer, I contend that it is practically impossible. Therefore I want all that information to be gained before he joins the army.

Age of admission.

5352. Two commanding officers whom we have examined have agreed in considering that the cadets who joined their regiments from Sandhurst were rather older than they thought desirable; does your Royal Highness agree in that opinion?—I think that the age has been a great deal too old of late, and I should be glad to see it changed. In fact we intended to have made a change limiting the age considerably, but as this Royal Commission was sitting it was not thought advisable to carry it out until the Commission had considered the whole question; and, therefore, that intention on our part, which would have been carried out by this time but for this Royal Commission sitting, is now in abeyance.

Instruction of officers in the service.

5353. Allusion has been made to officers' schools at Aldershot and similar stations; is your Royal Highness disposed to encourage institutions of that description?—I think that they are next to impracticable. I think that you ought to give every facility to officers of the army who wish to gain further instruction, such as the Staff College or any other school which you may like to start in that direction; but I am quite satisfied that you cannot force any man to study unless he chooses, because there is no inducement excepting to go on the staff, and so long as an officer does his duty you cannot force that officer to study unless it becomes natural to him or he chooses to do so.

5354. Your Royal Highness would not be disposed to advocate any description of examination to which an officer might be subjected previously to promotion?—Not a regimental or company officer; I do not think that he should be examined in anything excepting matters immediately connected with his duties. There is an examination upon those now, and I think it very valuable, but beyond that I do not think that you can have any examination for merely promoting a regimental officer from one rank to another.

5355. Not even in such subsidiary subjects as field fortification?—I do not think it necessary that every officer in the army should know it, although it is very desirable; and therefore I think that it is very desirable that he should get that information at some college before he becomes an officer.

Cramming schools

5356. I suppose that your Royal Highness is very much opposed to the system of "cramming"?—I think that one of our great difficulties is that unfortunate system which is now called "cramming," which I think is a most serious detriment. What I should like to see is, that the young men from the public schools (the information obtained at which is the best information) should go to Sandhurst to learn such military sciences as are deemed to be essential before joining their regiments; and it is only with that view that I think that all the candidates for the army should pass through that college; but I cannot bear the system of cramming, and if any system could be devised for a young man to join the army direct, from whatever school he comes, it would be preferable to all those establishments which are now called cramming establishments, and which I believe give that bad tone and produce that want of discipline of which we have had to complain, and of which I am afraid to some extent we have now to complain, and which we wish to see entirely eradicated both from Sandhurst and from Woolwich.

5357. Do you think that the preliminary examination at Sandhurst is too high at present?—I think that it is too high for the schools of the country. I do not think that it is at all too high if the general schools of the country worked up to it. I do not want to see it put lower because it ought to be put lower, but I think that it should be put lower so long as you cannot get young men from a public school to such an institution as Sandhurst. The case is different with regard to Woolwich, because the acquirement there is a scientific acquirement.

Inst
offic
serv

5358. (*Lord E. Cecil.*) Your Royal Highness, I think, is aware of the system which is pursued in Prussia, where no officers except a very small proportion receive a military education before entrance into the army; do you think that such a system would be possible with our officers?—I do not think that it would; I do not think that it is in the spirit of the country in which we live. I think that there is a different feeling here from what there is abroad. Officers abroad have no other pursuits or occupations or feeling but military feeling. Now here the general mode of life is so distinct from that of an officer abroad, that I do not think that in that respect you can compare the two. You may try to bring up your officers to a certain extent to that spirit, but it will only be confined to a few, and the general run of officers will not be found easily to fall into such a habit as is carried out abroad. At the same time I think that the young men do not enter the army in Prussia without going through colleges, because I think that you will find that there are a great many cadet institutions in various parts of Prussia, and that the very large bulk of officers entering the Prussian service do enter after having been cadets at a college.

5359. Having received military instruction?—Yes. I of course speak under correction, but I think you will find that that is so.

5360. Would your Royal Highness be in favour of what some officers of distinction, Sir William Mansfield and others, seem to have been in favour of, namely, having officers appointed to commissions on probation as cadets?—That is so new a subject, and so large a one, that I should not like to give absolutely any opinion upon it. It no doubt answers very well abroad and might answer here; but there again I doubt whether the spirit of the country in which we live is quite compatible with such a system as that, because as far as I know the continental system (and I think that I know it tolerably well) the young men who enter as cadets during the time that they are cadets do the duties of common soldiers or non-commisioned officers; and I very much doubt whether the general run of officers who enter our army would like to do that. In time they might get accustomed to it, but I very much doubt whether our social institutions would lead us to comply with it.

5361. I think that your Royal Highness said that you were not altogether in favour of officers' schools; would you be in favour of the appointment of any such officer as a captain instructor, who might instruct young officers in military science, as well as in musketry instruction, or anything else of the sort?—Militarily there could be no objection whatever to such an arrangement, but practically I very much question whether it would be accepted with any degree of favour by the general body of officers. I would add a word to what I have said. I think that the principle in this country is that a man learns as much as he can before he enters his profession. Of those who

enter their profession there are a certain number who are extremely desirous to get on and to gain information, and I think that we ought to give every facility to them to do so; but I do not see that you can or ought to force it upon those who do not wish to do so of their own accord, and provided that they do their duty efficiently as regimental or company officers, I do not think that you can force the officers of the British army to go into classes, or to be instructed, by order from the authorities.

5362. Your Royal Highness has expressed yourself in favour of one military college. What sort of discipline would you have for the students, military or civilian?—I should like to have an admixture of both. To a certain extent no doubt the civil element is very valuable, and the principles upon which an University, or rather a large college, is managed are sound and good. At the same time I think that it is extremely desirable that these young men should early get military ideas, and military habits, and therefore I think that if you could combine the military element, as far as practicable, with civil views and the civil mode of conducting an institution of that description, it would be the best way of conducting an institution such as that which I contemplate.

5363. Would you have a military man or a civilian placed at the head of the college?—A military man decidedly. In fact I would have military men with as much of a civil mode of conducting the institution as it is possible to introduce, but still keeping it military.

5364. How long do you think that students ought to be at such a college, and at what age would you have them enter?—I should like to seem them enter at 16, and I should like to see every man appointed at 18.

5365. Do you think that there would be any way of improving the present system of cramming schools by Government inspection or otherwise?—I know that it has been contemplated, but I do not see how it is possible to do it, because I do not see what sort of control you are to have over those establishments. They are of course established with the view of making them profitable to those who conduct them, and I do not see how any Government not aiding them in any respect as regards an allowance, or in any other way assisting such an institution, could control them unless the Government had some lien upon them, and I do not see how the Government is to have any lien upon them unless it pays a portion of the expenses. Canon Moseley I think suggested something of that sort, but I never could see how it was to be carried out, and I believe that when it was considered by the Council of Education, it was found to be so difficult that it was given up.

5366. Do you think that any system of registration would be possible by which no candidates should be allowed to pass for the army unless they came from a registered Government school?—You then make a monopoly of it, and those establishments which were not registered would be crying out very lustily. A non-registered school might be better than a registered one, and you thereby trench upon the privileges of private schools, which I do not see how you are to get over.

5367. Is your Royal Highness in favour of keeping the present board of commissioners at Sandhurst?—I do not see that there is any great advantage in keeping them, and I do not see that there is any disadvantage in having them; if it was thought that it would be better to get rid of them there is no reason why they should be kept up, but they really interfere very little. The financial part of the estate is under their charge, and no great changes take place without their being consulted and without their approval being obtained. But the real object in having them originally has now been very much diminished because we have now a Council of Education, and as a Government department they look into all the system of education and everything connected with it, and consequently the functions of the board of commissioners have been very much reduced.

5368. In practice do you find that the commissioners at all clash with the Council of Military Education?—No, I do not think so.

5369. The principal portion of the duties of the Council of Military Education is with regard to the management of army schools is it not?—It is.

Council of Military Education.

5370. Do you think that that portion of their work might with advantage be transferred to the War Office or not?—I think that it works very well at present, the duties are pretty onerous; they not only have the colleges under them and the Staff College, but they have the soldiers' schools, and therefore they have to do a great deal of business, and as far as I can judge they have done it very fairly and well; and I think that the system has been working well, and therefore I do not think that there would be any advantage in changing it.

5371. You would not confine the duties of the Council of Military Education to a board of examination for the various colleges and for the army?—I think not; I think that the duties of examination are better performed by independent examiners than in any other way.

Instruction of officers in the service.

5372. (*Lt.-Col. Chesney.*) The objection of your Royal Highness to the teaching of officers would not apply, if I understand rightly, to voluntary classes of officers?—Not at all. I think that every facility should be given to voluntary classes, but I do not think that you can make it compulsory.

5373. I believe that nothing of the sort exists at present, excepting at Aldershot?—Not at present, because there is considerable difficulty in finding officers who would undertake the instruction.

Royal Military College, Sandhurst.

5374. (*Rev. Dr. Butler.*) I understand your Royal Highness to think it desirable that, if possible, every officer should, before joining his regiment, pass through a military college?—I think it would be a great advantage.

5375. Has your Royal Highness considered what would probably be the number in each year of young officers who would thus be trained at a military college?—It was made out at the time, and as far as my memory carries me it was 600 or 700 young men who were supposed to be at the college at the same time, but I may be wrong about that; I could easily find out what it was.

5376. Your Royal Highness would probably feel that a large proportion out of that number would be young men not of very high intellectual calibre, or of very studious habits. Might it not be feared that the discipline of the place would be rendered peculiarly difficult by this large admixture of non-studious young men?—No doubt it would be a difficult thing to administer the discipline, and that difficulty would be increased by the increase of numbers, but I do not think it impossible; and I think that if there were a judicious mode of giving rewards to these young men, besides commissions without purchase, you might introduce a much higher discipline than at present. For instance, I do not see any reason why commissions by purchase might not be given on a scale. We have the A. list and the B. list; why should not those on the B. list receive their commissions at a graduated scale of purchase, in accordance with their qualifications? In that way you would keep up a very large number of rewards, and a much better discipline than you do now by merely having a certain number of those who get their commissions without purchase.

5377. It has been represented in evidence to the Commission that among the students at Sandhurst a very large number do very little, and are in fact extremely idle; that they take the measure of themselves after their first term, and that despairing of obtaining a commission without purchase they abandon themselves to idleness; does your Royal Highness think that that evil would not be likely to be increased by a large increase of numbers?—I think that the evil would have to be met, but I think that there would

H.R.H. the Duke of Cambridge, K.G.

12 March 1869.

Royal Military College, Sandhurst.

be modes of meeting it which would mitigate that evil quite as much as we are doing now, and probably more.

5378. If it could be assumed for the sake of argument that it was impossible for all officers to pass through a military college beforehand, would your Royal Highness contemplate an institution where young men were only admitted after passing a severe examination, so that they were intellectually to some extent an honour to the country?—I think that if you did that you must entirely change the present constitution of the college. The college was instituted for two purposes, one was to educate a certain number of officers, with certain military acquirements before entering the army, and the other was to give facilities for the sons of officers who were known not to have much means to get a good education much cheaper and better than they could anywhere else. If, therefore, you raised in every respect the scientific qualifications of such an institution, you must altogether eliminate the idea upon which the institution was founded, of giving advantages to the sons of officers merely because they happened to have smaller means than their neighbours.

5379. Abandoning for the moment the great boon to officers, does your Royal Highness think that an establishment so conducted would confer benefits upon the army?—I do not myself see the advantage of it. I think that the ordinary run of officers ought to have a fair knowledge of military matters; but I do not see that it is essential to have so much knowledge. I think that you ought to give every facility to a man to obtain it who may choose to acquire it, but I think that it should be forced upon no class of men, and therefore I do not think that there would be any great advantage in it; though of course I should be very glad to see any young men passing through such a college not only have the means placed at their disposal for gaining any amount of science which they wished, but also that it should be put before them in such a shape as that we should rather expect to see them availing themselves of it than otherwise.

5380. Referring to the boon given by Sandhurst to the sons of poor officers, could it be given in an altered and equally acceptable form, if an equivalent in value were given to poor officers to enable them to place their sons at any school in the country, whether they were destined for the army or otherwise?—Perhaps you might make some arrangement of that sort with colleges such as Wellington or Marlborough, but unless you did so, I do not see how you could do it now if you gave up the boon to them of Sandhurst. Under present circumstances I do not think that any arrangement which I could suggest would meet the case which you propose.

5381. What are the special subjects which your Royal Highness thinks of great importance for young officers to learn before entering the army?—I think that military history is a very valuable thing, and one which is not much thought of elsewhere. I think that a certain amount of mathematics is advantageous, not the higher mathematics, though I think that you ought to give them the power of obtaining the higher mathematics if they wish it; I also think that field fortification is essential, and I think that a certain amount of permanent fortification is very advantageous; but field fortification and military history I look upon as the two essentials. Then no doubt languages are of the greatest possible importance; and then I think that it is a great advantage that all the lads, as far as physical acquirements go, should have opportunities of gymnasium and riding, and various things of that sort, which they could not properly get at any other school. There is one more subject which I should like to mention, namely, surveying; I think it most valuable and essential, and we have constantly, even in times of peace, found the advantage of having a large body of officers in our regiments who could survey. I will put military history, field fortification, and surveying in the first category; and in the second category I will put mathematics, of course to a limited extent, for those who are not qualified by their intellectual powers for great exertion, and permanent fortification for all to a limited extent, and again to a more extended degree for those who desire it; I will also include languages.

5382. Recognising the vast importance of modern languages to a young officer, and the practical disadvantages of his learning them in England, has it ever been considered whether facilities might be given for allowing young officers to learn them abroad?—We have never done so, and I suppose that there would be very great difficulty, because you could not send them abroad excepting under some sort of control, and I think that it would be extremely difficult to arrange that matter. Of course if it could be done it would be better, because you never learn a language so well as in the country where the language is spoken, and I have no doubt that six months in Germany or France would be much better than in a scholastic institution in this country; but I do not exactly see how it is to be carried out, I mean if the students were to go abroad.

5383. Passing to the discipline of the college, may I ask your Royal Highness whether any cases have come before you recently in which it has been necessary to indict the punishment of expulsion?—Not expulsion, but rustication. I do not recollect any instance of having expelled any cadets for a very long period; there has been rustication.

5384. (*Sir D. A. Cameron.*) With respect to the voluntary schools for officers, would it not be desirable to hold out some inducement to young officers to attend those schools?—It would be a very great advantage, but what inducement could we hold out to them? Look at the number of men who pass through the Staff College, and I am compelled to say to them "You must go to your regiment and do the best you "can, and when an opportunity occurs we shall be "most happy to employ you, but so seldom can we "do so that you must not be dissatisfied with the "authorities if they cannot do so for some consider-"able period." If that is the case with a limited number of officers, how much more difficult would it be if you extended it.

Instr officer servic

5385. But without some inducement is it not hopeless to expect that the officers will attend those voluntary classes?—No doubt of it; it could not be done without inducement.

5386. Would the remarks of your Royal Highness, as to the impracticability of forcing officers to acquire a certain amount of professional knowledge after joining their regiments, apply to a simple course of practical field fortification and artillery and field sketching? Would it be possible to lay down some very simple course of instruction which might be added to the present examinations for promotion?—The principle upon which the examinations for promotion have been established by us at present is that a man ought to know that which will be required of him in his higher duties. Anything which would be required of him in his higher duties I think that you have a right to enforce upon him; but when it becomes a question of knowing more than the actual necessities of his position require, it becomes a very difficult matter to say how you can enforce such a system upon an officer.

5387. But the capability of placing a house in a state of defence, or of strengthening an outpost, might be considered almost as part of the duty of an officer?—I think that you might most assuredly do that; if it was intended that it should not go beyond that, I should agree with it; but if it became more scientific than that, I do not think that it would be possible.

5388. In the opinion of your Royal Highness, would it be desirable to appoint a committee of practical officers to consider that subject; for instance, such officers as Sir James Scarlett and Lord Strathnairn?—There would not be the slightest objection to it, I should be delighted to see such a committee established.

5389. There seems to be something wanted yet, a little above the present examination for promotion?—Exactly so; there is not the smallest objection to it.

5390. (*Mr. Parker.*) Your Royal Highness suggested a most important inducement for the cadets to study, if it were possible to offer them commissions at a lower rate of purchase?—Just so.

5391. Does your Royal Highness think it practicable in the same way to offer an inducement to young officers to study, by giving them promotion at a lower rate of purchase?—It would be very much more difficult—for this reason, that every step of promotion entails a large expenditure of funds. Therefore, though it might be possible in some way or other and from some public fund, to add to an officer's purchase money the difference between what he would himself be called upon to pay and the price of his commission, which is at present paid by himself, it would be more difficult to carry it out when you came to higher grades, because it would require of course much larger financial assistance than on the first entrance into the service.

5392. Might it be considered that the value of a regimental officer being acquainted with these important subjects, surveying and so forth, would be an equivalent to the public for paying some portion of the expense?—I think that no doubt it would be a great advantage, but my impression is that if you have a college every officer ought to be called upon to gain this information before entering the service; and if he has acquired it, I do not see any great advantage in extending it by giving from a public fund an additional sum of money towards a step in his rank. If the rudiments of science are properly imparted to a young man before entering the service, I think that if he were worth anything he would wish to increase his knowledge, and would render himself a sufficiently valuable officer, even without any additional money advantages which he might get by a lower rate of purchasing his commission.

5393. There is one other form of inducement, which I think has been suggested to the Commission, for young officers to study, namely, if there could be some record of their having passed a voluntary examination on such subjects?—I think that that would be very desirable; there is no reason in the world why that should not be done, and it is very simple to do it.

5394. And having on record that certain officers possessed peculiar qualifications beyond other officers, it might be a means of recommending them?—Yes, and such is the case. On many occasions when surveys have been asked for we have sent to a regiment for the names of those officers who could survey; and in former years in fact I recollect that some of those officers were put forward merely in that way, and having proved themselves efficient, they have been employed and brought forward much to to their own advantage, and much to the advantage of the public service. So that to a great extent this arrangement actually exists now, but not in the shape in which you have put it, which I think would be advantageous.

5395. Does your Royal Highness think that perhaps even more reliance could be placed upon records of attainments acquired when no immediate promotion was in question, than upon recommendations made when opportunities of promotion occur?—I think it very desirable to have such a record, and that it would be an advantage in every respect.

5396. In the organization of our public schools almost everything at present rests upon the responsibility and the corresponding powers of the head master; does your Royal Highness think it desirable that at a military college any one person should have such large responsibility and such large powers?—I think that the Governor ought to have large powers.

5397. The powers of a head master at a public school include the appointment or removal of the whole of his under masters?—Yes.

5398. Does your Royal Highness think the Governor ought to have that power?—There would be a difficulty in it because the head master is himself occupied in teaching. Now the Governor is not occupied in teaching, and therefore perhaps he would not be the best person to make those selections. The Council of Education now make the selection from candidates who send in their work, and the best candidate without favour or affection is selected for the professorship which is vacant at the moment. I apprehend that that is a perfectly fair system. I do not myself see that there is any objection to continuing that practice, although I know that it is not the practice in a public school.

5399. With regard to the removal of any instructor who was not doing his work well, should that also be done by the Council of Military Education?—I think that that is one of the points in which we do not now interfere at Sandhurst. I think that the professors and masters should be placed under the general control of the Governor, and that the Governor should have the power of reporting to the Commander-in-Chief as President of the Council of Education that such and such a professor or master was disqualified from one cause or another, and that the time for his removal had arrived. If that was carried out every now and then I think that it would be greatly to the advantage of the institution, but it has not been the practice hitherto. Upon that point I think that an amendment would be desirable.

5400. Besides that it has not been the practice, would it also be considered beyond the powers of the Governor to make such a recommendation?—I do not think that it would be at all beyond the powers of the Governor. I think that no Governor has exercised that power, and therefore possibly the Governor may presume that it is beyond his power, but I am aware of nothing in the orders and regulations to prevent his doing so; and if I were the Governor and had such a feeling I should not hesitate to express the opinion which I have suggested.

5401. (*Lord de Ros.*) Does not your Royal Highness think that the instruction at the Military College, as to drill, should be exactly assimilated to the instruction which an officer gets from a regimental adjutant and serjeant-major, so that a cadet joining a regiment in the field should be much sooner available for duty?—I have no hesitation upon that point, but I would only remark that I am surprised that there should be any doubt about its being so. If it is not so I cannot account for it.

5402. Does not your Royal Highness think, ame without any luxury, every cadet should have the s conveniences as a boy at a public school; that is to say, a separate room or compartment, washing apparatus, bookcase, desk, drawers, and that sort of accommodation both for reading and for comfort?—Certainly; I think that it would be advantageous that each cadet should have those conveniences, but it is a matter of expenditure.

5403. Does not your Royal Highness think that many officers, who cannot be forced to study, may form excellent troop or company officers by influence over their men, good judgment as to awarding punishment, and general management of the soldier?—Certainly.

5404. Would it not be advisable that the commissioners should exercise more inspectional functions, and look more into the discipline at Sandhurst?—If you have confidence in the Governor of Sandhurst (and all parties have perfect confidence in him) I cannot see what is the advantage of the commissioners controlling the Governor more than at present, who at present reports to the commissioners. I am quite sure that the Governor will always find the commissioners ready to back him up.

5405. Would not your Royal Highness's idea of graduated purchase obtain much advantage from the influence of the parents and guardians over cadets?—The greatest possible advantage. I am quite sure that if anything of that sort could be established

H.R.H. the Duke of Cambridge, K.G.

2 March 1869.

Royal Military College, Sandhurst.

nothing would so much tend to improve the general condition, not only the scientific condition, but the general moral condition and discipline of the college. I should wish to add that I should like to see good-conduct marks tell when a cadet gets his commission, although that is a difficult thing to manage. At present marks are only regulated by scientific acquirements. I have known the very worst cadet get the highest marks from being a clever fellow, and he actually committed some very serious offence within a very few days of his being examined. Again, sometimes a responsible under-officer has not been gifted by nature, and he does not get his commission without purchase. Now if we could give to those young men opportunities of getting their commissions without purchase for good conduct, just as those do who get their commissions by scientific acquirements, we should raise the condition of the college; but we have never yet been able to accomplish that because the examination is a purely scientific examination. Our marks are given entirely for scientific acquirements, and the question of good conduct has not been brought sufficiently into play, and I believe that in this consists our chief defect.

5406. With reference to that opinion of your Royal Highness, is there not the very strongest feeling both among officers and soldiers of the army as to the junior officers having the tone and manners of gentlemen in carrying on all their duties and commands?—Certainly, and therefore I say that what I wish to see is a young man coming from Harrow, or from Eton, or from Rugby, or from Westminster, or from any of the public schools, direct into the college—gaining his military acquirements as I have suggested at that college, and then passing at once into the army as a gentleman and an efficient officer.

5407. Your Royal Highness commenced your military life as a cavalry officer. It has been observed as to a daily riding lesson that there is a lack of time for it at Sandhurst; does not your Royal Highness think riding so important a qualification that geology and physics might be well omitted in order to further it and to give additional time for it?—Most assuredly. I think riding a very important element, and we very often find some of the best officers perfectly useless, because they cannot ride from a sort of nervous excitement when they get on a horse in the field, so that they are lost to the service. With reference to riding, the evil at Sandhurst is an evil which you find with everything which is taught there, namely, that we try to teach everything to a certain extent, and that we never teach anything sufficiently, as there is not time enough.

5408. Does not your Royal Highness think that the want of time complained of is from attempting to do too much?—Yes.

ualifications equired in aff officers.

5409. Your Royal Highness recollects, when the army was first at Varna, the advantage of a knowledge of riding in the surveys made by the officers of the Q. M. G. Department, and I dare say that your Royal Highness remembers General Martimpré observing how much more quickly the English officers did the country and road surveying than the French officers?—Yes.

5410. Would not mere educational attainments be insufficient (since so many other qualifications are needed) to form a good staff officer, even independent of experience?—Certainly.

5411. With reference to the observations which have been made as to a certificate of attainments, that certificate of attainments would not be a sufficient test of what an officer ought to be; what is required is not merely mental attainments?—Just so; and I have known some men of very great scientific attainments who were not good officers, not from want of zeal, but because their aptitude was more towards scientific acquirements than military acquirements, and it does not follow that the one results out of the other.

5412. (*Mr. Parker.*) Perhaps scientific attainments should be regarded as one qualification amongst several?—Most assuredly, and I should like to see them extended as much as possible, but I think that a happy combination of both is what we should strive at.

5413. (*Lord de Ros.*) As to the difference between the qualifications which are necessary to form a good Staff officer, and those which are necessary to form a good Engineer officer, the one requires a great deal more scientific knowledge and a great deal more mathematical knowledge than the other?—Most assuredly.

5414. For instance, a Staff officer in examining a position, must say how many troops it would hold and so on, but an Engineer officer would have to work out the best way of fortifying that position and all the details of a scientific department?—Certainly.

5415. (*Lord Northbrook.*) Does your Royal Highness think that the inducement to officers to acquire scientific attainments would be secured by an increase of pay?—I have no doubt that that would very greatly induce a man to give his attention to these subjects, because there are many officers in the army who have very small means, and to whom an increase of pay would be very valuable.

5416. (*Sir D. A. Cameron.*) If the advantage of giving good-conduct marks were presented to your Royal Highness by the authorities of the college, would it be in your power to make the necessary change, with the concurrence of the Secretary of State for War?—Not at present, but it would be a most valuable thing; I have been trying over and over again to do it, but I have never been able to succeed; if it could be done, I think that nothing would so much tend to improve the whole tone and condition of the college as something of that sort.

Royal M College, Sandhurs

5417. Is it that the War Office authorities are opposed to it?—No; but it has been extremely difficult to depart from what has been given out, namely, that scientific attainments are necessary in order to gain marks. We ought to combine science and good conduct, but until that is accomplished we must adhere to our present regulations, because we could not do otherwise without injustice to the whole system.

5418. But it would be desirable to alter the whole system?—Yes; nobody felt it more strongly than the late Lord Herbert, and still we never could exactly find how we could combine the two things.

5419. (*Lord Northbrook.*) Is your Royal Highness aware of the practice on board the "Britannia" in passing out the naval cadets?—No.

5420. I understand that at present three months sea time is given for good conduct, six months for study, and three months for seamanship?—That would be very good.

5421. (*Lord de Ros.*) Would it not be carrying out the principle of improving the conduct of the cadets as well as their acquirements?—I think it would.

5422. It would improve the habits and condition of the cadets?—Yes; I am sure that nothing would be of so much value.

5423. (*Rev. Dr. Butler.*) We have gathered from some young ensigns who have recently been students at Sandhurst, that cases of intoxication were during their time not unfrequent, and we have also gathered from the hospital returns that cases of disease due to immorality have been very numerous; has the attention of your Royal Highness been at all called to that serious point?—I have observed it with the greatest possible regret, and I cannot account for it in any way excepting from the fact that the college is very open to the facilities both in the one respect and in the other which have been suggested. We have tried as much as possible to prevent espionage in the shape of serjeants, and that sort of thing, and we have left it as far as possible to the good feeling of the young men, but we have found that the result has not always been so satisfactory as could be wished. No doubt the cause is that they have not been watched out of doors and out of bounds; and that would lead me to refer to one point, as it has been objected to, namely, their having billiard

rooms and refreshment rooms in the college. Now I was a party to their establishment, and the reason why they were established was to try to prevent these young men from going to the low pothouses which I am sorry to say abound in the neighbourhood, the licensing of which of course entirely depends upon the magistrates of the county and in no respect upon the military authorities. We thought that, as we could not prevent the young men going there, it would be better to have them within our own bounds, and to give them the advantages which we could not prevent their seeking elsewhere, and not to keep them under restraint, but to treat them in a gentlemanlike way. As far as our experience goes I think that that has been a great success. It certainly seems rather peculiar that such a necessity should have arisen, but when you consider how isolated Sandhurst is, I think that that will be found to be the only mode of discouraging an evil which we have felt to be very great, and which we wish to check to the fullest extent.

H.R.H. the Duke of Cambridge, K.G.

12 March 1869.

Royal Military College, Sandhurst.

5424. It appears that no communication is made to the parents when any cases of illness of the latter sort to which I have referred occur. Considering the youth of the students, many of them not being above the age of 16, and the evil results—physical as well as moral—would it not be very beneficial that the parents should be informed of it?—Yes, but I think that the youths most frequently bring the disease with them; and therefore though the cases may appear to have arisen altogether at the college, I believe that many of the youths come in that condition when they join, or from leave, and then it appears as if they had got the disease at the college, which is not the case. But I have no doubt that it would be very desirable that their parents or guardians should be informed of the fact.

His Royal Highness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 6th April 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	MAJOR-GENERAL HAYTHORNE.
GENERAL LORD DE ROS.	C. S. PARKER, Esq., M.P.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart., V.C.	REV. DR. BUTLER.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.	REV. W. C. LAKE.
MAJOR-GENERAL EARDLEY WILMOT.	LIEUT.-COL. CHESNEY.

The REV. DR. BARRY (Principal of King's College) examined.

Rev. Dr. Barry.

6 April 1869.

System of instruction at Cheltenham College.

5425. (*Chairman.*) You are Principal of King's College?—I am.

5426. You were till lately Principal of Cheltenham College?—Yes, up to September last.

5427. How long were you Principal of Cheltenham?—Six and a quarter years.

5428. There is one especial fact which has been brought to the notice of the Commission by previous witnesses connected with the great public schools of England, namely, that almost invariably before a candidate dares to present himself for examination, whether at Sandhurst or for a direct commission, he is compelled in self-defence to resort to the assistance of what is popularly called a "crammer"?—I believe this to be generally the case.

5429. Almost all the witnesses who have noted this fact, including some young officers of the army who were also examined, concur in deprecating the intervention of this method of instruction, and I presume that you would be disposed to concur in that opinion?—Entirely. That is of course with regard to the normal state of things, allowing for exceptional instances.

5430. But to this general rule there has certainly been one remarkable exception, namely, in the case of those who have come from Cheltenham College; and it would be advantageous if you would kindly communicate to the Commission the method of instruction which has been adopted at Cheltenham, with such very satisfactory results, more especially in reference to the particular point to which I have alluded, namely, the obviating of the necessity of a lad going to a crammer?—I would say at once that on points of minute detail you will gain fuller information from Mr. Southwood, who I understand is to follow me to-day, than I can give you. But with regard to the general scheme of instruction I was, as Principal, naturally responsible for it, and I am tolerably well acquainted with it. Cheltenham College, I think, stands alone in this respect—that it has what we call popularly a modern department, or, to use its technical name, a "military and civil department," which is co-ordinate with the classical school. I believe that many schools have modern departments, but that they are generally purely subordinate. Now the system at Cheltenham is this. There is, first of all, a "lower school" for junior boys, comprehending perhaps 100 boys. Above this there are two departments, including usually about 300 boys each. One of these is the Classical, and the other the Modern department. In the classical department the staple of instruction is language, in one form or another, although with a very much larger admixture of other subjects than was common, perhaps than is still common, at most of our public schools. On the other side the staple is mathematics, while the languages occupy an important but a secondary position. The general system of this part of the school, therefore, is based upon mathematical science as the principal study. The boys begin with the ordinary elements of English work, with Latin, French, and mathematics, but with no Greek. Greek, in fact, is not introduced at all into the regular system. As they work up, and arrive at the three or four head classes of the school, they mostly drop Latin, unless they have shown any special aptitude for it, and take up German or Hindustani. They also enter upon physical science (chemistry, geology, electricity, heat, and magnetism), retaining and increasing the proportionate amount of mathematics, and they study English scientifically; that is to say, they use some scientific grammar, and they read a good deal of English literature, and also English history. This reading is general, though so contrived as to prepare for the public examinations. But our principle was never to train boys specially for any examination, until a comparatively short period before they went up. They went through the general system of the school, which we arranged as well as we could on the "modern system" with a view to giving a real education; and then, according as the circumstances required, they had a few months of special preparation. Indeed, with regard to Woolwich, the special preparation was simply the passing into the senior form, for the Woolwich examination was to that senior form

Rev. Dr. Barry.

6 April 1869.

System of instruction at Cheltenham College.

pretty nearly what university examinations are to the sixth form at an ordinary public school. Some indeed went to civil engineering, and some entered other branches of the Civil Service, but still Woolwich determined the character of their reading. With regard to Sandhurst we generally made no special preparation at all for it, unless a boy was exceptionally backward. For Sandhurst, and for the Direct Commission examinations we had what we called the "Sandhurst and Direct" classes. Into those classes boys might pass from other classes of the school, and, for perhaps six months before they went up, have some special preparation; but, unless a boy was exceptionally backward, he went up straight from the other classes of the school. Therefore as the scheme of the department had reference to the military examinations, it naturally followed that we had no necessity to resort to crammers at all; and instances were not infrequent in which boys, withdrawn from the school and sent to a crammer, passed, if they passed at all, considerably lower than those who had remained and had gone through the regular system. This is a general outline of the scheme.

5431. What were the studies which occupied the attention of the sixth form?—I have brought with me a list of the subjects of the chief examination of last year, which I think will best answer the question. This chief examination is mainly, but not exclusively, mathematical. The subjects of examination in what we there call the first class, which answers to the sixth form, were the ordinary subjects of pure and mixed mathematics, up to the differential calculus, with a small amount of the integral calculus; in fact, what the Woolwich papers mainly require. Woolwich mathematics differ from Cambridge mathematics in this respect, that they have less of theory and more of practice. In the classical department in our mathematical work we ordinarily followed Cambridge mathematics. In the other department we followed the Woolwich system, which requires far greater facility in working examples. Then besides this, the subjects for examinations in physical science included (I do not mean to say that any boy did all), first, geology and mineralogy; secondly, chemistry and heat; and thirdly, galvanism, electricity, and magnetism. These are the chief subjects, viz., those of mathematical and physical science. Then with regard to the English subjects, speaking generally, they would include geography, English history, some English grammar, and some portion of English literature. I see that in this examination some plays of Shakespeare were chosen for the special subject of examination. That would comprehend pretty well all the regular work of the highest class, except the modern languages, in which the boys were examined at a different time.

5432. Then, as I understand it, from that department of the college all classical literature would be excluded in the examinations?—Not entirely. When boys passed into this department from the classical department, they had usually gained a good knowledge of classics, and we made special arrangements by which they could keep up their classical work. Indeed, the boys who passed most successfully into Woolwich were those who had been for some time in the classical department or were otherwise good classical scholars, and who had been in the military department for perhaps a year and a half. Whether they kept their place at Woolwich of course depended upon their mathematical ability, because the classics were dropped in the academy itself; but in passing in they almost invariably took the highest place, and I may add that in my opinion they were the best educated boys whom the department turned out. Special arrangements were made for them throughout the first three classes. The Vice-master of this department is a good classical and English scholar; the boys came to him as *quasi* private pupils at certain times, and they read a good deal by themselves, often in high classical subjects. (For instance, on this occasion the books were Thucydides, Sophocles, Horace, Euripides, and Livy.) To give time for this work, they dropped some one of the regular subjects (any one except mathematics). I should add that the number of these boys would vary very materially from time to time. Sometimes they might have been as many as one third of the whole of the class, often less, but seldom more.

5433. Cases I suppose have occurred even at Cheltenham where the lads will have gone to a crammer notwithstanding?—Yes. If a pupil came to us and, from idleness or any other cause, fell behind in the work, we warned his father of it, and he might then take the alternative. We said, "we will do our best "for him, but he has lost a great deal of time "through his own fault, and we cannot ensure his "passing in ordinary probability." Sometimes the father would remove the boy; more often he would say, "I will not take him away, but I should like "him to have extra instruction;" and then he might often pass. On the whole boys who went away did not pass more satisfactorily, unless a boy had some one defect in his knowledge to which particular attention had to be given. There are many private tutors who do not deserve the title of "crammers," and, if such a boy was placed in the hands of a really able man, he had, under these circumstances, a great advantage.

5434. I suppose that all the masters, and those who superintended the examinations, were able, without any misgivings, to pronounce whether or not a lad was likely to pass?—I think that Mr. Southwood could always tell. We generally passed about five out of six whom we sent up, and he could mostly predict, not only whether they would pass, but where they would pass.

5435. And the parents themselves had that confidence in the system, and in the opinion of Mr. Southwood, that they were not led from any nervous apprehension to resort to extra scholastic training?—Yes, except in rare instances.

5436. I should conclude, from the observations which you have made, that you would be of opinion that until a lad was actually old enough to enter a special professional institution, such as Sandhurst or Woolwich, it would be advisable to render his education as universal as possible?—I think so. Naturally there must be some limitations. We found that in our modern department it was generally impossible to work to a high degree of classical attainment, considering the other subjects which we took up for study. We therefore worked Latin in all the lower classes, chiefly as subsidiary to modern languages. The boys in that department, if not going into the army, were probably going into commercial life, or into civil or mechanical engineering, or into some branches of chemical manufacture, and the like, and they would generally be aware that Latin would not directly tend to their future advancement. Hence Latin there was very apt to assume the position which French assumes at an ordinary classical school, where boys are mainly proceeding to the university. We gave up any attempt to do more than give a good grammatical knowledge of Latin, unless in the exceptional cases to which I have already referred. We found it impossible to do so otherwise.

5437. You are probably acquainted with Mr. Mill's inaugural address to the University of St. Andrew's?—Yes.

5438. He there specially advances the opinion that even a university ought to be a place for the administration of general education, rather than a place of professional preparation?—Yes.

5439. Probably that principle would apply with still greater force, at all events in Mr. Mill's opinion, to schools, that is to say, to lads of a younger age?—I can most thoroughly endorse the opinion, as far as I understand it. The point to which I think Mr. Mill drew attention was this,—he said that we practically overweighted the language scale; that, where we taught Latin and Greek, we should not teach French and German, but that, where we taught French and German carefully, we might dispense more or less with Latin and Greek; and that is exactly my own theory. If I could have had my will, I would have

taught no French or German in the classical school, and I would have taught comparatively little Latin in the modern school. It seems to me that the heads of education are something like these — language, mathematical reasoning, inductive science, and some artistic training. These four subjects I should have have liked to represent in both schools. In the classical school, from the necessity of teaching French and German as well as Latin and Greek, we were obliged to drop out physical science altogether. On the other side, I venture to think that we had the elements of a general education, because we taught French and German as carefully as we could, with Latin as the basis of language; we taught mathematics and inductive science; and there was also a drawing school; so that I hope we attended to general education without neglecting the professional subjects.

5440. Then probably you would be disinclined to think that it would be possible, or, even if it were possible that it would be desirable, to engraft upon such a college as Cheltenham the technical and purely professional education which is now administered at Sandhurst and at Woolwich?—I have always thought that a certain amount of it might be easily introduced at Cheltenham; for instance, that there would be no difficulty whatever in insisting upon knowledge of drill, and much which a cadet has to go through at Woolwich. The boys who never would join our cadet corps were those who were going to Woolwich, because they said "we shall have quite "enough of it when we get there;" but we could easily have saved the Woolwich authorities some trouble in that respect. We used to do a little in surveying, and a good deal of plan drawing, and fortification: and I think that it would not have been at all difficult for us to increase those subjects, and so do something in a technical way without interfering with our work.

5441. There has been a good deal of evidence given on the part of commanding officers to the effect that a young lad joining from a public school becomes in a short time as efficient an officer as a lad joining the army direct from Sandhurst, and it has been further suggested that it might after all be possible to communicate at public schools that special system of education which is administered at Sandhurst. Do you think that that would be possible?—I am not thoroughly acquainted with the Sandhurst system, but from what I know of it, I should be prepared to believe the former statement, and I should say that much might be done to meet the latter suggestion.

5442. You think that certain subjects, such as surveying, might be taught at public schools?—Surveying, certainly.

5443. And permanent fortification and field fortification?—Yes.

5444. And instruction in artillery drill?—Perhaps so.

5445. And in drill generally?—Yes. They all involve out-door work; this would be no burden upon the boys. In fact the surveying lesson with Mr. Southwood was the most popular lesson of the whole week. If the Woolwich authorities had thought fit to require drill, the only effect upon us would have been that our cadet corps would have been twice as large as it was. We should have had no difficulty in managing that part of the matter, and with regard to fortification, so far as I understand it, it seems to me a thing which, when the pupils have been accustomed to elaborate plan drawing, they can very easily take up. We had at one time a sand modelling room, and the subject was only dropped because the military authorities did not require it in their entrance examination. I have no doubt that a considerable amount might have been done in that direction, and I am one of the many who think that a certain amount of manual work helps head work.

5446. Surveying might be considered as a subject of general, more than special, instruction?—Quite so; and we always acted accordingly. Every boy in certain classes went in for surveying, unless he was engaged in some other subject which interfered with it. If it had been an absolute necessity, we should have taken care that there was no clashing.

Rev. Dr. Barry.

6 April 1869.

Military instruction at civil schools.

5447. Supposing, for instance, that you introduced into your curriculum field fortification, and a little permanent fortification, would not that imply the abandonment of some other study of a less special, and of a more general, character?—I am afraid that I am so ignorant as to the amount of time which fortification requires, that I can hardly answer that question.

5448. Who taught it?—We never had practical fortification in the field, as far as I know. We had only the sand modelling room. Mr. Southwood will give you better evidence than I can upon that subject, because all this refers to a time before I went to the college, and I know it only by tradition.

5449. We have to remember that after a lad comes up to Sandhurst, when his career becomes dependent at once upon his proficiency in certain special and professional subjects, he would be likely to be deprived of his general liberal education?—Yes.

5450. And the question would arise whether it would not be desirable, while he was still young, and before he joined these special and professional establishments, to communicate to him as large and as liberal an education as possible?—I should entirely take that view, and that is why I hesitate to answer respecting fortification, about which I know nothing certainly. With regard to the other subjects which have been named, I feel quite certain that they could have been worked at Cheltenham without any interference with a liberal education in the true sense of the term.

5451. (*Lord Eustace Cecil.*) Were the ages of the boys at Cheltenham very much the same as the ages of the boys at other schools, or were they older or younger?—Do you refer to the whole school, or only to the military department?

5452. I refer to the military department more especially?—In the military department the range of age would be from 14 to 18½.

5453. So that in point of fact 4½ years were devoted to the acquisition of mathematics, and something like technical professional education?—Yes, so far as I have explained; not precisely so, because I have endeavoured to point out that mathematics, although the principal subject, was by no means the sole subject. We sent a time table to the first Public Schools Commission, which gave the details of the actual time spent in each class upon each subject, and I am not aware that it has been materially altered. You will see by this that there were other general subjects, and the relative amount of mathematics to the other studies increased as the pupils got higher and higher in the school.

5454. If I understand your evidence rightly, you think that such subjects as military drawing, modern languages, field fortification, and surveying, might be taught in those 4½ years, certainly as far as the elementary portions of those subjects are concerned?—That is most certainly my opinion.

5455. Do you think there is sufficient capability of teaching those subjects from the nature of the ground around Cheltenham?—I fancy that there would be no difficulty at all in that respect; there is plenty of broken ground; there are both plain and hill country, and a good deal of open land. The domain of Cheltenham College would not be sufficient for it; we wanted all the ground that we had for playground: but I imagine that there would have been very little difficulty in the country around. Cheltenham lies at the edge of a great plain, and just under the Cotswolds.

5456. Do you think that there would be any difficulty in throwing up field works with the aid of a superintending party of sappers, or under the eye of a military instructor?—I cannot see any serious difficulty in doing so; but I am only giving my opinion as a pure civilian. You can get into unenclosed ground within a mile and a half from the college.

5457. And you see no difficulty in sending out the

Rev. Dr. Barry.

6 April 1869.

Military instruction at civil schools.

boys under an instructor to survey portions of the country around?—Certainly not; they do that now. I should add, that we only sent out the senior boys in that way.

5458. With regard to inducements to work it has been repeatedly said in evidence, more especially as regards Sandhurst, that the inducements at the military colleges are hardly sufficient to make the boys work; do you think that if any advantages were held out by the Government, boys would be induced to prepare themselves better at Cheltenham, or at other public schools, for the military profession?—Certainly. The fact is, that for the only examination which is of any importance, namely, the Woolwich examination, there is no difficulty whatever in getting the boys to work, to work very hard, and sometimes too hard; we had to keep them back, rather than to urge them on. But with regard to the Sandhurst and Direct examinations, the requirement for them is so elementary that the boys think very little of it. If they had more difficulty, and higher prizes held out, I have no doubt that more work could be secured.

5459. Supposing that a number of commissions without purchase were to be competed for at Cheltenham, do you think that it would raise the standard of military attainments in the modern school?—Of course I understand that you would have a pretty stiff examination for the purpose; I mean a harder one than the boys ordinarily pass for Sandhurst.

5460. Just so?—Then I think that it would undoubtedly raise the military attainments. We had a number of boys, who were just below Woolwich and who passed in high for Sandhurst, and who would have been very glad to have obtained their commissions without purchase by passing an examination, without the necessity of going to Sandhurst.

5461. Would you be in favour of any such inducements being held out on the part of the Government?—Yes.

Cheltenham College.

5462. What is the ordinary expense of a boy's education at Cheltenham, including everything?—The expense—not including pocket money, or clothes, or purely personal expenses of any sort, —is at the most 90*l.* a year. I can, if you please, give the details. Our school fee was 20*l.*; besides that there was a certain nomination fee of 6*l.* for those boys who were not nominated by proprietors, raising the fee to 26*l.*; extras were at the outside about 4*l.*, that makes 30*l.*; then there were 50 guineas as the whole charge for boarding, making in all 82*l.* 10*s.* Allowing for books and instruments, I should say that for a boy who was not extravagant in that respect, 90*l.* would cover the expense, exclusive of course of his pocket money, his journeys, and his clothes. We took very great pains to keep down the expenditure, because our boys almost invariably came from the professional classes.

5463. What sort of accommodation had the boys in the masters' houses?—They lived in the masters' houses and they had excellent accommodation. We recently built or adapted at a very large expense eight new boarding houses, giving all the elder boys studies, taking care that the little boys who had not studies had good pupil rooms, and adopting the compartment system in the dormitories; and I think that our boarding houses were as good as any in the kingdom.

5464. And I suppose that the provisions were as good as at any other public school?—I fancy so. Of course I cannot tell exactly what may be the case at public schools where very much higher sums are charged; but if you take Rugby, Marlborough, and Cheltenham, I should suppose that they would be very much the same.

5465. Did you teach gymnastics, or swimming?—Swimming was only taught in this way,—that every boy belonging to the boat club was required to swim in the presence of a master over a certain space, and I think that three fourths of our boys knew how to swim from their own choice. We had a very excellent gymnasium—I think the best school gymnasium in England—and every boy in the junior part of the school was obliged to go to that gymnasium twice a week, and besides might go there on half holidays if he pleased. Many senior boys attended by choice.

5466. What was taught in the gymnasium; were fencing and broadsword exercise taught?—Some of the senior boys learned these, but comparatively few: more might easily have learnt.

5467. Of course you had no means of teaching the boys riding?—No; but there were some very good riding schools in Cheltenham, and we could easily have made arrangements with them, if it had been thought desirable. I have always had an idea that in the competitive examinations such exercises should form part of the qualification for a man joining the army; in other words, that the physical examination should not merely extend to the question of his soundness in limb, but that a certain amount of gymnastic knowledge, and a certain skill in riding and the like, might be with very great advantage required; and if these had been required, I am quite certain that we could have supplied them.

5468. Supposing that commissions without purchase were given to be competed for by boys at public schools, do you see any difficulty in giving instruction in riding under competent military masters?—None at Cheltenham. Other schools might not be so fortunately circumstanced.

5469. (*Sir C. Russell.*) About what number of boys at one time were there on the modern side at Cheltenham?—300.

5470. What proportion would that be relatively to the whole number in the school?—The whole number in the school was 700; the lower school numbered 100, and the classical and military departments 300 each. (*See answer* 5430.)

5471. Did you find any difficulty in keeping up the numbers on the modern side?—None; on the contrary, there is now a certain fashion for modern subjects, and the pressure was rather upon the modern than upon the classical side.

5472. Were the average ages of the boys on the modern side about the same as on the classical side?—The boys on the classical side began rather younger. I think that on the modern side the age was from 14 to 18, and that on the classical side it was from 12½ or 13 to 18; many boys used to enter the classical department first and then pass into the modern department.

5473. In the list of professions for which the modern side appeared to you to be peculiarly suited you did not mention the Indian Civil Service?—No. As a rule we prepared for the Indian Civil Service on the classical side. The subjects which tell most in this examination are three,—namely, English, classics, and mathematics, and these three, taken together, we could teach infinitely better on the classical than on the modern side. Whenever there was a contest in English knowledge, although the boys on the military side received a special English training, the boys on the classical side, who had not received that special English training, beat them generally with ease, simply because of their greater knowledge of language. The same was the case with French and German. As a rule, if a language prize was open to the whole school, a classical boy was likely to carry it off.

Subject examin for the service

5474. From the experience which you must have had in preparing boys for the Indian Civil Service, did you think that there was anything peculiar in the examination for the Indian Civil Service? I have heard it alleged that the examination for the Indian Civil Service was made so general that it was not so fair a test as some of the other examinations, for instance, for Woolwich, and even the examination for a direct commission?—I presume that by the word "general" you mean "spreading over a very large variety of "subjects."

5475. Yes?—I think that there is a fault in that examination as at present constituted, but I am not quite certain that it lies here. A boy can pass

extremely well if he takes up English, Latin, Greek, and mathematics, and those are very much the same subjects which he might take up for Woolwich. The fault in the examination is that (I do not know why) from something in its method it has not succeeded in guarding against "cram" in the true sense of the word, so well as other examinations have done. I imagine that there is no reason why it should not do so; but at present it has not done so, and I know that the attention both of the examiners and of the masters is at present very much fixed upon that very point. I must again remark that by "cram" I do not mean private tuition,—private tuition may be the very best teaching,—but I mean substituting mere preparation for examinations for the attempt to convey real knowledge in the best way.

5476. (*Lt.-Col. Chesney.*) May not a part of the fault in those examinations arise from the fact that for English composition, the history of England, and English literature, there is as much allowance made as for the whole of the Greek and Latin languages and the literature and history of Greece and of Rome together?—I think so; unless care is taken to guard against the mere study of manuals in that subject. If composition is very severely marked, it is an evidence of thought which is perhaps more valuable than knowledge. Examination in history, unless such care be taken, is more liable to the danger which you suggest; and the same is the case with regard to literature. Too much stress may be laid upon subjects which can be got up from books such as Craik's and Angus', and the like, and then the importance given to the subject is very disproportionate. But, if a real substantive knowledge of English history or literature is acquired, I should not say so.

5477. Is it not practically very easy to have a young man prepared in English literature in such a way as that he shall pass an examination and shall be equal, or even better, in counting than a young man who passes an examination in the whole of mathematics, pure and mixed? In the same examination the three subjects which I have mentioned, namely, English composition, English history, and English literature are counted higher than mathematics; they stand at 1,500, whereas mathematics stand altogether at 1,250. Is it not almost impossible to expect that a young man should be as thoroughly prepared in those subjects as a young man, who could go thoroughly into mathematics and take up some of the papers in mathematics, would be prepared in mathematics?—In the estimate no minimum is subtracted for mathematics, so that every mark which a boy gets in that subject counts, whereas in the other subjects which you have mentioned, if he has only a smattering, it is useless, because a minimum of 125 is taken off before he can count. Thus, if a boy got 130 marks in English, he would only score 5, but, if he got 130 marks in mathematics, he would score 130. This advantage is given to mathematics, and of course makes no slight difference. Possibly English may be a little too heavily marked, but I must repeat that very much depends upon how it is tested. In English composition, (which is generally an essay upon some tolerably difficult subject,) it often happens that a very large number do not score a single mark, although I suppose that everybody sends up an essay. Therefore, if the English essay be very severely marked, I think that you can hardly give too much weight to it when it passes the ordeal, because after all it is an evidence of thought rather than of mere knowledge in the candidate. A boy whom we sent up, who was our best boy, and who came in (I think) first in English and especially in composition, was a very remarkable boy for thought; his work was that of a man. So that I should not much object to a high marking in that respect, if it be carried on reasonably.

5478. In fact very much depends upon the practice of the examiners?—I should say that everything depends upon it. I think that there is a very unfair arrangement in that examination, which involves the subtracting the same minimum from every subject, without reference to the amount of marks given to it. I may remind you that by this you would have 375 marks taken off for English, because 125 marks are taken off each branch, so that that would bring it down to 1,125, that is, a little below mathematics. But I do not think that the greatest injury is done to English or to classics. The subjects which suffer are modern languages, which I think are very hardly treated in that examination.

Rev. Dr. Barry.

6 April 1869.

Subjects of examinations for the public service.

5479. Referring to the general question of teaching military subjects at a public school, supposing that it was necessary, in order to give a training in those subjects, to devote daily about four hours of in-door work to purely military subjects, and about two hours to riding and drilling, would not that interfere immensely with the ordinary school work?—No doubt; but my former answer did not contemplate anything like four hours a day; it was especially provided that the instruction should be quite elementary.

Military instruction at civil schools.

5480. (*Sir D. A. Cameron.*) If in addition to the general subjects of his education you taught a boy these military subjects, namely, military history, fortification, and military surveying, would it not be giving him a great many subjects to learn at one time, and is not the consequence likely to be that he would get a very superficial knowledge of them all, and that in fact it would be a "cram?"—I think that I have not given any answer with regard to military history; if so, I had not intended to do so.

5481. (*Lord E. Cecil.*) I meant to include military history.—This term is vague, and might involve much or little. I would rather refer to the subjects of military surveying, and fortification and modelling, and drill. These might be taught, although we could not have carried them to the degree of perfection, which one would naturally expect at a military college.

5482. Then would it be desirable to teach them at all?—I think so; it would save the Military College a certain amount of rudimentary work, and the boys who were sent up would be all the better for it.

Cheltenham College.

5483. (*Mr. Parker.*) Can you state the cost of the gymnasium at Cheltenham?—I should estimate it at about 2,500*l.* This is only an estimate, inasmuch as the racket-ground and other buildings were included in the actual total amount.

5484. And for that you had a building thoroughly well suited to the purpose, with good architectural appearance?—Yes; it was a brick building, with the dressings picked out in different coloured bricks, and it had a very fair elevation.

5485. You mentioned private instruction for those boys who were preparing for examinations. Supposing a parent willing to bear considerable expense in the matter, could you arrange to allow a boy to have a large amount of private instruction at the College?—The word "large" of course must be comparative. A boy can only work for a certain number of hours, and you must take care not to interfere with his regular work; but he could easily have a considerable amount of private instruction. Our chief subjects for such instruction were mathematics (where a boy happened to be extremely deficient), physical science and French.

5486. Do you think that a boy who was backward might be as well prepared by private instruction at the College as by going to a private tutor elsewhere?—Generally so.

5487. At Cheltenham were the two departments absolutely separate, meeting together for no lessons?—The First Class in each department used to meet in a lesson with me once a week, and occasionally the highest forms would meet in French and German; but speaking generally the departments were quite separate in school. In the playground and boarding houses they mixed freely.

5488. What was the lesson with yourself upon which they met?—A religious lesson.

5489. You consider that the modern department might be regarded as giving a modern liberal education

Rev. Dr. Barry.

6 April 1869.

Cheltenham College.

rather than a professional education? — Undoubtedly so.

5490. Upon the whole do you think that it trained the mind generally as well, or nearly as well, as the classical department?—Nearly as well, but in my opinion not quite as well. When I had occasion to bring the departments together in any subject, which was not either purely classical on the one side or purely mathematical on the other, but which was one of general interest, (it might be for instance in divinity, or it might be in history, or it might be for an essay,) I almost invariably found more mind on the classical side. I ventured to say this in my evidence to a former Commission, and time has only confirmed my view.

5491. Do you think that that was due to an essential difference between the two sets of subjects, or due to the modern subjects having been less well organised, or taught less ably?—With regard to the modern languages it is very difficult to get them scientifically represented by modern language teachers. In the other branches of knowledge I think that such is not the case.

5492. In the nature of things you see no reason why modern languages should not be made the basis of a liberal education in language, as well, or nearly as well, as ancient languages?—None whatever.

5493. Speaking of the language, and not of the literature, should you say that what we commonly call teaching Latin and Greek at a public school is really teaching English, almost as much as the direct study of English?—Quite as much.

5494. It has the practical effect of making a boy master of his own language? — Certainly, so far as writing his own language is concerned, putting literature out of the question.

5495. Did you notice any great difference of tone between the modern department and the other department—of moral tone for instance?—Not in the two departments as a whole. The classes which gave us the greatest amount of trouble were those in which we had boys who were being specially prepared for Sandhurst, or for direct commissions—simply for this reason, that they were boys of considerable age, their physique was developed, their intellect far less so—and if there was trouble, it was very frequently in that division of the school. But if I had taken the range of the departments, supposing that those exceptional cases had been removed, I should have found no material difference. Perhaps I ought to say (so far as this may have any importance) that the Principal had more to do with the classical department, and therefore whatever moral influence he exercised was more directly exercised upon that department; and, however good a subordinate may be, the influence of a head is in this respect greater.

5496. Do you think that in itself the question of moral discipline for the class of boys who would be most likely to enter the army is a more difficult question than with boys generally?—I do not myself think this is the case in respect to what we may call the "raw material" of boys. The reason why boys such as I have described were likely to give trouble was merely this, that the intellectual requirements of their position were very simple, so that you had a number of boys, who were rather dull, possibly strong, and perhaps leaders in the play-ground, whose animal nature was more developed than their intellectual. If you take the raw material of boys who are going into the army, there is no reason whatever for making such a statement.

5497. You have told us, that at Cheltenham there would be facilities, such as we had hardly expected, for the preparation of officers for the army. Do you think that the case of other schools, so far as you know, is very different from that of Cheltenham?—I should think not, but I can hardly answer that question; Marlborough for instance might do at least equally well, and probably the same may be said of Wellington College.

5498. (*Dr. Butler.*) I gather that you would advocate the existence of a modern department at every great public school?—Yes.

5499. As affording a general liberal education?—Yes.

5500. For what class of minds, apart for a moment from military purposes, would you regard such a department as suited?—For the class of minds whose tendency was either to mathematics, or to inductive science, and not mainly to language.

5501. For those whose bent was towards literature in some form would you advocate the classical or the modern department?—The classical.

5502. Mathematics in the modern department at Cheltenham has a very decided preference, has it not, over teaching in English literature?—Yes; it is the principal subject. For instance, if a boy is to be classified on the one side, he is classified by his knowledge of Latin and Greek; if he is to be classified on the other side he is classified mainly by his knowledge of mathematics; other subjects, so to speak, have to take their chance, and inequality in them must be corrected as best it may; mathematics therefore is the staple subject. With regard to the efficiency attained, I should say that the best boys on the classical side were as good mathematicians as the best boys on the other side, in a different style; but that the rank and file on the military side were very far superior in mathematical knowledge to the rank and file on the classical side.

5503. In stating just now that the general intellectual calibre on the classical side was rather superior to that on the modern side, did you refer chiefly to the *élite* of either department, or to what you have just called the rank and file of both?—It is rather difficult to answer that question, because it was only the *élite* of the departments who were brought into competition. It would seldom happen that a lower class on the one side would in any way come into competition with a lower class on the other. But when I say the *élite*, I mean the head forms on both sides, but not boys selected from those head forms; if you therefore can regard the head boys as the natural product of the system, the two systems may be compared.

5504. Did you see any symptoms of the modern department degenerating into what may be called a refuge for the destitute, and being composed in its lower divisions of the intellectually duller boys?—Not at all. I am aware that that opinion has been stated, but my experience would not justify it.

5505. In connection with that subject, you did not not notice that there was more gross idleness on the modern side than on the classical side?—Certainly not; if anything, as far as attention in school was concerned, there might have been less idleness in the lower forms, from the greater variety of subjects which kept the boys up to a certain tension; there certainly was not more idleness.

5506. Supposing that many hours had been given in the course of each week to subjects of a special military character, would you have apprehended danger to the general culture on the modern side?—Yes, I should. My answer which was given in the first instance was only on the supposition that these subjects formed nearly extra subjects, and that the work required in them was mainly out-of-door work.

5507. Did you contemplate their being practised by all boys intended for the army, or only by the special class intended for Woolwich?—I imagine that all boys who are going in for the army would, for a certain period before going up for examination, require to devote attention to these subjects, probably in different degrees, according to the different requirements.

5508. Has the question of the teachers in these subjects come under your notice? Are you able to say whether they are taught at Cheltenham exclusively by civilians,—I mean the military subjects, so far as regards surveying and fortification?—I believe so. With regard to fortification I can only speak from

tradition ; surveying was taught by Mr. Southwood only.

5509. Does it strike you that a difficulty would be experienced in obtaining civilian teachers at the great public schools to give lessons in military subjects ?—No; but if such should be the case, I should not have thought it difficult to have had military teachers, or those who had been in the army. One of the most valued members of our body was a retired officer, and I do not see why there should be any difficulty in the matter.

5510. What would you say was the influence of the Woolwich examination upon the general educational interests of Cheltenham ; was it healthy, or otherwise ?—It was healthy.

5511. Had you ever reason to think that it made too great a demand upon the brain of boys ?—Not unless they had done what boys sometimes will do, that is, had neglected their earlier work, and so had to make up by a rush at the end. If a boy was not a dunce, but had good average ability, and power of steady work, we could ensure his passing without any fear whatever, and without any inordinate pressure at the end.

5512. You had no reason to think that the mathematical requirements were too high ?—Certainly not. I think that they might have been varied in their character ; I am not certain, for instance, whether the small amount of integral calculus which was required was a wise selection. But with regard to the test which was applied to a boy's mind and the strain upon it, I did not see that it was at all inordinate.

5513. You were, I think, almost the highest mathematician of your year at Cambridge ?—I was Fourth Wrangler and Second Smith's Prizeman.

5514. If I understand you rightly you would not recommend any lowering of the mathematical standard for Woolwich ?—I should not. I might advise variation in details. It struck me, as far as I could judge, that the amount of integral calculus which would answer was so small, that it had better be dropped altogether ; and if it had been dropped altogether, perhaps other subjects might have been taken up. For example, the subject of geometrical conics is hardly touched in the military examination, and that is a subject which I think to be of very great educational value.

5515. Do you think that French is best taught at public schools by Englishmen or by foreigners ?—That is a very difficult question. What I should like best would be to have both English and foreign masters on the staff. For French composition I should certainly wish to have a Frenchman, but for the general grammatical teaching, and the power of laying hold of boys' minds and keeping order, an Englishman has great advantage. We had four French masters at Cheltenham, and I should like to see them equally divided.

5516. I wish to put a very few questions to you as to the discipline at Cheltenham. May I ask you whether, during the number of years that you held your post there, cases of drunkenness were at all frequent ?—They were not frequent ; they occurred, but I imagine with no greater frequency than at any public school. Undoubtedly Cheltenham College is in a position of some difficulty from the neighbourhood of a rather fascinating town, but, in spite of this, I do not think that the average of drunkenness is greater than I have been led to suppose exists at other public schools.

5517. Was that an offence which came at all frequently under your notice ?—Not frequently. I had to send away one boy for it while I was there, whose case was a flagrant one, and others had to be admonished for it. Perhaps I ought to say, without any disposition to comment needlessly upon the older system of government at Cheltenham, that I had some circumstances of peculiar difficulty. When I went there, I found a system of very minute and vexatious restraint, which destroyed a boy's moral tone, and which yet could not possibly be effectively enforced, and I had to sweep that system right away. In my first year I had the natural result, namely, a good deal of trouble ; but progressively the trouble was less and less, and at the end of my time I was very well satisfied with the result.

5518. Did any considerable number of cases of disease, arising from immorality, come under your notice ?—A small number.

5519. Do you think that if they had been more frequent they would have come to your notice ?—Yes. Cheltenham is a place of a large amount of idle gossip, and a place somewhat distinguished, I think, for the power of scandalmongering ; and stories were frequently rife, which, when tested, proved to be utterly without foundation.

5520. Do you believe that in any college consisting of 200 or 300 young men between the ages of 16 and 19 there ought to be any difficulty in so maintaining discipline that cases of drunkenness and cases of disease arising from immorality should be extremely few ?—Certainly not, if due reliance was placed upon moral influence as well as external discipline.

5521. We have had conflicting evidence from distinguished officers as to the wisdom of placing the headship of a military college in the hands of a military man or of a civilian. Have you any opinion upon that point ?—I have not thought much on the point ; but if in choosing the head of your college you had regard not to services elsewhere but to qualifications for the office, I cannot help thinking that a military head might have great advantage, provided always that there was no jealousy under his administration of civilian influence in its proper sphere—the influence, for example, of the chaplain (who, I presume, would always be one officer of such an establishment), and the influence of the professors.

5522. (*Lord de Ros.*) As regards the application of more ability on the modern side or on the classical side of the school, do you not think that a good deal depends on what the profession is which a boy is intended for, and that if boys are intended for the learned professions, you would find more perhaps of a studious turn on the classical side, in consequence of the profession for which the boy was intended, than on the other ?—I rather doubt that. With regard to the boys whom I compared on the two sides, I should have said that the Woolwich boys worked at least as hard as the sixth form on the other side.

5523. As regards the surveying, are you aware that there is a very great difference between surveying in a civil manner, and surveying in a military manner ? For instance, in surveying in a military manner great rapidity is required, and it would be hardly possible to be taught by anybody but an officer ?—That I can imagine. I rather guarded my answer in consequence.

5524. As regards the riding schools, are you aware that you may have very good instruction in riding for teaching a young lady to ride, but that that would not do for an officer ?—Certainly. I should undoubtedly contemplate a competent military officer. I have no jealousy whatever of the military element. I think that it would be a very useful adjunct in the school.

5525. Would there not be this difficulty, that in adopting the military element you would most likely get hold of some old officer, or some old non-commissioned officer, who would become obsolete in his instruction ?—I am afraid that there is a danger of obsoleteness in all teaching, both civil and military, but there are means of guarding against it.

5526. By change ?—By change or by getting a man to keep himself *au courant* with what is going on ; but every head-master will tell you that this is one of the difficulties in all places, because those who have done good service are often unable to retire when they can do good service no longer.

5527. (*Rev. W. C. Lake.*) Did you find it easy to test the English work in a way which, as a scholar, you would think satisfactory ?—I found no difficulty.

Rev. Dr. Barry.

6 April 1869.

Cheltenham College.

5528. For instance, in lecturing on a play of Shakespeare you found that it was as hard work for the boys, or something like as hard work, as anything else?—Yes.

5529. Who lectured in that case?—The main part of the work was done by the vice-master of the modern department, Mr. Bayly, an Oxford man. Occasionally I used to do it myself.

5530. Then you seem to have thought that English was as good, or nearly as good, an instrument for bringing out a boy's abilities as Greek or Latin would be?—There is this difference, that you use it far less in the abstract as a language. I think that I classed together English and modern languages. If you would allow me English with German, or with French and German, I think that we might then bring out a boy's ability thoroughly.

5531. My question was especially with regard to English, as to whether the teaching of English was not liable to the charge of its being necessarily taught superficially?—I think that the teaching of English is apt to be less linguistic, unless very great pains are taken, partly from the nature of the language, and partly from the boys' familiarity with it; but in a literary point of view it has very striking advantages.

5532. Practically then you think that the boys who had worked in this way in Shakespeare, and in English literature especially, were ahead of other boys in a knowledge of English literature?—On the average they were. The best scholars on the classical side were ahead of them in that respect, as well as in others; but, if you take the first 40 or 50 boys in each department, I believe that the teaching of English literature did give those in the modern school a great taste for it.

5533. Will you shortly enumerate the subjects which were taught in the modern department?—First mathematics, next modern languages, French and German.

5534. Both?—Both; but not necessarily contemporaneously.

5535. Both were obligatory?—Yes; unless a boy took Hindustani, which he might take instead of German; and in former days a great many boys took it, but latterly the subject has almost dropped out. Then there was Latin, in the lower classes only. In the upper classes there was physical science in different branches, chiefly chemistry, heat and electricity, and geology; and lastly there was drawing throughout the school. (*See answer* 5430.)

5536. You did not think those subjects so numerous as to give rather a superficial education to the boys?—We endeavoured as much as possible that they should not be contemporaneous. A boy, for instance, entering the lowest class in the school would probably be learning English, Latin, French, and mathematics, and nothing more. Then as he got on he would add German, and he would then probably drop some of his geography and history, which, of course, were of a childish order. When he got further on, and introduced physical science, the Latin dropped out. The object, therefore, was that the boys should not have too many subjects at a time.

5537. I presume that you did not drop out the Latin with boys who had an aptitude for it?—No; but speaking generally it dropped out in that department because most boys who had a special aptitude went into the other department.

5538. Then in the modern department, if the boys continued their Latin, it was because they had a peculiar aptitude for it?—Yes; probably the state of the case was this—that about the first hundred boys in the school, unless they showed special aptitude and knowledge, would drop their Latin, and the other two hundred would always be learning it.

5539. And that was the case *à fortiori* I presume with Greek?—Greek was not regularly taught in that department at all. Where a boy had passed into the modern school entering it high up, having a sufficient knowledge of mathematics, he might go on with Greek, but he would have gained his original knowledge of Greek elsewhere, either in our other department, or in some other school.

5540. You do not think that apparently the large list of subjects which was taught led to cramming even at Cheltenham?—I think not; at least I do not think that it ought to have done so.

5541. If you had had your choice without reference to the necessities of the Woolwich or the army examinations, which include a considerable variety of subjects, particularly of scientific subjects, would you have had so many subjects, or would you have thought it better for the general education of the boys to have had fewer?—I would have had all the four elements which I have spoken of represented; I mean language, mathematics, physical science, and drawing.

5542. For example, would you have had so many branches of physical science?—Possibly not, but I think that the main elements of the system were right.

5543. Did you yourself exercise any control over the boys as to whether they should be allowed to go into the modern department, or not?—I exercised a certain amount of control. If a parent strongly urged it, I should not refuse, but I might deprecate it, and I very frequently did so; or I might say "such and such a boy is getting very idle on the "classical side, and I think that he would do better on "the other side," or *vice versâ*, but we laid down no obligation upon it.

5544. You spoke of its being possible to teach at Cheltenham a number of practical subjects such as sketching and surveying, and perhaps even field fortification. Would not that very much encumber a boy's time in relation to his position with others?—I am afraid that I should have trenched a little upon his out-door playtime.

5545. Would it not have isolated him from other boys, association with whom is generally an advantage at public schools?—I think not.

5546. You think that there would have been plenty of time for cricket, racquets, and so on, and yet for surveying and those subjects?—I think so, and no boy would have objected to it. Towards the end of his time we should have dissuaded a boy who was going up for an open scholarship, or for Woolwich, from being in the eleven—not from playing cricket, but being in the eleven.

5547. (*Chairman.*) I imagine that when you look with satisfaction upon the introduction of such subjects as field fortification, &c., it would be merely as a portion of general education, in the same way as you would introduce the study of optics into a mathematical course?—In answering the question, I thought that the point which was put to me was this, not whether I should desire to introduce these things in the abstract, but whether I could introduce them, if required. For instance, supposing that the course at Sandhurst did not exist, or taking the idea which was suggested, namely, that there might be a considerable number of open commissions given to schools, the question was whether we could do anything in the merely technical work, and I said that I thought we could.

5548. Supposing that the Commission had two alternatives under consideration, namely, whether they should recommend the introduction of technical subjects into the preliminary entrance examination at Sandhurst, or whether they should, on the contrary, exclude from that examination technical subjects, and rather adopt such subjects as form the principal studies at the public schools, which of those two courses would you recommend?—Am I to understand that the alternatives would not imply any difference in the age of the candidates?

5549. Yes?—Then I think that it would be desirable not to introduce the technical subjects; but if it was a question of lowering the age of admission, so as to keep a boy longer at a military college, or of requiring a certain amount of technical education

before he entered it, then I would embrace the second alternative with all my heart. What I mean is this—it might be supposed that it was necessary to keep a boy longer at Sandhurst than he is now kept; the average stay there is a year and a half, and I thought that I had heard it suggested that this course might be extended. Now if the question was between that, and acquiring a little more of the military subjects before the boys arrived there, I would rather take any moderate amount of military subjects beforehand, than increase the time at a military college.

5550. (*Sir D. A. Cameron.*) Would you hold to that opinion if the increase was one term, namely, six months?—Of course a small increase would be a comparatively small consideration. I may be wrong, but I should strongly deprecate any increase of the time at a purely military college.

5551. (*Maj.-Gen. Wilmot.*) Would the additional half year be at the end or at the beginning?—I should not so much mind if the boys did not go to the military college sooner. One must speak with a certain amount of delicacy on such a subject; but I have frequently had boys who have passed through military colleges and their experience has not been a fortunate one, and I have also had to do with parents who have had boys seeking the military profession, and who have preferred to give up the chance of a commission without purchase rather than send them to a purely military college. Therefore, as far as my knowledge goes I must say that, while the system of the colleges is exactly what it is now, I should deprecate, as far as I could, boys' remaining long under it.

5552. (*Lord E. Cecil.*) Would you be in favour of a large substitution of the civilian element in a military college, or not, compared with what now exists?—I believe that the civilian element is at present large, but that it now exercises little or no authority. There are a very large number of civilian professors at both of our great military colleges, but I apprehend that they exercise little discipline, and in fact no discipline directly over the cadets. If a cadet misbehaved himself in lecture, the professor would have no direct power of exercising discipline except by reporting him. What is wanted is not so much the admixture of a greater civilian element, but the giving it fair play in respect of authority and of moral and personal influence.

5553. With regard to Sir Duncan Cameron's question, whether if military subjects as well as others were taught at Cheltenham it would tend to "cram," did you take into account that the course at Cheltenham is 4½ years, whereas at Sandhurst, where there is a preponderance of military subjects, the course is only 18 months, and that the balance of three years in favour of Cheltenham might be set off against the variety of subjects taught?—I should suppose that it might; but in the subjects which I contemplated as additional, I should rather trench upon a boy's play time than (in any great degree) upon his school time, so that I did not intend to interfere materially with the subjects which are now taught.

5554. Supposing that military subjects of education were continued after entrance into the army, do you not think that a sufficiently good elementary military education could be given at Cheltenham, and at other public schools constituted like Cheltenham, to enable a young officer to build upon such instruction afterwards?—Certainly.

Rev. Dr. Barry.

6 April 1869.

5555. (*Dr. Butler.*) I gather from some answers which you gave just now, that you would deprecate a young man's remaining for any length of time at a military college, as at present constituted?—I should.

Defects of military colleges.

5556. You do not think that the moral life is very healthy?—I must say that in my opinion it is not.

5557. Have you been led to consider what would be a healthy constitution of a purely military college like Sandhurst?—I am afraid that the question is rather too wide to answer. The point which has most struck me, from what I have heard, directly and indirectly, is, as I have said, the need of a larger infusion of civilian authority and influence, especially in a moral direction. It has always appeared to me, from the accounts which I have received from those who have been under instruction, that that peculiar moral influence which the head master of any well-ordered school exercises upon his pupils, is wanting at a military college, at the very time and under the very circumstances in which it is most needed. How it is to be acquired, and through whom it is to come, it is not for me to say.

Cheltenham College.

5558. (*Lt.-Col. Chesney.*) Am I right in saying that the charge for boys is, on the whole, exceptionally low at Cheltenham as compared with other great public schools?—At Marlborough it is about the same; at Wellington College I imagine it is rather higher; at Eton and Harrow it is considerably higher. I do not know about Winchester. At Rugby I have always understood that it is about 120*l.*, that is the cheapest of the old public schools, and it is about 25 per cent. above Cheltenham.

5559. Is not the payment to the junior masters at Cheltenham also exceptionally low?—It is decidedly far lower than it should be, but the reason of that is not so much that the salaries given on entrance are too low, but that there are not sufficient means of rising in salary. At Cheltenham, after I had been there a few years, no man entered under 200*l.* a year; that was their first salary, and the highest salaries which were given, excepting to the head master, were only up to 500*l.* a year. Unless therefore a man had a boarding house, either a large one or a small one, his salary was too low. But I ought to add that we found very little difficulty in getting good men to take the posts on this condition, that, if they did not rise high, they left, so that we had what I consider by no means an evil, namely, a not infrequent change in the lower masterships.

5560. (*Lord E. Cecil.*) How are the masters chosen at Cheltenham?—Entirely by the Principal. I should add that the military department at Cheltenham is now in a somewhat exceptional condition. At present the head master of that department recommends assistant masters, and the Principal usually appoints on his recommendation. But this depends on the fact that Mr. Southwood (our present head master) has practically created the department. I do not imagine that the arrangement will continue permanently, nor do I think it desirable that it should do so. In all departments the Principal will probably appoint absolutely.

The witness withdrew.

The Reverend T. A. Southwood, M.A., (Head Master of the Modern Department, Cheltenham College,) examined.

Rev. T. A. Southwood.

5561. (*Chairman.*) You are the Head Master of the modern department at Cheltenham College?—I am.

Modern Department at Cheltenham College.

5562. For how many years have you been at Cheltenham college?—Since February 1843, 26 years.

5563. And you may be regarded as the founder of the modern department?—I suppose that I may be so regarded, because I went there at the solicitation of Colonel Colby, who was then at the head of the survey of Ireland, and others, who thought it very desirable that there should be a school in this country which could be properly called a military school, and I went to Cheltenham for the purpose of starting what was to be considered a military school, not a modern school as it is sometimes called, but a purely military school.

5564. In what respect do you regard it as a military school?—Because the subjects taught are subjects proper for a military education, consisting of mathematics, drawing of all kinds, physical science, two

Rev. T. A. Southwood.

6 April 1869.

Modern Department at Cheltenham College.

modern languages—French and German—English, fortification and surveying. Those are the principal subjects: with a certain amount of English they form the staple.

5565. Amongst those subjects there are not included purely technical military subjects?—Nothing more than fortification, surveying, and scientific drawing of all kinds.

5566. Is fortification still included?—Yes; it has been so from the very first.

5567. Permanent fortification as well as field fortification?—Yes.

5568. Do the lads attain considerable proficiency in those special subjects?—At the time that Addiscombe was in existence we took them through the whole Addiscombe course before they entered Addiscombe, and that included artillery, fortification, and surveying, both military and content surveying. The competitive examinations have interfered a little with this.

5569. But that is not the case now?—Yes, it is; only that other subjects have been introduced of late years into the department which I think have rather crippled its efficiency; it has not been in accordance with my wish, but merely from the force of circumstances, and also because I think that the Principals of the public schools have not sympathised so much with the ordinary military education as I could have desired.

5570. So that if you were completely unfettered you would contemplate almost a pure military education, technical as well as otherwise?—Yes; everything which is proposed to be done at Woolwich, and also a good deal of what is now done at Chatham. Those who get their engineer commissions from Woolwich go to Chatham.

5571. At what age would this technical education commence?—About 15, but I think that would be regulated by the age for admission into Woolwich. I take Woolwich because it is the highest school of military education.

5572. But you would not commence to administer this technical education to a lad before he was 15?—I think that he ought to have the foundation of a more general education first, and that the superstructure should be a special education.

5573. So that you would consider it desirable to delay, at all events to a certain period, his consignment to a technical education, in order to give him an opportunity of acquiring during the earlier part of his life what may be called a liberal education as distinguished from a professional and technical one?—Yes; I think that the foundation should be Latin and Greek, such as we now get in our public schools, and that at a certain age that should cease, and the special training should commence.

5574. And you think that that age ought to be 15?—Taking the age for admission to Woolwich at between 16 and 19, I think that 15 would do very well. If the age for admission to Woolwich be earlier, we must commence a little earlier, unless the course be shortened.

5575. Considering the point rather with regard to admission to Sandhurst than to Woolwich, supposing that the entrance examination at Sandhurst were to be upon purely general subjects, and to exclude all technical and purely military subjects, do you think that the exclusion of technical subjects from the preliminary examination for entrance into a military college would be a disadvantage?—I do not think that it would be a disadvantage.

5576. Do not you think that the extra year which would be devoted under those circumstances by the youth to the acquisition of a more general and liberal education would be an advantage to him?—I think that it would for Sandhurst.

5577. (*Rev. W. C. Lake.*) Will you enumerate the subjects which you would teach in the course of this special education?—Mathematics I think is the principal subject, then freehand drawing, scientific drawing of all kinds, physical science, and English composition.

5578. Will you enumerate the subjects in the order in which you would teach them, so that we may know which you would teach first, and how you would get into those which come later?—Freehand drawing I think should come first of all, then practical geometry, or the construction of all kinds of plane geometrical figures; then descriptive geometry, plans, sections, and elevations of solid figures. Mathematics would be studied at the same time, so also would French and German; and physical science would be introduced into the course a little later, but at a time to give the pupil an opportunity of making very good progress in them before leaving school.

5579. How would you work with these boys with the idea which you would give them of field fortification for example?—They would study the ordinary text books and then model in sand; also trace the plans and erect profiles in the field.

5580. Do you preside over the whole teaching of the modern department?—I do.

5581. Are you assisted by any other masters?—Yes; there are about 300 pupils in the department, and there are about from 20 to 25 masters, including extra masters for modern languages, and certain branches of drawing and physical science.

5582. Are the boys in that department in any way kept distinct from the other boys in the school; is there a tendency in boys who are coming into the modern department to congregate in particular boarding houses?—I think so. I think that they prefer being in the boarding houses of the masters who are in the department; they derive some advantage from it in the preparation of their work.

5583. Do boys come to Cheltenham with the intention, not of going into the classical department, but of going into the modern department?—Yes; we have boys from Eton, Rugby, and other such schools.

5584. Is it a very rare case for boys to go from Cheltenham to what are called "cramming" schools?—It is very rare.

5585. Do you think that that occurs only in the case of thoroughly idle boys?—It only occurs with boys of whom I have no very great opinion, and of whom I do not expect success at the examinations. They are perhaps a little impatient, and will try the effect of private schools; they do not generally succeed.

5586. Is it generally felt in the school that a boy in the modern department working fairly is pretty sure of obtaining either his entrance into Sandhurst or his direct commission?—I think so, and perhaps you will infer that, when I say that the whole of my class went up for examination on the last occasion, and they all passed.

5587. (*Lord de Ros.*) About what amount of classical proficiency could the boys arrive at by the age of 15; what sort of books would they be competent to take up in classics at that age?—That I think would vary very much indeed.

5588. I mean taking the average?—If a boy coming out of the classical department of the school had not reached the first class or the upper division of the second, I do not think that it would be of much use his taking classics into that examination.

5589. You would hardly expect a boy of 15 to take up a Greek play, would you?—I think so.

5590. Thucydides?—I think so.

5591. At the age of 15?—I think so. A few boys from us take up classics, and those are the boys who are able to do the books which you mention.

5592. As regards surveying, do you think that it would be possible, without an experienced officer, to arrive at anything like military surveying, bearing in mind that rapidity is one of the elements of military surveying?—Yes; I think those educated for a civil engineer would find no difficulty whatever in qualifying themselves to teach military surveying, nor would others who applied themselves to the study of the subject; there is much to interest one fond of applied mathematics.

5593. (*Dr. Butler.*) I gather from you that you

value the modern department as mainly preparatory for the army?—Yes; it was originally a military department, and some English classes have been added to the department, and I suppose for shortness sake they call it the modern department—but you will observe that the name of it is "military and civil."

5594. Do you think that the governing idea of the department among the boys themselves, say among the more thoughtful boys, is of a military college or a civil?—Of a military college.

5595. Most of your abler boys look forward to the army?—The five upper classes consist entirely of military boys.

5596. About what proportion go to Woolwich?—I suppose about from 12 to 15 a year. At present we have very nearly 40 boys at Woolwich out of about 120.

5597. Is the standard of examination at Woolwich very much what you would yourself advocate?—If I were called upon to offer any suggestion with regard to the course of studies at Woolwich, I should suggest that the boys who reach a standard represented by from 1,800 to 2,000 marks in mathematics, at the entrance examination, should discontinue the study of mathematics upon entering, and give more time to professional subjects.

5598. That is after entering Woolwich?—Yes.

5599. With regard to the entrance examination, do you think that it is in any degree too exacting, considering the age of the candidates?—It is rather severe, I think, for those who wish to take a high position.

5600. Are there any subjects which are now included which you would distinctly recommend to be omitted?—I think that classics are reckoned a great deal too high. I think that, considering that they are not to be taught after the candidates are admitted to Woolwich, it would be very much better to have the standard for classics lowered; but I do not recommend the omission of any one of the other subjects.

5601. Do you think that the standard in mathematics is at all too high considering the age of the candidates?—I scarcely know whether I do or do not. I find that we can get the boys up to the standard—of course dull boys cannot be brought up to the standard—but I take it that one object of the examination is to get boys into the academy who have brains, and I think the examination tests that.

5602. It has been urged by some persons that the standard is so exacting as to lead to overwork?—I have not found that.

5603. You have mentioned that fortification is learned by every boy at Cheltenham?—It is a part of the course of study. Of course these things are taken up progressively.

5604. How many instructors have you in that subject?—I am responsible for it, and I have an assistant.

5605. So that there are altogether two instructors in it?—Yes.

5606. Your assistant is a civilian?—Yes.

5607. Do you recommend that French should be taught by an Englishman, or by a foreigner?—I think that there is a considerable advantage in a classical Englishman teaching French—our principal French teacher is an Englishman, and a university man. I think that there is a great prejudice against it by the French teachers of the country, and I am not sure whether boys who go to the examination may not suffer from it. If the examiners for these competitive examinations were university men I think that the system would be complete.

5608. (*Maj.-Gen. Haythorne.*) Do you think that it would be possible for a civilian effectively to teach military surveying and fortification out of doors unless he had the advantages which you enjoy?—I think that civilians may qualify themselves to teach those subjects.

5609. In a manner suited to active service?—I think so. I do not think that they are difficult subjects for any man who has a taste for them, to get up.

Rev. T. A. Southwood.

6 April 1869.

Modern Department at Cheltenham College.

5610. (*Sir D. A. Cameron.*) Do you think that you now teach fortification and military surveying as well at Cheltenham as they are taught at Woolwich?—I think so; we have not time to do quite so much as at Woolwich.

5611. As a knowledge of those subjects is not required for admission to Woolwich, and as those subjects must afterwards be learnt at Woolwich, is it not rather a waste of time to teach them at Cheltenham?—I think not. It is a great advantage to have studied them before admission.

5612. Would it not be better to teach a boy something else which he would not learn at Woolwich?—I think it is a very great advantage that before the boys enter the academy they should study those subjects which they will have to do afterwards. I believe it will be found that scientific drawing is very imperfectly learned after they enter the academy, because it is not sufficiently regarded in the entrance examination.

5613. (*Lt.-Col. Chesney.*) Dr. Barry in his evidence has spoken of the military teaching at Cheltenham as regarded by him, if made a regular college course, as being imparted in the nature of "extra subjects, mainly by out-of-door work." He has said again that it would be done "by trenching a little on his out-of-door playtime," and in a third part of his evidence he has stated that Cheltenham might very well "introduce the Sandhurst subjects into its school course." Are not those expressions indicative of his feeling that the education would be of a very different sort from the military education thus obtained of a Woolwich cadet? I am merely asking you as to a matter of opinion?—All the subjects I have enumerated as included in the course of study in the military department of Cheltenham college are studied during the regular school hours; we do not trench on the boys plays hours at all, it is not necessary to do so. Fortification modelling in sand, as formerly done at Addiscombe, has temporarily been discontinued, because we wanted the sand modelling room for a class room, in consequence of the great increase of boys in the military department of the college. For the present we content ourselves with tracing works and constructing profiles out of doors.

5614. Are you acquainted with the general course of the teaching at Woolwich?—Yes.

5615. Is it your impression that the military knowledge of a Woolwich cadet when he leaves is on a par with that of a well-taught youth leaving the modern side of Cheltenham College?—It ought to be better, because if he spends two years at Woolwich, after being at Cheltenham, it must be added to the Cheltenham education.

5616. Supposing that a certain number of your pupils at Cheltenham were to be devoted entirely to a military course, or at least to make a military course their chief occupations, so that they should be well taught in the military subjects which are now taught at the military colleges, would it be consistent with their carrying on a general school education at the same time?—That special military course would succeed the general education, just as it now does in the military department of Cheltenham College.

5617. (*Sir C. Russell.*) Then we may understand that, in your opinion, if the addition was made to your course on the modern side of the practical part of throwing up field works, and artillery drill if it was necessary, you could turn out an officer as fitted for the artillery as is now produced at Woolwich?—Most certainly.

5618. (*Lord E. Cecil.*) With regard to Sir Duncan Cameron's question as to the number of your pupils who are prepared for Woolwich, is it not true that by far the majority go into the army and not to Woolwich?—There are about twice as many go into the army through Sandhurst and the line direct as go into it through Woolwich.

Rev. T. A. Southwood.

6 April 1869.

Modern Department at Cheltenham College.

5619. Do you consider that a lad entering the army at 18 from Cheltenham has every requisite to enable him to become a good staff officer if he chooses to pursue his military education afterwards?—I do.

5620. (*Chairman.*) Do you think that he would pass the out-going examination at Woolwich without difficulty?—I think if it were understood that he might do so we should send him up properly prepared for it. Captain Wilson, Royal Engineers, now in Palestine, is an instance. He obtained his commission in the Royal Engineers immediately on passing the first competitive examination; he went up to that examination from the military department of Cheltenham College, and was second in order of merit.

5621. But then you would have to augment your present instruction?—A little, but I think not much.

5622. (*Dr. Butler.*) You think that if a young man spent his final two years at Cheltenham instead of at Woolwich, in common with officers preparing for the artillery, he could pass his final examination nearly as well?—I think so.

5623. (*Sir D. A. Cameron.*) Do you give instruction in fortification and military drawing to those lads who are intended to go into the army by a direct commission?—Yes.

5624. They all learn them?—Yes; whether they go to Woolwich or to Sandhurst or to the line direct, they are all taught them.

The witness withdrew.

The Rev. Dr. Benson (Head Master of Wellington College) examined.

Rev. Dr. Benson.

System of instruction at Wellington College.

5625. (*Chairman.*) You are Head Master of Wellington College?—Yes.

5626. How long have you been in that position?—Since the College was opened in January 1859; 10 years.

5627. What is the general character of the course of instruction?—It is double; partly a university course, and partly a preparation for Woolwich and Sandhurst. There are two lines of education.

5628. What are the peculiarities of the department for Woolwich and Sandhurst?—Much more mathematics is taught there than in the rest of the school; and French and German are taught to all boys. A good deal of time is given to both subjects, and experimental science is arranged for, as well as history and geography in larger quantities than elsewhere. All boys do not do all, but pursue the subjects which the boys seem likely to succeed in when they take them up for Woolwich.

5629. Is any technical military instruction included in the course, such as fortification?—No; we once began to do fortification, but we gave it up as not considering it worth while to continue it. The amount required for our purpose was soon learnt, and we thought it better not to teach it in the school itself.

5630. Why did you think so?—We thought that the time was more usefully given to mathematics, and that it was better not to divide attention so much.

5631. You thought that the education of the mind, which I suppose you consider your principal object, was better arrived at by a mathematical than by a technical education?—Yes.

5632. Which course would you advise the Commision to adopt, supposing that you had to consider the point whether to have for the entrance examination at Sandhurst an examination in the general subjects of education or a large infusion of technical subjects?—The first certainly. I would keep the education at school as general as possible.

5633. (*Lord E. Cecil.*) What is the number of your pupils at Wellington College?—Rather over 300; 312 at present.

5634. What is the range of age?—They may not come before 11. A few come between 11 and 12; the largest number are, I think, between 12 and 13, and they remain until between 18 and 19 if they are going to the university.

Modern Department.

5635. What is the number in your military class?—There are at this moment 96 in that division.

5636. What proportion of those go into the army, and what proportion to Woolwich?—Out of the 96 we estimate that now there are about 40 preparing for the engineers, or artillery, with a fair prospect of getting in, and for the line about 20, and the rest are at present not settled; these are the younger ones of course.

5637. Can you give us any results of the examination in previous years, and the places which the pupils took in the examination for Woolwich, for Sandhurst, or for direct commissions?—The history of the last 10 years of course is no real estimate of the present state of the school, because it has risen during that time from nothing.

5638. I will take the last five years?—Again it is only within five years that boys have begun to go in; the number is just now increasing very much.

5639. Can you give us the numbers actually studying for a military education?—At Christmas 1864 there were 27 per cent. preparing for Woolwich; at Christmas 1865 there were 36 per cent.; at Christmas 1866 there were 33 per cent.; at Christmas 1867 there were 36 per cent.; and at Christmas 1868 there were 46 per cent.

5640. How many of those passed yearly?—Those were boys in course of preparation all the way down the school divided into their several classes.

5641. How many of your pupils passed yearly in that period?—In four and a half years there have been 17 that we can fairly count, namely, about four a year, that is for Woolwich.

5642. How many passed for direct commissions?—Very few; six or seven; they generally aim at Woolwich or Sandhurst.

5643. Supposing that the number was kept up to 96, what became of the majority of your pupils studying military subjects of education?—At this Easter it has only just reached 96. The modern school has increased since Easter 1864 from 20 to 96. At present of those 96 there are 40 preparing for the engineers, but of various ages, and for the line about 20. In the course of that same period, since Easter 1864, 19 have entered Woolwich direct and 33 have entered Sandhurst.

5644. How many for direct commissions?—Six or seven. Out of the 96 we have reckoned 60 who have gone into the army; the others are younger, and may probably do the same, but we cannot say for certain. We might say that 40 go to Woolwich, and 20 to Sandhurst, and of the remaining 36, 30 at any rate would go some to Woolwich and some to Sandhurst.

5645. What proportion do the boys educated in military subjects bear to the rest of the school?—One third.

5646. Do you consider that a young man leaving your school at 17 or 18 would be well grounded in all elementary subjects of military education?—Yes, I think so.

5647. What subjects do you teach in the military department?—French, German, and mathematics to all; and geometrical and mechanical drawing to all but half a dozen; and Greek and Latin to those who are likely to do well in classics, also experimental sciences.

5648. Do you teach fortification?—No.

5649. Do you think that you could teach fortification without difficulty?—We might; but we gave it up because we thought it better to give the time to mathematics.

5650. Of course as regards ground there are capabilities for it?—Yes.

5651. And also for surveying and military sketching?—Yes.

5652. Have you any military men as professors?—None.

5653. Do you think that you could teach those

studies which I have mentioned without having military men?—I think so.

5654. Do you consider that civilian teachers are as good for the purpose, if properly trained, as military men?—Yes.

5655. How do you choose your professors; are they chosen by the head master?—Yes.

5656. Is it upon any system or is it merely by selection?—When a vacancy occurs, knowing what kind of master we want, I make inquiries in all directions from persons connected with education in the universities and schools, and select.

5657. A great deal has been said with regard to the inducements to work at Sandhurst and at other places, and complaints have been made of the idleness at those colleges. Do you find that in your military department you are troubled with idleness?—No; the only boys who trouble us with idleness, I think, are Queen's cadets; they leave off working very often at an early age.

5658. Do you think that you would arrive at a higher standard of military education supposing that a few exhibitions, or commissions without purchase, or other pecuniary rewards, were given to be competed for by pupils at the school?—I think so; we have founded one ourselves which acts extremely well, we call it the Woolwich Exhibition; there is an annual examination for it; it is worth 30*l.* a year for two years, and the honour of getting it produces an additional emulation among the head boys.

5659. Would you be in favour of commissions without purchase being competed for generally at public schools as well as at your own?—So far as regards military education itself, I certainly think so.

5660. I mean as regards their tendency of improving military education generally?—Yes; I think so. But it would be better that there should be a general competition fixed at a public school standard than that commissions should be attached to particular schools.

5661. You think that it would have a beneficial effect?—Yes; I think that the Queen's cadetships, though they are given so young, would have a good effect if they were partly competitive. Four annually of our own foundationerships are competitive within limits, and the rest are chosen on grounds of meritorious service, and the circumstances of the family. The four candidates elected by competition generally do well afterwards in the school.

5662. From your observation and from your knowledge of public schools generally, do you think that there would be any great difficulty in giving a high standard of military education, supposing that a sufficient inducement was held out?—I think that a good deal depends upon how high it is, and how far it is professional and technical. We have spoken hitherto of the grounding.

5663. I mean a really good professional education so that it might be continued after entrance into the army?—May I ask up to what standard? the standard for Woolwich for example? and at what point the youth would be supposed to begin? how old would he be when he entered the army?

5664. Suppose that a candidate entered at 18 or 19?—And would he be supposed to be trained up to the point to which we now train boys for Woolwich?

5665. I am speaking of fortification, surveying, and other subjects. Do you think that if those military subjects were taught you could give a sufficiently good elementary education to enable an officer to pursue his studies with advantage after entrance into the service?—Yes, I think so. It would lower the education, if technical instruction were given too early, or too largely. But the elements *could* be taught if boys remained long enough.

5666. There is no difficulty in giving that education at public schools?—No, I see none if we have sufficient time given us. That is if the boys in question spend at school the years from 16 to 18 or 19, which they now spend elsewhere.

Rev. Dr. Benson.

6 April 1869.

Wellington College.

5667. I will ask you one or two questions as to the expense of a pupil's education at Wellington College. What is the ordinary expense to the parents, including everything, of a pupil's education?—Sons of officers pay 80*l.* a year, and the additional payments amount to between 20*l.* and 30*l.*, and the sons of parents not in the army pay 110*l.*, with just about the same additional payments.

5668. What is your accommodation; how do you lodge and feed the boys; are they lodged and fed in the college?—Yes; they take their meals in the hall, and each boy has a separate study of his own large enough for study and bedroom.

5669. Have you ever any complaints made as to the provisions, or the accommodation generally?—No; we never have now, and we have not had any for several years past.

Modern Department at the College.

5670. (*Sir C. Russell.*) Do you attribute the increase from 20 to 96 in the number of boys studying for the army to the success which has attended those who have been educated at Wellington College in their competitions, or do you attribute it to the growing desire for what is called a good modern education?—I think that both those causes have acted, but I think the first principally, and the reason why I think so is that the length of time for which boys going to Woolwich stay with us is rapidly increasing. Four or five years ago those boys generally only remained for two and a half years in the modern school, and now their average stay in that department is four years, and there are other indications which show an increasing tendency to make the college a direct preparation for Woolwich without the intervention of tutors at all; this I think is due to the success of the boys.

5671. Of course living so close to Sandhurst as you do, you are pretty well conversant with the course of education there?—I think so, fairly.

5672. Do you think that there would be any considerable difficulty in carrying out at Wellington College such a course as is conducted at Sandhurst with a view to preparing men for direct entry into the army?—We certainly could not give so much drill as is given at Sandhurst, and I am quite sure that we should not think that it would be conducive to the good general education of the boys to give so much technical education as is now given there.

5673. I want to arrive at the point whether the difficulty appears to you to be considerable. I am not asking you whether you approve of the system as pursued at Sandhurst, but I wish to ascertain whether there is any considerable difficulty in your opinion in training, at such a college as Wellington College, boys to exactly the same standard as now exists at Sandhurst; I will put the drill out of the question, because you have answered as to that already?—Do you mean by actually transferring the course at Sandhurst to the course at Wellington College?

5674. Yes; take for instance your 96 boys on the modern side?—There would be considerable difficulty in adopting all that system of education.

5675. (*Lord E. Cecil.*) Will you state what the difficulty is?—It would require a complete readjustment of the proportions of time which we have given to each study, and which we think best for the training of the boys' minds. I think that the amount of attention bestowed upon almost every single subject would have to be entirely different from what it is now with us. We do not teach military history at all, that would take a considerable time, and with boys it would involve a process very much like "cramming;" it is not desirable to give it to boys so soon. The amount of time bestowed upon drawing of various kinds at Sandhurst is very great, and if you took away that time from the time which we now give to such subjects as German and French and mathematics, which I apprehend to be necessary, to say nothing of classics or English, they would all suffer, in fact it would necessarily involve beginning

Rev. Dr. Benson.

6 April 1869.

Modern Department at Wellington College.

a technical education too soon. Special subjects introduced among general subjects tend to extrude the latter. And with respect to our 96, full 80 of them are much too young, and the rest are doing work, which is better for their cultivation.

5676. (*Lt.-Col. Chesney.*) Is the Woolwich Exhibition to which you have referred a new thing at Wellington College?—It has existed for seven or eight years.

5677. Is the number which you have given as having entered Woolwich the number who have done so without going to "crammers"?—It includes 11 boys who have been on the average one year with tutors, but I think that they would have entered Woolwich as well from Wellington College, but they went away chiefly when the college was young. Boys now are not leaving us to go to tutors, but they remain with us until they go to Woolwich.

5678. Do you think that it would be possible at any school, as a school distinct from the idea of a college, to give such a course of technical education as is now given at Woolwich?—I think not; I think that the Woolwich course could not be given there.

5679. (*Sir D. A. Cameron.*) Did you say that fortification was at one time taught at Wellington College?—Yes.

5680. Was not it something very trifling,—drawing the outline of a front upon Vauban's first system?—I am not sure how far it went.

5681. I believe it was "crammed" up in a few days?—Some weeks, I think; but we soon gave it up, as I said, thinking it not a desirable school subject.

5682. It was merely drawing fine lines in a certain relative position to each other. You have stated that you think that fortification could be taught successfully at Wellington College?—Perhaps I am not quite aware how much fortification is necessary, or how far it ought to be pursued for the purpose now inquired about.

5683. (*Dr. Butler.*) Do you regard the modern department at Wellington College as mainly military?—In practice mainly, not entirely.

5684. Do nearly all the able boys who are members of it go into the army?—I think so; a very few, two or three who are mathematicians, are preparing for Cambridge, and two or three for the civil service.

5685. Do you value it chiefly as giving a military education, or as giving a liberal education to those for whom classics are not desired?—It also answers that purpose to a considerable extent, but still, most of the boys whom we have go into the army.

5686. Do you think that it is upon that ground that parents are mainly attracted to it?—I can only judge from the fact that most of the boys are going there.

5687. In the evidence which you gave before the Schools Inquiry Commission, I find the following passage, "Parents constantly come and inquire about "the modern school, and take considerable interest "in it, but are very generally not willing to put their "own boys into it; they think it excellent that it should "be provided." That evidence was given four years ago; have you seen reason during the last four years to modify that opinion?—Yes; decidedly. Many boys now come intended for the modern school at once, and are placed there; confidence in the modern side has grown very much.

5688. Can you compare the general mental calibre of those boys who are members of the modern side and of those who are members of the classical side? Do you, for example, notice any marked superiority in the members of either of those two departments?—I think so myself.

5689. On which side is the advantage?—On the classical side. Boys have sometimes entered the two sides whose performance has been very much the same at the time of their entrance, and they have differed widely after two or three years, although they both have been diligent. I think that the classical is the harder work, and more disciplinary.

5690. I think that you stated in evidence before the Schools Inquiry Commission, that you had reason to fear that Woolwich required too great a strain from those boys competing for it?—Yes.

5691. Is that still so?—I think that it is still so to some extent; but I think that it is chiefly through the demand for five subjects. I do not think that the length of time for which boys are obliged to work is too great, but that the division of their attention is not good for them mentally.

5692. You think that their attention is too much sub-divided?—I do.

5693. Have you any reason to think that the standard in mathematics is too exacting considering their age?—I scarcely think so now; boys in the school are reading all the subjects which are proposed for Woolwich, except spherical trigonometry.

5694. Would you say that the effects of study at Wellington College work as well in the modern department as upon the classical side?—I think so; the boys are very industrious, and are stimulated to work very well for Woolwich; they work very well while at Woolwich, and they come back to the school with a satisfactory tone, and altogether I think that it works very well on the boys. We make no difference at Wellington College between the boys who are preparing for the one and those who are preparing for the other, and they enjoy all the same privileges. A good deal depends upon this.

5695. Have you any opinion as to whether it is desirable to teach French through a Frenchman or through an Englishman?—Yes. So far as my experience goes it is not possible to teach French well and satisfactorily through a Frenchman all through. I have been moved by circumstances to adopt the following plans:—Boys begin French with a Frenchman, and German with a German; they get some idea of the language and of the pronunciation; they are interested in the beginnings of it, and after that we take them away from the foreign masters, and they work with their own form masters at grammar and exercises, and from them they get harder work and better discipline than from foreign masters. Then when they have reached a certain point they go back again to foreign masters, and finish with them.

5696. Does English literature form an important element in the instruction given in the modern department?—It is given at times, but I do not think that it is a good subject; that is to say, so far as it has been prepared for Woolwich. We have adopted it in the classical department, by careful preparation of plays of Shakespeare and other English authors. But preparation for Woolwich in this subject requires the knowledge of a good many authors, a scrappy kind of knowledge favourable to cramming, and, therefore, we discourage that sort of English literature, while at the same time we have adopted for the classical boys another kind of training in the same literature.

5697. If much training were given at Wellington College in special military subjects, as for example, military history, field fortification, sketching, and surveying, do you think that there would be any serious inroad upon the more general culture, or would it last for a comparatively short time?—I do not quite know how far "fortification" would extend. Perhaps Sir Duncan Cameron would say.

5698. (*Sir D. A. Cameron.*) A thorough knowledge of field fortification?—I am afraid that description is beyond me, and therefore I am not able to say how much time would be taken up by it. Any large demand upon the number of hours in a week would of course diminish the most valuable training for boys, namely, in languages and mathematics.

5699. (*Dr. Butler.*) Are you decidedly of opinion that a modern department at a public school is an advantage?—We certainly have found it so.

5700. Would you say so even irrespectively of a military destination?—I think so. Our experience of "modern" education with a different aim is limited. As I said, most of the boys who have gone into the modern department are intended for the army.

Others commonly remain in the more general or classical side.

5701. A considerable number of your boys go to Sandhurst as well as to Woolwich?—Yes.

5702. Have you opportunities for becoming familiarly acquainted with the moral tone of Sandhurst?—I see nothing of it. I hear accounts which I have reason to believe; they are the accounts given by persons familiar with the place.

5703. Have you reason to think that their moral tone at Sandhurst is on the whole satisfactory or the reverse?—I should say that it is improving. I must say that it was very unsatisfactory.

5704. But it has improved of late?—Yes, I believe that it has improved.

5705. Have you been led to notice any special defect in the system which seems to you capable of being remedied as regards the moral tone?—It is not attempted to bring the same moral influence to bear upon boys there as acts so strongly at public schools; their intercourse with the masters is very much more limited, and from the short residence, the elder boys have little power; and then again of course a good many boys go there whom one would be sorry to have to associate with other boys, some who have been intended for other professions, and who have in one way or other closed the door to themselves, and their influence is not at all good.

5706. Has it ever occurred to you whether the civilian and the military elements among the teachers blend happily together?—So far as I can judge I think that there is not the same kind of intercourse and unanimity of feeling as there is among the masters of a public school. The civilian professors have not so much influence or opportunity of influence as they ought to have.

5707. Are cases of drunkenness at all frequent at Wellington College?—No.

5708. They are very rare?—Yes, altogether rare.

5709. Are cases of disease owing to immorality frequent?—No; I have scarcely I think heard of a single case; there have been two cases in ten years, and both contracted in the holidays.

5710. Do you believe that a large number of boys of the ages between 16 and 19 might be so governed and influenced as to make those offences very rare?—Yes.

5711. (*Rev. W. C. Lake.*) Am I to collect your general opinion to be that you would not think it at all injurious to a public school to have a general modern department, but that you would think it beneficial to have one which taught general military subjects?—Yes; the very limited amount of fortification which we taught, which I suppose bears a very small proportion to all that is to be done, we gave up simply because we thought that the time would be much better spent in a general training in mathematics.

5712. I understand that you are of opinion that the attempt to teach special military subjects would withdraw the attention of boys from subjects such as mathematics which are necessary to their general culture?—Yes.

5713. And you think it highly undesirable to teach such military subjects which could not be taught without prejudice to others?—Yes.

5714. You spoke of the five subjects of examination for entrance to Woolwich being too many for boys to master?—Yes.

5715. Do you think that they are bad as making boys too superficial, or that it is too great an effort?—I think that it acts in two ways. Some boys have to attempt to master them all, whose heads are not quite strong enough. Then with regard to the boys who are really very promising in mathematics or in classics, their attention is drawn away from them to taking up, to a small extent, one of these other five subjects; and besides the actual loss to their more important subjects, the gain in that one subject is very small, and they are fretted with the distraction.

5716. Do you think that the same remark applies to the Sandhurst examination, namely, that the subjects for entrance there are too numerous?—A boy need not take in more subjects than he likes. At Woolwich it is not advisable for a boy to go up, unless he is a very exceptional boy indeed, without having five subjects. *Rev. Dr. Benson.* 6 April 1869. Entrance examinations for Woolwich and Sandhurst.

5717. You spoke of the prospect of the Woolwich examination as exercising a good influence upon the school?—Yes.

5718. Do you think that the same remark applies to the Sandhurst examination?—I do not think so; boys very soon arrive at the knowledge that they have done enough to pass, and there is no great emulation.

5719. Have you any military men as masters at Wellington College?—No. Wellington College.

5720. Do you think it undesirable on general grounds in a civilian school to have military men as masters?—Yes; I think so.

5721. (*Chairman.*) Upon what principle is the good conduct medal at Wellington College given?—It is rather difficult to define the principle; there is no accumulation of marks for it, but the manner in which it is given is this—the masters meet and fix upon two, three, or four boys, and then these names are given to the prefects, and the prefects vote.

5722. Are the prefects lads?—Yes.

5723. Monitors?—Yes.

5724. (*Lt.-Col. Chesney.*) What number are there?—About 25 to 30.

5725. (*Chairman.*) The medal is given for good conduct independently of intellectual capacity?—Yes.

5726. Is it a great stimulus?—It is very much valued, but I do not know that it actually operates directly in making boys desire to be more virtuous; it is considered a very great honour.

5727. How lately has it been established?—From the first. The idea of the Prince Consort was that it should reward, not the clever boys particularly, but those boys, whether clever or not, who had influenced the school for good; that the boys should have an effective voice in determining to whom it should go.

5728. Do you give two votes according to classical precedent to each prefect, one for himself and one for another boy?—It was thought of, but is not necessary.

5729. (*Rev. W. C. Lake.*) Do you think that if that medal were generally given for ability it would have a greater tendency to make boys what you call more virtuous than if given for general good conduct?—The difficulties which it was thought might arise in giving a good-conduct medal have not arisen. It is properly bestowed.

5730. Do you think that a medal given for ability in lessons at school would generally have a better influence in raising the tone of the boys than one given for good conduct?—No, I do not think so; we give prizes and exhibitions to boys of ability, and it would only be one additional prize.

5731. (*Lord E. Cecil.*) Did you yourself teach fortification at the time when it was taught at the college?—No; one of the mathematical masters taught it. Possibility of giving military instruction.

5732. Do you yourself now teach the essentially military subjects which are required?—No. My own form is the sixth form of the classical school.

5733. Then I may presume that you have hardly studied fortification sufficiently to be able to say whether it could be taught with advantage, simply from not knowing how much would be required?—That is what I said. The possibility (apart from the advisability) of teaching it, appears from the success with which it is taught at some schools and by tutors. But I spoke only of the elements, and meant to exclude the amount of fortification which is taught either at Sandhurst or Woolwich.

5734. From one of the answers which you gave to me, I understood that you thought that the study of fortification could be pursued, but that you did not know whether it could be pursued with advantage,

Rev. Dr. Benson.

6 April 1869.

from not knowing how much was required for a direct commission, or for an officer's improvement in the army?—Yes. I understood that the question only referred to the elements of fortification and surveying.

I should object to give more than two hours a week to it as part of a boy's education.

5735. Do you think that you can give an opinion from your knowledge of the study?—I think not.

The witness withdrew.

Rev. Dr. Temple.

The Rev. Dr. TEMPLE (Head Master of Rugby School) examined.

Character of examinations for admission to the service.

5736. (*Chairman.*) You are head master of Rugby?—Yes.

5737. If the Commission consulted you as to what they should constitute the entrance examination at a military college at which the lads were to enter at about the age of 16, would you advise us to introduce into that examination a certain number of purely technical subjects relating to the military profession, or would you recommend us to render that examination as general as possible?—It would depend, I think, upon what you would require of them afterwards. I should fancy that the answer would be different if you wished them to enter the more scientific parts of the army.

5738. It would be upon the supposition that immediately upon their entering into Sandhurst, they would be initiated in a purely technical education which would endure for perhaps two years, and which we have reason to believe would be found amply sufficient to invest them with those qualifications which we desire; not of so high a character as those which are required for officers who pass through Woolwich, but considerably superior to those which are looked for in officers who obtain commissions by purchase?—I should have thought, if that were the case, that with the exception of securing quite the elements of mathematics, there was no necessity for asking for any technical instruction prior to their coming to Sandhurst.

5739. Then you would be of opinion that it would be desirable to render the preliminary education which they are to receive at the public schools (because, of course, our test examination must in some measure influence their public school course) as liberal and as general as possible?—I should have thought that it would be best that they should receive precisely the same kind of education as that which would be given to any other boys.

5740. Another subject which has been brought very forcibly to our attention has been the almost invariable practice which is adopted by parents, of sending their sons, if they are proposed to be subjected to any examination whatever, to "crammers," as though they had not sufficient confidence in the education which their sons received at the public schools; it has been very strongly put before us that the intervention of these "crammers" is upon the whole prejudicial both intellectually and morally, and, of course, in any scheme which we might devise, we should be anxious to contrive that that defect should be obviated. Have you any suggestions to offer to us in that respect?—I should have thought that the utmost which you could do, and the best which you could do, would be to provide that the examinations should be as nearly as possible directed to the subjects at which the boys have been working in the schools, and I doubt whether you can do anything else.

Military instruction at public schools.

5741. If it were proposed to you to endow Rugby with a certain number of free commissions, on condition that you introduced into your school system a technical and professional education, in field fortification, permanent fortification, and such subjects, would you, as responsible for the education at Rugby, be disposed to accept or to reject the offer?—It would entirely depend upon the degree in which these technical and professional subjects would interfere with the ordinary course of the school.

5742. You would be the best judge of that?—But I could not judge of it until I knew what subjects they were. I mean that you might ask me to introduce very little, or you might ask me to introduce very much, and in the one case I should give a different answer from what I should give in the other.

5743. It would be upon the supposition that the boys should be competent to pass as severe an examination as that which would be required for a free commission at Sandhurst, at the expiration of a two years' purely technical and professional course of instruction?—I should not like to answer such a question quite off-hand, but my own opinion on the whole would be to decline such free commissions.

5744. (*Rev. W. C. Lake.*) You mean that your opinion would be against giving a strictly technical education?—Yes; I think that it would be exceedingly difficult to do it well without really breaking in upon the general system of instruction.

5745. For example, supposing that you had the offer made on condition that you should teach the elements of field fortification, the elements of surveying, the elements of military drawing, and something of military history, what would be your answer?—I should fear that the gain would not be equal to the loss; that these boys would get very little good by staying at Rugby, not being in the ordinary course of instruction at the school, and that they would be rather in our way than otherwise.

Modern departm

5746. Taking something far short of that, supposing that the offer was made to you on the condition that a modern department should be introduced into the school at Rugby, in which boys after a certain time would be allowed their choice of an education consisting mainly of mathematics, physical science, and modern languages, in preference to your now general, if not universal, curriculum of Latin and Greek, would you be prepared to think that such a department was desirable?—I should not be prepared to say that under no circumstances would I have such a department, because I think that it might possibly become a necessity, but I do not think that it is at all the best way of giving that kind of education; I should be sorry to be driven to it.

5747. What kind of education do you allude to?—An education in which the classics should no longer form the staple.

5748. You think it very desirable for a public school that all boys should pass through the present universal curriculum of the classics?—I do not say that at all; what I mean is rather this, that I think that it would be very desirable that there should be public schools in which classics were not the staple of the instruction, and that it would be better that these public schools should stand alone than that they should be departments of the present public schools.

5749. In fact you mean that some public schools should have a modern department, but that you think that it is not desirable for Rugby?—No, I do not mean that. I think that some public schools should be a modern department entirely.

5750. Then you object to the admixture?—I object to the attempt to unite the two systems. I think that the classical instruction suffers in some degree, and that the modern instruction is not nearly so good as it might be made.

5751. That brings us to a very important subject, because it touches the question of the great public schools. Will you therefore tell us why you think that a great public school, such as Rugby and the other great public schools, would be injured by having a modern department?—I think that it is rather an injury to have two systems going on side by side; but I was not so much thinking of the injury to the public schools as that this modern work would be done better by having schools specially devoted to it.

5752. But it is from the great public schools that we generally desire to draw young men for the army, and therefore it is a direct injury to the army that the great public schools are unable, or think it undesirable, to give a modern department?—I agree with that, but what I should infinitely prefer would be to see new public schools created for this purpose.

5753. But pending that, do you see any reason why the great public schools should not adopt such a modern department as I speak of?—I think that it would a good deal dislocate their system, and I doubt whether it is worth their while to do so.

5754. Will you state why you think that it would be injurious to a public school if, at the age of 15 or 16, boys who had, or whose parents had, no inclination to a strictly classical course should be allowed to deviate into what is called a modern course?—I think that it is always bad to be giving them what you do not give them in the best possible form, and I think that it is not given in the best possible form when it is given in a secondary department. This modern department is exceedingly liable to get filled with a considerable number of stupid boys, because those stupid boys do not get on well in their Latin and Greek, and then there is a strong temptation both to masters and to parents to put them over into what seems to be, and what is to a certain extent a more easy system, and the consequence is that the whole of that kind of instruction is lowered in its standard. Besides that, it is quite impossible that this modern department can really be influenced to the same degree as the classical department by the head master. Everyone knows that the influence of the head master upon the school to a very large extent determines the character of the school, and that in fact the ambition of the boys is to rise up into a part of the school where they will be directly under him. Now when there is a modern department all the boys going into that department have to give that up. The consequence is that they are studying subjects which in the first place are the refuge of the stupid boys, and in the second place have not the sort of *prestige* about them which attends the leading subjects of the school. I think that they in consequence suffer, and that they damage the rest. Besides that, it introduces of necessity a very considerable amount of complication into the system, and, as far as I have seen it, makes it a good deal harder to work, but I do not consider that last objection the most serious one.

5755. Dealing with the most serious objection, you say that the modern department has a tendency to become a refuge for the more stupid boys; is not that rather speculative? All the evidence which we have had from the masters of Cheltenham and Wellington Colleges, and others, has been the other way?—I do not think that it is the case at Wellington College. There was from the first a very strong impulse given to that college in that direction, and I do not think that it is the case there. I should have said that there the modern department was likely to become a thorough success, although I still think that Wellington College would be a very much more useful school if it abandoned the other department altogether and stuck to the modern department alone. But certainly at the other schools all that I have heard has been very much what I say; it may have changed since.

5756. (*Lord E. Cecil.*) Do you include Cheltenham?—Yes; I meant to speak of them all. I do not think that at Cheltenham the modern department has the same vigour in it as the classical department has.

5757. (*Rev. W. C. Lake.*) Then your opinion comes to this, that a modern department is likely to be so injurious to the general development of a great public school that you would rather that the great public schools did not attempt it, and did not attempt to give an education which would at all tend directly to boys entering the army?—Upon the whole I should prefer that the public schools should not undertake that work. At the same time I wish very decidedly to guard myself against its being supposed that I would not have boys who are intended to go to the army educated in our schools, because I would have them so educated. I think that rather than give up public school education for them I would have them in departments in the present public schools.

Rev. Dr. Temple.

6 April 1869.

Modern departments.

5758. In fact if you thought it probable that boys would leave the great public schools, in consequence of there not being an adequate preparation for the army in them, you would be prepared to adopt a modern department?—If I saw that they were leaving the present great public schools, and that there was no hope of other great public schools arising more suited to their need, I think that I might feel myself compelled to have a modern department.

5759. How long would you wait to ascertain whether there was such a prospect or not?—I really cannot answer that question.

5760. Are you aware that at present the boys from Cheltenham almost universally pass the entrance examination without the intervention of a "crammer"?—Yes.

5761. Can you explain how it is that in some of the other public schools that is not found possible?—I should have thought that it was because the system at Cheltenham has been carefully adapted to the examinations. I think it upon the whole better for a boy to go to Cheltenham to be prepared than to go to any "crammer;" still I do not think that the modern department at Cheltenham is nearly as good as such a school would be if it had a head master of its own, a man of such ability as the head master of a school like Cheltenham ought to be, and had also a staff entirely of its own.

5762. Do you mean then that you would wish in no case to mix the two kinds of education, but that you would have either a strictly classical system of education or a strictly modern system of education?—I do not quite know what you mean by the word "strictly," but I should prefer having schools of the two different kinds separate from one another.

5763. By a "strictly classical system" I intend a school in which boys from the beginning to the end of their career continue their Latin and Greek?—In that sense I quite concur with what you say.

5764. (*Dr. Butler.*) Assuming that the great schools had a modern department, would you consider that it ought to look to general culture, or rather to special military objects?—I should prefer certainly that it should look to general culture.

5765. Do you consider that in such a department special military subjects, such as military history, surveying, and fortification could be introduced without being either superficial in themselves or damaging to the more general subjects?—I should have thought that they could be introduced.

Military instruction at public schools.

5766. And thoroughly taught?—Yes; that I think depends upon the length of time which you assign. The mischief of the "crammers" really is in the attempt to teach very quickly what ought to be taught slowly. The amount of mathematics which a boy has to learn, for instance, ought to be spread over some considerable time, instead of which, it is attempted to be forced into a boy's mind in the course of six months or a year.

5767. Are you familiar with the standard required at Woolwich?—No, I cannot say that I am.

5768. You have no reason to think that the mathematical standard is too high?—I should not have thought so, but I would not venture to give an opinion without looking into the matter more carefully.

5769. Have you had any opportunities of judging of the tone at Sandhurst?—None that I can rely on.

5770. (*Lt.-Col. Chesney.*) Supposing that it was considered that about four hours a day indoors and one hour a day out of doors for two years was required to give a moderately good technical education for the army, could such a system be introduced into

Rev. Dr. Temple.

6 April 1869.

a great school without very much interfering with instruction in general and more liberal knowledge?—I think that it would very greatly interfere with general knowledge. It is a larger demand than I should expect to be made, especially as I should have supposed that if there were a department for the purpose in a great school, the subject would be taken earlier, and that therefore being spread over a greater number of years it would not be necessary to occupy so large a time per day with it.

Rugby School.

5771. Will you favour us with a general idea of the expense to the parent of a boy at Rugby?—The average is about 140*l.* a year, covering everything, journeys and all.

5772. Are the boys at Rugby mostly from a special class, and of good parentage?—I do not think that they are from any special class.

5773. I mean distinguishing between men of property and professional men?—I should have thought that we had rather a larger proportion than, for instance, Harrow has of the sons of professional men. I have always felt that in some respects we had a considerable advantage in the fact that a very large number of our boys come from homes where the fathers were hard at work, and not from homes where the fathers were idle.

Modern departments.

5774. (*Lord E. Cecil.*) You have spoken of the stupid boys as going generally into the modern departments at public schools. Do you think that Latin and Greek are fitted for all intellects?—Not at all.

5775. Then do you think that these boys who go into the modern department are necessarily stupid?—Not at all.

5776. How then do you account for it?—From the fact that over and above those who go there because they are not naturally fitted to be educated in Latin and Greek, there are a good many who go there simply because they have failed in learning Latin and Greek, and that failure is not always due to want of adaptation, but it is very often due to want of intellect.

5777. May not a boy have a natural predilection for other studies than Latin and Greek?—No doubt, but over and above those boys there would be a considerable number of boys who fail in Latin and Greek simply because they are stupid; and the temptation to put them into the modern department is very strong. I constantly have applications made to me at Rugby by parents that their boys may do less Latin and Greek and may do something else instead; and in nine cases out of ten they do not do that something else a bit better.

5778. Then you think that the stupid boys largely predominate over those who have a predilection for modern languages?—Certainly.

5779. And that all those boys go into the modern department?—No, I do not say that. I say that there is a tendency to put them there.

Schools for military education.

5780. I think you said that you would prefer to have new military public schools created; would you rather have them as schools or as colleges, that is to say, as institutions for young boys or for old?—I did not say "new military public schools," I said "new public schools," but I did not at all mean that they should be military, because I think that there are a great number of boys who would be better for that sort of education who would not be fit for going into the army; and I should think it a great evil if such schools were simply military schools; and I meant schools distinctly, and not colleges.

5781. I thought that you intended to convey the idea that you wished to have new public schools where military education should be given?—Quite so, but not confined to the army at all. I meant that there should be new schools in which the classics should not be the staple of instruction. I did not mean military schools.

5782. Have you at all thought out what sort of school you would be in favour of; whether there should be a preponderance of the military or of the civilian element in it, and whether it should be for military purposes or for modern purposes?—I should have thought that it was better that there should be a preponderance of the civilian element.

5783. Supposing that the college at Sandhurst were reconstructed, what would be your idea of an efficient college for the purposes of military education?—I should have thought that what would be most useful would be to take boys at the age of about 17 or 18, and to give them an instruction directly bearing on their profession.

5784. With regard to the union of civilian and military teachers, would you have instructors who should have in their hands the power of discipline as well as of instruction, or would you have the disciplinary power apart?—I should think that the instructors must have the power of discipline. I do not think that it is possible to teach boys properly without it.

Age for commencing professional instruction.

5785. Is it not the case that general education in civilian professions is usually pursued up to the age of 18, or even farther, until a young man takes his degree at the university?—Those who go to the university pursue their general education up to the age of 21 or 22, and the others, those who do not go to the university, if they have attended constantly, continue their education till they are about 19 or very nearly 19.

5786. Is not that the case as respects professions, such as the church, the law, and medicine; and do you see any reason why any special exception should be made with regard to the army?—I can see no reason why any exception should be made for the army. I should have thought that it would have been far better that boys should begin their special preparation for the army at a later age than they now do.

5787. Looking at it in a civilian point of view, would not you be rather in favour of the young men completing their education in technical subjects after their entrance into the army than before, supposing the age of entrance to be about 18 or 19?—I have not thought of that question, and I do not quite know how it would affect their education. It would mean simply this, that they would be already in the army when they were in the Military College. I see no reason for a difference with regard to military men.

5788. That technical or professional education could be completed quite as well, if not better, after the age of 18 than before it?—I should have thought so.

5789. (*Chairman.*) You are of opinion that the longer the general education of a young man's mind can be continued the better?—Yes, I think so, on the whole.

5790. And that it would only be with reference to other special considerations that it would be desirable to curtail it?—Certainly.

5791. An intelligent lad of 16, if he possessed, more than ordinary intelligence (because we are now rather referring to lads who will present themselves for a severe examination), if he was well taught, would have acquired a very fair knowledge of many important subjects, such as Latin and Greek and English, would he not?—It depends very much upon the standard which you set up, because for certain purposes he might acquire by the age of 16 as much knowledge as is wanted for his life, but of course you could not make him anything like a first rate scholar at the age of 16.

5792. By the age of 16 he would have acquired a good classical education, such as would be considered sufficient for a gentleman entering a liberal profession?—He would have acquired what would generally speaking be considered enough, if he is above the average of intelligence, to matriculate at any college in one of the universities.

Modern department.

5793. (*Rev. W. C. Lake.*) We have been told in evidence that the presence of a modern department in a school has a beneficial influence upon the whole teaching of the school; your opinion is strongly against that view?—I should not have thought that

it had at all a beneficial influence as a general rule. As far as I can judge from my knowledge of Wellington College, I think that at Wellington College it has.

5794. For what reason do you think so?—Because there I think that so much of the ability of the staff at Wellington College is thrown into the modern department.

5795. With reference not only to the after army education, but to the general education of a young man, do you think it really desirable that all boys who go into a public school should be obliged to go on with Latin and Greek as long as they are there?—I have been saying repeatedly that I do not think it at all desirable. I want to have new public schools.

5796. I am speaking of the existing public schools.—In the existing public schools I think that it is a choice between difficulties, but I do not want to have those boys there at all. I want to send them to schools of their own.

5797. You think then that all the boys who come into a public school are capable of profiting more by Latin and Greek than by any deviation from that course?—No, I do not think so at all, I think just the contrary.

5798. Then for what reason would you keep them there?—I want them to go to the other public schools. Those boys who are not fitted for the public schools as now organized should go to other public schools differently organized.

5799. In fact you are opposed to any alteration in the classical organization of the present public schools?—I am.

5800. Upon what grounds?—I do not think that the attaching of modern departments to the present public schools will do the work which is desired to be done nearly so well as having public schools for the purpose, and I think that not doing it so well, it will damage the work which is already being done in the present public schools.

5801. Then you think that the general education of the country at the present public schools should be confined to classical education, and that in future other schools of a more modern character should be raised up?—I do.

Rev. Dr. Temple.

6 April 1869.

Comparison of public schools with military colleges.

5802. (*Dr. Butler.*) What do you think might fairly be expected as to the standard of morality at a school of 200 or 300 young men, between the ages of 16 and 19, in two important particulars? Would you say that the offence of drunkenness is one to which public schools are at present much exposed?—No; not much certainly.

5803. The cases of that kind which come before you at Rugby are very rare?—Yes; and they are always treated and punished as very rare.

5804. And the same, I apprehend, would apply to cases of disease connected with indulgence?—Such cases would require instant expulsion.

5805. Then you probably believe that it would be possible to govern a college of 200 or 300 young men with very rare instances of either of those offences. Certainly. I have not a doubt about it.

5806. Do you attribute the immunity from such serious offences at Rugby in a great measure to the friendly relations existing between the masters and the boys?—In a very great degree to that cause, and also in a very great degree to the fact that all those who have charge of the boys make it a business of their lives, and really know what to do with boys.

5807. Would you hold that it would be possible to administer a military college except by introducing similar friendly relations?—I should not have thought so.

5808. Have you an opinion as to placing either a civilian or a soldier at the head of such a college?—I think that if such a college is to be well conducted, there should be at the head of it somebody who really has studied education; whether he is to be a civilian or a soldier is I think quite a minor question; but education should have been his study, and he should know as much about it as any other schoolmaster is required to know, or else he would certainly fail.

5809. The same principle would probably apply to all the instructors acting under him, namely, that whether soldiers or civilians they should be specially appointed for their educational qualities?—Certainly.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 8th April 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR GENERAL EARDLEY WILMOT.
C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.
REV. W. C. LAKE.
LIEUT.-COLONEL CHESNEY.

MAJOR GENERAL THE RT. HON. SIR H. K. STORKS, G.C.B., examined.

Maj.-Gen. Right Hon. Sir H. K. Storks, G.C.B.

8 April 1869.

Instruction of officers in the service.

5810. (*Chairman.*) You are at present Controller-in-Chief and Under Secretary of State for War?—Yes.

5811. The Commission are anxious to ascertain what is your opinion with regard to the practicability of giving facilities to officers, after they enter the army, for the acquisition of instruction in those technical subjects connected with their profession which at present are not taught; I would therefore ask you, in the first place, whether you think that it would be possible to introduce such facilities; and in the next place, whether you think that it would be sufficient merely to grant facilities and to give encouragement to the officers voluntarily to avail themselves of such advantages, or whether anything like a compulsory principle could be introduced by adding an examination in those subjects to the examination which they are now compelled to undergo on promotion from one grade to another?—I think so; there should be a captain instructor in every regiment.

5812. What would be the subjects of instruction?—I think that all young officers, when they join, should be obliged to attend to professional instruction, which professional instruction should be given by a captain instructor, who should be a supernumerary of his rank, and with his duties and powers properly defined; and the instruction to be given to them should be in the following subjects: military law, that is to say, the Mutiny Act and the articles of war; the theory and practice of courts-martial; the elementary principles of the law and nature of evidence; military history; field fortification, and

Maj.-Gen. Right Hon. Sir H. K. Storks, G.C.B.

8 April 1869.

Instruction of officers in the service.

surveying enough to enable an officer to put a post into a state of defence and to give cover to his men, and to write an intelligible report of the country, its features, roads, and supplies, through which he may be marching. I would also include instruction in reading plans, and in accounts, and military administration, and in everything relating to the accounting and interior economy of a regiment; and likewise drill and general military duties, and if possible a knowledge of modern languages, say, French or German. I think that the attendance should be obligatory. I do not think that anything should be voluntary in the Army. Periodical examinations should take place in connexion with the course of instruction, and promotion from one grade to another to the rank of captain should depend upon passing such an examination; I do not mean a competitive examination, but that if an officer had not passed the examination he should not be eligible for promotion.

5813. A captain instructor attached to every regiment would be the instrument by which you would regulate the necessary discipline?—Yes; I think that to this officer should also be confided the general superintendence of the regimental schools, and of all the regimental institutions, such as the canteen and its funds, recreation rooms, lectures, library, &c.

Age of admission to the army.

5814. You do not apprehend that the institution of such obligatory studies would prove unpopular among the officers of the army?—I think that the age at which officers go into the army should be considerably reduced, and that is partly dependent upon my proposal. I am of opinion that the age at which officers are eligible for commissions should be lowered; I am speaking now of the cavalry and infantry of the line, and I think that first appointments should be made, as formerly, at 16 instead of 18, and that no commission should be given after 20 years. My reasons for advocating a return to the former practice are formed after a long practical experience of both systems; and I consider that the discipline of the army has been shaken by the admission of officers to first appointments at a mature time of life, when habits are made and opinions are formed. I think that habits and ideas of discipline are much more easily acquired in youth than at a maturer age, and are retained in after life, and that they should be impressed when the wax, so to say, is soft. I think that the intermediate period between leaving school and entering the army, and the time spent with a "crammer" to pass the examination, are generally productive of bad consequences. I have remarked that. It follows therefore that if the standard of age be reduced some instruction of a professional character beyond mere parade and barrack duties and drill should be given to young officers.

5815. What grades would you make dependent upon those examinations?—Up to the rank of captain, that is to say the two subaltern ranks. No officer should be eligible for promotion from one rank to another until he had passed what is considered the qualifying examination.

5816. You think that the professional advantages arising from an early admission of lads into the army more than counterbalance those disadvantages which might ensue from the curtailment of what we may describe as their liberal education, in contradistinction to their professional education?—Yes; what we want in the army is discipline, and habits of obedience.

Preliminary military education.

5817. (*Lord Eustace Cecil.*) I understand that you would not be in favour of military colleges?—No; I am now merely talking of the cavalry and infantry of the line; I am not speaking of the scientific corps. I would rather have a military school, but then it should be a school to which boys were admitted, and no boy should be retained there after 16. If you have a military academy I would make it a school, and not a college.

5818. Have you formed any idea how your military school should be organized?—No, I have not given my attention to that point.

Instruction of officers in the service.

5819. I gather from your evidence that you rather incline to having a species of army school in every regiment?—Army professional instruction.

5820. But, if compulsory, it would amount to a school, would it not?—Certainly, the young officers would go to it every day at the hour which the commanding officer fixed.

5821. How would you appoint your captain instructor?—I should think that those appointments would be very suitable for officers who had passed the Staff College.

5822. Would you largely increase the pay?—No; but I would give the captain instructor more pay than the ordinary pay of a captain.

5823. Would you limit your boards of examination entirely to regimental officers of other regiments, or would you allow staff officers of the district to examine?—I would form the best board which I could upon the spot. You might easily form a board in a large garrison like Aldershot or Malta. You might have the captain instructors of other regiments.

5824. Then you do not propose to have a central board of examination in London, or elswhere, as at present constituted?—That is a thing which I have never thought of, but for the local examinations in regiments I should assemble the best board which I could; the captain instructors of other regiments might probably form a board.

5825. Would you have your board nominated by the general of the district, or by the War Office, or by the Horse Guards, supposing that it was appointed in England?—At home I would have it nominated by the adjutant general; application should be made to the Commander in Chief for a board, and it would be nominated by the adjutant general. Abroad it might be nominated by the general officer commanding on the station.

5826. Do not you think that unless the pay of an officer was very much raised this obligatory course of instruction would rather tend to diminish the number of candidates for the army?—I do not think that it would.

5827. You think that the pay at present is quite sufficient to induce candidates to enter?—If the instruction was properly conducted, I think that it would be rather a popular thing than an unpopular one.

Age of admission to the army.

5828. You say in your evidence that you are in favour of young men entering at 16?—Yes.

5829. Did you ever hear that in the Crimea there were a great number of very young boys who were sent out to regiments, who were totally useless in the trenches simply from their youth and inability to stand physical hardship?—No, I cannot say that I did. I never heard that complaint.

5830. It very often happens that lads of 16 are more boys than men, and under those circumstances I should think that they would hardly be looked upon in the light of serviceable officers?—You may take the cases of my contemporaries and of myself. I joined my regiment before I was 17, but I do not think that we were looked upon in that light; we did our duty very well.

Instruction of officers in the service.

5831. Would you propose that your captain instructor should teach modern languages?—It would be very desirable if he could do so, but I think that would be rather a difficult matter in the army; modern languages are difficult to teach.

5832. You have mentioned among the subjects named by you military law and courts-martial?—Yes.

5833. We have had somewhat conflicting evidence upon the power of lads of 16 to master so difficult a subject as military law; it is your opinion that there would be no difficulty?—No young officer is put as a member of a court-martial until he has acted for some time as a supernumerary. I wish to give instruction in the theory and practice of courts-martial, and particularly in the elementary principles of the law of evidence; because, in my experience, I have found

that subject not understood by officers of the army generally.

5834. Are you not speaking of the present young officers of the army, who range from 18 to 22 or 23, as the case may be, and not of boys of 16?—I am talking of both systems, so to say. I am speaking of what my experience was when I myself was a subaltern.

5835. (*Sir C. Russell.*) Amongst the many duties which you would attach to the captain instructor there is one which you have omitted, and that is the superintendence of all returns relating to the musketry instruction. Do you consider that if an officer selected either from the Staff College or from his general acquirements was appointed to such a place, he could not undertake the chief superintendence of the musketry instruction?—I think that he might do so. I did not allude to that, because I considered that there would be an instructor of musketry besides this officer.

5836. The reason why I ask the question is that naturally in an arrangement of this sort a man of consideration would have some influence?—Certainly.

5837. And if a captain is to be made a supernumerary, as you proposed, I anticipate that putting upon him as much as his shoulders could reasonably bear would lessen the expense?—I think that there would be difficulty during the shooting season in the instructor of musketry paying attention to other duties.

5838. One difficulty which has been suggested in teaching the practical part, for instance, of field fortification, is that under the present system working pay would be asked for for the soldiers. Do you not think that such duties ought to be reasonably expected from the soldiers without working pay?—Certainly; because I think that it is a matter of instruction to them as well as to the officers.

5839. (*Lt.-Col. Chesney.*) If I understand your idea rightly you would have the whole army more or less a school, as regards the officers?—That is to say, all young officers should receive instruction till they could pass their examination.

5840. Taking this examination in a considerable number of subjects, would not the fact that it was known that they were coming into the army to attend regularly at a school (for it would be in plain words a school) somewhat tend to alter the present character of the class of men who supply the position of officers of the army? Would the same men be anxious to go into the service who are now anxious to do so?—I think so. I do not think that it would have that effect; it would be professional instruction. I do not see how any officer could reasonably object to being professionally instructed in his duty. There is no subject to which I have referred which I do not consider thoroughly professional.

5841. I am not here speaking of any theory of what would be right as to the army, but as to the present class who supply the position of officers of the army. Is it not likely that the institution of such a system as you speak of, if strictly carried out with bonâ fide examinations, would very much tend to alter the character of applicants for commissions?—I do not think that it would. I should like to see the present examination for commissions either lowered or done away with altogether. I would rather get a young man into the army with a good gentleman's education, as acquired at a public school, and then professionally educate him, than that he should go to a "crammer" before he gets his commission and pass the preliminary examination. The best recruits we get are from the public schools.

5842. But for those who did not come from public schools, what guarantee of their fitness would you have before your examination?—I think that almost all the general schools of the country are now pretty good.

5843. (*Mr. Parker.*) You attach importance to the liberal education of officers, so far as it is practicable?—Certainly.

5844. Do you not think that the age which you propose for their joining the army, and commencing preliminary professional studies, is rather early with reference to a liberal education?—No, I do not think that it is.

5845. Are you aware that in the Prussian army the earliest age for entering the army even in the ranks with a view to becoming an officer is 17½?—I do not think that there is any analogy between our army and foreign armies; our service is so different in every way. Age of admission to the army.

5846. Would you be prepared to make any exception for the express purpose of obtaining a limited number of officers of higher education at a later age, on their showing special attainments in the way of liberal education?—No, I think not. I would rather have youth.

5847. Do you think that if the instruction were given by an instructor attached to each regiment it would be advisable to have any further instruction given at garrisons or large stations of a more complete kind than you could get from a single instructor in his regiment?—I think not. I am always talking of the cavalry and infantry of the line. Instruction of officers in the service.

5848. You would not think it desirable to send most young officers through a course beyond that which could be obtained in their own regiment?—No.

5849. (*Maj.-Gen. Wilmot.*) Do not you think that in garrisons the system could be much more effectively carried out than in a regiment; take the case of field works thrown up?—Probably; but I think that an ordinary officer of a regiment of the line should only be required to have sufficient knowledge to defend his post and to protect his men.

5850. How would you meet the case of a regiment abroad, where a young officer was on detachment, and away from his instruction?—Those are certainly exceptional cases which do occur; but regiments are now much more together than they used to be. Abroad there are very few detachments. At our large garrisons,—take Gibraltar, Malta, and even Canada,—the regiments are all together there.

5851. You think that a regimental instructor would be better than a fixed instructor, to whom the regiment should come?—I think so.

5852. (*Sir D. A. Cameron.*) Under your system of regimental instructors, would it not be difficult to ensure uniformity of instruction in the different regiments of the service?—I do not think that it would be difficult in the subjects which I have laid down as what I consider should be the course. I think that if the officers acquire the knowledge, it does not matter as to whether it is taught quite in the same way or not; I think that a course would be laid down as to how far military history should go, and as to how far it would be necessary for the officers to be instructed in field fortification, and in such an amount of surveying that a man could write an intelligible report of the country through which he was marching. Probably a course and standard would be laid down by the Council of Military Education.

5853. Would those matters be under the superintendence of the Council of Military Education, or of any other board?—I suppose that the reports would be sent to the Council of Military Education, always supposing that a Council of Military Education existed. Of course great care should be taken in the selection of the captain instructor; and much of the success would depend upon the way in which the instruction was given.

5854. (*Dr. Butler.*) One commanding officer who has given evidence to the Commission has expressed a fear that commanding officers of regiments would not cordially support such a system as you have advocated of teaching in the regiments if it were compulsory; do you share that opinion?—No; I think that commanding officers of regiments would receive positive orders, and that they ought to be held responsible if they disobeyed those orders; I do not think that anything ought to be voluntary in the army.

Maj.-Gen. Right Hon. Sir H. K. Storks, G.C.B.

8 April 1869.

Instruction of officers in the service.

5855. (*Lord De Ros.*) Do you think that the rank of captain would give sufficient authority in the regiment for the purposes of instruction?—Yes; because the only officers who would be under obligatory instruction would be subalterns.

5856. Do you see no fear of the lieutenant colonels of the regiments regarding these captains as rather an encumbrance to the regimental system generally?—I think not, for they would be very useful. We are now very much embarrassed with reference to canteens, and many new things which have sprung up in the army which may be called regimental institutions of different sorts; and I think that a captain instructor would be very usefully employed in managing the canteen, and the various other regimental institutions.

5857. Would you introduce the captain instructor as a supernumerary officer into the army rather than take one of the captains and appropriate him to that office?—I would put him amongst the captains in the same way as the adjutant is among the subalterns; he should be supernumerary of his rank, and rise progressively in his grade.

5858. Should you like to intrust the captain instructor with the power of impeding the promotion of an officer, bearing in mind that these captains might see the same accomplishments in an officer so very differently that one might think that a young officer did very well, and another might think that he was not equal to what was required of him?—I apprehend he would not have quite that power. I suppose that the final examination would be a good deal conducted by papers, as it is now; every officer now goes through an examination before he is eligible for promotion to the rank of lieutenant, or of captain.

5859. On service, how would you employ the captain instructor? Would you make him revert to the command of a company? As an extra person, would there not be very great inconvenience?—No; I think on the contrary that there would be a very great advantage; you would be sure to have some casualties, and I would put him to a company if there was no instruction going on.

5860. Do you not think that something of an examining board,—say an artillery officer, an engineer, and two field officers of the line,—would be a better, and safer, and more agreeable system to the army than a regimental instructor?—I do not, because I do not think that such instruction would be either regular or continuous; there would be breaks, and the board could not assemble, and there would be a great deal of difficulty in that way; whereas the commanding officer of a regiment, if it had a regimental instructor, would give orders that on certain days in the week so many officers should assemble for instruction. Instruction in the navy goes on up to the rank of sub-lieutenant.

5861. In the navy it is thought a very great advantage to have the instruction of the young officers after receiving commissions carried on, and would not the same thing apply in a certain degree to the army? As regards the army, would not the parents be sufficiently well pleased to think that the young men were being carried on in instruction, instead of falling into idleness?—Very much so. I think that another advantage of the system is that young officers would acquire habits of industry and application, which it is to be hoped they would take with them into the higher grades of the service.

5862. With regard to the question which you were asked as respects the supposed inutility of young officers joining on account of their youth, have you not observed that on service they are generally favourites with the men, and are obeyed with alacrity, and assisted by the old non-commissioned officers with a sort of pleasure and zeal?—Yes, I have always seen the young officers excessively popular in regiments, and very zealous, and with a great desire to learn.

5863. And very soon after that they take charge?—I think so.

Age of admission to the army.

5864. (*Rev. W. C. Lake.*) Supposing that you took your young officers at so early an age as 16, would you not be afraid of losing a good many of the best youths in the public schools?—I think not. I take the range from 16 to 20, the minimum now is 18, and the maximum goes up to 25, for graduates in the University.

5865. Then that I suppose would usually end in young officers entering the army at about 17 or 18?—About 17; I joined my regiment from school, when I was about 16½.

5866. You seem to object to the idea of a military college, and if Sandhurst is retained, you would rather look upon it as a school?—Certainly.

5867. With regard to the point of assigning a certain educational board to a station, I think that you have hardly contemplated the case which might be put, of having a district college at some of our different stations — in fact, a supply of different colleges at which young officers would be massed, and would be put for six months under instructors in those branches of a military education which are taught in a military college?—I would rather that they were taught regimentally, because those officers would be doing their duty in their regiments at the same time, and would be still under the eye of the colonels of their regiments, and would be acquiring that discipline which is the main-spring of the army.

5868. In the case of a regiment you would not have more than two or three young men going through this work at the same time. Do not you think that they would have no spirit of study such as is gained by the contact of several minds in a larger class?—I think that you would have a larger number than that under instruction at the same time, because you would have two examinations for promotion—there would be promotion from ensign or cornet to lieutenant, and from lieutenant to captain.

5869. Do you not consider that two examinations would be rather rigorous?—There are two now.

5870. But they are nominal rather than real, are they not?—The papers are certainly not good papers. My duty has been to look over a great many of these papers, and I must say that they are not good. A board is put in orders for the purpose of examining young officers for promotion, and that board gives certain questions to the officers, and the officers are put in a room, under observation, and have to give answers to these questions.

5871. (*Lord de Ros.*) It is a regimental board, is it not?—It is a garrison board; but I must say that in going over these papers it has not at all impressed me with either the ability or the information which those papers exhibit.

5872. (*Rev. W. C. Lake.*) Then would your plan imply for each fresh appointment a course of military education which extended over five or six months?—It would depend very much upon the capacity of the officers. For instance, I think that the young officers of the army write very badly, and their reports are often slovenly and very badly written, and are badly spelt. In such a case I would send an officer to the captain instructor and make him go through a course of writing; it is a most essential thing for a man to write a good hand.

5873. (*Lord E. Cecil.*) If all the subalterns of a regiment were employed in studying the several subjects which you have named,—that is to say, military law, courts-martial, military history, fortification, accounts, drill, and modern languages,—how would you get the effective work of a regiment done, making allowance for casualties and for the sick list?—After morning parade they would go for instruction for probably one hour.

5874. Do you think that they would have sufficient time to do both?—I think so; or they might go in the afternoon. I think that that would be a matter of regimental arrangement. The commanding officer would regulate the hours in the day when they would attend for instruction.

5875. Do you not think that the fact of so many subaltern officers being *in statu pupillari* would be rather unpopular with some officers?—I think not,

when the advantages to be derived from it were seen.

5876. (*Sir C. Russell.*) If I understand you aright you would not compel either an ensign or a lieutenant to keep on going through this course provided that he could pass at any time when he appealed to a board to be examined?—Certainly not. I think that when he passed the examination required he ought to be released from instruction.

5877. (*Lt.-Col. Chesney.*) Have you considered whether it would be necessary to have any special arrangement for officers detached; how would you provide for those cases?—Probably the captain instructor would send certain questions to officers detached, or would endeavour to keep up their instruction in some such way as that. But young officers do not go on detachment until they are dismissed drill, and are considered fit for their duty. Every officer would thus be kept at the head quarters of his regiment for some time.

5878. (*Lord E. Cecil.*) Would not the per-centage of serviceable officers in a regiment be very much smaller if the junior officers were under education?—I should consider an officer although under education perfectly efficient for the ordinary duties of his regiment.

5879. But not on detachment?—He would not be sent on detachment until he was dismissed drill.

5880. But the dismissal from drill would take longer than it does now, and therefore I conclude that there would be a large per-centage of unserviceable officers?—Dismissal from drill takes place when officers have acquired what I should call the mechanical part of their profession. When I put down drill and general military duties, I apprehend that the captain instructor, as part of the instruction, should give officers instruction in the drill book, and that he would explain to them the theory, principle, and object of the movements. We call "dismissing from drill" when an officer can fall in with his company, or in the cavalry when he is dismissed from the riding school.

5881. Do you not suppose that that course of instruction would take very much longer?—Yes; but the officer would do all the ordinary duties of his regiment.

5882. (*Lord de Ros.*) In fact you allow him now to take guards on many occasions before he is dismissed drill, do you not?—Hardly guards.

Maj.-Gen. Right Hon. Sir H. K. Storks, G.C.B.

8 April 1869.

Instruction of officers in the service.

5883. (*Lord E. Cecil.*) Would you allow him to go on detachment?—No, not until he is dismissed drill; but I think that his instruction should be kept up by the captain instructor on detachment in the way I have before adverted to.

5884. (*Mr. Parker.*) Would you not only make the examination compulsory, but also make attendance at lectures compulsory, until the examination was passed?—I think that the compulsion would amount to this, that officers would receive orders to attend for instruction until dismissed, whether that instruction was given by lectures or otherwise. As to lectures, generally, I should think that officers who had passed their examination might attend or not, as they liked. Probably the soldiers would attend lectures in large numbers if the lecturer were a clever man. I have seen lectures very popular in barracks.

Age of admission to the army.

5885. Supposing a young man to join at 18 or 19, having remained at a public school, and having reached the highest form, would you make him junior in his regiment to a boy of 16, who had entered the day before?—It would depend upon the date of his commission, that is the fortune of war, whoever is gazetted first would of course be the senior. It would depend upon the military secretary's list more than upon anything else.

5886. In Prussia they attach so much importance to providing for a young man of that class in the army, that they put him in at a higher grade altogether than a boy who has come in from a lower form at a public school?—They have no purchase in the Prussian army. Our commissions are generally purchased.

5887. The practical working of your proposal is to put a premium on entering the army as young as possible?—I think so.

5888. And to discourage remaining at school until the age of 18 or 19?—As far as my own opinion and experience go what we want in the army is youth, and a good liberal education up to a certain age.

5889. But although your system should discourage remaining at a public school until the age at which a boy could be in the sixth form, you would think it no sufficient objection?—I should think not.

The witness withdrew.

LIEUTENANT-GENERAL LORD WILLIAM PAULET, K.C.B., Adjutant General to the Forces, examined.

Lt.-Gen. Lord W. Paulet, K.C.B.

Instruction of officers in the service.

5890. (*Chairman.*) You are Adjutant General to the Forces?—I am.

5891. From the answers which you have been good enough to give to our questions,* it appears that you are of opinion that the facilities for the education of officers after they have joined the army might be increased; and you give a list of subjects in which instruction might be given. Of course the benefit of such instruction would in a great measure depend upon the bonâ fide nature of the examinations by which its efficiency was tested?—Certainly.

5892. You are of opinion that a certain portion of these studies should be obligatory?—I think that the military portion should be so. I have specified that.

5893. What system of examination would you suggest?—I think that the examination ought to be carried on, not by the officers, but by professional people employed for the purpose.

5894. Under the superintendence of a special board of examination?—Yes.

5895. I see that you propose the combination of two alternatives, which other witnesses have suggested to us as a means for conveying this instruction to young officers. One set of witnesses are rather in favour of military instructors being attached to large stations where bodies of troops are collected in various parts of the empire, and others again are in favour of a military instructor being attached to every regiment. As I understand your answer, you would combine these systems?—Yes. Except at Aldershot, and two or three other places, a regiment would have no opportunity of keeping up that instruction if they had not regimental instructors.

5896. To what grade would your regimental instructor belong?—I think that he might be a subaltern. I think that there might be a good many subalterns who with a little extra pay would not object to undertake the duty. But I am rather against making education too compulsory, because I do not think that it would succeed in the army. I think that the military parts of the education, as put in my answers to your questions, might be undertaken by a well instructed subaltern; that is to say, a picked subaltern, who had passed a good examination, and had obtained a certain number of marks.

5897. Inasmuch as these subjects which you have indicated are so intimately connected with the professional proficiency of an officer, you do not apprehend that their becoming obligatory would be unpopular in the army?—I think not, because those subjects which I have named are part and parcel of an officer's education. In the first place, I think that he ought to know them in a great measure before he comes into the army.

5898. I am inclined to gather from a remark which you have made that you would be in favour of

* See Appendix VII. A., page lxxx.

Lt.-Gen. Lord W. Paulet, K.C.B.

8 April 1869.

Instruction of officers in the service.

passing every officer into the army through a military school?—Yes, I think so. I think that he ought to have a certain military education. I do not think that it signifies much where that education has been obtained. I do not see that those young men who come from the military schools are a bit better than the others. I know that when I commanded a regiment I would rather have taken an Eton boy from choice, than a Sandhurst boy, to make an officer.

5899. (*Lord de Ros.*) You have suggested that a subaltern should be made an instructor; do you think that it would be possible for a subaltern in the same rank as those whom he was instructing to keep proper authority over them in order to ensure their attention?—They are under the orders of the commanding officer, and of the superior officers, and I do not see why he should not keep proper authority over them. It must be to a certain degree voluntary; you cannot force a man to learn.

5900. Do you not think that the fact of the instructor being a subaltern of the same age as most of those whom he was instructing would rather deteriorate the authority which such a person ought to have?—Of course if you could have a higher class of instructor it would be better.

5901. You would prefer a captain?—I should; but I think that he would require higher pay.

5902. Supposing that you had a subaltern instructor what would you do with him when on service?—I would let him merge into the regiment and do the same duty as the others.

5903. Do you not think that it would be better to have a sort of board at military stations, and that the army would receive it with more confidence than they would a regimental instructor?—I think so, but in many places it is difficult to have a board; in fact our examination now is not a regimental affair, but it is a board—I mean for steps in promotion.

5904. In your situation as adjutant general have you found difficulty in assembling those boards?—Not at all.

5905. They have I suppose been sometimes deferred for a short time?—Generally speaking it has happened when regiments are quartered in a camp or garrison town, for instance Portsmouth, or Aldershot, or some other garrison towns.

5906. Do not the regiments go sufficiently often to garrison towns to make it quite practicable to examine the officers in garrison?—I certainly think that they do; officers are examined before it comes to their turn for promotion.

5907. Three months before?—Yes; in fact an officer may pass his examination as soon as he enters one rank from another rank.

5908. (*Dr. Butler.*) Would you think it important that a young officer should have passed through a liberal education before joining his regiment?—I think so.

5909. And do you think that he should have carried that liberal education to any considerable pitch?—I think that for regimental work you do not want a high pitch of education, because almost the best regimental officers are those without a very high pitch of education. I think that a very high pitch of education puts a man rather above what I call the onerous duties of a regimental officer, such as looking after barrack rooms, and pipe clay, and blacking and all those sort of things. Very highly educated officers, in my opinion, are not nearly so good as regimental officers as others; but I think that for staff work or for the superior branches of the service, such as the Staff, the Artillery, and the Engineers, you should have a high class.

5910. What is the age at which you would recommend that young officers should join?—I would recommend the age of 16, as it was before; I think that they come in too late now.

5911. (*Sir D. A. Cameron.*) If you gave instruction at the garrisons, and large military stations, you would of course require several instructors at each?—Yes.

5912. You would require an instructor for each subject, and perhaps more than one if there were many officers under instruction?—Yes; of course it would depend upon circumstances.

5913. Would you put them under charge of a field officer who would take charge of the whole body?—You must of course have a superior officer at the head.

5914. Would you have an officer specially appointed in charge of the school?—Yes, I think that I would; it would of course be better; you must have a head.

5915. (*Maj.-Gen. Wilmot.*) What is the limit of age which you would allow for youths to enter?—If you shut the door with the present reduced state of the army, you shut out many young men who are anxious to get into the service who cannot get their commissions; that is the only fear. Even now a great many are shut out at the present age; but in the long run I would rather have a young officer join at 16, and let him work up, than I would have him join at 20.

Age of admiss the ar

5916. (*Mr. Parker.*) If the young men joined at that early age would you prefer that up to that time their education should have been like a public school education or like the Sandhurst education?—I should be quite content with a public school education, because I think that the regimental and military duties could be very well learnt in the regiment, except the superior parts, which are better learnt away from the regiment, because they have better opportunities.

5917. Then if officers could join young, you would see no need for military colleges on a large scale to train the officers?—Of course they would be better; but the worst of it is, that when young men go to military colleges they are apt to think that they know a great deal more about military matters than they do; they have an idea that they should not go to drill, but I have never seen them come in that state that they did not want further education in military matters.

Milita colleg

5918. The drill which they bring with them from Sandhurst is not worth much?—I think that of late they have been very much improved, I have seen the young officers drilled quite well enough for anything. It depends a great deal upon the man himself.

5919. (*Lt.-Col. Chesney.*) If I understand you rightly, the objection which you have to young men from Sandhurst is rather owing to an imperfection in the college, than to any objection to the system of a military college in itself?—I think that the college has very much improved lately, more pains are taken in it, and it is more looked into, and the education is higher than it used to be.

5920. Supposing that a military college is such that it gives an efficient military education to each young man passing through it, do you consider it desirable that there should be a proportion of such young men in the army?—Yes, I should like it very much; but I think that the class of officers coming from the college are not equal to those coming from other public schools. A great deal, of course, depends upon the individual. Of course many young fellows are very apt at learning, and others are very slow; but I think that the great point for a regimental officer is what you call a gentleman's education. I think that he will then mould into anything which he is capable of doing.

5921. (*Lord E. Cecil.*)—You have spoken of a qualified officer in each regiment. Would you take him from the Staff College, or in what way would you select him?—If I could not get him out of the regiment I should certainly like to get him out of the Staff College; he must of course be a more highly educated man.

Staff and S appoi

5922. Then you would be in favour of retaining the Staff College for that purpose, as well as for supplying the staff appointments in the army?—I am not myself a great advocate for the Staff College. I

think that an officer ought to manage to educate himself quite enough if he chooses. Many officers go to the Staff College, I think, rather to get away from knocking about in their regiments.

5923. Have you formed any plan by which officers in regiments might qualify themselves for staff appointments?—It entirely depends upon the officer. Some officers like learning and others do not. I think that if an officer chooses he may do it during his leave of absence.

5924. Would you allow him to be examined by a central board of examination, or by a district board of examination?—Yes, by a district or central board.

5925. But you would allow him to be so examined, without enforcing his attendance at any military college or school?—I would.

5926. And the surplus of officers who could not be appointed to staff appointments you would appoint as qualified officers to be instructors in regiments?—I would.

Lt.-Gen. Lord W. Paulet, K.C.B.

8 April 1869.

Staff College, and Staff appointments.

His lordship withdrew.

LIEUT.-GENERAL THE HONOURABLE SIR JAMES YORKE SCARLETT, G.C.B., examined.

Lieut.-Gen. Hon. Sir J. Y. Scarlett, G.C.B.

Instruction of officers in the service.

5927. *Chairman.* You have been good enough to favour the Commission with replies to the questions which have been addressed to you,* and I gather from them that you are of opinion that facilities for the acquisition of instruction in military subjects to young officers, after they have joined the army, can be increased?—Yes.

5928. But that you are disposed only to render obligatory such portions of that instruction as is comprised under the heads of military surveying and field fortification?—Yes.

5929. I gather that the machinery by which you would communicate that instruction would be some system established at various head quarters, as well as by attaching a military instructor to each regiment?—Yes.

5930. I suppose that you would be inclined to incorporate into the examinations which are now held when an officer passes from one subordinate grade to another, the two subjects of military drawing and field fortification?—Yes.

5931. Of what rank would your military instructor be?—I should certainly give him the rank of captain.

5932. And additional pay?—I should make him supernumerary. I do not think that a captain commanding a company would have sufficient time to devote to that matter. I would make him a supernumerary captain.

5933. Would you give him superior pay?—No; I would give him a captain's pay. He would have no other duty to perform, except that of a captain instructor.

5934. And his being relieved from other duties would be the result of the efficiency which had recommended him for that post?—Exactly so.

5935. Do you consider that the present examinations answer the intended purpose, and sufficiently test the proficiency of the officers in the subjects in which they are examined?—I do. I think that the present examinations are sufficient for the purposes for which they are at present intended.

5936. And you would enlarge the range of the subjects which they include?—Yes; but in enlarging that range I would place on the board of examination some one more competent to examine into those subjects than the members of present boards are.

5937. I see that you suggest that the captain instructor should also take charge of the instruction of children with the aid of sub-instructors?—Yes, I think that he might become the instructor of the regiment generally, and that the regimental schools, both for adults and for children, might be under his peculiar care. He must have some subordinates; he must have a regimental schoolmaster, and some subordinates under him to enable him to do the whole; he could not do it himself without any assistance; but I think that with a small amount of assistance he might undertake the whole.

5938. As to your military instructors at the large military stations, what description of officers do you contemplate?—I should contemplate an officer of a higher rank, and one who is competent to lecture upon military subjects generally, such as military history and the general art of war.

5939. (*Sir C. Russell.*) It has been suggested to us that there would be some difficulty, in consequence of the number of subjects which might be selected for instruction, if the regimental system of instruction were adopted. Is not there generally in every regiment what is called a sucking adjutant, who looks to filling the position of adjutant when it becomes vacant?—There is very often a great difficulty in finding a qualified person to succeed the adjutant, but there is probably somebody who is generally qualified to fill the office.

5940. I am talking entirely of line regiments?—Yes.

5941. Do you not think that if an officer was appointed, as you suggest, there would be always in the regiment some one or two officers who would look to succeeding him, and who would be willing to assist him as unpaid assistants in conducting his duties?—I think so.

5942. (*Lt.-Col. Chesney.*) You would object to any high standard being made compulsory on officers of a line regiment, that is to say, anything above a very moderate standard?—Yes; I think that you would not succeed; you would make the service very unpopular if you made that compulsory.

5943. And if any such system were absolutely introduced, in your opinion would it not be likely to lead to a sort of *pro formâ* examination, not to really carrying out any high class of examination?—I think that very few officers would like to undertake it. I think that it would make the service unpopular by requiring something beyond what their own line of the service particularly demanded.

5944. (*Sir D. A. Cameron.*) Would not the duties of a captain instructor be much more onerous than those of the other captains of regiments, and would it not be advisable to give him some additional pay?—He would have no other duty to perform. Of course I should be very glad to see him with increased pay, but as economy is the order of the day, I should be glad to see him even without it.

5945. (*Lord de Ros.*) Do you not think that the fact of an extra officer being attached to a regiment always produces great inconvenience on service as regards quarters, &c.?—I do not know that I should take him upon service. I should take him more as a depôt officer. I do not think that he would be required on service, or would have any opportunity of taking a part there.

5946. You would have about 140 captains employed as instructors in the army; would there not be a danger of their entertaining very different views as to what officers should know?—I think that that should be laid down by a higher power.

5946*a*. At present the examining boards are a sort of garrison board; there are three officers?—Yes.

5947. Do you not think that those three officers, keeping them as they are, with a little more selection, might be intrusted with the same duty as is proposed for the captain instructors?—I think that they are competent to examine in those things which they know, such as drill, and the interior economy of a regiment, and military law; but I do not think the task and trouble of instructing could be imposed on them; besides which they do not belong to the same regiment as the officers examined.

* See Appendix VII. A., p. lxxx.

Lieut.-Gen. Hon. Sir J. Y. Scarlett, G.C.B.

8 April 1869.

Instruction of officers in the service.

5948. Do you think that a captain instructor would have sufficient influence and authority in the regiment? Looking back to your own regiment, do you recollect any officer whom you could have named in the 5th Dragoon Guards, which you commanded so long, to be an instructor to other captains?—I recollect one who was second wrangler at Cambridge who would have been a very good instructor, but I do not know that I could name another.

5949. When the regiment goes on service, you propose rather to leave him behind than to take him on service?—Yes.

5950. (*Rev. W. C. Lake.*) Do you prefer the plan of having a competent instructor for each regiment, or do you think that the plan of having a small board of instructors at the stations is a better one?—We have only a few stations—at Aldershot, and perhaps Colchester and Shorncliffe.

5951. And Malta?—Yes, Malta and Gibraltar.

5952. And Dublin?—Yes; but I think that an instructor for each regiment would be very much better.

5953. In your opinion, would the work be very unpopular?—If you went into higher subjects than what an officer would on service be called on to do, namely, field drawing and fortification, which are a part of his duties, I think that it would be unpopular.

5954. Looking back upon it when an officer had gone through it, do you think that it would be unpopular?—No; very few men are at all averse to the possession of knowledge when they have got it; the objection is to acquiring it.

5955. Supposing that officers on looking back upon it thought it a good thing, might not that be proposed?—I am obliged to look at the army as I know it at present.

5956. (*Chairman.*) Inasmuch as we cannot undertake to make every officer a field marshal, you think that it would not be fair to call upon him to qualify for that post?—No; I think that the amount of knowledge which is set forth as proper for an officer to possess is sufficient to carry him up to a certain point in the service. If he is ambitious to take a higher position he ought to qualify himself for a higher post, and I think that all such officers will do that without any particular pressure.

Staff College.

5957. I will ask you a few questions with respect to the Staff College. I suppose that you have naturally given your attention to the general effect and influence of a staff college upon the army?—Yes, to some degree. I was in the senior department myself for a short time.

5958. Do you think that its effect has been beneficial?—I think that upon the whole it is beneficial. I think that the knowledge acquired there is very useful to those who have acquired it, and that they make it turn to account afterwards.

5959. I will not ask you any questions as to the internal organization of the Staff College, which is rather a matter of detail, but I will ask the following question. Previous witnesses have rather hinted that the Staff College is apt to become a resort for officers who desire to absent themselves from regimental duties, either after having married, or with a view to leading an easier life than that which they pass in their regiments. Do you think that that is so?—I believe that some men have other designs than that of simply devoting themselves to the service. I think that the pressure of the moment sometimes induces them to go to the Staff College to escape going abroad, but I should be very sorry to accuse any one by name of that.

5960. Could you suggest any test, or any means of rendering an officer's application for admission to the Staff College *bonâ fide*?—No, I really could not do so, unless you refused altogether to take a married man, and unless you selected those who were likely from their activity and habits to make good staff officers afterwards.

5961. You think that the exercise of a certain power of selection from amongst the applicants, by authorities competent to form a general opinion as to an officer's capacity and zeal and devotion to the service, would afford some kind of safeguard?—It would; but it would be a very invidious task to reject an officer who set forth that his object was to improve his mind, and to make himself useful. You cannot say, "Sir, you are married, and I do not want "you to go there if you merely want to go there "because you are married." It is a very difficult thing to do that.

5962. At present officers are selected for admission to the college by means of a competitive examination?—Yes.

5963. Are you aware whether any other considerations than those which are founded upon that examination are allowed to influence the selection?—No; I believe that it is entirely by the number of marks which each man gains, and the proficiency which he shows, that he is selected.

5964. And you think that it would be very difficult and very invidious if the general character of an officer were allowed in any degree to modify the results arrived at under those conditions?—I think that it would.

5965. I see that in one of the answers to our questions you have stated, that with regard to officers who might choose to avail themselves of the facilities which you suggest might be afforded at these military stations for instruction in the higher branches of military education, it might be desirable to render such officers who proved their efficiency, eligible for staff promotion, so that these local examinations would be a second method by which an officer could enter the staff independently of that which is now necessary, namely his passage through the Staff College?—I think so.

5966. It would be something like the granting of a degree at Trinity College Dublin to a non-resident student?—Yes.

5967. And probably it would be considered a great advantage to officers of the army, many of whom might find it inconvenient to go through the Staff College?—Yes. I think that it also might possibly have an effect, *cæteris paribus*, upon promotion. In the case of a man who had distinguished himself, and had got a certificate from one of these local boards, if there was any doubt in the mind of the Commander in Chief as to the officer to whom he should give promotion it might turn the scale, but I wish it to be understood that I would not give him any right to staff promotion.

5968. From your acquaintance with those officers who have passed the Staff College, and who have in consequence obtained appointments, do you think that the fact of an officer having passed through a Staff College is in itself a trustworthy test of his efficiency for the duties of a staff officer?—If he has physical aptitude for it I certainly think so, but if a staff officer is physically unfitted for active work, and is a bad rider, and wants nerve, and is constitutionally unfit, his being at the Staff College will aid him a little, but will not make him a good staff officer.

5969. In fact there is great difficulty in finding any real test which at the same time shall give the measure of an officer's intellectual capacity, and of his having those other military qualities which are equally essential and perhaps even more necessary, but which are not exactly intellectual, such as his energy, his power of commanding troops and influencing men, maintaining discipline, and the possession of a military eye, &c.?—There is a great difficulty in ascertaining all that. You may form an opinion, but it would be very difficult to act upon it.

5970. All the tests which have hitherto been suggested merely apply to one set of qualities, and of course leave the others undetermined?—They leave the others very much undetermined.

5971. There seems to be a general feeling of dissatisfaction amongst many officers who have undergone the trouble of passing through the discipline of the Staff College that notwithstanding their exertions,

and the satisfactory examination which they have passed, they derive no immediate benefit?—They can only derive benefit as vacancies occur. If the numbers admitted exceed the number of staff situations vacant, they must remain in abeyance.

5972. Do you think that as that fact has become generally apparent in the army it has discouraged applications for admission into the Staff College?—I do not know that they have fallen off.

5973. There are more applications than there are vacancies?—I think so.

5974. I believe, that before admission to the Staff College the applicant must produce a certificate from his commanding officer, to the effect that he has not only been examined in the various subjects connected with his duty as a regimental officer, but that from his general knowledge of the service and his character, habits, and physical qualities he is fitted for employment on the staff, and that he is a good rider, and is not short sighted. Can that certificate be relied upon as implying the presence of the qualities to which I have alluded?—I should rather doubt it. He may be the best of those who apply for the position—there may be only one officer in a regiment who does apply—but I do not put a very great deal of faith in that certificate. As to the riding, as regards infantry, I think that there is very little opportunity of ascertaining it, unless he is a hunter.

5975. Have you observed whether officers who have passed through the discipline and the instruction of the Staff College seem to have acquired a taste for military studies which they afterwards prosecute on joining their regiments?—I have had no great opportunities of observing that; I have only had opportunities of observing those who have come under my own command. I have been satisfied with those who have come under my own command.

5976. Do you think that the infiltration of the army with these officers gives a more intellectual tone to the regiments?—I think that it would do so. I think that those officers who were inclined to study, or who were inclined to improve themselves, would have a mode of obtaining knowledge and of applying information which they have not at present.

5977. And subjects connected with military science would be likely to occupy more generally the attention of the officers at large?—I think so.

5978. (*Sir Charles Russell.*) Do you think that if a regimental system of instruction coupled with a garrison system of higher instruction were carried out in the army there would in course of time be found amongst the mass of the officers so educated a sufficient number of properly educated gentlemen to supply the staff officers of the army without recourse to the special college which now exists?—I should prefer to have a special college, and I should prefer to have the men for the staff passed through the special college, because the knowledge acquired in a variety of places from variety of people would perhaps not be of so definite a kind.

Lieut.-Gen. Hon. Sir J. Y. Scarlett, G.C.B.

8 April 1869.

Staff College.

5979. (*Lt.-Col. Chesney.*) With regard to riding at the Staff College, would it not be very easy to establish a much stricter test than the mere riding school inspection which now takes place, and from which officers are occasionally absent altogether?—It does not occur to me at this moment exactly what you could do. You can ascertain that a man does not fall off his horse, and has a fair seat. We do not always reckon cavalry officers as the best men over a country for rough work.

5980. (*Lord de Ros.*) Should not you consider it a great advantage on service to be able to take an officer from a regiment, and to try him on the staff, and if you found him good to make him a permanent staff officer, and if you found him not quite equal to his work, to return him to his regiment without any heart-burning or soreness, and to get another?—Yes; but that is done at present on service.

5981. Should you put much faith in commanding officers' certificates as to the fitness of a staff officer? Besides their very often recommending a man with a view to get rid of him, are they not sometimes reluctant to part with a good officer when they are on a distant station?—I am afraid that both those motives may act occasionally.

5982. Have you found that the army generally accept an officer from the Staff College as superior in his qualification to others?—A Staff College officer is generally better instructed in certain scientific parts of the service. He may not be a man of a greater courage or nerve, or of greater aptitude.

5983. Do you think that any system of marks or proofs of scientific knowledge can secure the real qualities which are necessary for a staff officer on service?—I do not; it only ensures certain portions.

5984. You are of course aware of the sort of qualifications which are necessary for a good staff officer?—Yes.

5985. Perhaps you may recollect Captain Calthorpe on Lord Raglan's staff being considered particularly clever in the office of carrying a flag of truce?—I do not.

5986. Do you see any hardship after an officer has been at the Staff College in his not being placed on the staff; do you not think that whatever he has acquired at the college is always an advantage, but that it ought not to give any real claim to be on the staff?—I believe that it is understood that those officers have no positive claim, but that they qualify themselves for it, and naturally expect when there is a vacancy that they will be preferred to one who has never put himself forward.

5987. If nothing but science were necessary for a staff officer, would it not be the simplest way to take him from the Engineers?—Yes.

5988. But you would not approve of that?—No.

5989. Have you not found a great many scientific officers very unfit for the rough work of the service?—A great many completely so.

The witness withdrew.

LIEUTENANT GENERAL SIR J. HOPE GRANT, G.C.B., Quartermaster General to the Forces, examined.

Lieut.-Gen. Sir J. Hope Grant, G.C.B.

8 April 1869.

Instruction of officers in the service.

5990. (*Chairman.*) From the answers which you have been kind enough to send in to the questions which we ventured to address to you,* I see that you are of opinion that it would be desirable to expand Sandhurst into a much larger establishment than at present exists, and to pass through that establishment all officers who enter the army if it were feasible?—Yes.

5991. I gather from your replies that you would be rather opposed to rendering military instruction in the technical branches of a soldier's education in any way compulsory to officers after they join?—If it were done regimentally I think it should be made compulsory with regard to *solely military instruction.*

5992. Would you attach a military instructor to every regiment?—Upon further consideration I am induced to modify the opinion expressed in my first "answer to questions," and to say I should be inclined to do so except for the great expense which it would entail upon Government.

5993. You are decidedly of opinion that facilities ought to be given at various garrisons, and large stations, for enabling officers who might wish to do so, to obtain technical scientific education?—I think it very desirable.

5994. Do you think that it would be largely availed of?—It would be availed of by officers who would desire to make their profession of use. I think that a great number would not attend to it.

5995. From your knowledge of the service what

* See Appendix VII. A., page lxxx.

Lieut.-Gen. Sir J. Hope Grant, G.C.B.

8 April 1869.

Instruction of officers in the service.

per-centage of officers in a line regiment do you think might be disposed to come under the category which you have just given?—I should say not more than five per cent.

5996. (*Sir D. A. Cameron.*) About one or two to each regiment?—Not more than two or three to each regiment.

5997. (*Chairman.*) In what may be considered as purely military subjects, such as the elements of field sketching and of field fortification, you would render it obligatory?—I think that it ought to be rendered obligatory, and I would particularly attract the attention of officers to taking them out in the field, and to drawing a sketch quickly, and at once taking up any ground which was thought desirable. In the way in which it is done at Sandhurst, it appears to me that those drawings are very minute, and very beautifully done, but that too much time is taken up in them; some of the officers have told me that they have taken three or four months to make one drawing; that appears to me to be time and trouble thrown away. I should like an officer to be taken out to ride, and to draw a sketch of the country from his eye rather than from measurement.

5998. (*Lt.-Col. Chesney.*) Supposing that a considerable standard was expected in military studies from every regimental officer, would it not be practically impossible to enforce it consistently under the present regimental system, and to make it compulsory upon every officer to come up to the required standard of proficiency in military subjects?—I think that it would make the service very unpopular.

5999. Or otherwise if such a thing was laid down would it not become formal?—I do not think that it would become formal if you had an instructed officer to examine them.

6000. But you think that it would make the service very unpopular?—Yes, I am convinced of it.

6001. (*Mr. Parker.*) If you had voluntary instruction would you also have voluntary examinations? I understand that you recommend that there should be opportunities for instruction of which officers at their own choice might avail themselves. Supposing that they did so, would you think it desirable also to have examinations to which, if they pleased, they might submit themselves?—I think that you could hardly divide it, and that if you made it voluntary you must make it voluntary in both instances.

6002. If officers passed these voluntary examinations you would have it recorded in their papers?—Decidedly.

6003. And you think that such a record, among other elements, might count in their favour, as regards employment upon the staff?—Decidedly. I think that the examination of officers for promotion ought to be compulsory, and I think that I have stated in my paper that my idea is that the military instructor should be the president. I am perhaps wrong in having stated that, because in all probability he would be a very junior officer, and therefore the senior officer should be president; but I would always have him one of the members of the committee.

6004. (*Dr. Butler.*) Supposing that voluntary instruction was given to the officers either in their regiments, or in garrison, would you recommend that excellence on their part in these subjects should receive any direct reward, pecuniary or otherwise?—I should think not.

6005. That has been recommended to the Commissioners by one commanding officer?—I should be very much inclined to think that any money reward would not be wise.

6006. (*Lord De Ros.*) Do you not consider that a certificate of a certain knowledge in military matters would be better than any pecuniary reward, and that it would rather act as a recommendation to a general officer on service, and that he would rather be inclined to take an officer who had such a certificate than one who had not?—Certainly.

6007. As regards the rapidity of surveying to which you have alluded, would you not prefer that that should be done chiefly by the use of the common compass, rather than by any instruments which would not be available on service?—I think that it should be done by the simplest instrument which would be available.

Staff ... ments.

6008. Do you think it possible to arrive at any real knowledge of an officer's capability by the mere marks which he obtains at the college?—I can hardly go into the variety of marks. I think that you must judge of an officer more by his capabilities in the field. If he had a good eye, and physical capabilities in every way, I should think more of that than of marks. An officer to be a useful officer in the field must be a man of good health and energy, and able to see at once a point, or anything which is going on in the country.

6009. To obtain that sort of officer do you not think that the best plan is to call for staff officers on trial from the different regiments and brigades on service, and to try them, and to see whether they do their work well, and if they do not do it well, to return them to their regiments, and if they do their work well to keep them?—Yes; but I would take every officer out in the field before I should think that he would be fit for a staff officer.

6010. I am speaking of on service; would not the trial which you would be able to get out of him be more efficient than by any certificates which he could produce, or in any other way?—Certainly.

Sandhu

6011. As regards Sandhurst College, would you not make it rather a real preparation for forming a good regimental subaltern than any abstract teaching? I mean that instead of teaching him the mere mechanical duty, for instance, in a battalion, do not you think that the time would be more usefully employed in his learning the commanding duties of an officer, such as calling the men out, and letting him command a company or a squad, and that that would be better for him than being made part and parcel of a battalion for show? You attach a great deal of importance to those officers being good out of door horsemen?—Decidedly.

Prelim... militar... educat...

6012. (*Rev. W. C. Lake.*) Will you state a little more in detail what are your reasons for wishing to have every young man who enters the army go through a military college?—I think that one great reason is, that they go to what are called "cramming" schools, and get a quantity of outside learning without knowing the foundation, or the base of the learning; it is merely superficial.

6013. Do you mean with respect to what may be called military learning, or general education?—I mean the ordinary learning which is required for an officer to pass his examination to get into the army.

6014. We have had very strong evidence in favour of receiving young officers direct from public schools, would not your plan very much militate against that?—I would stop that. I think that every officer ought to pass at Sandhurst. I think that passing at public schools is not a proper instruction for an officer.

Instru... officer... servic...

6015. I understood you to say that you would attach an instructor to each regiment?—Yes.

6016. In your first answer you say "it would not "be advisable in my opinion." I ask you the question, because I thought that from what you had said to-day you had modified that opinion, and were of opinion that, where possible, an instructor should be attached to every regiment?—I think that it would be advisable if the expense were not taken into consideration, but it strikes me that the expense would be too great.

6017. And you would make it compulsory for all young officers to receive that instruction?—Yes, the solely military instruction.

6018. Along with that system of instruction, would you also wish for a higher system of instruction by means of colleges, or something of the sort, attached to garrisons?—Yes; but I think that it should not be compulsory, and more especially I should make the

modern languages, namely French and German, to be taught as part of the instruction of a military officer.

6019. Do you mean as part of the higher instruction?—No, I think that they should be taught as part of the military instruction.

6020. Would you have them taught by a regimental instructor?—Yes, if a regimental instructor was appointed, because I think it very necessary upon service.

6021. Then may we understand that you think the best state of things would be that you should have these two systems going on,—one of instruction in strictly military matters in each regiment, and the other of a higher kind of instruction to be furnished through garrison schools?—I think that if there were a regimental instructor it would not be necessary to have garrison schools. I would only have one or the other. I do not wish to have the two systems.

6022. Then would you not practically give up any attempt to have what you may call a higher kind of military education, because in the regiments I understand you only to wish for education in strictly military subjects?—No, I think not. I think that even an instructor in a regiment should teach the higher branches of education also, but I would not make it compulsory.

6023. Then you think that the instructors in regiments should teach military subjects upon compulsion, but should teach the higher military art to those who wished to learn it?—Exactly so.

6024. (*Lord de Ros.*) Upon general principle, do you not think that the non-compulsory system would be more likely to lead officers to study than the compulsory system?—Yes, I think that it would lead officers who were calculated to be good officers to do so.

6025. (*Chairman.*) On the whole does the operation of the Staff College satisfy you?—The Staff College, as far as I understand, is very good.

6026. From your observation do you think that those officers who pass through the college prove efficient staff officers?—Many of them do.

6027. Is it a perfectly trustworthy test?—I should not say that every officer who passes that examination will do well on the staff, but I should say so generally.

6028. In one of your replies to Lord de Ros you laid great stress upon the necessity of a certain amount of physical energy, the power of command, and a military eye, as being essential qualifications for employment on the staff, and for any important position in the army. Can you suggest any impartial and satisfactory test by which the presence of those qualities could be determined?—I could hardly state any particular, except that the commanding officers who had the charge or management of these officers would be able to tell from their previous history that they were in good health, and whether they had a good eye; they could tell so at once in the field.

Lieut.-Gen. Sir J. Hope Grant, G.C.B.

8 April 1869.

Staff College.

6029. At present, as I understand, before a candidate is admitted into the Staff College, he is compelled to present a certificate from his commanding officer that he does possess some such qualities as those. When you mention testing an officer in the field previously to considering him qualified for employment on the staff, do you mean to imply that that preliminary ought to be observed before such certificates are granted?—I do not think that that is quite necessary, but I think that a good staff officer must always be an officer who has all those qualities.

6030. Have you ever heard it alleged that the Staff College is occasionally resorted to by officers who on becoming married find it a pleasanter place of abode than marching about with their regiments?—I have heard that mentioned, but I am not at all competent to state it.

6031. You are decidedly of opinion that it would not be advisable to offer to officers who have acquired superior qualifications any encouragement in the shape of an increase of pay, or anything of that sort?—I decidedly think not. I do not think that it would be advantageous.

6032. Would you give, for instance, to the officers who might be selected as military instructors a higher pay than the pay of their rank?—I think that I would; I think that they should decidedly have a higher pay than the pay of their rank.

6033. In the same way as a higher pay is given to officers who are qualified for adjutants and musketry instructors?—Yes.

6034. (*Sir D. A. Cameron.*) Are you aware that the commandant at the Staff College is required to report as to the physical qualifications of every officer who passes out of the college, in order to enable the Commander in Chief to judge of the fitness of an officer for the staff, or for a particular office?—I was not aware of that.

6035. (*Chairman.*) Are there any observations which you would like to make *proprio motu*?—No; there is, I think, nothing else which I wish to state.

The witness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 13th April 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR GENERAL EARDLEY WILMOT.
MAJOR GENERAL HAYTHORNE.
REV. DR. BUTLER.
LIEUT.-COL. CHESNEY.

GENERAL SIR W. J. CODRINGTON, G.C.B., examined.

Gen. Sir W. J. Codrington, G.C.B.

13 April 1869.

Instruction of officers in the service.

6036. (*Chairman.*) I believe that you have received some questions which the Commission have ventured to send to you?—Yes.

6037. As you have had no opportunity of favouring us with answers to those questions, perhaps you will be kind enough to explain to the Commission what are your views with regard to the possibility of increasing the facilities for communicating military instruction to officers after they have joined their regiments?—That is, to answer the first question which has been sent to me. With regard to affording practical military instruction for the officers after entering the service, limiting it to a practical preparation for war, I should reply in the affirmative; but, as respects practical instruction as in war, I should answer in the negative. I consider that the art of war is only effectually learnt by actual practice before the enemy, because war is the most practical of all arts, depending not merely upon a fixed machinery, or upon the quiet of a library, but from the private soldier to the highest in command it has to deal with every variety of human nature in its practical working; it has to deal with difficulty,

Gen. Sir W. J. Codrington, G.C.B.

13 April 1869.

Instruction of officers in the service.

distress, self-denial, and exposure of life in battle, or by climate; and its necessities must be enforced even by violence. Therefore I consider it the most practical of all professions. Then there is the enemy, his numbers, and his defensive or offensive purpose; all this influences war, and makes it a practical art; and therefore I say that war itself is the only real instruction. But there is a practical preparation for war, beginning even with the elementary drill of the soldier, and extending to the command of bodies of troops, their discipline, their camps, their manœuvres over an extent of ground. I consider that the practical military instruction which can be given in England is a theory, inculcated by the traditions or the remembrance and knowledge of former real practice in war, but valuable in a high degree, and necessary as a preparation for war. That preparation can be given especially in camps, where marching, manœuvring, and moving as if for attack or for defence are valuable practice. I consider that the system under which it can best be carried out is that which obtains most in our army, namely, the regimental system—that is to say, one in which the officers look forward to their regiment as their home, and in which the junior ensign looks forward to the command of the battalion which he has entered. In reference to the 2nd question—the nature and subjects of the instruction should, I think, be carried out either by commanding officers of battalions, if detached, or by brigade, or other general officers, if in camp. I would not make the instruction obligatory, if it is to be a course of instruction in a room by reading, or by lectures; but I would do so if it is to be practical in, say, throwing up field-works, defending a house, and in short, giving a positive practical knowledge which would be applicable in time of war. I would not have examinations, nor would I make promotion dependent upon them, nor would I have an officer instructor either in the regiment or in garrison, except for field works, batteries, &c., where an officer of the Engineers could be specially associated with the commanding officer, or with a field officer of the regiment. I have really no actual facts to speak of further than my general opinion of the army in which I have been employed.

6038. Then your impression would be, that from time to time it should be competent for the Commander-in-Chief, or for the military authorities, to assign to each regiment, or to certain stations, an officer of Engineers who should be employed in communicating this special practical instruction in field fortification?—Yes; I think that there could be no objection to that in any way; it is the natural employment of an Engineer officer so to instruct in time of peace, and it is his *specialité* in time of war. The camps of instruction are places where there is ground for the purpose, and therefore I consider that that is the best way of doing it.

6039. Would you confine the communication of that instruction to the great central stations where large bodies of troops are congregated, or would you assign an Engineer officer to each regiment?—I would not assign an Engineer officer to each regiment for this reason, that in the English army the detachments of the battalions (take Ireland and also England) are so considerable, that I think that it would be almost impracticable to attach an officer to each regiment. When you come to stations, there certainly could be no difficulty whatever in detaching an Engineer officer, or several Engineer officers, if there were several battalions, say for Aldershot, or for the Curragh, taking out a battalion with its commanding officer, and its officers, to occupy a post and to throw up field works. The special duty of an Engineer would be to teach them the way in which works, flanking defences, or rifle pits could be made; and I think that that would be the most practical way of doing it.

6040. I suppose that even in teaching in the most practical manner the elements of field fortification, a certain amount of literary study would be necessary?—It would of course be an advantage. I do not the least in the world decry the advantage of any officer making himself acquainted with the principles of the matter, such as the calculation of quantities to be dug out for a parapet in forming a ditch; but when you come to the real practical work, you want a man to do the work at once, and then the actual physical knowledge rather than the more abstruse knowledge comes into play. For instance, take a ditch of a particular width in order to make a parapet of a particular width, that, I apprehend, would be stated by the Engineer officer. The positive instruction in that matter for a subaltern and a non-commissioned officer, and for the soldier, is in the practical business of digging. An officer of course can find out what time it takes, and if he is really anxious to improve in his profession he will see that with 10 men he digs out so much, and that with his own detachment he can put such and such a place in a state of defence; but I would not insist that he should study that in theory, for I do not think that it would be necessary for the whole army to do so.

6041. In that description of instruction you would probably include military sketching, and surveying?—We now come to another branch, namely, one taken from what I consider to be the Quartermaster-General's department of the army; that is to say, the power of an officer to sketch the country, and make observations. Nothing can be more useful; and officers can be taken out under either an Engineer officer or their own field officers, to ride or walk upon a particular line of road, and to make their observations upon that road right and left. Of course it would be of the utmost advantage if you could get that done with the correctness of a survey; but generally speaking I think that is rather impracticable. Even in the Quartermaster-General's department my impression is that personal observation, the use of the compass, and finding distances by the pace of a horse, are the main elements of survey useful for war purposes.

6042. Provided that the instruction was not carried beyond those lengths, you would make that branch of instruction as obligatory as the elements of field fortification?—I do not know that I would make it as obligatory as that which I should rather consider a regimental duty for all ranks; supposing that you are to insist upon a regiment being sent to occupy ground as an outpost, to remain there for a certain time, and that the officer is to make it as defensible as possible, that is a very different thing from what is necessary to an individual officer in surveying the country. It is a more practical business for all composing the company or battalion, and more easily carried out for the instruction of officers and non-commissioned officers of the army.

6043. But, subject to the limitations which you have enumerated, you would enlarge the present system of examination which officers are obliged to undergo, before passing from one grade to another?—Yes.

6044. And would you incorporate the subjects referred to with that examination?—No, I think not. I think that the examinations at present are sufficient for their purpose. You want to know that an ensign is qualified for the duties of lieutenant, and that a lieutenant is qualified for the duties of a captain. I do not know that I should rigidly exact, of necessity, much more than is necessary for a regimental purpose. Of course you gain by the instruction which every officer has in addition to what is absolutely required, nobody can deny that; at the same time I do not know that it is necessary to make it obligatory.

6045. You would be indisposed to put the officers of the army under an obligation which might be distasteful to them?—I do not know that I could say distasteful; if it was in one particular line, say as an engineer, or in the Quartermaster-General's department, I do not think that it would be in the least distasteful to them; but I think that it would be in most cases rather an unnecessary work, and that it would be rather too hard upon them to make it obligatory.

6046. I will ask you a few questions with regard to the Staff College. I believe that you resided for some time in the neighbourhood of the Staff College?—I resided for some time in the neighbourhood of the Staff College, but it was merely residing, and I can give you no actual facts with regard to the Staff College. I merely resided in the neighbourhood, and saw some of the officers, who were connected with it, who were friends of mine.

6047. From your general experience as an officer of the army, are you inclined to look with favour upon that institution?—I myself scarcely think that with our army a staff college is necessary, that is to say, a separate education, and a separate establishment of officers for the staff. In the first place, if my impression is right, there are the officers of 60,000 men in India, who are not available for the Staff College. In the next place, I think that you get in regiments officers who qualify themselves for the staff very fairly well; and, as far as my experience went, both in the command of a brigade and of a division, and subsequently of the army, I think that you got very good staff officers from regimental corps. I also feel that, going to the root of the business, it is such a practical art, that with the exception of the Quartermaster-General's department, which rather requires surveying knowledge, such as the being able to tell the height of a hill without perhaps being able to go there, there is no necessity for extreme scientific knowledge for the practical profession of the army. That is my opinion, but it is, of course, only an opinion. I go even so far as this (as I have known and have seen), that even in the Artillery, when you come to a captain of six guns, and you tell him to fire on a particular body of troops, the very first thing which he does is to try the range as it is called, and he does his duty and fires away; he has got the range and he manages very well, but I do not know, as to the extreme point either of mathematical knowledge or of any other knowledge connected with the abstract duty of his profession, that it is of particular use in the field.

6048. From your practical experience you have never found any difficulty in furnishing yourself with staff officers, from various branches of the army, who were perfectly competent to the discharge of those duties which you exacted from them?—Certainly not. Of course, there may be some who are cleverer than others; there may be some who have peculiarities of surveying a country by the eye, and there may be others who have the tact of knowing how many troops can be placed in a particular locality, and some may ride better than others; there are thousands of little peculiarities of that sort which must all be considered, but I have not found any difficulty from the first beginning of my service with the army of the East, until a subsequent period when I was in a higher position. The staff have done their duty very well. I could mention the names of many officers who were both in the divisions and at head-quarters, and I am quite sure that no persons could do their duty better, but at the same time I may say that several of those officers had given themselves special instruction for the purpose.

6049. Would you be inclined to look with disfavour upon the rule which I believe is established, that, whenever the circumstances of the case permit it, preference in the selection for a staff appointment shall be given to an officer who has passed through the Staff College?—I think that if you have a Staff College, that is but due to those officers upon whom you enforce great attention and a certain sacrifice. Some officers may make it a convenience, and some may think it a sacrifice; but when you have once established a Staff College, for the purpose of forming officers of the staff, I think that you are bound to provide places for them.

of 6050. (*Lord E. Cecil.*) Would you have all the he officers in a regiment instructed in practical work, such as throwing up field works, or only the subalterns?—I would have the whole so instructed. For instance, at a place like Aldershot, sending out a battalion, either the Brigade General being present with his brigade or not, or sending out a battalion with its commanding officer, and with all necessary implements, such as picks, shovels, &c., telling him, "You "are to go to that particular wood, and you must "place your sentries, and you are to throw up a "defensive line along that hill;" I should include the whole.

Instruction of officers in the service.

6051. Then you would treat the practical instruction of the officer as a matter of drill?—Certainly.

6052. How would you ensure the officers learning at these drills, because we know that there are always a certain number of idle and inattentive officers in a regiment?—I do not think that any system will enforce industry upon any set of men. If people will be idle, they will be idle, but I think that by their employment in that military capacity they must be able to do a certain quantity of that duty, because it is a duty imposed upon them, and so far it must give them a certain quantity of practical knowledge.

6053. Would you make an officer's promotion in any way dependent upon the certificate which the commanding officer gave of his knowledge in these subjects?—No. I look upon it that the regimental system is one to which in England we ought rather to adhere, and for that reason I would not make promotion dependent upon what might be accidental, such as sickness or absence on detachment duty. There are thousands of things by which one officer may be a great deal better than another as respects his knowledge, and I do not think that it would be a good principle to introduce that extreme jealousy and heartburning, which would take place if you were to put one officer over another on account of his accidental knowledge.

6054. Then you would give the idle officer an equal chance with the industrious officer?—Yes, as far as his regimental conduct went towards promotion in his regiment.

6055. I understand you to say that you do not think that foreign languages, or military history, or subjects of that kind, are absolutely necessary for regimental officers, and that you would rather leave it to their wish in the matter whether they pursued those studies or not?—I of course think that there should be an examination, that is to say, that no officer should enter the army, or should get promotion, without passing an examination so as to show himself to be capable of the duty which he was called upon to perform. The extra things which you speak of, such as languages, I would rather leave to the officer himself. If he wished to get forward for that very staff business whilst he was with his regiment, I think that he would do it; but if he did not wish to do so, I do not think that all the teaching in the world would make him valuable.

6056. If an officer wished to learn these subjects, namely, languages, military history, and surveying, would you give him an opportunity, both at home and abroad, of doing so, by appointing Engineer officers, or others qualified to teach him those matters?—Yes, there can be no possible objection to that; on the contrary, it would be of the greatest possible avantage. I consider languages to be as practically important as any of those subjects which I have mentioned.

Staff appointments.

6057. Supposing no Staff College to exist, have you any plan by which officers could qualify for staff appointments?—I think that they will qualify by their own exertions, if they feel that the staff is open to regimental officers. I think that in regiments you will always find some officers who are very ready to take staff situations. I think that we found it so.

6058. Would you qualify them by examination, or not?—Certainly, as regards the Quartermaster-General's department, namely, being able to survey. I do not know that as regards the Adjutant-General's department there is anything so particular as to require an examination.

6059. Then you would select officers for the Adjutant-General's department, and would only insist

Gen. Sir W. J. Codrington, G.C.B.

13 April 1869.

Staff appointments.

upon some test of examination for the Quartermaster-General's department?—The test of examination is a formal test, which I do not see the necessity of carrying out in the field. In five minutes the Quartermaster-General is sure to find out whether an officer is valuable to him, and knows his business, or not; therefore, I do not see that in the field there is any necessity for a test.

6060. How would this system work in peace time?—Then I do not think that it signifies very much. In the Quartermaster-General's department, in peace time, I would certainly have a test; the officer should be able to sketch, and so on. In war his qualification would be found out directly; but it is not only this sort of qualification which I should insist upon, because, supposing that a man had that qualification in war, with a very bad temper, I would rather put him on one side. Those are things about which you cannot have a test.

6061. In peace time you are of opinion then that every officer who was not preparing for the Quartermaster-General's department, should be selected in the ordinary way, either by the commanding officer, or by the General of the district, or by the Horse Guards?—He certainly must be so selected.

6062. (*Lord de Ros.*) Not by the commanding officer of the regiment?—Only as a recommendation. Of course he cannot select; he may select the adjutant.

6063. (*Lord E. Cecil.*) How would you prevent the cry which is very often raised of favouritism?—I should not care about that cry, for I think that if a man does his duty he must stand that sort of shot.

6064. What subjects would you require as a test examination in peace time for appointments in the Quartermaster-General's department?—I would limit them to the necessities which you have in war, which are principally surveying, being able to ride along a road, or bye-roads, and to take a survey of the country as rapidly, and as correctly, as possible. I do not know that there is any other subject for which you need have a test examination for the Quartermaster-General's department.

6065. You would not insist upon military history or foreign languages?—Foreign languages, I think, would be very desirable, and in the staff I think it a very great advantage to insist upon a knowledge of language; but I think that the regimental officers would qualify themselves if they were selected, and you need not select them unless they were so qualified.

6066. Of course you would exact the test of being able to ride?—Certainly.

6067. And that, I presume, you would do in the case of all staff officers?—Certainly, from an adjutant of a battalion upwards.

6068. How would you propose to examine the candidates for the Quartermaster-General's department; would you do so by a central board?—I cannot say that I have paid any attention to that point, as to how that is to be done. You are speaking of England, and in peace time?

6069. Yes?—I suppose that it would be done by a central board, or by some officer deputed by the Commander-in-Chief, in peace time. I am not sure that one officer is not a better tribunal than a board, because he has an aptitude for going more into detail, and for finding out whether a man can ride or sketch, or can do this, that, or the other. I think that a board are rather apt to have a certain number of questions asked, and sketching done, and that it is somewhat uncertain whether the officer would be quite as fit as he would appear to be by his written work.

6070. With regard to officers in peace time abroad, would you send written papers to them to fill up?—I do not know that I can give you any opinion upon that point. My impression is that papers only are not a very good test of the fitness of an officer for the Quartermaster-General's department.

6071. (*Lt.-Col. Chesney.*) With reference to what you have stated with regard to the instruction in what we may call the small practical details of fortification, I presume that you would have no objection to making use of the Engineer School at Chatham, where there is a good deal of spare room; would that be one of the places which you would recommend?—Certainly; but you would have to move a regiment to Chatham. I think that all that is wanted, perhaps, would be that if there were Engineer officers to spare for the purpose, it would be better to send one officer, say to a place like Aldershot, either once or twice a week, rather than taking a regiment to a place like Chatham. I think that it would be better to bring the instruction to where the regiment is, and where it may march out three or four miles, and have its picks and spades, and begin the work on the spot, than to send a regiment to Chatham; but, of course, there would be no objection to Chatham.

6072. (*Sir D. A. Cameron.*) Do you think that before the establishment of the Staff College there was sufficient inducement for regimental officers to qualify themselves for the staff?—Yes, as a general rule to select from. If you take the whole of the officers of a regiment, perhaps not; but I think that you would have found, and do find in every regiment several officers who are, I would say, fairly qualified for the staff, and some who are remarkably well qualified for the staff, independently of any staff instruction. Several regimental officers have gone through, for instance, surveying, which you may take as one of the apparent necessities of the Quartermaster-General's department. I believe that in most regiments you would find two or three officers who could survey a country. As I have said, for the Adjutant-General's department I do not know that you want even so much as that, you want a certain amount of education, and attention, and labour, and knowledge of regimental affairs; but I believe that you could, without any actual staff instruction, find officers enough for your staff from the regimental corps.

6073. Was not it the case that, unless an officer had very great interest, he had very little prospect of staff employment, however well qualified for it he might be?—Certainly, because if you take the number of officers which you have, and the comparatively few situations on the staff, of course it becomes a chance, and a very great chance; but then the question is whether you do not, by extracting the whole of the staff, still more diminish the wish for education in the body of the officers than you did before.

6074. Do you not think that there are more men now studying for the staff than there were formerly in consequence of the Staff College?—I think so, as respects the general run of education, but I should rather doubt it as regards the Staff College. I, however, speak quite under correction, for I really do not know the facts sufficiently to be able to give an opinion.

6075. (*Maj.-Gen. Haythorne.*) Do you think that all the regmental officers who are best qualified for the staff go to the Staff College?—I cannot say; I have no grounds for stating one way or the other.

6076. Are there not many officers in regiments who would not learn languages, or surveying, or military history, and such like, but who are invaluable in their regiments as regimental officers?—Certainly.

6077. And are there not many personal qualifications, independent of those which I have mentioned, which are invaluable to regimental officers in the field?—Certainly, and not only that, but it is the same with the staff. I look upon it that, taking a staff officer who may be a remarkably good surveyor of the country, and which may be one of his most valuable qualities, if he has a bad temper, and is at daggers-drawn with all the rest of the staff, you would rather be without him than with him. Therefore it is not only the quality of surveying a country which is a valuable quality in a staff officer. It is

of the utmost importance that the officers both of the Quartermaster-General's department, and of the Adjutant-General's department, should have an intimate, and a modern knowledge of regimental duty. I think that it is of the greatest advantage, particularly in the Adjutant-General's department, that you should be able to refer to the Assistant Adjutant-General a particular question as regards courts-martial, and that he should know the particular practice going on at the moment. That is rather one disadvantage which I should feel with regard to a separate staff corps, namely, that the regimental knowledge to a certain extent ceases, compared with that regimental knowledge which you have in a man fresh from his regiment.

6078. (*Lord de Ros.*) To revert to regimental matters, and to the proposal which has been made of an instructing captain in every regiment, do you see no difficulty which would arise in the first place from the near equality of age of many of the subalterns, and the familiarity of habits and the similarity of duties, the habitual and familiar intercourse at mess, and other matters of regimental life which would rather prevent the captain-instructor being much looked up to by his comrades in the regiment? Supposing that there was a regimental captain selected as an instructor, in every corps, how far do you think that would answer with regard to his social position?—I should think that it would be open to many objections, such as you mention. In the first place any captain who would be selected, possibly for his attainments, his history, and his theoretical knowledge of various things connected with war, might yet, not having seen war service, be looked upon, although unjustly, as inferior in point of practice to a captain who was perhaps junior to him, or to a lieutenant who was probably junior to him who had seen service; and that of course always creates a difficult feeling with regard to the authority of such a man. We will take the case of a captain who has to go out as instructor into the field; another man who has seen the thing done in war has infinitely more advantage in the consideration of the men, the *morale* of the business, and in the management of the men who are to do that work, than a man who has not seen the work. It is right to mention that in this sort of instruction there may be some difficulty as to the wear and tear of men's clothes.

6079. Do you think that the difficulty to which I referred might be to a certain extent got over by adopting boards at military stations formed in the same sort of way as the old boards of "Respective Officers" were formed? Do you think that that would effect a system of instruction at the different stations?—No, I do not like a board for any such purpose; I think that everything to be done in a regiment should if possible be done upon the responsibility of some separate officer. I think that a board is apt to become a mere form. There are certain things in the examination now which go through a board,—the qualification of an officer for promotion goes through a board,—but I think that it is a form, though sufficient for its purpose. A man must have a certain quantity of knowledge in order to answer those questions, but I think that even that examination descends rather to a form, except for its limited purpose.

6080. You are in favour of practical military work being carried out in the regiments as an appendage to the drill. Would it not have the advantage of bringing out the capabilities of valuable officers and men? For instance, it has been often quoted that the bricklayers of the Foot Guards who occupied Hougoumont were one of the causes of saving it from capture, by the quickness and facility with which they made the loopholes?—I think that that part of the practical work, if you can carry it out, is of the greatest possible advantage, because you would be able to find out who were the good men at the spade, and who were the good men in making a hole in a wall, and who were the good men in originating some flanking defence, and therefore you should keep those artizans for their special purpose in a regiment.

Gen. Sir W. J. Codrington, G.C.B.

13 April 1869.

Instruction of officers in the service.

6081. As regards a point we have heard so much of in this room, the habitual idleness of officers, would not many of those officers who are averse to study, be perhaps found extremely ready and able to work out of doors?—Yes; I think that, according to idiosyncracies of various sorts, an officer might naturally take much greater interest in the practical effect of throwing up works in the field, than in learning or studying in his room; but I think that we must rather understand what an English officer is. There is no question that he may be idle, but when the occasion comes he is active, and he certainly does his regimental duty wonderfully well upon service, and he submits himself to a life of great privation: he is taken away from his home, and so on, and without very much pay from the Government. I do not know that you are entitled to exact, or rather that it is good policy to exact, so very much from an officer as to disgust him.

6082. On the occasion of a landing, as our armies generally do land and go immediately into action, the selection of the officers for the first outlying pickets, of course, is a matter of very great importance. On such an occasion you would never think of inquiring whether an officer was reckoned idle or not?—No.

6083. You might know that an officer was in the habit of pursuing field sports and might be particularly sharp in seeing the direction and nature of a road?—Yes, but I do not think that you can select in this manner on service. You bivouac, and you send out No. 1 company, the first on the roster, to form outposts beyond the battalion, and you send them out to do their duty.

6084. It would not lessen your confidence in the officers thus employed if you chanced to know that they were not studious?—Certainly not, for I think that it is a matter of tact and common sense.

Staff appointments.

6085. As regards the Staff College, do you not think it a very great advantage on service to be able to make the experiment of an officer's fitness by taking him for a time (as you know was formerly done), trying him, and if he does not answer the purpose, returning him civilly to his regiment, whereas if he does answer the purpose you can keep him and make him a staff officer?—Certainly. If you can start perfect with all your staff, of course so much the better, but, balancing the whole system and considering the regimental system as one from which we can fairly well get our staff, there is no doubt that it is a very great advantage. You can take a man from the regiment, and you can hear of him from his commanding officer; the General of brigade may know him personally, and even how he has managed his outposts, and may report of him to the commanding officer with confidence, but if he was found not to succeed, it would be quietly said "It is better to find some-" body else who knows more upon particular sub-" jects;" and there are a hundred ways of relegating a man to his battalion, without more offence than is necessary for the public good.

6086. At the end of the Crimean war were there not a large number of officers on the staff who had obtained that position, without any interest, but simply from being found to be the best men for the situations which they filled?—I have no doubt of it. I can mention the names of officers who were put forward solely from their regimental knowledge, and who were placed in positions where they were found to be so valuable that they were at once taken to head-quarters.

6087. After the war had gone on for some time, and the number of officers had been very much thinned by casualty and disease, did the supply from the regiments for the staff ever appear to fail?—No. As far as my impression goes of the time before I was in command, I do not think that they failed at all, and there were not, I think, many appointments afterwards, because there were very few casualties after I took the command; but there was never any

Gen. Sir W. J. Codrington, G.C.B.

13 April 1869.

Staff appointments.

deficiency of officers from the army fitted for the purpose.

6088. It has been rather represented that the officers who have gone to study at the Staff College have made a sacrifice. Do you think that it can be called a sacrifice to have the opportunity of improvement there without expense, and at the expense of the public?—No. I do not know much of the details of the Staff College, but I cannot conceive it to be at all a sacrifice, on the contrary I should consider it a very great boon.

6089. As to languages, do you not think that it would be practicable to make French an actual requisite for coming into the army, and that such a rule would induce parents to send boys to places where they would acquire French very much better than they could ever be taught it at a military college. Do you not think that it might be required of an officer on joining the army that he should speak French well enough to enable him to make his way through a foreign country; I do not mean grammatically?—You mean one language, either French or German?

6090. I mean either French or German?—There might be some qualities in a man which would make it desirable not to press that point. In the present day I think that the education of a gentleman in the class from whom almost all the officers of the army come entails a knowledge, or a partial knowledge, of French, or some other foreign language.

6091. Do you think that there is more favouritism in the selection of the staff officers in the French army than there is in ours?—I cannot speak with regard to the favouritism in the French army; but my impression is that all the officers of the personal staff of the Generals are obliged to be taken from the *corps d'état major*. I however know that when the General officer finds that this will not suit him, the first thing which he does is to obtain his own confidential officer as an "*officier d'ordonnance*." Any officer must feel that he must have confidence in a man who is to be his intimate private secretary, and who, although a subaltern, must almost always know, either verbally or by correspondence, all the discussions which go on with the higher officers of the army. He must be a man in whom he can have confidence, and therefore each General feels that he cannot have a man of whom he is entirely ignorant.

6092. Do you not consider that an officer might very well fill up written papers sent to him in a foreign country, and yet on service turn out to be a very useless and inefficient officer on the staff?—Certainly. There is no doubt that that could be so. I do not mean to say that because a man has education, therefore the chances of it are greater; but the answering of questions does not ensure an officer being a valuable staff officer; of that there can be no doubt. And the converse of that proposition is true, namely, that you may have a most valuable officer who is comparatively ignorant, and yet who has the tact of observation in various ways. There was a most notable instance of that on the Duke of Wellington's staff, namely, in the case of Colonel Waters; you may say that that was a most celebrated instance. When we were young subalterns in the Coldstream Guards, Colonel Waters was a Captain in the Guards, and mounting guard at St. James's, and I am ashamed to say that we young gentlemen used to think that the spelling of his report was not very correct, and certainly that was so; we used to turn it into a kind of redicule, and make remarks on it. When you come to know the facts with regard to this man, what are they? Waters was a clerk in Portugal, in, I think, one of the wine establishments. When the Duke of Wellington went to drive Soult across the Douro, Waters either came into his camp, or gave him some information, but so quick and intelligent was this young fellow, that the Duke at once took him with him, and got him into the army, and he was the eye of the Duke as far as a knowledge of the movements of the French troops went; and there is the known instance that when Waters was taken prisoner, the Duke said, "We shall very soon "have him back, from his knowledge of the country, "and from his readiness at escape," and sure enough he did come back. I mention that to show that a man may be ignorant of spelling, and yet may be a most valuable man, even to the Duke of Wellington.

6093. You have spoken of ill-temper being a great disadvantage to a staff officer, would you not consider the want of secrecy and conceit quite as great a disadvantage?—Yes; there are many qualities of that kind which one would consider quite as disadvantageous and more disadvantageous in a staff officer.

The witness withdrew.

Col. F. C. A. Stephenson, C.B.

Instruction of officers in the service.

BREVET-COLONEL F. C. A. STEPHENSON, C.B., Scots Fusilier Guards, examined.

6094. (*Chairman.*) You served through the Crimean campaign. You were brigade major to the Guards, and you were military secretary to the Commander-in-Chief. You were also Assistant Adjutant-General and Deputy Adjutant-General in China, during both the last expeditions?—Yes.

6095. The Commission are anxious to hear your opinion as to the degree in which you think it might be practicable to enable officers, after they join the army, to acquire a certain amount of instruction in the elements of some technical subjects connected with their profession, such as field fortification, field sketching, and such other subjects as might render them, generally speaking, more efficient?—I think that certainly, as regards field fortification, that is one of the most important things in which an officer should be instructed. In fact, taking those things which you have just mentioned, I think that a certain degree of knowledge of permanent fortification, field engineering, and field fortification, would be an advantage; and I would suggest that such places as Chatham, for instance, or Aldershot, or the Curragh, might be set apart as a school for instruction, where officers should go after they had joined, say after a year, and had obtained a certain knowledge of their regimental duties, and where they should remain, say for three or four months, and that during that time they should acquire as much knowledge as could be obtained in that period.

6096. Then your notion would be to constitute independent schools for such instruction?—I do not think that the system of regimental instruction will answer upon that point. I do not think that it is applicable to our service.

6097. It has been suggested to us by some of the previous witnesses that there should be attached to each regiment an officer of the grade of captain, who should be called a captain instructor. What is your opinion upon that point?—I do not think that he would have the means of practically carrying out such instruction as you require in field fortification. I look upon that practical part as most essential.

6098. Another suggestion has been put forward by other witnesses, that at the larger stations there should be appointed an officer whose especial duty it should be to give instruction and to organize classes, and I apprehend that is more in accordance with what you would be inclined to recommend?—I think that there should be something of that kind. About 20 years ago a very good system was carried out at Chatham, and companies were detached there periodically, with the officers belonging to them; a very good system of instruction was carried on there in a very practical form, and I believe that if it had been perpetuated it would have been an advantage. It came to an abrupt termination, I forget for what reason, probably the Crimean War; but if that system had been carried out, it would have answered all the purposes which I have in view in making the suggestions which I now do.

6099. I suppose that the system which you recommend would be of practical application in India, where there is a large body of troops?—Quite so.

6100. Would you render a course of instruction of that description, always upon the understanding that it is to be essentially elementary in its character, obligatory upon all officers in the army?—I would make it obligatory upon all officers of the infantry most decidedly.

6101. In fact you would incorporate a test examination in those subjects into the present examinations which all officers of the line are now compelled to pass before obtaining their promotion?—Certainly.

6102. You do not think that the introduction of that additional amount of examination would be unpopular?—No; on the contrary, I think that you would find that officers would resort to it very readily, and that it would be very popular. I think that these subjects would give officers a greater interest in their profession; at present their knowledge is very limited in fortification.

6103. They would have ample time at their disposal for the prosecution of these studies?—I should not exact too high a test. A certain number of questions are already put to officers in their ordinary examinations, and I think that those should be extended and made more complete.

6104. Of course the mere practical utility derived from such a system as you have suggested would in a great measure depend upon the examinations which are to test it being *bonâ fide*, and really winnowing the candidates?—Yes. I think that branch of the examination should be undertaken by a separate board, and not by the ordinary board of regimental officers which now assembles.

6105. Will you kindly explain to the Commission what machinery you would construct for the purpose?—I think that there might be a series of written questions submitted by the board, to be answered by the candidates; but I would not suggest that the questions themselves should emanate from the regimental board.

6106. Do you think that with your system of station schools all officers of the army would have the necessary facilities for preparing themselves for these examinations?—I do most decidedly.

6107. Would there not be occasions when officers on detachment would be rather at a disadvantage in comparison with officers at the main stations?—I do not see that there would be any difficulty in that respect, at least not as far as England is concerned, because I should suggest that this instruction should take place within a year or so after an officer had joined, when he would still be at his depôt battalion.

6108. How many examinations would you require him to pass?—Only one.

6109. At what period of his career?—It now takes place when an officer is within three or four of the top of the list of ensigns.

6110. That is in passing for lieutenant?—Yes.

6111. But has he not to pass for captain?—I would not suggest any further examination after that. I think that an officer's schooling should cease after that, as far as obligation is concerned.

6112. In the navy, lieutenants, who rank with captains in the army, have to undergo a very severe examination, and I do not imagine that any objection, such as you have suggested, has ever been started on account of their age or their rank?—The requirements in the navy are so much higher than in the corresponding ranks in the army, that it makes the thing really more necessary.

6113. With reference to the Staff College, on the whole are you inclined to approve of the Staff College instruction?—As far as I have seen of the officers on the staff, whose acquaintance I have made, very few of them have gone through the present Staff College qualifications. I have not had many opportunities in that respect; in fact, I only know one or two instances of it myself.

6114. (*Lord de Ros.*) Do you consider that many officers who are apparently idle, young officers especially, might be made to acquire a good deal of knowlege out of doors in field fortification, and rough surveying of roads and country?—A great deal, I think.

Col. F. C. A. Stephenson, C.B.

13 April 1869.

Instruction of officers in the service.

6115. Almost as easily as the studious ones?—I am not prepared to say that.

6116. You suggest that officers should be for three months at Chatham, where that system is said to have answered well; you would have monthly reports made as to how those officers were going on, and showing that they did not idle at Chatham, would you not?—When they left I would have a report sent to their commanding officer as to how they had conducted themselves.

6117. As regards the proposition of having captain instructors, do you not think that in our service there is too little formal distinction between a captain and a subaltern to enable that system to work very well Is it not very different from the French system, where the captains do not usually mess with the subalterns; but with us they are very nearly of an age and are more similar in position? Do you not think that that would be detrimental to the success of the plan?—I do not think that it would work well.

6118. It might be the blind leading the blind?—I do not think that it would work well. I think that it would be too much like school. What I have suggested at Chatham would be of a totally different sort.

6119. Would there not also be some danger of its becoming a matter of quizzing, and selling bargains to the instructor?—I do not think that it would work well.

Staff College, and Staff appointments.

6120. With regard to the Staff College, do you see any reason for the officers from the colonies coming home to study at the Staff College, and leaving their regiments and their duties for that special purpose?—I think that a much better system would be a test instead of competition.

6121. Have you ever considered whether the exclusiveness of the Staff College system may not lead to discourage officers in *self-education*, and in preparing themselves for the chance and hope of opportunities of getting on the staff?—I do not think that it would discourage them, but I think that it would exclude many valuable men.

6122. Is not that somewhat of a discouragement, namely, that an officer does not attempt it because he thinks that he can never get the appointment?—I think that there are other qualifications which are very necessary beyond the qualification of very high educational attainments.

6123. From what you have generally observed in our service, do you think that the staff officers have generally obtained their situations by interest and favouritism; have you not seen a great many who have owed them entirely to their merits?—I think that some few may have derived the situation from favouritism.

6124. Do you not think that many ordinary military subjects may be studied by an intelligent person with very little extraneous aid, by the help of books?—Certainly.

6125. Have not officers on detachment good opportunities occasionally of improving themselves?—Certainly.

6126. Do you not think that, if officers had that elementary training which you propose, it would lay a foundation for future improvement, which they might cultivate themselves?—Certainly.

6127. (*Lt.-Col. Chesney.*) Am I to understand you that in order to ensure the staff qualification you would recommend a good system of test examination instead of a competitive one?—Yes.

6128. You would have that a strict test examination?—Certainly; I would have it very severe.

6129. Does not it occur to you that in all probability the same men who were excluded by natural disqualifications from seeking to enter the Staff College, would also be to some extent excluded by the same reasons from going up for a strict test examination?

Col. F. C. A. Stephenson, C.B.

13 April 1869.

—Yes, they would to a certain extent; but at the same time I should make the ground of my qualification a more thorough knowledge of regimental duties, and I would graft the other matter upon it.

Staff College, and Staff appointments.

6130. You are aware that a strict regimental certificate is required for an officer going into the Staff College?—Yes, but the question is whether that certificate is strictly carried out.

Age of admission to the army.

6131. (*Sir C. Russell.*) Do you approve of an early age for entering the army?—I do, most decidedly.

6132. If you were given your choice between a man being permitted to enter the army as at present, and being educated in professional subjects after entering, and not being compelled to enter the service until the age of 20 or 23, which would you prefer?—I should prefer his entering young and learning his work afterwards.

6133. You were an adjutant?—Yes.

6134. You never found any want of respect between seniors and juniors from their associating, did you?—Not the least in the world.

Instruction of officers in the service.

6135. Do you see any objection to teaching a whole battalion the simple rudiments of throwing up field works?—No; on the contrary, I think that it is very necessary, but I do not think that they would require that instruction to be obtained at Chatham. I think that it might be done on many other occasions. I think that what the men have to learn is very simple in form, and that, provided the officers were more instructed in it, there would be no difficulty in the men learning it. I do not think that it is necessary that the expense and trouble should be undergone of sending a company say down to Chatham. It is very necessary for the officers, but I do not think that what you require of the men necessitates it.

6136. You would wish a battalion, as opportunity offered, to be instructed in the practical construction of field works?—Most decidedly; that is a great omission in our present system.

6137. A question has been raised with respect to the wear and tear of the clothes of the soldiers; how would you meet that?—I think that I should meet it by a plain working dress for the men. I would much sooner do that than give them pay for it; that ought to be looked upon as a part of their duty. I think that it is objectionable that whenever a company is ordered out to do a little extra work additional pay should be given.

6138. (*Lord E. Cecil.*) How long would you keep officers at such a War School as you have described?—I think four months; but of course one could not lay down the exact time.

6139. Of course you would limit the number of absentees from a regiment; you would not allow too many to be away at a time?—There would not be too many at a time, because by doing it in that way, by sending a man directly he has completed a year or fifteen months' service, you would never, I think, have more than one or two at a time from the same regiment.

6140. And in the event of a regiment being ordered on service the officers would rejoin?—Necessarily.

6141. (*Lt.-Col. Chesney.*) Can you inform the Commission at about what age sub-lieutenants in the navy generally pass their examination for a lieutenancy?—I should think at about 23 or 24.

6142. They cannot pass before they are 19. Are you aware that the greater part of the sub-lieutenants in the navy pass their examination for a lieutenancy very soon after the completion of their 19th year?—I am not aware of that.

The witness withdrew.

Col. V. Baker.

Brevet-Colonel Valentine Baker, 10th Hussars, examined.

Preparatory education for the army.

6143. (*Chairman.*) You are in command of the 10th Hussars?—I am.

6144. When you state, in answer to the questions sent to you by the Commission,* that you can suggest no alteration in the age for entering the army, does that imply that you would allow officers to enter the army as late as they are now permitted to do, if they shall have taken a degree at Oxford?—Exactly so.

6145. You think that a good deal of the instruction which is communicated to cadets at Sandhurst is unnecessary, though in other respects the education which they receive is very useful?—Yes. I think that the more distinctly military part of the education at Sandhurst, the drill and military details, would be better left until they joined their regiments.

6146. And you are of opinion that all officers should be educated in certain military subjects before they join the army?—Certainly.

6147. Would you be in favour of passing all the officers of the army through such an establishment as Sandhurst?—Yes, Sandhurst, or the Universities, but not for so long a time as they now remain at Sandhurst. I think that a shorter time would be sufficient.

Instruction of officers in the service.

6148. Two alternatives have been suggested to us by several witnesses, who are in favour of giving facilities to officers after they join the army, to perfect their education in subjects connected with military education. One of these alternatives is the addition to regiments of an officer of the grade of captain, as a military instructor; and the other is that of the establishment at the larger stations of military instructors, who should be empowered to form classes. Of those two alternatives you would prefer the military instructor being a permanent officer attached to the regiment?—Certainly. I do not think that the other system would answer at all.

6149. Why?—In the first place regiments are constantly detached, and they would then lose the advantage of the centralized military instructors. Again, officers do not like leaving their regiments for any purpose of that kind. If it were brought home to them I think that they would take advantage of it. I do not think that it can ever be carried out, except compulsorily, in our large military stations, and if made compulsory it would be objectionable in many ways, whereas in the regiment I think that officers would take advantage of it.

6150. According to a rough estimate what do you suppose would be the expense of the addition of these military instructors?—I think that an addition of about 100*l.* a year to the pay would be sufficient to induce men to qualify.

6151. The expense would of course be measured by the number of regiments?—Yes. I think that 100*l.* a year for each instructor would be sufficient.

6152. And you would appoint an instructor to each regiment?—I would. It is now found, when there are surveying classes at Aldershot, that the officers do not attend them in any numbers. They do not like leaving their regiments for many reasons. In the first place if they do so it throws the duties upon other officers.

6153. But you are in favour of the Staff College?—Certainly.

6154. A passage through the Staff College implies the very objection to which you have referred, namely, requiring an officer to leave his regimental duty?—Yes, but then he leaves with the special understanding that he is going to be employed upon the staff afterwards. The number of officers allowed to go on the staff is now limited to two in each regiment.

6155. Would you make this military education which would be communicated by these instructors obligatory or optional?—I would make it voluntary.

6156. Entirely voluntary?—Entirely voluntary, but I would have returns sent in every quarter of the number of lectures and the number of classes which

* See Appendix VII. B., p. lxxxv.

each officer had attended; therefore if officers failed to attend as they should, it would immediately come to the notice of the Brigadier-General commanding, and a few words said by the commanding officer of the regiment to the officers of his regiment would induce better attendance in future.

6157. Then in place of this you would not be at all disposed to enlarge the scope of the present examinations which an officer is required to pass?—No; I do not think that it would have the desired effect. I think that you want to give him a constant means and opportunity of improving himself.

6158. Would it not be an advantage that the Government should have a guarantee that the officers whom it employs should have acquired a certain amount of information and instruction in such very elementary and essential subjects as field fortification and field sketching, &c.?—Yes; I would have certain classes under the instructor, and the officers who attended those classes should be specified, and their acquirements should be specified in the return which I should propose every quarter.

6159. Under that system the only inducement which a young officer would have would be the chance of receiving some special appointment?—Not only that, but if he paid attention he would be known to have acquired a certain amount of military knowledge; it would become known to his superiors, and his advancement would consequently depend upon it.

6160. How could his advancement be made dependent upon it?—Because the good officers in the army are now very well known from the bad ones by the commanding officers, and by generals commanding a brigade, and consequently when an officer had to be employed for any special purpose, of course a good one would be selected instead of a bad one.

6161. Do you refer to a regimental appointment, or to a staff appointment?—I refer to a superior appointment.

6162. His appointment on the staff would be secured not by having attended these classes, but by having passed through the Staff College?—Yes, but still on service there are many appointments which could be filled up by men who had not passed the Staff College; and naturally men would be selected who were supposed to be well qualified, and who had distinguished themselves by their knowledge, and who were known to be good officers, and who had been instructed.

6163. Then am I to understand that you have a positive objection to the introduction into the present examinations of any subsidiary examination in such subjects as field fortification?—Certainly not; I think that the examinations for promotion would help, as an additional test, to prove whether the officers had taken advantage or not of the opportunities of instruction afforded to them by these military instructors. I think that you might then raise the standard of your military examinations for promotion.

6164. At present do these subjects form a part of these examinations?—Yes.

6165. Field fortification?—Yes.

6166. Is it not very trifling?—Yes.

6167. But you would not object to increasing that element?—Certainly not; when you give officers the means of instruction, I think that you might demand a higher class of knowledge from them upon examination.

6168. In the paper with which you have favoured us, you have laid a great stress, and a very proper stress, upon the absolute necessity of a staff officer in addition to his scientific acquirements being a man of active habits, and a good rider, and even possessed of an intuitive military genius. Can you suggest any method by which the presence of these qualifications could be ascertained?—At present, as you are aware, a certificate is given by the commanding officer, but I would make it as strict as possible, and I would also let officers qualify to a certain extent as staff officers even before they entered the Staff College, and certainly afterwards. There could be no difficulty after they entered it in their being employed at Aldershot as aides-de-camp, or in different capacities on the staff, and then their riding and their intuitive qualifications would be tested. I think that a certain number of marks might be given for their physical qualifications as staff officers. Many clever men make very bad staff officers, that is the great difficulty.

6169. It strikes me that it would be almost impossible to gauge by marks the possession of those particular qualities to which you have alluded, such as the intuitive military genius of an officer, and even his active habits and his skill as a rider?—If those officers were employed at Aldershot I think that the system might be carried out. For instance, supposing that 1,500 marks were allotted, then the general officers under whom they were employed might fix a standard, at which a certain number of marks might count in their final examination at the Staff College. It is a question of very great difficulty.

6170. You are strongly of opinion that the preliminary certificate which shall enable an officer to claim admission to the Staff College should be of a *bonâ fide* character?—Yes, it should be as stringent as possible.

6171. That is not the case now?—No. Very often men who make the best staff officers, and who are the most active in their habits, do not care to pass an examination; they do not like the drudgery of the Staff College.

Advantages of a University education for officers.

6172. (*Lord E. Cecil.*) I see, from the answers which you have sent in to the Commission, that you are very much in favour of University candidates for the army?—Certainly.

6173. At what age would you have officers enter the army?—I think that the earlier that they can enter the army the better, after the age of 18. I think that 18 would be about as good a standard as any, but the difficulty of a University examination is that it brings officers into the army comparatively late in life, which I consider a disadvantage. If the Universities would give a military degree to men wishing to enter the army, after a residence of a year and a half, or two years, at a college, they would then come into the army at 19, which would be a very great advantage; they would not be too old, and they would have had the University education.

6174. Are you in favour of giving commissions without purchase, like exhibitions, to be competed for at the Universities and public schools?—I think that might be carried out, but there would be difficulties. I would simply go into the preliminary education which an officer ought to have, and not a military education.

6175. Do you not think that such a system of exhibitions might encourage men to go to the Universities, supposing that they had an opportunity of obtaining commissions without purchase?—Yes; it would be simply a question of expense.

6176. The same thing would also apply to the other public schools of the country?—No doubt.

Instruction of officers in the service.

6177. You are in favour of entirely voluntary instruction for officers?—I am.

6178. And of a captain instructor?—Yes; a captain instructor to each regiment.

6179. Rather than of adopting the Prussian system of War Schools?—Certainly.

6180. How would you have that instruction conducted; would you have it under the superintendence of the commanding officer?—It should be conducted by means of lectures and classes.

6181. With one of the field officers of the regiment present?—I do not think that would be necessary.

6182. Would you permit officers who had taken pains with themselves to try for staff appointments direct without going through a Staff College?—I think that is a question. I think that they should pass some examination.

6183. I am supposing they would pass a test examination?—I would open the door to them; I would not exclude them entirely from staff appointments.

Col. V. Baker.

13 April 1869.

Staff College and Staff appointments.

6184. Is it your opinion that the system of the Staff College, as at present constituted, is open to objection?—I think so in this way, that many officers go there who are not at all qualified for staff appointments.

6185. They go for various reasons?—They go for various reasons. I do not mean to imply that the majority do so, but many do so.

6186. Would you increase the numbers of the Staff College, or would you diminish them?—I should feel inclined to diminish them. I think that you might open a door to men entering the Staff College if their qualifications for the staff could be distinctly proved in any way. I think that these military instructors would raise the whole tone of military education throughout the army, and then you might select men who were known to be thoroughly qualified for staff officers, and pass them through a minor examination, but not so extended a one as is, I believe, demanded at the Staff College. I think that many of the officers would do that who will not go through the present drudgery.

6187. Would you not be rather in favour of setting apart a certain number of staff appointments under these circumstances to be competed for by officers from regiments, leaving the remainder to the Staff College?—That would be an excellent system.

6188. I presume that as far as possible your desire would be to encourage a system of self-improvement among the officers of the army?—Certainly.

6189. You have said something with respect to marks being given for physical qualifications?—Yes.

6190. I presume that you mean marks for riding and gymnastics?—Not entirely. If an officer were attached to the staff at Aldershot and were attached to the different Generals of brigades, they would be able to judge after a certain time of his general qualifications as a staff officer; and supposing that 1,500 marks were allotted as the extreme to be obtained, they would be able to send in a return giving him 600 or 800, or 1,000 or 1,200 marks.

6191. According to his proficiency?—Yes.

6192. Do you mean that his proficiency should be purely physical?—No, not purely physical; but physical acquirements are desirable in a staff officer; for instance, it is a great qualification for a man to ride well, and to be able to make his way quickly over broken ground, and to carry his messages quickly and correctly.

6193. Have you any particular system by which you would test these physical acquirements?—The general opinion of the general officer.

Instruction of officers in the service.

6194. With regard to young officers before they were pronounced fit to undertake regimental duty, would you insist upon a certain amount of fortification or surveying, looking upon all those matters of instruction as a question of drill?—I think that young officers might attend the classes before they were dismissed, and that it might be so far compulsory. I think that young officers on joining should pass a certain number of classes and lectures before they were dismissed.

6195. (*Sir C. Russell.*) Am I to understand you that you would make the rudimentary principles of field fortification and sketching compulsory on the young officers upon entering the army, and would then leave the option to them, giving them at the same time the opportunity, of following up a higher branch of military study if they desired to do so?—Exactly so.

6196. And having considered this subject, as I know that you have very much, you think that that would be more easily done by means of a regimental instructor than by schools concentrated at any one of our military stations?—Yes; I hold a very strong opinion upon that point. I do not see that it could be carried out by central schools, and I think that it must be carried out by a regimental officer.

6197. You refer to education after joining the army?—I do. I think that it could only be done after joining the army.

6198. (*Lt.-Col. Chesney.*) Referring to what you have said as to giving marks for practical subjects, and to the objection which is often made against the Staff College that men have left it who have not been able to ride well, is there any real difficulty in having such a strict test, either before entering the Staff College or afterwards, as that it should be ascertained that a man was able to ride well?—I do not merely allude to men riding well,—men vary very much in their qualifications,—especially to make an aide-de-camp; one man who has a sort of natural talent, and who has never been instructed may make a very good aide-de-camp; and another man who has been highly instructed may make a very bad one.

Staff C

6199. Will you state to the Commission whether there is not a possibility of having such a strong practical test as regards riding that that objection should cease to exist?—I do not think that that alone would do it, although I think it very necessary. What is wanted is that those officers should be good staff officers, and with the natural talent which is so necessary in a staff officer. Of course, a man may be taught to be a military rider, and to ride fairly, but that is a very different thing from crossing a broken country well, and understanding how to get quickly across it; the one can be taught, but the other it is difficult or impossible to teach.

6200. Then would you recommend that before an officer takes up a staff appointment he should be actually and practically tested in his power of crossing a country?—I think so. I think that as regards those qualifications he should act as aide-de-camp for a certain time.

6201. There would be no great difficulty in doing that at Aldershot?—None whatever at Aldershot.

6202. (*Maj.-Gen. E. Wilmot.*) You say that some officers go into the Staff College who are not sufficiently qualified ever to become staff officers?—Yes.

6203. Do you think that there is anything in the certificate, which is required of a commanding officer, of such a character that it is impossible for a commanding officer to give it truly?—I think that the certificate is more or less slurred over; people read it as they like. I think that it should be more stringent.

Age o admiss the ar

6204. (*Lord de Ros.*) As to the age, particularly with regard to your own arm, namely, the cavalry, is it not difficult to form a cavalry officer after a certain age? I do not mean only as to his drill, but as to his acquaintance with stable and troop duty, the management of horses, the duties of billeting, and other very important duties of a cavalry officer on the march?—I should certainly prefer a young officer of about 18 or 19.

Instru officers service

6205. As regards regimental instructors, do you not think that there would be a very great difficulty in finding a captain who should take charge of a troop, and who should act as a troop officer, and in placing him over the others, as it were, in education?—I think not.

6206. Would you give him a troop?—That would be a question. In cavalry that would not be a difficulty now, as we have a squadron system, and I would allow a junior captain, and even a lieutenant, to qualify as an instructor.

6207. Supposing that in the field he proved a clumsy and bad squadron officer, must not that rather affect his position as an instructor in study; would it not be rather thrown in his teeth?—I think that it would be far better that he should not be a troop officer, but a special officer attached.

6208 Do you not think that, on service particularly, there would be a difficulty in providing for him, and his horses and servant, and all that sort of detail?—I think that his services might be made useful.

6209. Would you give him a troop on service?—No; I would make him assistant to the general staff. Such an officer would be often very useful.

6210. Would you take him away from the regiment?—No; not necessarily. If a general officer

required such an officer to draw plans, and so on, he would be very useful, or in the regiment he would be very useful if required.

6211. As regards lecturing, would you have a special room for the instructor?—I would have a special room.

6212. Would there not be great difficulty in always providing a special room?—I think not.

6213. Supposing that a board of field officers were selected at each garrison for purposes of instruction, do you not think that they would be more respected and looked up to than the regimental officer?—I think that they would not be always available.

6214. In the case of an officer rising from the ranks, would you put him under the instructor?—Yes; but you could not expect the same qualifications from him as from an ordinary officer.

6215. As regards the present promotion examinations, I understood you to say that in your opinion they cannot be carried out properly. Are you not aware that in some regiments they are very strictly carried out?—I think that that is the objection, namely, that in some regiments they are strictly carried out, but not in others.

6216. As regards your idea of a military examination at our universities, do you propose that what is now called the "Little go" should stand as a degree?—I think that the authorities of the Universities did agree to it, that is, at the end of six terms they would give a military degree.

6217. Do you not think that commanding officers on foreign stations sometimes give certificates to officers desiring to enter the Staff College rather with a view to get rid of a useless or troublesome officer than for merit; and are they not reluctant to part with their best officers for those purposes?—Certainly.

6218. As regards the riding, would it not be practicable to have it carried out at the Staff College in a more satisfactory manner, by having a riding inspection made every three or four months by a field officer from Aldershot, so as to make quite certain that the drill was carried on in conformity with the orders of the cavalry, and that a student might then be made a good military horseman?—I think so, as regards military riding.

6219. Do you not think that for the general purposes of staff surveying cross country riding is hardly required?—No; on the contrary, I think that a good bold horseman is very useful.

6220. Have you ever seen that practically proved on service?—I think so, often.

6221. Are you aware that the Duke of Wellington used to say that he had never in his life been out of a canter in the field?—That is very likely, but I do not think that he would have liked all his staff officers to say the same. At Solferino, although the French Emperor was within two or three miles of the Sardinians, he was upwards of two hours without any information whatever; it was a difficult country to cross, and numbers of staff officers were sent off with messages, but none of them arrived.

Age of admission to the army.

6222. (*Rev. Dr. Butler.*) I observe that you say in your printed answers that a university education is preferable as compared with the education given at Sandhurst, but that it has at present the disadvantage of bringing officers into the army at rather a late age. Will you state very briefly what you consider the disadvantages to be?—I think that if an officer enters the army at a late age his ideas are more formed, and that he is less amenable to discipline, and that he does not pick up his drill as quickly as young officers do.

Instruction of officers in the service.

6223. Passing to another point, you desire that officers should have the means of voluntary study after they join their regiment?—Yes.

6224. Have you considered whether it would be desirable to encourage that by any material advantages, as for example pecuniary advantages of any sort?—It would, I think, be very difficult to carry out such a system. I strongly believe that the officers would avail themselves of the means of instruction, from the very fact of its being known that they had attended a certain number of classes, and had attended lectures, and from the fact that their superior officers, and the Generals over them would know that they had neglected to attend if they had so neglected. I think that would be quite sufficient to induce them to avail themselves of the opportunity of instruction.

The witness withdrew.

Captain H. M. Hozier, 3rd Dragoon Guards, examined.

6225. (*Chairman.*)—At what age would you think it advisable that an officer should enter the army?—I think that at about 18 under the present system, if he is to learn his drill.

6226. Does any alternative suggest itself to you under the present system, in connexion with any alteration in the present arrangement?—I think that everybody ought to learn his drill before entering the army; I think that everybody ought to be taught the techincal elements of his profession at a military school.

6227. So that you would prefer the establishment of one large military school through which all officers of the line should pass?—Yes, I should prefer such a school, certainly.

6228. At what age would you think it desirable that the cadets should enter that school?—I think at about 16, so as to have two years there.

6229. Would you be inclined to encourage the introduction of instruction in technical subjects in the education of young men at school, previously to entering such an establishment?—I think that it would be a very good thing if the schools would teach technical subjects, but I do not think that they do.

6230. You would not be afraid of the general liberal education which is now given at a school being curtailed or interfered with?—No, I do not think so.

6231. After the young cadets had acquired the rudiments of a military technical education, and had entered the army, would you be disposed to continue that education still further?—I certainly think that they ought to have the chance of being allowed to continue it, but I think that it is very doubtful whether very many would avail themselves of it. When a boy enters the army he has got sick of teaching, and he wants to have his fling.

Instruction of officers in the service.

6232. But that period of effervesence lasts only for a short time, and eventually, I suppose, he feels an interest in his profession, and desires to have a knowledge of it?—I think not in the English army, because we do not desire to make our officers more than serjeant majors.

6233. Might not the introduction of some such facilities for instruction abate that evil?—I think that if prizes were given for it, and were open to men who distinguished themselves in that way, it would be a great improvement.

6234. What would you designate as prizes?—I think that if men were selected for promotion, and commands, and appointments, on account of knowing the higher part of their profession, it would do a great deal of good.

6235. Is not that in some degree secured by the Staff College?—Yes; but many of the best staff appointments are given to men who never pass through the Staff College at all. All the personal appointments, and the appointments of military secretaries or assistant military secretaries, which are the best appointments of any, are given to men who have never passed through the Staff College.

6236. What do you think would be the best method of giving these inducements?—I think that that is very difficult. I do not think that it is easy to find regimental or garrison instructors in sufficient num-

Capt. H. M. Hozier.

13 April 1869.

Instruction of officers in the service.

bers. Instructors might be found in garrisons to teach certain subjects, but it would be a very difficult thing to find men competent to teach all the parts of a military education.

6237. But if such appointments were going, and were constituted prizes, it might act as the very inducement which you desire?—It might, but as a general rule I do not think that men who care much for the higher parts of their profession would consent to become instructors; they would be much more inclined to learn themselves.

6238. Supposing that the professional instruction was in a certain sense elementary, and merely comprised such simple subjects as the rudiments of field fortification, and an elementary amount of permanent fortification, field sketching, &c., it would not require a very first-class man, would it, to administer instruction in such subjects as those?—No; but if it is only the rudiments I do not think that you will get the students, because it is the rudiments of any subject which are the hard and disagreeable part of the work, and I do not think that officers would be inclined to do it.

6239. For instance, I allude to instruction in such an operation as the defence of the head of a bridge, or the defence of a house; or instruction in such military operations as many an officer has felt the need of, when he has found himself in a difficult position, separated from the main body of the army, as was the case during the Indian Mutiny?—I think that all those things ought to be compulsory, and that they are as much a part of an officer's duty as his company drill is.

6240. You think that, using the word "elementary" in that sense, that instruction ought to be incorporated into the regular military course?—I think so.

6241. And that it ought to be rendered compulsory by every officer being required to pass an examination in it?—Yes; but to pass a real examination, and not the sort of examinations which officers pass at present.

6242. You think that the present examinations are not very effectual for their purpose?—I do not think that they are quite effectual.

6243. To what do you attribute that?—I think that our system is against it. Commanding officers do not superintend it; commanding officers only care to have their officers to know their regimental drill, and do not care to have them more highly educated.

6244. Could you suggest any machinery by which those examinations might become more real and effectual than they are at present?—I think that they would be so if there were some central examining board, but there the expense comes in.

6245. The expense to the country?—Yes; and when your army is quartered in all parts of the world, it is very difficult to bring your officers home to be examined by any central department.

6246. Various alternatives have been suggested to us. One is that an officer of the rank of captain, receiving additional pay, should be attached to every regiment; would you approve of that?—I think that it would be a very good thing, because it would allow those who knew something beforehand to keep up their knowledge.

6247. The moment that you render a knowledge of these subjects compulsory by an examination, of course you are bound to afford facilities for the acquisition of that knowledge?—Yes; you must provide machinery to teach it.

6248. Another suggestion which has been made to us is the constitution of schools of instruction at the various great stations. Which of the two systems would you prefer, or do you think that both might be employed?—I think that both might be employed, because there are many things, such as fortification, which could not be taught by a regimental instructor, but could be taught at a large school of instruction.

Military education in Prussia.

6249. You have, I believe, a very intimate acquaintance with the Prussian military system. Can you suggest any practices which prevail in Prussia with regard to the particular point which we are now considering which it might be advisable to introduce into the English system?—I do not know much about the Prussian military system in time of peace; it is only in war that I know anything about it.

6250. Has it struck you, from your observation of the character and conduct of the Prussian officers in time of war, that they are men who are better educated, and have a greater professional knowledge, even in the subordinate grades, than the officers of our own army in corresponding grades?—Yes; I certainly think so.

6251. In what respect are they superior? is it in the knowledge of drill?—No, I think not so much in the knowledge of drill, but they know their work practically. You could trust a captain of any company in the Prussian service to hold a position, and he would know what to do, and how to strengthen his position, and how to take advantage of natural obstacles. For instance, if he were occupying a farm-house, he would know how long to hold it, and when to retreat if it was absolutely necessary, in case he was likely to be cut off.

6252. A part of that knowledge, I suppose, belongs to the special branch of fortification, and the other part is the less definite branch of tactical skill?—Yes.

6253. Do you think that the Prussian officers are superior in tactical skill to our own officers?—Yes, very much so.

6254. Is that from the instruction which they have received in tactics?—I think that it is from the practical operation of the manœuvres in which they are taught the practical art of war.

6255. That has been so from the time of Frederick the Great?—Yes. A Prussian officer knows perfectly well the whole of the art of war, whereas an English officer may be for years and years in our service, and only see one regiment or one battalion.

6256. Have the Prussians any system like our Staff College?—Yes.

6257. Are all the Prussian staff officers passed through it?—Nearly all staff officers.

6258. Are aides-de-camp passed through it?—It is not absolutely necessary that they should be, though such is usually the case.

6259. Have you had any opportunity of knowing whether the Prussian officers of high rank look with favour upon that system?—Certainly.

6260. A Prussian general officer would not complain if his choice of an aide-de-camp was limited by that requirement?—A Prussian general officer would almost never take an aide-de-camp who had not passed through that college, because his aide-de-camp has to do real practical work.

6261. By that do you mean different work from that which is required by an English general of his aide-de-camp?—Yes; because an aide-de-camp in the Prussian service has more of the work of a Brigade Major to do.

6262. At what age do the officers enter the Prussian army?—About 18 or 19 upon the average.

6263. Before entering the army, is their education military?—About one-third of them pass through the cadet schools, the others serve as cadets in the ranks before receiving commissions.

6264. Is the military education given in a military college?—About one-third of them are previously educated at a military school, I believe, but those who do not pass through a military college have to pass through the ranks, and to pass through the War Schools examinations.

6265. Do you think that that has had a tendency to render them less men of the world, and nothing but soldiers?—I think that that may have something to do with it, but the reason why the Prussian officers are so purely men of one clique is, that the whole aristocracy of the country are soldiers. To be an officer, and to belong to the aristocracy, are only different terms for the same thing. No man who

is of noble birth in Prussia will ever embrace any other profession than the army.

6266. But persons who are not considered, in Prussia, as being technically of noble birth, do enter the army and obtain high rank in it?—Yes; but they are always either granted the privilege of being called "*Von*," or else they assume it.

6267. Do you think that Prussian officers, independently of their knowledge of purely military subjects, are better or worse instructed than English officers in what are called the subjects of liberal education?—I think that they are rather better instructed than the English officers; many of them have been at the Universities before coming into the army.

6268. Would you say that they possess a higher intellectual tone?—I think that their intellectual tone is narrowed, from almost universal association with one profession.

6269. You think that a young Prussian cadet, as compared with a young officer who has just left a public school in England, would be better instructed in the technical subjects of his profession; but in other respects might be less ready to adapt himself to any exigencies which might occur?—Yes; an English schoolboy would probably write a much better copy of Latin verses than a Prussian cadet, but Latin verses are not very much required in war.

6270. No; but when we talk of the qualifications of an English boy, I do not think that that is the one which principally occurs to one's mind?—From my own knowledge of a public school, I do not think that they even teach arithmetic properly.

6271. Almost all the commanding officers whom we have examined were agreed, in saying, that upon the whole they have found that a boy from a public school in England made as good an officer as they could desire, and even a better officer, or, at all events, quite as good an officer as a boy from Sandhurst. In saying that, they did not refer to his power of writing Latin verses, but they referred to the general manliness of his character, his practical readiness, and those qualities which, after a little discipline, would render him a good soldier?—I think that an English public schoolboy is a much better cricketer and much better player at football, and much more manly than a Prussian cadet; but I think that the commanding officers like a public school boy better than a cadet, because they only want a man to learn drill; they do not want a man to understand the higher parts of his profession.

6272. Would there not be difficulty in compelling our subaltern officers to acquire anything but a very slight knowledge of those parts of their profession?—To make all of them do so, I think, would be difficult, and it is not necessary that they all should do so, but there ought to be some doing so.

6273. (*Lord de Ros.*) You stated in a previous answer that in our regiments we, generally, only prepare our officers for serjeant-majors. Do you think that our troop and company officers are at all inferior to any foreign officers?—Yes; I think so, in the higher parts of their profession.

6274. Have you had an opportunities of comparing their efficiency on service?—Yes, I have served in two campaigns in the English army, and I have been present in two campaigns in foreign armies.

6275. Can you give any reasons why such inferiority exists, and any instance where it has been shown?—I think that the inferiority exists because our officers have not an opportunity of studying the higher parts of their profession.

6276. Have you ever heard it asserted by competent persons that our staff have shown inability in the field, in consequence of the want of instruction?—Yes, I have certainly heard that asserted.

6277. Do you consider that the commanding officers in the British army are at all disposed to discourage their officers from studying their profession?—Yes, I think so in the higher parts. They wish them to have a thorough knowledge of regimental drill, but they do not care for their knowing anything more.

6278. What would you suggest to be the course of the instruction of the regimental instructor, supposing one to be attached to each regiment?—I think that it depends a great deal upon what the men are likely to know when they come into the hands of the instructors.

6279. Do you suppose that an English aide-de-camp has not plenty to do on service? Are you aware that he is allowed two horses, and sometimes three, and that very often his work is so hard that he is exhausted after it and that his duties are by no means light?—Yes, but in foreign armies, officers are detached to perform those duties which are done by English aides-de-camp on service.

6280. Are they allowed two horses?—Yes.

6281. (*Lt.-Col. Chesney.*) I have observed that in certain Prussian theoretical instructions it is stated that skilful cavalry officers should be very much employed in reconnoitring for the advances of armies. Can you state whether that is so?—They detach cavalry officers reconoitre, but they sometimes have a staff officer with them.

6282. A staff officer superintending?—Yes, on important occasions.

6283. You saw that?—Yes.

6284. (*Sir C. Russell.*) Am I to understand that you think that it would be at any rate very difficult to carry on the instruction of officers after they had joined their regiments?—Yes; I think that it would be very difficult.

6285. To what extent do you think it difficult? For instance, you have stated that a Prussian officer, if called upon to defend a farmhouse, would not only know how to defend it, but would know when it was untenable?—Yes.

6286. Do you not think that such an amount of instruction as that implies could be very easily given in a regiment?—I think that practically it could not be given in a regiment, because, according to our present system, if you made it compulsory, it could not be enforced; and if you made it voluntary, young officers would not take the trouble to learn it. A young officer in our service has a great deal to do in the way of amusement; he has plenty of hunting and shooting and things of that kind to attend to, which are more amusing at the moment than instruction in military subjects.

6287. You have stated that the examinations as at present passed are very insufficient, but I think that you will admit that the practical part as regards the drill is not a sham?—The drill is certainly not a sham.

6288. Why could not you carry out a system of examination which should test the power of an officer in the rudimentary portions of field fortification as well as in his drill?—I think for the same reason that the examinations in the way of military law, and so on, are of no avail; and so I think that those things would be of no avail.

6289. Do you attribute the failure in the test by the present examination to the want of some one habituated person to conduct those examinations?—I think that that is one reason, and another reason is that I think that the whole tone of our system is rather opposed to proficiency in those subjects.

6290. Then you appear to look upon it as a very hopeless affair. I want to arrive at your scheme, by which you would improve the practical military education of the officers in the army?—I think that it can only be done before they join the army, and by making their commission the great prize for proficiency to which they can look forward.

6291. Are you opposed to military instruction after entering the army because you consider that it should be given before?—I think that it should be given before, but I think that the opportunity of military instruction should be afforded afterwards for those who like to avail themselves of it; there will no doubt be some who will do so, but not very many.

6292. That system of education which you would

Capt. H. M. Hozier.

13 April 1869.

Preliminary military education.

propose would be intended for the higher branches?—Yes.

6293. (*Lord Northbrook.*) You think that a military education should be given mainly before a young man enters the army?—Yes.

6294. Do you think that the military education which has been given at Sandhurst is sufficient and satisfactory?—No, I do not think that it is satisfactory; I think that it is capable of great improvement.

6295. We have been told in evidence, generally speaking, that it is only those who get their commissions without purchase who have acquired any sound military instruction at Sandhurst; do you concur in that view?—I believe that that is the case; that it is almost only those who try to get their commissions without purchase who have acquired such an instruction.

6296. Supposing that you had some college for educating officers before they entered the army, how would you ensure that they should get a sufficient amount of military instruction?—I would not let any one get his commision, unless he had passed a *bonâ fide* and thorough examination.

6297. Under such a system, do you suppose that you would have a sufficient number of candidates for admission into the army?—Not to supply the whole of the officers, but a large portion.

6298. Do you think that, even with respect to commissions by purchase, you would find a sufficient number who would be prepared to go through such an examination?—I think that some of them would. I think that if every boy who went to Sandhurst knew that he must pass a strict military examination, and that unless he did so he would be sent away, the system would work. I think that a boy at Sandhurst would be much more afraid of being sent home to face his parents or friends who had paid for a certain amount of his military education, if he was not allowed to go into the army at all.

6299. You think that under that system you could keep up the present education at Sandhurst?—Yes.

6300. And that in that way you would get a certain number of officers in the army with a sufficient military education?—Yes; I do not see that you want every officer in the army with a high military education.

6301. Besides that, you would insist upon every officer received into the army having such a knowledge of certain military subjects, field fortification, and the like, as would enable him to protect his men in case of accident?—Yes, I think that every man ought to know that.

6302. And according to your view, that knowledge is not possessed?—No, I think that it is not.

6303. And at present you think that there would be great difficulty in requiring an officer to pass an examination in those subjects?—Yes.

6304. Do you think that questions might be sent round, having a central board to look over the answers. Could you rely upon such a system?—One might do so, but I should think that an examination, in such cases as the defence of houses and so on, ought to be more practical.

6305. You therefore think that *vivâ voce* work would be better than paper work?—Yes, to take out a man, and ask him what he could do.

6306. (*Lord E. Cecil.*) Have you not said that you would be in favour of a large military school for the whole of the line?—Yes.

6307. Do you think that there would be any chance of instituting such a school in the present state of public feeling in England?—Yes, if it was the only road to a commission.

6308. Then I suppose that you anticipate the abolition of the purchase system?—If no one was allowed to go into the army except through a military school, I think that at the present time they would go through.

6309. From your observation, is it, or not, a fact that popular feeling in Prussia is very much against large military schools before entrance into the army?—I am not competent to give an answer to that question. From what I know, I should think that it was rather in favour of large military schools, but I am not competent to answer that question at all, because I have only heard what people have mentioned in ordinary conversation.

6310. You think that military subjects generally could be acquired before the age of 18 better than after?—Certainly; there is one thing which ought to be taught, namely, riding. I think that every officer ought to be able to ride, and that he ought to be taught that at his military school.

6311. I am now talking of the practical portions of military science, and also of the knowledge of regimental duty which is required from every officer. You think that all those things could be acquired before 18 better than after?—I think so.

6312. You said that there were very great difficulties with respect to the education of officers after entrance into the army. Do you not think it possible that every officer could be sent to a War School for a few months in the first year of his service, and that before promotion to a lieutenancy he could be required to pass in certain practical subjects, such as fortification and drill?—That would only be the State maintaining this officer at school, whereas if he went there of his own accord, his relations would maintain him.

6313. I am not speaking of the maintenance, but of the possibility of instruction?—It might be so, but I do not think that you would get many men to go into the army if they were to go immediately into a War School. When a man joins the army, I think that he is rather glad to get away from school.

6314. In fact, you think that the entrance of a man into a War School before entering the army would be preferable to his doing so afterwards?—Yes.

6315. (*Lord de Ros.*) Are you aware that in many regiments of the line there are very few officers who can afford to keep hunters, or who have a large income, and that amusements and field sports can but rarely hinder them, because they cannot afford them?—Those who cannot afford field sports find other kinds of amusement.

6316. Do you think that if to-morrow you called on any captain in camp at Aldershot to describe and show how a farm could be held, against attack, and how soon it would be untenable, you would not find the majority perfectly capable of showing how it could be done?—Certainly not the majority; but some, of course, would be able to do so.

6317. (*Lord E. Cecil.*) With regard to the Staff College, are you in favour of all officers passing through a Staff College before they obtain a staff appointment?—Yes.

6318. You would not allow any regimental officer to qualify at a central board of examination without passing through the discipline of a college?—I think that if he could pass the final examination of the college he might be qualified for an appointment.

6319. Do you not think that the Staff College, to a certain extent, acts rather badly upon the army in general, by inducing officers for various private reasons of their own to prefer going to the Staff College to doing their regimental duty?—In some cases there may be officers who go to the Staff College in preference to going to a bad station, but the reason of that is that you do not get the very best men into the Staff College, because you do not give them the best of the prizes.

6320. You think that if those prizes were given you would be certain of insuring all the really best qualified officers for the staff?—Yes, we should get the very best men, if all officers knew that they could not get appointments on the staff through the loophole of private influence, but must pass through the Staff College.

6321. May it not so happen that there are numbers

of officers who are quite fitted for the staff, as far as their practical acquirements are concerned, but who are utterly unable to pass a really high examination in military subjects?—No, I do not think so at all.

6322. You think that practical acquirements and intellectual power generally go together?—Yes, generally; and I think that the instruction at the Staff College ought to be so adapted as to teach the necessary duties of a staff officer.

6323. Under those circumstances, do you not think it likely that a senior wrangler at Cambridge would be a better staff officer than anybody else?—I should think that if a senior wrangler at Cambridge had learned the other part of his work, he would, *cæteris paribus*, make a better staff officer than anyone less highly educated.

6324. (*Rev. Dr. Butler.*) Would your idea of a military college be for all officers, or for a limited number of officers?—I think that all ought to go to a military college, if you could get them to do so.

6325. If you could make the encouragements sufficiently great?—Yes.

6326. Would you not apprehend great difficulty in getting all to be of sufficiently studious habits?—No, not if you made the inducement sufficient for them.

6327. Then you do not think that the necessity of having to pass through a military college would disincline many officers from doing so?—No; a boy of between 16 and 18 must be at school; and with military tastes he would certainly rather be at a military school than a civil one.

6328. (*Chairman.*) In Prussia do you think that a commission is a greater prize than in England?—Yes.

6329. If the preliminary discipline necessary for obtaining a commission was made very severe, might there not be difficulty in obtaining the requisite number of officers in this country from the classes from which they are now provided?—There might be, but I do not think that it would be so. I think that if a boy, who has a military tendency, wants to go into the army, he would rather go to a military school than any where else. He is there from 16 to 18, and there is plenty of machinery there to make him work, if it is put in motion.

Capt. H. M. Hozier.

13 April 1869.

Preliminary military education.

6330. If you pass all the officers of your army through a military school, you must limit your test examination to a considerably lower standard than would be the case if you merely offered the prize of a free commission to such young lads as were capable of proving themselves to possess superior attainments, and from whom, therefore, you could exact a higher standard of qualification?—You might exact a higher standard from the top men, and make the others pass a test examination, and send them away if they did not properly pass that test examination.

6331. You would get over the difficulty by having a minimum qualification?—Yes.

6332. And you would incorporate with it a competitive examination for the free commissions?—Yes.

Prussian military system.

6333. (*Maj.-Gen. E. Wilmot.*) I think that you attributed one cause of difference between the Prussian and the English staff officers to the Prussian camps being so different, and therefore the means of instruction being so different?—Yes.

6334. What possible instruction could you substitute in the nature of that which is so admirably given in the Prussian camp from its constitution; how could we get the experience in England which a Prussian officer has in those large camps?—I think that we ought to have camps for instruction and manœuvres, as the Prussians have.

6335. (*Chairman*). What is the size of their camps?—Sometimes they collect 200,000 men, but generally there are divisions of 30,000 men.

6336. I suppose that the small numbers of our standing army would prevent similar facilities being given?—Yes; but if we had regular troops, and the militia, and volunteers, all brigaded in their own district, it would, I think, obviate that difficulty.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 15th April 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, ESQ., M.P.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

VISCOUNT WALDEN examined.

Viscount Walden.

15 April 1869.

Instruction of officers in the service.

6337. (*Chairman.*) You have served in India, and you were also in the Crimean campaign?—Yes.

6338. Do you think that it would be desirable to afford to officers, after they have joined the army, facilities for acquiring the elements of technical instruction in subjects connected with their profession?—I certainly think so.

6339. Do you attach such importance to the acquisition of that instruction as to consider it to be desirable to render it in some degree compulsory?—I should render the knowledge of the subjects compulsory.

6340. That is to say, that you would be inclined to require every officer on rising from one grade to another to pass an examination in those subjects?—Yes; up to a certain rank.

6341. Up to what rank?—Up to the rank of captain.

6342. Would you have two examinations?—Yes, for the ranks of lieutenant and captain.

6343. To what subjects would you be inclined to confine that obligation?—I should confine it to all subjects which related to the particular profession to which the officer belonged; that is to say, an infantry officer would have to know different subjects from a cavalry officer. I think that an infantry officer should be better acquainted with field fortification than a cavalry officer, and on the other hand a cavalry officer should know more about horses and so on than an infantry officer. I should confine it to the profession to which the officer belonged.

6344. There are now, I believe, examinations, but they are connected with the drill and the interior economy?—I believe so.

6345. You would extend those examinations to such subjects as field fortification, field sketching, &c.?—I

Viscount Walden.

15 April 1869.

Instruction of officers in the service.

am not certain as to field sketching, that should be taught before the officer enters the army, but I think that they should include field fortification. In the first place, I think that field fortification in its widest sense should form one subject, that everything in the nature of out-post duties, and everything in fact connected with a campaign, another. A knowledge of permanent fortification sufficient to enable an officer to understand what is going on at a siege, in trenches, and so on ; and a certain acquaintance with siege ordnance and artillery, so as to enable him to work guns on occasions ; a knowledge of tactics should likewise be required.

6346. (*Lord de Ros.*) The working of guns is taught now, is it not?—I believe so, but I cannot say for certain what is taught at the present moment. I would include the elements of strategy, and military law, and of course the practice of courts-martial.

6347. (*Chairman.*) What machinery would you suggest for administering that instruction?—I think that the greater part of it might be obtained in the battalion to which the officer belonged.

6348. Would you appoint a military instructor to each battalion?—No ; that would hardly be necessary. An officer could acquire by study everything which is necessary connected with his purely military duties, and he could so acquire it in the battalion.

6349. But still I suppose that that would facilitate his acquisition of a knowledge of field fortification?—He would very likely find opportunities of learning that in garrison, where there are engineer officers quartered. I would have district instructors, but not battalion instructors.

6350. You would be inclined to organise your system of instruction at the great military stations rather than in a regiment?—Yes.

6351. Do you think that that would be unpopular in the army?—No, not if confined to an officer's military instruction ; but anything savouring of a schoolboy going back to school would be very unpopular. On the contrary, I think that what I have suggested would be popular.

6352. You have stated that you would not make attendance at lectures, for instance, or at the rooms of these instructors, compulsory?—I would make the knowledge compulsory, to be ascertained by examination.

6353. Your opinion would be considered by the Commission very valuable, not only as to the subjects taught, but more especially with reference to the application of such a system as you have indicated, to India. From your acquaintance with military life in India do you think that there would be any difficulty in extending to India the same system as you would be inclined to recommend for this country?—I think not. Generally speaking, the troops are more or less collected together in stations. It is many years since I left India, but I believe that since then the troops have been more concentrated, not so detached as they were in my time.

6354. And your notion would be that the station instructors should be taken from officers belonging to the scientific corps?—Yes, and from the staff and from regimental officers if holding certificates of qualification.

6355. In fact, wherever you could get them?—Yes ; and you could always get them at the stations.

Preliminary education at military colleges.

6356. At what age would you like to see officers coming into the army?—At 16. I think that it would be better if their military training was entirely commenced in the army ; they might be treated as cadets in the army for the first year, without the authority of officers, but as supernumeraries. I should like them to have the military training of a battalion as soon as possible.

6357. Then you would be very much opposed to the idea which has been advocated by some witnesses, namely, the establishment of a large military college through which all the officers of the army should be passed?—I should not object to that if you could maintain the proper discipline and authority which you have in military schools abroad.

6358. You have a large acquaintance with foreign countries where that system of military education principally prevails ; and from what you know, without presupposing a very intimate acquaintance with those institutions, are you inclined to think that they have a tendency to give a higher scientific tone to the officers of foreign armies than that which is possessed by our own officers?—I certainly think so, because they teach much we do not teach.

6359. At our last meeting we had the evidence of a witness who had had opportunities of observing the conduct and the character of Prussian officers, and he seemed very much impressed with that fact. He seemed to consider that a Prussian line officer knew more of his profession, or at all events of the more technical subjects of his profession, than an ordinary English officer ; would you be inclined to agree with that opinion?—Yes, I should say that he did.

6360. That of course is an advantage?—A great advantage. In Prussia it is a much more purely military life ; an officer is never out of his uniform ; he is always a soldier at every minute of the day.

6361. I suppose that as far as physical training is concerned, and what would be called practical military qualities as distinguished from technical instruction, our officers are perhaps superior to other officers?—Yes, I think so.

6362. In that respect a lad joining the army from a school would perhaps even physically be superior to a cadet from a foreign military college?—Yes ; but in the Prussian army they have more practice, every officer has practice in manœuvres and camps.

6363. To the facilities which are thus held out to an officer you would attach great importance?—A very great importance.

Ex for

6364. (*Lord Northbrook.*) Have you directed your attention to the way in which these examinations should be carried on, if they were instituted?—I should like to see the present system of regimental examinations altogether abolished, and district boards of examiners appointed, composed of the general of the district, and his staff, and anyone else it might be thought right to appoint, an engineer officer, and an artillery officer.

6365. How would you apply the system where regiments were detached?—Officers might go up to be examined to the head quarters of the district.

6366. Suppose a regiment to be ordered to the Mauritius, or to the Cape?—Even there a general officer, a staff officer, an engineer officer, or an artillery officer would be found.

6367. I presume that you would let an officer go up for examination at any time?—Yes ; say four times a year.

6368. He might qualify whenever he was fit?—Yes, and I should let the decision of the general be final, if in favour of the officer. But if against him, and if the officer complained, I would allow him an appeal to a higher tribunal if there was one, such as the Council of Military Education. I would send his papers to them, and would let them decide. In drill and the other practical parts of his profession the decision of the District Board should be final.

6369. That I presume would be a most essential part of the examination?—There might be questions in tactics and strategy, fortification, and artillery.

Ins offi scr

6370. (*Sir C. Russell.*) Always presuming that there is not to be a vast military college for the instruction of all the officers entering the army, I understood that you would be content to take the material which we now get, but that you would take it at an earlier age, and with military instruction immediately after joining?—Yes.

6371. I believe that at present most regiments are capable of instructing in musketry without the assistance of a detached military instructor?—I believe so.

6372. If the system which you propose were adopted in the army, do you not think that there

would very soon be sufficient officers in the army to teach young officers the practical part of their profession?—Yes; I have stated that in the answers which I have sent in to the questions which have been sent to me.

6373. I believe that you have had opportunities of seeing some of the staff officers who have passed a very high examination, and who were sent out to the Crimea as staff officers; did you see in any of those officers any incapacity to perform the staff duties?—I understand the question to refer to physical incapacity?

6374. Yes?—I certainly recollect one or two instances of it.

6375. For actual service in the field do you consider that they were efficient as staff officers?—Certainly not; I recollect one officer perfectly, because I remember that he could not take an order.

6376. In illustration of officers in the army not being taught even the rudiments of permanent fortification, do you remember any notable instance of a general officer who was sent very suddenly in the Crimea to command a division?—I do not recollect the case of a general officer; I recollect the case of a field officer who had great difficulty in finding his way about the trenches.

6377. And of course, being unable to find his own way, he had not the remotest idea where to put his men?—Just so. If I recollect rightly, an order was in consequence promulgated desiring officers to go for three days into the trenches, and to make themselves acquainted with their principles of construction.

6378. Which would have been unnecessary if they had been previously instructed?—Yes.

6379. Do you remember in the trenches a serious mistake in consequence of the officer not knowing anything of the ammunition supplied to guns?—Yes; I recollect a case of that sort. I recollect a working party commanded by an officer taking solid 68-pound shot to hollow-shot 8-inch guns, and I think that I could recollect other cases of the same sort.

6380. With regard to education, will you state to the Commission what you consider that a fair education should be for a young man entering the army?—I think that he ought to know one foreign language; French, I think, should be rendered absolutely necessary. I also think that he should know a certain amount of mathematics and a certain amount of Latin.

6381. (*Lt.-Col. Chesney.*) Referring to what you have said with regard to examinations, am I to understand that your opinion of the present system of regimental examinations is that they are unsatisfactory and are slurred over?—I think that there are several objections to them. I do not mean to say that there is any intention on the part of boards to slur over the examination in any way, but I think that the boards are not well constituted; one board may put very severe questions, and another board may put the reverse, so that there is not the same standard of examination.

6382. (*Maj.-Gen. Haythorne.*) Do you think that there would be any difficulty in carrying out in India a practical course of instruction in field works, military surveying, out-post duty, and such like, in consequence of the short period during the cold season which is available for drill, rifle practice, &c.?—It may be so at some of the hot stations, but as far as I know, most of the troops are being as much as possible taken out of the plains. Certainly in the north-west provinces they could do it. In the Madras Presidency there might be a difficulty.

6383. But in each presidency several stations exist where it might be carried out?—Yes, it can be carried out at Bangalore now; it is a much cooler spot.

6384. On the Bombay side could it be done?—I am not acquainted with the Bombay side, but as regards the great mass of troops in India in could be done; throughout the whole of the north-west provinces it could be done.

6385. (*Lord de Ros.*) As regards the difficulties which have been alluded to in India, do you not think them rather exceptional than otherwise, and that they would not interfere with any general principle?—Certainly.

6386. As regards languages, you speak of Latin as useful for the young officers; I suppose, because you consider that the study of the classics teaches you not only classical knowledge, but how to read and digest many other kinds of knowledge?—I think so. I should not require a very high proficiency, but certainly enough to read Cæsar.

6387. As regards the instruction of officers generally, do not you consider that the commanding officers of battalions are the proper instructors for everything, and do you see any reason why they should not be so?—I certainly consider that they ought to be.

6388. You are aware that the first person who introduced anything like field and outpost instruction in our service was Lord Frederick Fitzclarence, of the 7th Fusiliers. Do you see any reason why it should not be done now?—None whatever.

6389. Taking those commanding officers of regiments whom you personally know, would you not consider them to be as good officers as you could get?—Yes, under the present system.

6390. When you speak of instruction in strategy what is it exactly that you propose?—I should require every officer to have an acquaintance with strategical principles.

6391. Do you mean that he should also understand the service of the commissariat?—No. What I understand under the word "strategy" is different from what I understand by the word "tactics." I define tactics as what relates to the movement of troops in the presence of the enemy.

6392. As regards the discipline of the foreign schools, with which it appears that you are tolerably acquainted, is it not of a very harsh nature, such as would hardly be borne by young English gentlemen, and are there not several things connected with it, for instance duelling, and the absence of all religious instruction, which bear no analogy to our system?—Yes, there may be.

6393. If it is supposed that foreign officers have more theoretical knowledge, do you think that they have the same resource and the same power of endurance under hardship as a young English officer?—I certainly think so; I think that they undergo more hardship than our young officers.

6394. You do not allude to the hardships of service?—No; the hardships of service I presume would be the same in both cases. The French officers in the Crimea underwent the same hardships as our officers did. I do not mean to say that they did so voluntarily, but I think that they could not avoid it.

6395. You were a captain for about seven years?—Yes.

6396. Supposing that you had been in Ireland at the time of the Fenian disturbances, and that your commanding officer had desired you to take the command of 60 men and to occupy a bridge or a farmhouse in Ireland where an attack was expected, should you have felt incompetent to do so, or would you have undertaken it?—In my own case I should have undertaken it, but simply because I had been instructed in field fortification.

6397. Do you not think that there were other officers in the battalion besides yourself, who would have done so?—All those who had been instructed in the elementary principles of field fortification, but no others.

6398. (*Rev. W. C. Lake.*) You have not enumerated military history?—I do not think that I should require an officer to know more of military history than was necessary to illustrate strategical or tactical principles.

6399. But you would require a certain amount of military history from all officers?—Yes; before joining the army.

6400. Do you think that the advantage of boys joining the army young counterbalances any supposed or real disadvantages arising from their not being so

Viscount Walden.

15 April 1869.

well educated as at the age of 19?—I am presuming that the education of a young officer goes on after he has entered the service, but that it is purely military.

Instruction of officers in the service.

6401. How long would you continue the preliminary education immediately after entering the army?—Until he had passed out of his cadet state, and he should then be required to pass an examination for his lieutenancy or captaincy in purely military subjects.

6402. When you speak of his being in a cadet state, do you mean before he becomes an officer?—Yes.

6403. You have spoken of the standard of examination at present in the regiments as not being systematic; do you think that that leads to a general failure in the result?—Certainly.

6404. (*Lord de Ros.*) Supposing that you introduced the foreign system of cadets into the English army, would there not be a difficulty as to the men saluting and showing them proper respect, and so on, or would you have them from the first receive that respect?—I would. But I would not let such a cadet be an executive officer in any sense. In the Prussian army I think that they must notice him, because the privates salute the corporals even.

6405. Would you have him to belong to the officers' mess?—Yes, I would treat him in every way as an officer.

6406. (*Chairman.*) Even with regard to the cadet officers, supposing that they were to be attached to regiments, would you have it optional with them whether they were to take advantage of any instruction which might be provided or not?—No, I should not.

6407. You would make it compulsory?—I should make it very much the same as in the case of a midshipman.

6408. (*Lieut.-Col. Chesney.*) Is it your opinion that, in the present state of our infantry and cavalry, every commanding officer is qualified to teach field fortification, and such elementary technical subjects?—I do not think that they would be so well able to do so as they would be if there was a proper system.

Preliminary education at a military school.

6409. (*Chairman.*) You are of opinion that this military instruction ought to be given to officers after they join the army, but at the same time I think you have stated that you would be in favour of the establishment of a large military academy or college, through which all officers joining the army should be compelled to pass, provided that at such an establisment proper discipline could be maintained?—Yes.

6410. (*Lord E. Cecil.*) Then it would be a school, and not a college?—Yes, it would be a school.

6411. It would be for boys younger than 16?—Yes.

6412. (*Rev. W. C. Lake.*) Do you say that you would wish to see such a college established, or only that you would not object to it?—I should like to see it, but my fear is that it would not be established on good principles, from what we have seen.

6413. What do you think would be right principles on which to establish such a college?—In the first place I do not think that the military training of the boys would be sufficiently kept up.

6414. (*Lord E. Cecil.*) Would you have it a military school, with military organization and discipline, or a semi-civilian school?—I would have it a purely military school in every sense, with very severe discipline.

6415. (*Chairman.*) You would allow the cadets to pass out at 16.—Yes, they should then pass out into the army.

6416. At what age would you allow them to go into such an establishment?—At the same age as that at which a boy goes to Harrow, but I would not teach military details there. I do not think that it would be necessary.

6417. Might not such a plan have the effect of depriving a lad of what all would think desirable, namely, the elements of a liberal education; would it not render his instruction almost too military?—I fancy that at first starting the elements of both kinds of instruction are very similar, and that it is only the direction to which both are turned in after life which would make the difference in the one case and in the other.

6418. Would you have all the teachers officers?—Yes, or at all events connected with the army.

6419. You have said, in answer to a previous question, that European officers, as distinguished from English officers, are essentially military, and that they are actuated by a military spirit, and always live in their uniform, and that they are soldiers and nothing but soldiers. Do you think that an unmixed good?—I look to the ultimate object in view. I look to what would make the best fighting animal, and I think that every other consideration ought to be subordinate, so long as you have an army. I do not wish to bind myself to the details. I think that the primary object is to make as good a soldier as you can.

6420. (*Lord Northbrook.*) Supposing that cadets joined the army at 16, what would be the military instruction which you would expect to get from the school?—Elementary instruction in sketching and drawing, and other kindred subjects.

6421. And field fortification and so forth?—That is rather a matter of detail, but I would give elementary instruction in that subject also.

6422. What particular advantage do you expect to derive from this school as compared with boys coming into the army from Eton or Harrow?—You would obtain habits of strict discipline.

6423. That would be the main point?—Yes.

6424. (*Chairman.*) At all events, you would consider that Latin and foreign languages should be subjects of instruction?—Yes, and a certain amount of mathematics.

6425. (*Lord Northbrook.*) Do you think that at a military school the discipline would be sufficient to keep the boys from drunkenness or disorder?—Yes; it might be made so if the authorities were supported by the public.

6426. Drunkenness has existed at Sandhurst?—Yes, and for that reason I should object to such a public school. It prevails both at Woolwich and at Sandhurst.

His Lordship withdrew.

H.R.H. The Duke of Cambridge, K.G.

FIELD-MARSHAL HIS ROYAL HIGHNESS THE DUKE OF CAMBRIDGE, K.G., further examined.

Instruction of officers in the service.

6427. (*Chairman.*) Since we had the honour of receiving your Royal Highness on the last occasion, the Commission has been examining how far instruction in technical military subjects could be communicated to officers after they joined their regiments; and I believe that the evidence which we have received has been communicated to your Royal Highness?—Yes.

6428. From that evidence it appears to be the opinion of a great many very distinguished officers of the army that it would be advisable to facilitate the communication of such instruction, and I think that your Royal Highness intimated that that also was your opinion?—I did.

6429. A further question has arisen as to whether it might be desirable to annex to the present examination which officers are compelled to undergo in passing from one grade to another, an examination in technical subjects. Is your Royal Highness disposed to think that it would be desirable to do so?—I think that it would be desirable. I think that there is an abundance of opportunity for doing so under the Regulation which exists, if you only carry it a little further than it is carried at present. I think that there is no difficulty whatever in the matter. I of course assume that it is unnecessary to add anything to the examination of cornets or ensigns, because the Regulation lays down that they are to be examined

within a year of their appointment. I think that within a year of their appointment you can ask for nothing more than is laid down. Then we come to lieutenants, and there you would begin. Besides these professional subjects, which are of course essential, and which could be carried out better than they are now, there are the following two paragraphs. The first of those paragraphs is: "They must be acquainted "with the light infantry drill, duties of outposts, "patrols, escorts, advanced and rear guards." That leaves a very wide margin, but there is still more. "And they will be required to show that they have "a sufficient knowledge of field fortification and re- "connaisance." If you amplify that to any extent, I think that you have sufficient, and I presume that that also would be the feeling of the Commissioners. I think that by amplifying paragraph (*g*) under section 161 (which is the last paragraph that I have read) you will obtain everything which you desire.

6430. Another very important point has been the machinery by which these examinations are to be conducted; from the evidence which we have received it appears that there is not sufficient uniformity in those examinations, and that if they were to be amplified in the sense in which your Royal Highness has suggested, it would perhaps be necessary to constitute some independent and controlling authority which should superintend them. Will your Royal Highness favour us with your opinion as to the system which you would be inclined to recommend with that view?—It appears to me that you could do a good deal in this way. I daresay that you have observed that quite recently a great wish has been expressed that the troops should be employed in trades, and that they should do their own work in barracks, and so on. To carry that out systematically you must have a superintending officer. I see no reason why you should not combine the two. I do not see why you should not have in every regiment an officer qualified to give instruction to officers and to superintend the performance of the work of the men in barracks such as is now contemplated. I put that forward with this view. Of course you must look at the expense of the arrangement; no officer could be required to perform this duty without having a sufficient amount of remuneration for it. If you only had an officer to instruct the officers, I think that his time would only be half filled up. A scientific officer would be the best qualified for such a duty, and I think that you might combine the two objects in view in one person who might have an assistant—the musketry instructor might possibly be the assistant—and by combining the two duties I think you might unite them and make a good arrangement, that is, as regards the regimental instruction. As regards the mode of examination it is desirable that there should be some change in it. One set of officers examine very lightly and another set of officers examine very severely, you cannot control it, and they carry out the examinations according to their reading of them. After they have been carried out you cannot recall them, and if the officers answer the questions put to them you cannot expect them to be re-examined because the questions put are very easy. Therefore in large garrisons, such as Portsmouth, Dublin, and Cork, and so on, if you did what has been already done at Aldershot, namely, to have an officer for the purpose of instruction, and to associate with him two field officers of the garrison, the station instructor always being a member of the board, I do not see why you should not carry out these examinations on a much better principle than you now do. That is what I should suggest, and I think that it would answer very well.

6431. Three systems have been suggested to us by different witnesses:—one system which corresponds very much with what your Royal Highness has suggested, namely, the presence in each regiment of an officer with scientific attainments who should act as a military instructor; another, as a substitute for the foregoing, namely, the establishment at large military stations of military classes, and it has been suggested that in order to enable that system to work, it should be arranged that all officers who might desire to do so should at stated periods be passed through these station establishments. The third plan suggested has been a combination of the two, namely, the presence of a regimental military instructor, supplemented and assisted by the station instructors, the guarantee for the practical results of both those systems, whether taken separately or combined, being not a very severe or a very high examination, but an examination of an entirely honest and *bonâ fide* character, carried out pretty much under the system suggested by your Royal Highness, namely, by an independent authority. I would therefore ask your Royal Highness whether you see any objection to supplementing the military instructors whom you have indicated by station classes?—Not at all. That was my meaning when I gave my view of having instructors attached to large stations who should always be members of boards of examination. The fact of an officer being merely a member of a board of examination would not give him sufficient occupation. I meant to convey that he should have the instruction of an advanced class, such as at Aldershot. I think that that class should be a voluntary class. I think that it would be very objectionable to have anything like a forced study. I think that we should give every officer who wishes to study an opportunity of so doing, but that it would be very objectionable to enforce it upon everybody. In the case of many of our best officers I am sure that they would not have given themselves to study. Forcing a man of that sort to study would be to force him out of the army. You ought to give a man any information which he could derive in the service, but I think that it should not be compulsory. The only portion which I think should be compulsory is in the examination from one rank to another, but of course that would be up to the rank of captain.

H.R.H. The Duke of Cambridge, K.G.

15 April 1869.

Instruction of officers in the service.

6432. You think that the only element of compulsion in such a system should be that which is secured by an examination?—Just so. The promotion examination which is required professionally, because I see that all that is contained under paragraph (*g*) in section 161 is purely professional. I have heard it said that it is a great object that officers should learn languages. I am perfectly aware of that. I have had great opportunities of knowing languages, and I know the value of a knowledge of them, but I do not see how you could make the station officer an instructor of languages. I do not think that any Englishman could give a good and real instruction in French or German, or any other foreign language. I think that it could only be given by a person of the nationality, and I do not see that you could put that instruction upon a station officer, although I would wish that it could be done.

6433. Has your Royal Highness at all considered what would be the additional expense of these regimental instructors?—No; but in order to meet the financial difficulty it occurred to me that if you could combine in one officer the superintendence of the barrack work, and things of that sort, and also the carrying out this object, you would save a great deal of money, and then I should think that the expense would not be anything very considerable; there would be one such officer in each regiment, and if you availed yourself of the musketry instructor he might be an assistant to the other officer, and there would be no additional pay necessary. As it is, the musketry instructor is exempt from all duties. Then there would be another advantage, which would be a very great one. The Commissioners will recollect that I said that there is a great difficulty with regard to the Staff College, because we have no opening for the employment of officers who pass through the Staff College. In my opinion they would be the most qualified for these appointments; there would be then an opening to induce men to go to the Staff College, and you would therefore increase the advantages to be derived and the desire to go to

H.R.H. The Duke of Cambridge, K.G.

15 April 1869.

Staff College.

the Staff College; and in that way you would diffuse through the army a great deal more information than it possesses now, because by holding out inducements to men to get better appointments you would get men to work for them, but without inducement you cannot get men to work for them.

6434. With regard to the Staff College, is your Royal Highness satisfied with the working of it?—I am satisfied with it as far as it goes, at the same time I am quite convinced that many officers who have not passed through the Staff College would make most excellent staff officers, but they are now virtually excluded, and that has always appeared to me to be a great disadvantage. There is a clause in the Regulations which says, that any officer who has shown a great capacity for staff employment in the field shall be considered. Colonel Greaves who is now on the Staff never passed through the Staff College, and he was very highly recommended by Sir Duncan Cameron and others, but there is always a difficulty in selecting an officer on such grounds. The officers who have passed the Staff College think that they have a grievance if you select an officer in this way instead of them, and insinuations are made that favour and affection have been shown, whereas that has not been the case. I think that if the Commission felt that this mode of selection was a correct one, and gave expression to that view, it would as a matter of opinion be a very valuable one.

6435. With reference to the Staff College, it has been brought to our notice in pretty strong terms that the preliminary certificate which an officer is compelled to present, which vouches for his possession of certain physical and military qualities, is a document which cannot always be depended upon. That would seem to be a very great defect in the operation of the system; would your Royal Highness suggest any means of obviating it?—I think that the present system is not a good one in that respect, it depends entirely upon the care and consideration given by the commanding officers. A commanding officer may say that an officer whom he wishes to get rid of, but against whom he has nothing to say, is qualified for the Staff College; but I do not know in what way we are to obviate that difficulty, because the commanding officer can only report from his personal knowledge. With all the confidential reports which we receive, I do not think that we can depend upon them alone, and we must rely upon the good faith of the commanding officer who makes the report. I do not wish to be personal, but I believe that there are instances of officers having gone to the Staff College who might as well not have gone, although they may have turned out fairly enough in their examination.

Instruction of officers in the service.

6436. (*Lord E. Cecil.*) There has been some idea in the evidence which we have taken that the examination in fortification and reconnaissance, as laid down in the Queen's Regulation, is not quite so strict as it should be in the army. Is it your Royal Highness's opinion that that might be improved?—I think so most decidedly. I think that it has not been sufficiently carried out, and one of the reasons is that the examination is conducted by three officers who are selected indiscriminately, and it may be that those officers are not very well versed in the subject themselves, and if so, of course the result of such an examination is very superficial.

6437. Could you give us any suggestion as to the officers of whom the examining board should consist?—If it is thought right that there should be officers at all the large stations, who are independent officers, and who are to be appointed for the express purpose of conducting the education of officers, I think that the best plan would be that those officers should always be made members of these boards, with two officers of the garrison to carry out those examinations. If you made the station instructors members of these boards, always working upon the same principle, there could be no deviation from that principle, and the same principle must be carried out whether at home or abroad, or whether in Ireland or even in India. If you had these station or garrison boards, I would have the officers at out-stations brought in for examination. At Aldershot there is always a facility for forming boards. The same thing should be done in districts, for instance, Winchester and Portland, and those stations, might come into the Portsmouth district. Again, if you took Plymouth and Bristol, they would come into the Plymouth district. In Ireland it would be just as easy. At Dublin or Cork, or the Curragh or Limerick, there would be central stations in the same way.

6438. How would your Royal Highness meet the difficulty of regiments being stationed at the Mauritius, or the West Indian Islands?—Of course there would there be considerable difficulty, and you must leave it very much to accident, and to those who happened to be there; but I think that if you established these principles in large stations there would be no difficulty in sending out to the smaller ones directions from the Horse Guards, of the style of question which should be put, and selecting a certain number of questions, so that there should always be a sufficiency of questions put, in order to show whether or not the officers under examination were qualified in the various subjects which might be put before them.

6439. There has been some doubt in the minds of the Commission as to the means and appliances which would be required by every regimental instructor for the purpose of perfecting an officer's education in the matter of reconnaissance and of field fortification; does your Royal Highness think that there is any method by which the use of those means and appliances could be secured in each regiment, so as to enable the instructor to have the benefit of such appliances for the purpose of educating young officers?—If you had workshops for the education of the men you would have implements which might be established at every station for that object; and the implements employed for work by the men might be made available for the officers. Therefore the only instruments which you would require would be the scientific instruments which do not come under the definition of working instruments for the men, and those of course would be a matter of expenditure. In my opinion, all those things should be made stationary, and should not be moved about with the regiments. They would become like barrack furniture, and they would remain there; and if there was no regiment there they would remain in store until another regiment came. I do not think that there would be any difficulty about it. The only real expense would be in the scientific instruments required for surveying purposes, which would not be required for the ordinary labour of the men of the regiment.

6440. You do not anticipate any very great expenditure on these heads, supposing regiments to be detached far away from any central station?—Those instruments must be bought in order to make them available, but beyond that there would be no expenditure.

6441. Your Royal Highness has said that it is rather a matter to be deplored that there are many officers of the army whom there is some difficulty in employing in consequence of their not having passed through the Staff College. Would you be in favour of an officer passing an examination in his regiment without going through the Staff College?—You might take the examinations originally laid down. Examinations have been laid down for military secretaries, aides-de-camp, &c., and of course by adapting those examinations to the appointment for which the officer was to be selected, you could have those examinations just the same, without passing through the Staff College medium; but the examination would be very different from that of an officer who had passed the Staff College, because the latter is very scientific, whereas the examination of other officers would not be scientific, at least not to the same extent.

6442. The machinery which you have suggested would, in your opinion, be sufficient for the examination of those officers, and you would not have a central

board in London or elsewhere?—I do not think that you could have a central board considering the number of officers to be examined, and I think that it would very largely add to the expense. You could not bring an officer up to London without paying his expenses. If the officers go to stations in their immediate neighbourhood, they could come in the morning and return again in the evening.

6443. I am supposing of course that written papers would be sent out by the central board of examination to the various commanding officers, and that with a regimental board it would be possible under those circumstances to examine officers regimentally?—Of course you could do it to a great extent. The Council of Education might do it, or it could be done from the Horse Guards, who would send those papers to the regiments, and then the regimental examinations might come back to us, as they come to us now after those examinations are completed. They are forwarded by the commanding officer of the regiment through the officer commanding the district, and they are all looked over at the Horse Guards, and remarks are made upon them if necessary. It is difficult to deal with these examinations too severely at head quarters, because the replies depend mainly upon the questions which have been put by the board; and if you sent back those examinations as not being sufficiently stringent, you would be throwing great difficulties in the way of the board, who put questions to the best of their ability.

6444. One of the principal subjects which in our instructions we are called upon to consider is the possibility of the amalgamation of the two colleges of Woolwich and Sandhurst. Has your Royal Highness any views upon that point?—I think that it would be very unfortunate. I think that it would be the worst thing which could be done, because the requirements of Woolwich and of the Ordnance Corps are so essentially scientific that an attempt to combine these things would be an unfortunate thing for the army.

6445. Is that simply because one college is scientific and the other is not so?—I think that the objects are so entirely distinct that what would be required for the one college would not be required by the other. I think that the separate objects in view would be entirely done away with if all the officers in the army were required to be examined upon subjects which are essential for the Artillery and the Engineers. I think that the Artillery and the Engineers require such special knowledge that it would be a waste of time to oblige every officer to be examined upon those points.

6446. You do not think that the one college at Addiscombe worked well in the East India Company's service?—I do not say that it did not work well, but I think that very few of the officers at Addiscombe were for the line, and that the great majority were for the Artillery and the Engineers. Addiscombe was before my time, and Addiscombe was so entirely Indian that we had nothing to do with it, and I only know incidentally how the duties were there carried on.

6447. I believe that your Royal Highness is in favour of a large military college for the whole of the cavalry and infantry of the line?—Yes.

6448. You think that the military education and discipline given at a college would be an advantage to the army?—Yes, an enormous advantage.

6449. You do not think that there would be any disadvantage as respects the absence of what is called a liberal education?—I should like a college to be formed which would take in the young men who now go from Eton, Harrow, and Rugby for other purposes to the university. I should like to see a military university. I would not deduct one day from the education of the young gentlemen who are instructed at those public schools, but after passing those public schools I should like to see them go through a university for the military profession, in the same way as young men go through the universities for the learned professions, such as the law or the church. I want a college to be formed in the shape of a military university, through which these officers would have to pass before entering the army, because I think that it is of the greatest value for young men early to get military ideas and views, and that they should have no interregnum between their school period and their period of entering the army. They cannot do so at other public establishments, which I think is a great drawback. I would wish to see the young men go direct from one of these public schools to a college, and then into the army; and in the college I contemplate they ought to be thoroughly instructed so as to be able to take their place in the army on coming into it. I know that that is not the idea of many commanding officers of regiments. I think that if the system which I have indicated were adopted, those officers would on joining their regiments give a very good tone to them, although I do not say that the tone at present in regiments is not most excellent.

H.R.H. The Duke of Cambridge, K.G.

15 April 1869.

General Military College for the line.

6450. Then you think that there should be a college for young gentlemen, say of the age of 17, numbering about 600 or 700?—Yes.

6451. Would you establish the same discipline as at the universities, or would you have that discipline more rigid?—I would have it more rigid than the discipline at the civilian universities. I think that a great deal of latitude is given in the civilian universities which is beyond what there ought to be in a military university, particularly as to being kept under more discipline within the establishment itself.

6452. We have had a great deal of evidence upon the organization of a military college. Has your Royal Highness any plan as to the organization of such a college, with regard to its professors and officers?—I have no further plan. I should amplify and improve the system as it now exists. I believe that if it was extended, and was put in certain respects on a sounder footing, as I have no doubt could be done, the organization as it now exists would be a very fair basis to work upon; and when you extended it you of course would require to have more officers of the establishment, because more would be necessary to do the work; but I do not know that any large quantity would be required, because there is a considerable number of professors, and I think their work could be increased without any particular strain upon them; and if so, I think that you might increase the College largely without any great increase of expenditure.

Sandhurst.

6453. (*Lord Northbrook.*) With respect to your Royal Highness's proposal of a college, through which all candidates for commissions should pass before entering the army, what suggestions would your Royal Highness make in order to secure that the discipline and the tone of the college should be sound, and that the knowledge which the cadets had when they passed out should be sufficient, bearing in mind that the evidence which we have received as to Sandhurst is unfavourable to the knowledge and the tone, excepting as regards those who pass out first? The difficulty which we have is how a guarantee could be found that such a college, if it was started, would differ essentially from Sandhurst in those respects?—I know what has been going on at Sandhurst, and although I admit that there were times when there was a good deal to find fault with, I believe that of late there has been very little to find fault with at Sandhurst. Every irregularity which the Sandhurst cadets commit is laid hold of and exaggerated. I have no doubt that if you were to go critically into the little failings of other colleges, you would find that they were quite as great, if not going beyond what goes on at Sandhurst; because it is supposed that a man in a red coat is public property and everybody marks what he does. Therefore I very much question whether on comparing Sandhurst with any other educational establishment, you would find that Sandhurst was so inferior in tone and in other respects to what the other colleges would be found to be. At the same time, supposing that it were so, I do not see any reason why a college of the sort I contemplate should not have the same high tone and high feeling as exists in any of the great universities,

H.R.H. The Duke of Cambridge, K.G.

15 April 1869.

Sandhurst.

or in any of the public schools of the country. It entirely depends upon the manner in which it is managed. If the governor and lieutenantgovernor were men of character and experience, and with a practical knowledge of the world, I imagine that there would be no more difficulty in managing an establishment of that kind by officers of the army than in the case of any other institutions of the country.

6454. It has been put before us that a great deal of idleness is created, which is prejudicial to the tone of the whole place, by a man who knows that he can get his commission by purchase ; and there is not much doubt that half the men who come out of Sandhurst know little more than they did when they went in ?—If you increased Sandhurst you would make every man go there. At Sandhurst at present you have a large number of young men of very small means who cannot get so good an education elsewhere, and who are looking forward to the prospect of commissions without purchase. Those are perhaps the most difficult element we have to deal with. If you were to increase the high tone of such a college by having young men from the great public schools, you would introduce a tone which you could not acquire without it. The present mode of obtaining direct commissions prevents men from going to Sandhurst, and hence the want of the public school element in the college, upon which I consider so much depends. If there is anything lower in the tone of Sandhurst than there ought to be, I believe that that is at the bottom of it ; and I believe that if you obliged all persons going into the army to pass through the college the tone would improve beyond what can be conceived.

6455. Do you believe that for all cadets passing out of Sandhurst the examination could be raised for the commissions by purchase ? From the evidence which we have received it appears that the standard of examination for commissions by purchase is so low that there is no inducement for men to work ?—You might raise the technical qualifications, but not the scientific ones. As regards the technical portion, if you made a great military university of it you could raise the technical portion to any extent, so as to give a man the necessary qualifications to pass such an examination.

6456. In order that such a plan should be carried out you would oblige all the officers who entered the army to pass through such an institution; you would not allow direct commissions to go on at the same time ?—Just so ; I would abolish direct commissions. Most young men who do not care about getting commissions without purchase naturally go to the direct commissions; they need not go to any special college, they pass out of any school which they happen to be at, and if they pass the qualifying examination they enter the army at once. Most of those in the higher walks of life go up for a direct commission, and therefore you have the children of many men of small means, and who have had very little opportunity of education, go to Sandhurst, which is the reason of the lower tone at Sandhurst. But if you made all officers pass through Sandhurst, I think that you would have no more trouble than you would have probably at Oxford or at Cambridge, or at any large university. At the same time I do not wish to raise the entrance examination into Sandhurst, because I want a youth to go from school to Sandhurst, and not to pass through any crammer or any private institution. There would be then no interregnum, and no opportunity of acquiring bad habits or bad ideas; a lad would be sent direct from one of the great public schools with all the feelings and impulses of a public school, and all its advantages, and would then acquire all the scientific acquirements which he ought to obtain at the College.

Instruction of officers in the service.

6457. With respect to the knowledge of field fortification and so on, I understand your Royal Highness to say that in your opinion attendance upon the lectures in those subjects should be entirely voluntary ?—Yes.

6458. Supposing that officers were attached to regiments as instructors, do you think that the attendance upon the classes of those instructors should also be voluntary ?—I think that it should be voluntary. I think that you should be very strict with regard to the examination for promotion, and that a strict rule should be laid down that if officers did not pass they should be passed over for promotion, and that a man should not be allowed to go up again for a year or so.

6459. Upon the question of field fortification and the defence of out-posts, and such like, in your Royal Highness's opinion, is instruction in those subjects essential ?—Yes.

6460. If so would there be anything wrong in principle in insisting that an officer shall obtain that knowledge ?—I think that he ought to have all that knowledge before he enters the army, and that it should not be necessary to teach him anything afterwards, except just to refresh his memory ; therefore I do not think that there is any object in making it obligatory, but at the same time I think that if an officer, on going up for his examination with a view to promotion,wanted his memory to be refreshed, there should be an opportunity given to him of joining the class for a very short time, together with the other officers of a regiment who were going through a voluntary course under an instructing officer. I think that it would be very beneficial for an officer to enter a class in order to pass the examination, but I think that it should be left optional to him to do so or not.

6461. At present many officers of the army are entirely ignorant in that respect ?—Yes ; a large proportion of those who go up for direct commissions do not know anything upon these subjects, and must acquire a knowledge of them, and I think that these would go to the officer instructor of the regiment rather than to anybody else, but I would leave it with the individual officer. I think that self-interest would induce them to do so.

6462. I wish to ascertain from your Royal Highness the precise objection to making this part of the education of an officer, which seems to be an essential part, obligatory upon him ?—You do make it obligatory in one sense ; unless he acquires this education he cannot pass for his promotion ; but I would let him acquire the knowledge as he thought fit, the chances are very much in favour of his going to the officer instructor, but I would not have any compulsion. I should leave it to his own good sense, he knowing very well that the consequences of his not being able to pass would be to stop his promotion.

6463. Does your Royal Highness say so upon the ground of its being unpopular ?—I think that it would be extremely distasteful. I think that you must lay down the acquirements which are demanded of an officer, and if he obtains those acquirements I think that you should leave him to obtain them as he thinks fit. My opinion is that if you make it obligatory it will be a subject which officers will not like, whereas, if it is left to them, they knowing that they must pass, I think that they will obtain the information with satisfaction to themselves and to the public interest.

6464. Supposing that the new system of examination for promotions was carried on, would your Royal Highness recommend that there should be any appeal, or that it should be final ?—I think that it should be final, but that the authorities should regulate the mode of conducting the examinations, and that if they considered that in any district these were not going on as they ought, they should find fault with them and check them, just as they would in the case of any other branch of the duties of an officer. For instance, take the musketry instructor, if he does not do his duty we remove him and appoint another, and we find out his defects by looking over his returns. If it was found that from Portsmouth the station returns were not so good as from Plymouth, the authorities would direct attention to the subject, and

would say that improvement must take place. If an officer once passes, I do not think that you can reverse the decision. An officer passes as respects the questions which are put to him, and if there is any fault it is the fault of the board, and not the fault of the individual.

6465. If an officer was rejected would you give him an appeal?—I would let any officer make any statement which he wished to make, as is the case now, and if he made out his case there is no doubt that the authorities ought to deal with it.

6466. (*Sir C. Russell.*) I understand your Royal Highness to prefer making the after instruction to the officers when they join the army regimental instead of detaching them either to a garrison or to any other place?—I should myself prefer station or garrison instruction, though in some respects it might act rather unfairly upon some regiments, scattered as our army is. If you had station instructors I have no doubt that they would be better men; and no doubt it would be less expensive, but as the army is situated it may be necessary to some extent to admit the regimental principle.

6467. From your Royal Highness's long experience do not you think that the officers would object to being detached for so long a time?—Yes, I think they might.

6468. And would not a commanding officer object very much to it?—Yes; and it adds to their expense, and to the public expense; they must pay more, and it naturally adds to the public expenditure. Therefore if you carry on what is required at an officer's head quarters it has certain advantages.

6469. There is one point which has been raised before us with respect to working clothes. Would there be any difficulty in carrying out the same principle with regard to clothes as your Royal Highness has suggested with respect to tools? Might there not be slop clothes for the working men?—There would be no difficulty in that, that is now the case at Shoeburyness.

6470. With regard to the staff, is it not the case that officers have suddenly been discovered upon practical trial to be first rate staff officers, of whom it was not suspected before?—Yes, constantly; and that is where I think that the present system works hardly to a certain extent; because situated as our army is, where the army is often put into difficult situations a man shows himself to be an able man, and yet we have considerable difficulty in giving him employment as a staff officer, because he has not passed the Staff College.

6471. (*Lt.-Col. Chesney.*) Referring to the board which your Royal Highness has suggested, I have before me a letter which states "In India most officers "join the service profoundly ignorant of their pro- "fession; and on active service out-posts and pickets "are surprised because officers do not know their duty." Could such a board be extended to India?—I apprehend that there would be no difficulty in that respect.

6472. A great deal has been said with regard to men going for their ease to the Staff College. Has your Royal Highness heard of any officers breaking down in their health under the hard work at the Staff College?—Yes, several officers have broken down under it. I did not mean to say that they did not do hard work, but still I am under the impression that it is not every officer who goes to the Staff College for the purpose of hard work.

6473. (*Mr. Parker.*) Both in the evidence which we have had and in the discussions of the Commission, there has been a certain conflict between a professional and a liberal education. I understand that your Royal Highness thinks it important to combine the two?—Most important.

6474. And for a liberal education your Royal Highness would rely very much upon the ordinary public schools of the country?—Most certainly; and for professional education, I would like to see that acquired at Sandhurst to the fullest extent that could be given at such a college.

6475. You would prefer to see the professional education given at one large college or university?—I should.

6476. The question turns very much upon the age at which a boy should come from Eton or Harrow to such a military university. If he came at the age of 16, as has been proposed, he would have to leave before he received the chief benefit of one of those public schools. If, on the contrary, he came at the age of 17½ or 18, he would have received a much fuller education there. Does your Royal Highness think that he might be received in such a university at the later age?—I do not see any objection to it. If you left the college as it is now, it would take in the lads at a younger age, who did not come from the public schools; but if it were looked upon as a general military university into which young men should pass direct from the great public schools, then I see no reason why a young lad should not join at 17, because he would still pass into the army at 19. If we are to continue as at present, I should prefer the age of 16, because the lads now going there do not generally come from public schools. I might add another reason to what I have just stated: The young men who remain longest at public schools are probably those who have been most assiduous in their studies. That very fact is an advantage to them when they go to Sandhurst. They will have obtained a great deal of scientific education at a public school which they will not require to get at Sandhurst, and therefore they will have to apply their minds to the mere practical part of an officer's duty, rather than to the scientific part, and I think that that would facilitate matters. Under those circumstances, I think that a youth could pass through the college much quicker than a youth who had not had the same advantages before. I would not oblige a youth to be there for two years. I would let a youth pass through the college as soon as he could if he came up to the attainments, and I think that those who worked hard, and showed a knowledge of scientific acquirements before they got there, could pass through much quicker than those who were not so well prepared.

6477. A sixth form boy at Eton would know that he could pass rapidly through such a college?—Yes; that is the meaning which I intend to convey.

6478. That perhaps would be as near an approach as we could get in England to the Prussian system?—Yes; and since I was here on the last occasion I have seen a very valuable book, and I think that what is stated in it fully bears out what I stated before, namely, that in Prussia there is not one of the young men who does not pass through a military college of some sort before he becomes an officer of the army. I said that I thought that they all had to pass through some military college in Prussia, and I think that what I then stated is borne out by what I have myself since seen in that book. So that with our English views and feelings we should obtain the same description of education for our young men, as far as we could, as is now required of the officers in the Prussian army.

6479. In that way we should have in our army a certain number of officers who had received the highest liberal education given at public schools?—Yes, which I think is a very valuable thing, and of which nobody has a higher opinion than I have.

Instruction of officers in the service.

6480. (*Sir D. Cameron.*) If the system of station instructors was adopted does your Royal Highness think that without serious inconvenience to the service it would be possible to detach officers for four, five, or six months to go through such a course of instruction?—I think that there is always an inconvenience in detaching officers. I am very much afraid that at those places there would be a great tendency to make officers study subjects which they otherwise would not contemplate.

6481. I refer to a course of instruction in professional subjects which would be necessary to pass an examination for an officer's promotion?—I think that officers commanding regiments would very much ob-

H.R.H. The Duke of Cambridge, K.G.

15 April 1869.

Instruction of officers in the service.

ject to officers being taken away from them for a long time. Our service is so dispersed that if any officers were to be absent from duty for a long time it would, I think, be a great inconvenience.

6482. (*Maj.-Gen. Haythorne.*) It is felt by some people that a regimental instructor would be unpalatable to commanding officers, do you think that that would be the case?—I think that it would require some little time to get the new system established, but I do not think that that would be the case when the system was established. I think that the good sense of the officers would enable them to accommodate themselves to the new state of things, so that I do not apprehend any difficulty of that sort. We have an instance of it as regards the musketry instructors.

6483. (*Lord de Ros.*) Does not your Royal Highness think that in many cases the commanding officer of a regiment and his field officers would say, "We "do not want these instructors, but we will do it "ourselves;" and do you not think that most of our commanding officers ought to be able to instruct officers in reconnaissance and other field duties?—A man must devote some time to it. There is no reason why a major should not do it, but I think that the commanding officer of a regiment would have his time too much occupied for it. If one of the majors was to be told off for that duty it would be a very good thing, but you would have a larger field for selection if you took the instructors from the captains.

6484. Your Royal Highness was in the cavalry when Sir Hussey Vivian was inspector of cavalry?—It was before my time, but I knew his system.

6485. And your Royal Highness no doubt recollects that he never by any chance inspected a regiment without calling upon several of the officers to give proof of being instructed in field duties as well as movements?—I have always understood so.

6486. Do you not think that that might be made an imperative matter at all inspections of regiments?—Yes, and so it is to a great extent at present.

6487. You think that a young English gentleman should remain at Eton from the age of 12 or 13 to 14 or 15?—I think that he should remain as long as it was considered good for him to do so, certainly up to 16; and then I would give a latitude, and would say that if a man did not care much about being at a public school, and wished to enter the service early, he could come to the college at 16; but that a man under other circumstances should be allowed to remain at school and to pass into this college at a later period, up to 18, arrangements being made to pass him through the college more rapidly.

6488. As regards the absence of officers from their regiments, when they are at great stations like Portsmouth and Aldershot, and those sort of places, there would be no necessity for their being absent from their regiments to obtain proper instruction in field duties?—Not at all.

6489. In the case of isolated regiments it has been suggested that it would be desirable to send an assessor to join the regimental board, and to assist them in the same way as the judge-advocate does at a court-martial. What is your Royal Highness's opinion upon that point?—The station instructors might go round periodically, and they might form a board. As far as possible we always prevent any officer of the regiment being on the board, because there is a certain amount of feeling on the subject; and I think that it is better not to have an officer of the regiment on the board when the young men are examined, and therefore I prefer their going before a station board.

Staff College.

6490. I think that there seldom elapse three months without its being stated as a grievance in some newspaper that the officers who have passed the Staff College have not been properly rewarded?—Yes.

6491. Does not it strike your Royal Highness that they have no claim whatever, but that they are rather under an obligation to the public, for what has been done for them?—No doubt of it. The officers thought at first that a staff appointment must be found for them, but I stated to them, as I always do, "You must go "back to your regiment and show that you do not "shrink from regimental duty, and you will have a "much better claim to staff employment than if you "had not done so." They seem to think that having passed through the Staff College they have a claim for immediate staff employment, which is unreasonable. I have no doubt, at the same time, that they go through a good deal of anxiety and fatigue in passing the high examination which is required.

6492. Your Royal Highness spoke of officers who had not passed through the Staff College being virtually excluded, but has not that rule been broken through? I believe that some of your Royal Highness's staff are officers who have not passed through the Staff College?—It has not been very largely broken through, because those who have passed through the Staff College have been in the subordinate ranks. When these officers get to the rank of field officer of course we shall have much more difficulty than we have now in selecting officers who have not passed through the Staff College.

Sandh

6493. (*Rev. W. C. Lake.*) A good deal of your Royal Highness's evidence has been to the effect that what drawbacks have existed at Sandhurst have arisen from the admixture of idle cadets with other cadets, would it not be almost impossible to hold out commissions without purchase to the whole of the 500 cadets?—Yes, and the whole system of the college must be altered if the system which I contemplate was carried out. Almost every man who goes there at present goes there in order to get a commission without purchase, and when he finds that he cannot get it he falls off; but the moment it became the rule that every person must attain professional acquirements, without which he would not be permitted to pass into the army, if you made those professional acquirements real, I do not think that you would run any risk of the idleness which now exists. You must, however, alter the system to some extent, because no doubt for those who pass through without obtaining the premium of a commission without purchase, the examination is very slight, and some pass through less well than one could wish.

6494. Supposing that you found, with your present prizes of commissions without purchase, that say 400 cadets did not look forward to that reward, would you not increase the number of those who would not look forward to that reward?—Not if you made the professional part of the examination at Sandhurst more stringent than it is now. I think that the professional part of the examination at Sandhurst is rather too low, but that the scientific part of the examination is quite sufficient. I think that everybody should attain the professional acquirements, but I do not think that everybody need attain the high scientific acquirements.

6495. Supposing that we had 500 commissions which we could give to 500 cadets at Sandhurst, do you think that it would work badly?—No doubt it would not work badly; but that is a financial subject, with which I cannot deal.

6496. (*Chairman.*) Would not the strict professional examination which your Royal Highness contemplates, coupled with what is necessary for a commission, have a tendency to diminish the number of applicants for commissions?—I think not; I do not see any reason for it, because you give all that instruction at the college, and I think that it could not be obtained anywhere better; and therefore, as I say, that is why I wish to have a college, because I think that the idea of having special classes at the public schools would fail, whereas if you had a military college I think that it would be very satisfactory; and I see no reason why anybody should not pass an examination showing that he possessed the qualifications necessary for an officer.

6497. Independently of the primary advantage which in your Royal Highness's opinion would result from these military instructors being attached to regiments, you would by that means increase the number

of secondary prizes in the army, and as of course you would insist upon very high qualifications in those officers who were competing for such situations, you would secure in every regiment the presence of a number of scientific and well educated officers?—Certainly; and if you diffuse the prizes no doubt you will make more men strive for them; and I apprehend that the qualification for such appointments will be very much what it is at the Staff College. I suppose that an officer passing out of the Staff College would be very capable of taking one of those appointments. Of course out of that number you can secure any number of staff officers that you choose.

6498. (*Lord de Ros.*) Would it not be advisable to prevent the payment at Sandhurst being too low, and to avoid the education at Sandhurst becoming cheap?—If you adopted the college which I contemplate, I think that you ought to make the payment such as would meet the means of the ordinary class of society in England; but I think that Sandhurst is such a great advantage to the poor class of officers, as at present constituted, that I should not like to see it interfered with in that respect.

6499. The poorer class might be on some such footing as the Queen's scholars at Westminster, or the collegers at Winchester?—Yes.

6500. (*Rev. W. C. Lake.*) From your knowledge of English society and the somewat different feeling as regards the army and army education in England compared with what it is abroad, does not your Royal Highness think that there would be an objection to raising so large a college for the army as one with 500 young men?—I know that the objection was made, but it was chiefly made by the universities, because they thought that a man from the university could not enter the service. There is no reason why some regulation should not be made to overcome that objection. There is another point, which is a point of very great importance, which I think might be considered in connexion with this college—and I am very glad that it suggests itself to me to mention it—namely, that the young men at Addiscombe were allowed to count their time as commissioned officers from the period when they entered at Addiscombe. I think that it would be a very great check upon these youths if that system were extended to Sandhurst. You could deprive a young man of this advantage, either entirely or in part, if he behaved badly; and I think that it would be a very valuable thing if a man's time as a commissioned officer counted from the time when he entered the college.

H.R.H. The Duke of Cambridge, K.G.

15 April 1869.

Sandhurst.

6501. (*Chairman.*) What would your Royal Highness do with Queen's cadets who are now entitled to a commission?—They would be like the foundationers.

6502. Do not they obtain their commissions without an examination?—No; they must pass a qualifying examination; but they are allowed to compete.

6503. Do you see any objection to their being educated elsewhere?—If you had merely one college they would be in that college the same as anybody else.

6504. But as it is merely in the form of a bounty there would be no objection to it?—Do you mean without their going into the army at all?

6505. Yes?—There would be no objection to that, but if they had to go into the army they must pass this college the same as the rest.

His Royal Highness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 20th April 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
REV. DR. BUTLER.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

MAJOR-GENERAL J. L. A. SIMMONS, C.B., Royal Engineers, examined.

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869

Royal Military Academy Woolwich.

General results.

6506. (*Chairman.*) You were formerly Director of the Royal Engineer Establishment at Chatham?—Yes.

6507. And of course during your professional career you must have had ample opportunities of forming an opinion as to the general character of the Royal Military Academy at Woolwich?—Yes.

6508. Would you favour the Commission with whatever opinions you may have formed with regard to that establishment, with respect to its efficiency, its internal economy, and its general character?—In the year 1846 I was instructor in fortification at the Academy for a short period, about six months, but since that time I have had no opportunity whatever of judging of the interior economy and management of the establishment within itself. I have only been able to judge of it from the results which it has produced in the young officers of Engineers who have passed under my command. During the last nine years I have had under my command I should think about 150 or 160 young officers who had not long left the academy, and for the last three years a great number have come direct from the Academy to the Royal Engineer Establishment at Chatham under my command, and, judging from the results which have been produced in those young men, I think that the system is a thoroughly good one. The education which has been received by those young men has been calculated to fit them for officers of Engineers, and in other respects they are gentlemen, and all that I could desire. I say this with confidence, in consequence of the position I have filled for the last three years, during which I have had no complaints to make of the officers, with one unfortunate exception; but I think that the exception tends to prove the rule, that the results are decidedly good.

6509. During those three years of which you speak, how many officers passed under your inspection?—About 140, or perhaps more. At one time alone I had about 80 at the establishment who had just left the Academy and still held temporary rank under a state of tuition to fit them for the duties of the corps of Royal Engineers.

6510. Your favourable opinion extends not only to their intellectual and professional acquirements, but to their moral character and their general tone?—Quite so. With reference to that, I may say that I have been a very late convert to the system of open competition for admission to the Academy; my experience from having these young men under my control has been decidedly favourable to open competition, when guarded, as it is at the Academy, by the very high standard of education.

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869.

Royal Military Academy, Woolwich.

6511. When you say "guarded by the very high "standard of education" do you mean when the test examination is placed at a very high level, or do you mean by the subsequent examination?—I mean when the test examination is placed at a very high level; this to a certain extent renders unnecessary what was formerly considered necessary, namely, the principle of nomination.

6512. What was your misgiving as to this principle of open competition?—I was afraid that we should not get into the corps of Engineers the high class of gentlemen whom we used to get formerly; but my objections have been entirely removed by the results I have seen of the system as at present worked, and I have attributed it to the high test which is required of a candidate upon admission into the Academy. It is also no doubt due, in some measure, to the great acquirements required of the cadets afterwards, which by keeping them hard at work prevent them from running riot in irregularities.

6513. The Academy therefore, in your opinion, turns out young men who are fitted in every way to enter the scientific branches of their profession?—Quite so.

6514. Is the working of the institution at present so satisfactory that it would not occur to you that it is capable of improvement?—It is palpable that some slight improvements might be made in the details of the education, but I have nothing to suggest of a serious or radical nature. Of course there may be some minor details requiring change.

6515. Does the high standard of the entrance examination necessitate a course of preparation at "crammers"?—I had occasion about 12 months ago to make inquiries for a friend who asked me in what way he should have his son prepared for the Academy; not having given the subject much thought previously I inquired from some of the young officers as to what they considered the best way of acquiring the necessary education to fit them for cadets, and the result of it was that I recommended my friend to keep his boy at a public school, warning the head-master of what the object in view was in his education; I did not know anything myself of that public school at the time, but my recommendation was merely from what I heard from the young men. The school to which I allude is Cheltenham College.

Royal Engineer Establishment, Chatham.

6516. You were for a considerable time Director of the Royal Engineer Establishment at Chatham?—For three years.

6517. Will you favour the Commission with a slight sketch of the nature of that establishment?—The establishment at Chatham combines in itself two functions; first and foremost it is the headquarters of the corps of Royal Engineers; and, secondly, it is a school of engineering for the instruction both of officers and men in the duties of the particular branch of the army to which they belong. As the headquarters of the corps, all recruits, both officers and men, on joining it are sent there for instruction, there being a stated course of instruction and certain limits of time within which the various studies should be completed. The time allowed for the proper training of a recruit soldier is four months to obtain his drill and instruction as a soldier, and after that about 13 months to give him the necessary instruction to convert him into a sapper. A young officer during the time that he is at the establishment has to acquire a knowledge of his military duties, and before leaving he has to pass the examination which is required by the Queen's Regulations for all officers in the junior ranks of the army before they can be promoted to be lieutenants. That examination is held by a garrison board appointed by the general commanding the district, the board being composed of officers who do not belong to the corps to which the officer under examination himself belongs. In addition to that which comprises the military part of the education of the officers, they have to go through courses of study, —comprising construction, which includes buildings of various characters, such as permanent fortifications, bridges, barracks, and hospitals, and the principles of the supply of water, and of drainage, and various other things; there is then a course of surveying, including astronomical observations, the measurement of a base, and all that is necessary for conducting a trigonometrical survey, filling it in with the utmost detail. In addition to these they have to go through a course of field works, which includes a great portion of the practical duties of officers of the Royal Engineers in the field, such as pontooning, mining, and works incidental to the attack of a fortress, the making of bridges with spars, and with any rough materials which are likely to be obtained in the field, and various other subjects of like nature. They have also to go through a short course of telegraphy, including a knowledge of electricity, and its application to the firing of mines, both on land and for submarine purposes, such as submarine defences and torpedoes, which are now occupying a great deal of attention at that establishment. They have also to go through an instruction in army signalling by other means than by the electric telegraph; field sketching, and military reconnaissance are included in the course of surveying, being an application in a less scientific way of the principles in which the officers are instructed in the survey course.

Course of instruction.

Appendix, p. ciii.

6518. (*Lord de Ros.*) Are languages included in the instruction?—Languages are not taught there.

6519. (*Sir D. Cameron.*) Is chemistry taught there?—No, at least only to a slight extent. The young officers also attend courses of lectures by eminent civilians or officers, or any persons in fact who can be got to give lectures on subjects of high interest to them in their profession.

6520. (*Chairman.*) How long does that course last?—That course lasts altogether 22 working months, exclusive of leave.

6521. And it is immediately consecutive upon their passing out of the Royal Military Academy?—Yes; that is to say, after they have had a short recess, which is about equal to the ordinary vacation of the Academy.

6522. It is in fact a continuation of their education after they become officers of Her Majesty's army?—Yes, and during that time they only hold temporary commissions; they are only gazetted to permanent commissions after the completion of that course.

6523. (*Lord de Ros.*) Does the time count in the army?—Yes; the commissions are ante-dated.

6524. (*Chairman.*) How many young officers have you at a time?—I have had as many as 80; the number fluctuates considerably, because it depends upon the wants of the corps. I left about six months ago, but at the present moment I believe that there are a great many more, because there has been a great demand for officers in India; calls have been made upon the Academy during the last two terms to supply those demands, and consequently the number at the establishment has increased, and will probably increase, or remain at its present amount, until that demand for India has been supplied; afterwards it will depend upon the requirements of the service whether that number will not diminish.

6525. Can you state what is the average number of engineer commissions issued?—I was on a committee appointed by the Secretary of State for War in 1865, before becoming director of that establishment, to report upon it and upon its constitution, and whatever might be necessary for the improvement of its efficiency; and at that time our estimate was that the establishment should provide for the instruction of about 50 young officers, as we then thought that the course would take two and a half years, about 20 per annum being the number necessary to keep up the corps to its full strength. The corps has been very much enlarged of late years, in consequence of the absorption of the Indian army into the Queen's army.

6526. How is discipline maintained among the Di- young officers?—Discipline is maintained by the rules of the service, and by the officers who are

placed over them in the same way as throughout the whole army.

6527. As I understand, there is not a regimental organization within the precincts of this establishment?—There is a military organization not absolutely in accordance with the regimental organization of infantry regiments, but it is in accordance with the rules of the service. The manner in which these officers are dealt with is that the officers are told off to each course of instruction, and whilst they are at that course of instruction they attend to nothing else; they are told off to it as a duty, and are expected to do that duty, and what is more they do it without trouble and without difficulty.

6528. In order to convey a good idea to the minds of the unlearned, I will ask you whether this establishment partakes more of the character of a military school than of a regiment?—It is a school of engineering.

6529. I refer to the mode in which discipline is maintained?—It would be entirely as a regiment as regards discipline.

6530. (*Lord de Ros.*) There is no sort of punishment?—There is no sort of punishment whatever.

6531. (*Chairman.*) Are there separate rooms?—Each officer has his separate room, the same as in the rest of the army.

6532. Do they mess together?—Yes. In addition to the young officers under instruction, there are occasionally senior officers, who come there to freshen themselves up in their knowledge; and also occasionally officers from other branches of the service have come to the establishment to go through a course of field works and military engineering. There was a proposition before I left, which I believe is now being carried out, of sending there a considerable number of officers and soldiers from other corps for instruction in one particular duty which has been lately adopted into the service, namely, a system of signalling and telegraphy such as was found very useful in Abyssinia, having been applied there by some officers and men who had been instructed at Chatham.

6533. How long does the course last for officers of that description?—About two months.

6534. Are officers entitled to receive leave who wish to come to this establishment?—There has never been any difficulty thrown in their way. I have had several officers of marines there. All that is necessary is that they apply through their own commanding officers to the Horse Guards for permission, when the Commander-in-Chief would, I have no doubt, grant it to them. There has been no difficulty that I am aware of, but, on the contrary, every application, so far as I know, has been at once acceded to.

6535. Commanding officers have raised no objection to parting with their officers for this limited period?—It has not been carried to any very great extent; only occasional officers have come there; when they have come it has been with the full sanction of their commanding officers.

6536. Why did those officers go there, rather than to the Staff College?—Perhaps they were not admissible to the Staff College; it might have been that the full *quantum* of officers from their particular regiments were already in the Staff College; or perhaps they were not qualified for the Staff College. They might have come there with the idea of taking up particular branches of study without going into the higher branches of mathematics, for instance, and without studying other subjects which are required at the Staff College.

6537. Does an officer who has passed these studies at the Royal Engineer Establishment become entitled to any advantage further than what accident may afford him?—No.

6538. What is the instructing staff at the establishment?—The instructing staff is all under the director, who is the head of the establishment. He is assisted by a brigade major who carries on the correspondence for him and examines reports and has charge of all the details of his office.

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869.

Royal Engineer Establishment, Chatham.

6539. (*Lord de Ros.*) What is the amount of leave during the year at Chatham?—Two months long leave are allowed during the course; in addition to that there is other leave. In order to encourage them in their studies I adopted the system of allowing every officer to have as much short leave as he could obtain by economizing his time, or, in other words, by working hard at any particular study, so as to finish his course within the time allotted for it; I found this a very strong stimulus to work, and that it also assisted me very much in maintaining discipline. I think that it is impossible for there to be a higher order of discipline in an establishment of that sort than there was at Chatham. I never had any complaint of any serious nature to make of any young man, except on the occasion to which I have alluded.

Staff.

6540. (*Chairman.*) What is the exact composition of the instructing staff at the establishment?—There are five chief instructors, including the superintendent of military discipline, and each of them has an assistant, so that there are five instructors and five assistants, including the superintendent of military discipline, who carries on the military duties both with officers and men. I should say that not only are the instructors necessary for the officers, but that the men under instruction are far more numerous than the officers; in addition to the officer instructors there are 14 serjeant instructors who are of the rank of staff serjeants, and whose duties are specially to take charge of squads of men under instruction.

6541. How many men had you?—My morning state generally showed about 1,200. The number varied very much, but I should think that on the average from 500 to 600 out of those 1,200 were always under instruction. The numbers have gone up to 1,800, but the average was about 1,200, they were seldom much under 1,200; and of that number there were about 600 under instruction.

6542. In what were the others employed?—There were 600 recruits, I should have said, under instruction. In addition to those there was a company or two frequently going through a shorter course of instruction and being freshened up in the knowledge which they formerly acquired as recruits. What has been tried to be followed out (although the exigencies of the service have sometimes prevented it) has been to send a company on arrival from foreign service to Chatham to go through a short course of instruction, and also previously to going on foreign service. The numbers which I have given include all ranks.

6543. You have stated that the entire course amounted to 22 months, exclusive of leave?—Yes, for officers.

6544. Inclusive of leave, how much would it amount to?—24 months.

Examinations.

6545. After the course is completed, how do you test the efficiency of the students?—They are examined by the officers who superintend their instruction, and who give them a certain number of written questions, which are of the nature of test questions. Those examinations have not been so good as I should have liked. I wished to see what remained imprinted on the officers' minds rather than that they should get up and cram themselves for the examination; and in consequence I had those examinations held before each young officer left the establishment, and after he had completed all his courses; and I found as the result that although the young officers possessed very good ideas the examinations were not so satisfactory as I should have liked; taking, for example, the subject of surveying, which they generally go through on first joining, and have not therefore had under their review probably for a twelvemonth, the examination was not so brilliant or so satisfactory as desirable, although it evinced an amount of knowledge which, with the assistance of the notes they take away with them, would enable them to perform their duties as officers in a proper manner.

6546. I suppose that no one would like to face any

Maj.-Gen. J. L. A Simmons, C.B.

20 April 1869.

Royal Engineer Establishment, Chatham.

examination without a certain amount of preliminary preparation?—As it had no practical effect upon them as regards their position in the corps, and as they neither rose nor fell from the result of the examination, the object of it was rather for the satisfaction of my own mind, as on their leaving the establishment I was required by the Commander-in-Chief to report to him on the qualifications of each officer, and the manner in which he had gone through his course, and also to state whether he possessed any special qualifications, so that they might be availed of.

6547. Were the affiliated officers from line regiments subjected to a similar examination?—Yes, but not quite so hard an examination.

6548. Did the examination imply the reception of a certificate?—No, no certificates are given to the officers.

6549. Did you report on them to any authority?—Yes, I reported upon them to the Horse Guards on their leaving; this report would remain as a sort of voucher for what the officer had done.

Instruction of line officers.

6550. Do you think that it would be possible so to enlarge this establishment as that a greater proportion of the officers of the army should pass through it?—I think that it might be attended with great advantage if a few selected officers from regiments were sent there for study in the practical parts of the course, but I do not think that it would be advisable to send young officers of other corps there, because I apprehend that such a proceeding would throw great difficulties in the way of discipline. A few officers selected from other corps might be managed because they would be selected for their qualifications, but I think that to attempt to send a large number of officers there promiscuously from other corps would be fatal to discipline and to the proper carrying on of the duties of the establishment. The greater portion of the course of study there is not adapted for officers of other regiments, because the greater part of them have not been prepared for it by the higher education at Woolwich. For instance, take the course of construction, it involves high mathematical attainments to solve questions of an intricate nature in mechanics, and it requires a very superior education to enable a man to enter upon those questions, and as the greater part of the officers going there from other corps would only be occupied in the practical part, I think there would be a great objection as regards discipline to send any except a few selected officers. One of the great means of maintaining discipline is to keep the young officers fully occupied, and I fear that the presence of a few men who did not work hard, and who had not the same objects in view, would tend to inconvenience an establishment of that sort very seriously.

6551. I suppose that you would consider it an advantage if even the officers of line regiments were admitted to instruction in some of the more elementary subjects which are taught at that establishment, such as field fortification?—The studies may be divided into practical and theoretical. I think that it would be attended with very great advantage if all the officers of the army went through the practical course, by that I mean field-works, such as mining, pontooning, and the throwing up of redoubts, or field works, and making rough bridges and so on; I think that would be attended with great advantage to any officer in the service.

6552. Although such a plan might not readily be grafted upon the system which now exists, without the disadvantage to which you have alluded being incurred, would it not be possible so to modify the organization of this establishment as to render it susceptible of expansion in the direction to which I have alluded?—I think that a better plan for the instruction of the army generally in subjects of that nature would be to establish a system of instruction at our large camps, as, for instance, Aldershot, where I have been stationed for several years; the engineer officers there with very little assistance beyond a thorough recognition of their position as "instructors to the army in engineering duties" could instruct officers with every facility. In that case the question of discipline would be easily got over, because the officers would be with their own regiments in the camp, or if officers from other stations were sent there, one officer might be attached to one regiment, and another to another during the time of instruction. If such a plan as that was adopted, which I think would be far better than inundating Chatham with officers, it would be necessary to appoint an engineer officer or officers specially for that duty, and not to allow him to be a chance man who happened to be there for other duties. A system of instruction at our camps I think would be far preferable to inundating our establishment at Chatham.

6553. (*Lord E. Cecil.*) Have you any opinion with regard to shortening the time which the cadets pass at the Royal Military Academy at Woolwich?—I decidedly think that it would not be advantageous to shorten the time. If one may judge from the results at Sandhurst, where I think the result of shortening the time has been so bad, I should be very sorry to see any attempt to shorten the time at Woolwich. I think that you lose one of the best means of maintaining discipline by not having a body of older cadets to assist, as is the case in the large schools in England.

6554. Would you be in favour during the first year at Woolwich of separating those cadets who were intended for the engineers and those who were intended for the artillery, and of placing them in different classes?—I think that it would be attended with disastrous results to both services. Having been thrown a great deal with the artillery, and in fact having been brought up in it in my boyhood, my father having been in it, and having mixed with its officers all my life, I am of opinion that there is scarcely a single thing taught at the Academy, at present, which an artillery officer should not know, and which is superfluous to him, and in the same way there is nothing taught there which is not necessary for an engineer officer. Therefore, the education of those two branches of the service goes together during the time that they are at the Academy, and I think that it would be disastrous if a separation took place. It is absolutely necessary that an engineer officer for the due performance of his duties should have a very fair knowledge of gunnery and of the practice of artillery. It is equally necessary that an artillery officer should have a very fair knowledge of fortification. I consider that that amount of knowledge is scarcely even now fully attained in either case at the Academy; engineer officers after leaving the Academy have to pursue one class of studies such as fortification and construction, and subjects of that sort, while artillery officers pursue the higher branches of their profession in the science of gunnery, and the practical part of it in the discipline and management of men, and in the management of horses, and in the movement of heavy weights, such as guns under various and difficult circumstances.

6555. With regard to one class of study which is taught at the Academy, do you think that the same amount of mathematics is required for an artillery officer as for an engineer officer?—Quite so, up to the point to which they both learn. As far as I know the course of mathematics, I do not think that anything superfluous is taught there. If an officer is to pursue his profession to the higher scientific questions connected with artillery, he certainly requires a very high knowledge of mathematics, and I do not think that anything which the officers learn there is superfluous for their purpose. They apply this knowledge in the practice of gunnery and in the mechanical appliances necessary for moving heavy weights, which they daily meet with in the course of their duties.

6556. Then you would not be at all favourable to diminishing in any way the amount of mathematics taught at the Academy?—Certainly not. I do not know how much of the mathematics acquired by a young officer is due to his studies at the Academy and how much he may have acquired before going there.

In some few cases I fancy, from what I have heard from young officers, that the knowledge of mathematics acquired at the Academy is not great. If a young man had read very high in mathematics previous to his examination for admission, he would not require particularly to improve himself in it whilst at the Academy.

6557. There has been some idea that too much time is devoted to mathematical study in the first part of the course, and complaints upon that point have now and then appeared. Do you think that that is the case?—The mathematical knowledge acquired is not too great. I do not know the interior economy of the Academy, but I know that, even in olden times when I was a master there myself, cadets occasionally came to the Academy whose peculiar taste was mathematical, with high mathematical acquirements, and went out with very little more than when they came in. But those are exceptional cases, and in those cases, I think that a cadet might employ his time very much more usefully in something else than mathematics.

6558. How many officers can you accommodate at the Engineer Establishment at Chatham?—The number which we can accommodate fluctuates, because it depends in some measure upon the number of other officers of the corps who are there for military duties, and who are not under instruction. The accommodation is limited, and of course if there are officers who are entitled to quarters, who are senior to those under instruction, they must be accommodated first. Thus whilst I was there, with 80 officers under instruction, some of them were driven to lodgings in the town, which is very objectionable; this was however only for a short period.

6559. Supposing that any such scheme as has been shadowed forth by the Chairman, of Chatham being made a large school for all the officers of the army, was carried out, I suppose that it would be necessary largely to increase the barrack accommodation?—Yes, very much, and I do not think that the place itself is one in which it is desirable to establish a large body of officers of different regiments; the constitution of the garrison, and the nature of the town itself, are objectionable for bringing a large establishment together, unless you can keep a very tight hand over them.

6560. You mentioned that the whole of the instruction was conducted by five officer instructors and five assistants?—Yes. I should say that that includes one officer and his assistant, who are almost entirely connected with the military discipline of the large body of men who are there.

6561. What is the mode of instruction, is it by lectures or by classes?—It is by both. The officers are divided among the different studies in classes. For instance, a number, say 20 officers, are sent to the constructional course under the instructor in construction. Those officers pass through a course under that instructor, composed partly of lectures and partly of work which they do by themselves; they are required to make copious notes of the lectures, and to write them out fair, and these are afterwards bound into a book, which they carry away with them as a book of reference to assist them afterwards in the practice of their profession. These lectures comprise the practical details of construction, and also mathematical questions of mechanics, with which they are likely to meet in the practice of their profession. In addition to this, they go through a short course of chemistry, not sufficient to make them good chemists, but sufficient to enable them to test the quality of different building materials, such as paint, stones, lime, cement, and so on. They also go through a short practical course in the workshops, where the men are employed in carrying on the ordinary work of the barracks, so as to give them an insight into the management and interior economy of a workshop. The course of surveying involves lectures to small classes; the instruction is given to six or eight at a time, and then they are broken up into parties, and go about the country, two together, actually making a trigonometrical survey of about four square miles of country. They have astronomical and other parts of this course to attend to, and then at its conclusion an exercise is set to them which generally takes them a month to complete, namely, the application of a work of defence to a given site. A contoured plan is placed before them, the strength of the garrison is given to them, and the number of guns and the object of the work defined, and upon these data they have to design a permanent fort. At the conclusion of the constructional course they have also always an exercise to perform, which is regulated, as far as possible, according to their taste. They may take either a bridge or a military building, or some of them take the detail of one of the forts which they have themselves designed in the survey course. Some of those going to India have taken up subjects connected with irrigation. We vary the subjects as much as possible, but the project they make generally occupies them for six weeks, and includes a detailed estimate of the probable cost, such as they would render if they were called upon to execute a work in any part of the world. Those are two of the courses they go through; then another of the courses, namely, the field works, is entirely practical. We try to vary this course also as much as possible, in order to make it interesting to the officers, by varying the character of the different exercises as far as our limited ground will permit. In addition to the practical exercises they have to draw up a project of an attack of some given fortress, the plans of which are the best we are able to furnish to them, generally speaking it is of some one of the fortresses on the continent.

6562. What would be the number in each class?—It varies, but about 20 is the limit of what we like to have going through one course at the same time; they are not however all at the same stage of that course; they are not all working together absolutely as one class.

6563. I suppose that the lectures are sometimes given in the open air and sometimes in rooms?—They are always given in rooms.

Instruction of line officers.

6564. I presume that as regards models of fortification, and for other purposes, there are many means and appliances at Chatham which would be supplied with a great deal of difficulty and expense at places of regimental instruction?—Yes; the models we have for instruction in field works, and upon which full explanations are given, are beyond what could be supplied to regiments, but there is no reason at all why, with a very small expenditure, models of such things as are absolutely necessary might not be provided for a large station like Aldershot.

6565. But it would be almost impossible to supply all those things at a barrack or quarters where a single regiment was quartered?—I should say that it would be quite out of the question. I think that the best way of giving such instruction, if you wished to extend it to regiments, would be to do it by sand modelling in the way in which it is exercised at Chatham. This is a most instructive and valuable means of giving knowledge, and I look upon it as a most important part of the field work course. The system at Chatham is that all the officers and men go through a complete course of sand modelling, in which the sand models are, I think, one-sixth of the full size. They carry on sand modelling in precisely the same way as the work is done out of doors. In service we relieve the men every four hours, and the work of each relief is modelled in succession in sand; they model everything we teach, so that they get a very fair knowledge of the subject before they go on the ground at all. It is impossible to let every man see everything we teach there of full size; it would take too long a time; but having seen them all as models, and having made them all, or assisted in making them all as models, by seeing a few in the field of full size they realize the whole. The difficulty with young soldiers is to get them to realize what you teach them; but having made both

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869.

Instruction of line officers.

officers and soldiers throw up works as models, they by seeing a few of the full size realize the whole. I think that sand modelling might be done in regiments with a very small piece of ground, and that it would be far better than attempting to give them lectures on models, and it is certainly far more interesting.

6566. You think that it would be a very good thing to have at all camps a battalion course of instruction in field fortification and in throwing up works?—Yes; and I think that the sand modelling might be carried out not only in camps but in smaller stations to a very considerable degree.

6567. You have said that you see very great difficulties as regards discipline in making all officers pass through Chatham, but that you see no difficulty in keeping up schools at large camps, where every officer could be instructed in fortification and matters of that description; how long do you think that a practical course for officers in throwing up works should take?—I think that four months would amply suffice, with five days in the week for instruction, and about five hours each day, to give them a very good knowledge of field instruction, in fact all that is necessary for them.

6568. Do you think that a course of that kind should be made voluntary or compulsory?—I think that a full course of that sort might be left voluntary, but I think that a portion of it should be made compulsory. I think that in our army we neglect, far more than we ought to do, the measures which are necessary for the safety of the army in the field, by not teaching the men the use of the spade and the pick, and the officers the control and direction of men at such works.

6569. You have no entrance examination for officers of the line who are attached to the school at Chatham?—No; the only officers who have been attached have been officers who have come at their own request, in order to go through particular branches of study. For instance, we have had several officers there to go through a course of surveying at their own request; others have gone through a course of field works; others through a course of photography. We teach photography to a certain number of men, and we allow the officers in their spare time to work at it; and officers from other corps have occasionally come up at their own request and have been permitted to go through the voluntary course of photography; we have merely acceded to the wish of the officers. The mere fact of their showing a wish has been taken as a desire to improve themselves, and we have acceded to it.

6570. Would not the fact that there is an entrance examination at the Staff College account for a number of officers preferring to go to Chatham rather than to the college?—The number who come to Chatham is very small. During the three years that I was there I think that there were only a dozen; there was no examination for entrance.

6571. (*Sir C. Russell.*) Are there not three battalions quartered at Chatham?—There were three depôt battalions whilst I was there.

6572. Were they permitted, or do you know whether they are now permitted, to derive any benefit from the practical course in the corps of Royal Engineers?—Practically they derive little or no benefit from the establishment at Chatham, because the system has been not to compel officers to attend, but only to let such officers come as wish to come. I may, however, except from that statement one or two small matters of field works in which the general officer had the officers instructed last year, such as escalading.

6573. Are you aware of any objection to a battalion so quartered at Chatham going through the practical course of instruction which you have recommended for a battalion?—There is no objection whatever that I am aware of, but there would be some difficulty in consequence of the heavy garrison duties which the troops are called upon to perform. I have been for some months in command of the district of Chatham, and have been in the habit of seeing the returns, and the duties there are excessively heavy. The majority of the men were recruits, and there were barely enough trained soldiers to furnish the guards with three nights in bed.

6574. If they were full service battalions would not that give you a much larger body of men?—Yes.

6575. Is there accommodation at Chatham for three full battalions?—Yes.

6576. What piece of ground or shed do you think it would require for giving instruction in sand modelling to an ordinary battalion?—We have a shed at Chatham about 120 feet by 40 feet, in which almost the whole of our instruction is carried on, and I think that by careful arrangement a battalion might be worked through a shed of half that size.

6577. I suppose that you would equally expect to teach a battalion the construction of a rough pontoon bridge with casks, and so on?—Yes, we give all that instruction by models.

6578. I suppose that that would be attended with very little expense?—Yes; they might make a greater part of the models themselves. A part of the instruction in the model course is to prepare gabions and sand-bags, and it would only be necessary to supply a very small amount of material, and a few models of barrels, and things of that character, which are almost costless.

Roya Estal Chat

6579. (*Lt.-Col. Chesney.*) It has been found necessary, I believe, in preparing the estimates to fix the pay of the instructors at Chatham at a rather higher rate than at either of our two cadet schools or at the Staff College?—I do not know what is the rate of pay at the Staff College or at the military schools; the estimates show it. The rate of pay as now fixed in the estimates which is given to our instructors is not at all in excess of what is necessary for the class of men whom we require; in fact it is rather low, if anything, for the purpose.

6580. Of course you desire in an establishment of that kind to have the selection of almost the whole corps as regards your instructors?—Certainly.

6581. Referring to the question of discipline, can you state whether most of the men who came under you had been acting as under-officers or corporals at Woolwich?—I have not made inquiries on that point, but I presume that probably all have acted as under officers or corporals.

6582. In your opinion is that a help to discipline in such an institution as Chatham?—Yes; when they come to Chatham they are very amenable to discipline so far as I have had experience.

6583. As to the number of instructors of which you have spoken, do you mean to say that you do not like to have more than 20 young officers in one class at the same time for an instructor or an assistant instructor?—Yes; they cannot do them justice if they have more than that number with the other duties which they have to perform at Chatham; they have no military duties, but they have other duties connected with the education of the men.

Insti line

6584. Supposing that some plan was provided for adopting the kind of schools at large camps which you speak of, can you suggest any system for the camps at the out-of-the-way parts of the empire?—I can only conceive a system of sand modelling, and I would combine with it, at those stations where facilities could be obtained, out-door field works. I may state with reference to this question that some little time ago I proposed to the authorities that the rewards which are given to soldiers of the line and cavalry for proficiency in the use of their particular arms should be given to a sapper for his knowledge of sapping; at present that reward is given for good shooting. When I made that proposition I had to consider in what way instruction could be carried out for the sappers in many places at which they were stationed, and the result was that I found that in a small plot of ground of about half an acre, one could have carried out a system of instruction and also the examination which it would

involve in order to allot the rewards to the most proficient sappers, and I think we made out that about half an acre would do for a company. Of course that is a very limited area in which to carry out such a system, and it would require a good deal of management to do so, but you could also test their capacities to a certain extent with sand modelling.

6585. If you were recommending some slight compulsory examination in these subjects for all officers of the army would you recommend it for lieutenants or for captains?—If there were a compulsory examination I think that it would be far better to have it for captains, because during the previous time they are occupied in learning their military duties and in getting a knowledge of their profession.

6586. And in that case there would probably have been much more opportunity for an officer to have acquired that instruction?—Yes, probably from the change of stations to which he might have gone. On this subject I may further state that when I was at Aldershot, where I was for five years, I prepared a small piece of ground for sand modelling and also carried on some field works with the sappers there; at that time there was a class of officers under instruction by the staff officers in the camp, and those officers attended the instruction of the sappers in all weathers most regularly as volunteers, and seemed to me to be most anxious to acquire a knowledge of the subjects in which the sappers were being instructed.

6587. During such a period as five years a great number of regiments would pass through such a place as Adershot, would they not?—Yes; I suppose that half the regiments of the British army, or perhaps more than half, passed through it.

6588. (*Maj.-Gen. E. Wilmot.*)—With reference to the instruction of regiments you have said that part should be compulsory and part voluntary?—Yes.

6589. How would you draw the distinction?—I would not put every man in a regiment through a prolonged course of sand modelling and other modelling, because many men are not fitted for it; but I think that every man, whether he has a natural taste for it or not, should be compelled as a part of his duty to learn the use of the pick and the shovel, which I consider is as essential a part of a soldier's duty as the use of his firelock, and every year it becomes more important.

6590. Would you make every officer go through that instruction in sand modelling, but not every soldier?—Certainly, because every soldier has not the education which would enable him to do so.

6591. You think that there is no hardship in making an officer learn his duty?—On the contrary, the more the officers learn the better they are in every way. The bane of the army is too great idleness and having too little to do.

6592. (*Sir D. Cameron.*) Would it be sufficient to confine the sand modelling to the officers without compelling the soldiers to go through it?—I think that a large proportion of the soldiers would take a great interest in it; and another thing is that they would not wear out their clothes so much, and less working pay need be given to them.

6593. In the compulsory course do you include the non-commissioned officers as well as the officers?—I think that every superior non-commissioned officer ought certainly to go through a regular course.

6594. Are there any other professional subjects besides field fortification, in which you would like to see the officers of the line instructed?—It would be attended with great advantage for them to have a knowledge of languages, and of military sketching, and the power of drawing up reports upon roads and country; that would be a very great assistance; in fact the more you can educate them and bring them up to the qualifications of staff officers, the better for the army.

6595. It would take longer than four months to put an officer through a course of that kind?—Yes; the four months' course to which I alluded would be in the practical works of an engineering nature, such as would be used by an army in the field.

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869.

Royal Military Academy, Woolwich.

6596. Have the young officers who join the establishment at Chatham already received at the Academy practical instruction in field fortification, field sketching, and the other subjects in which they are instructed at Chatham?—They have received a small amount of instruction in field works, and a certain amount of instruction in sketching, and surveying; this latter is one of the courses in which, as far as I can judge from results, I think there might be some little modification in the system of instruction at Woolwich. I mean that the surveying as taught at Woolwich is not sufficiently accurate, and is not of that character which enables an officer to undertake the charge of a trigonometrical survey; and I would rather confine the studies at Woolwich to what is of equal value to an artilleryman and to an engineer, namely, military sketching and reconnaissance, without going into the use of instruments, which are of little consequence to an artilleryman, but are essential to an engineer. That I think is almost the only point in which I think there might be some modification in the instruction at Woolwich.

6597. Do the officers who join the artillery from the Academy receive any practical instruction in field fortification and other branches after they have joined their corps?—I think not. As far as I understand, officers of artillery join their brigades wherever they may be stationed.

6598. (*Major-Gen. E. Wilmot.*) That has now been altered; they now join at Woolwich?—I was not aware of that.

6599. (*Sir D. Cameron.*) Do they sand model at the Academy?—I do not know.

6600. Are any tools used for sand modelling, or is it done by hand?—There are a few tools. Small trowels are used for digging the sand.

Instruction of line officers.

6601. (*Major-Gen. Haythorne.*) How far would you render the passing of an examination compulsory for officers at a place like Aldershot?—I see no objection whatever (as I think I have stated) in making the examination compulsory in field works and in the practical work, such as I think they should be instructed in, and in my opinion the period of that examination should be previous to the promotion to captain instead of lieutenant.

6602. Would you carry the compulsory examination into other branches?—I think that the present examination should be extended. Only three days ago I was before the Royal Commission on Courts-martial, and there I expressed an opinion which I can repeat here,—that it is very desirable that the knowledge of officers on the subject of military law should be more ample than it is now, and that they should be required to study it with greater attention and go through a proper examination in it.

6603. Would you make military sketching, without instruments, compulsory, inasmuch as some officers have not a turn for that sort of thing?—I would make the attempt to learn it compulsory, and I would make the examination compulsory. I think that it is quite reasonable that if it is seen that an officer has tried his best to acquire an art of that sort, and has not been able to acquire it, it should not stop his promotion; but I still think that it is very desirable that he should be examined in order that those who are over him should know what his capacity as an officer is.

6604. From your experience, do you consider that most officers would be able to sketch in the field?—Certainly. We have no difficulty in making all our own officers sketch. Of course there is a great variety in their sketching; it is an education of the eye and of the hand. It does not require any peculiar mathematical talent; it is very mechanical. There are very few men who would not acquire a power of sketching ground up to a certain point with great facility.

6605. Do you approve of the age of the entry of cadets at Woolwich. I believe that it is from 16 to

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869.

Royal Military Academy, Woolwich.

19?—I think that the age could not well be reduced consistently with their receiving the same amount of education as they now have.

6606. By the time that they have passed through your hands, at what age do they get to their regiments?—They get to their duties at the age of about 21 to 23.

6607. (*Rev. Dr. Butler.*) Have you observed that any of the young officers who come to you from Woolwich appear to be physically overworked?—I have had one or two cases, not more than that, in which officers have been physically overworked; I have been obliged to pay attention to those cases, and to give them a repose from head work by placing them at their ordinary military regimental duties for a period before taking to head work again.

6608. But such cases would be quite exceptional?—Quite exceptional. One of those cases was very lamentable.

6609. I gather that you would hardly apprehend that the system of severe study necessary to qualify for Woolwich in the first instance, and the system of continued severe study imposed upon cadets at the Academy, are attended with any serious results?—No; on the contrary, a finer lot of young officers physically than those whom I had to deal with at Chatham I never saw in my life; they were good cricketers, good football players, and good at all athletic sports; there is nothing whatever to complain of in that respect.

6610. (*Lord de Ros.*) You mentioned that you had become a recent convert to the competitive system. Used there not to be almost generations of officers in the artilley from father to son?—Yes.

6611. Do you not think that that was a great advantage in the artillery?—I think that we get the same thing now. A number of artillery and engineer officers bring up their sons with a view to their entering the academy, and a very fair proportion of them still enter.

6612. In speaking of the young officers being full of activity and energy, you notice among them none of that apathy and sluggishness as to active amusement which has been observed at Sandhurst?—On the contrary, my system was to encourage to the utmost all amusements of that sort, and it was always a great source of gratification to me to see that they worked hard at their studies and equally hard at their amusements, and those amusements were in athletic games to a very great extent.

Method of conducting examinations.

6613. We have been told in some of our evidence that it is impossible entirely by written questions sent, for instance, to officers in the colonies, to elicit their real capabilities and what they know, and to detect what they do not know. Do you not think that an examination *vivâ voce* is a necessity in order to arrive at those objects, or do you think that it can be done entirely by writing?—I presume that the necessity for an examination in writing arises from the fact that the individuals who are to be examined are distributed over the face of the world, and that therefore it is necessary to take care that if the subject of their examination is at all competitive, they should get the same nature of examination in all cases. If they were examined *vivâ voce* by different people, the examinations would be very different, but if it is a mere abstract question as to examining them *vivâ voce* or in writing, I think that it would be very desirable, if it could be accomplished, that in all cases some part of the examination at any rate should be *vivâ voce*, but I apprehend that when the different people who are to be examined are scattered over the face of the earth, there would be great difficulty in getting a uniformity of examination under these circumstances.

6614. It has been very much complained of, and I believe it to be a hardship upon the officers examined entirely by writing, that they have not the same opportunity of asking a question as they have now in this country, so as to ascertain the drift of the question put to them. If you exclude an officer from the opportunity of doing that, is he not subjected to rather an unfair hardship?—I do not think that the questions ought to be of such a nature that there should be any manner of doubt as to what the meaning of any particular question was. For instance, if you give notice that your examination is to be upon a given campaign, the questions ought to be put with such an amount of clearness that there should be no manner of doubt as to their meaning.

6615. You have spoken of the size of classes at lectures. Do you not think that large classes are objectionable on the principle that in our service it has always been observed that as regards private soldiers our drill squads are much smaller than in foreign services, and that they make better progress in instruction in consequence. You would apply that principle to the lectures would you not?—Yes, but not to a special lectures by particular men. I think that in carrying out a course of instruction it is desirable that the numbers in the classes should be small.

6616. As regards the question of young men being somewhat overdone by study, it has been stated here that eight hours of mathematics consecutively is not too great a strain upon the brain, do you agree with that?—No, on the contrary, it is more than a full grown man can stand if the dose is repeated very frequently.

6617. As regards the camp instruction to which you have alluded, do you consider that having it carried on in the camp, namely, the instruction in earth works and in field fortification, would not only teach those under instruction, but that the lookers-on would very much profit by it?—Yes, and I think that in camps of instruction the manœuvring of the whole camp might be made very much more interesting in that manner. The late Prince Consort attached great importance to the instruction of officers and men of the army generally in field works, and before I went to Aldershot he had a commencement made, and some field works thrown up by the division under the guidance of engineer officers on Hungry hill, where they remain to this day; they have never been completed, but the whole division turned out as in the presence of an enemy and pickets were placed in advance to cover the working parties. This operation was carried on for several days, and as far as I know it was the first and the last operation of the sort which has taken place there, but I have not the slightest doubt that such operations carried on in a proper manner would not only be very instructive, but would very much add to the interest which all officers and soldiers would take in the manœuvres of the camp. One difficulty occurs in carrying out a system of instruction of that nature in our service. It has arisen from the practice of olden times; it is taken as a custom of war, that all soldiers of the British army whenever employed in any other way than actually handling a firelock, are to receive working pay or additional pay. I think this is a very wrong system. Men ought to be at the service of the Government for anything which might be required of them. If they are employed in a special way in which the Government derives benefit from their work, then I think it is quite right that they should be paid something for it, because their work then effects a saving to the Government, but when it is merely intrsuctional work, such as field works, except getting a slight remuneration to cover the injury to their clothing, I do not think they should get any additional pay; it should be quite as much a part of their duty as handling a firelock.

6618. I daresay that you recollect the remarkable aptitude which was shown by the Egyptian regiments at Schumla in throwing up works?—Yes.

6619. They were almost barbarians; but did not the officers acquire it very quickly?—Yes; the difficulty was that we had not sufficient instructed men to direct them, but I think that Englishmen acquire that knowledge as quickly as any others. I had a British regiment once at work for six months, and at the end of that time I could have got out of

it 150 as good "navvies" as could have been found on any railway in England; after they had been working in that way they came into their own lines; the half-yearly inspection took place the next day, and the inspecting officer told me he had inspected them two or three times before but had never seen them appear better on parade.

6620. Do you consider that sort of exercise which causes perspiration very conducive to the health of soldiers?—Yes; it develops muscle.

6621. To enable the officers of the line to direct working parties is not possible without actual practice, is it?—Certainly not.

6622. It has been said by some witnesses that ignorance is the prevalent type of the British officer; your remark as to the officers volunteering to attend these classes very much contradicts that statement, does it not?—I think that the officers who volunteer to come to this sort of thing are rare exceptions. I had for some years the management, to a certain extent, of the Prince Consort's library at Aldershot, which was about as good a military library as exists almost in the world, and I am very sorry to say that it was very little used. That fact in a large station like Aldershot is in some measure a test of the desire of officers to acquire military knowledge.

6623. Was not one reason of that, the injudicious mode of keeping the officers constantly employed at Aldershot upon regimental drills?—That might probably have had a great deal to do with it. I think that our regimental system tends to check study, because the duty breaks up the time of officers into very small fragments, and everyone knows of course that when the interruption to study is such it is pursued under difficulty.

6624. As regards the out-stations distant from camps, do you not think that it would be possible to send occasionally an engineer officer as an instructor to regiments so stationed to be placed with them for a certain number of months and to allow the officers to avail themselves of it?—I see no objection whatever to it; the only question is whether there is a sufficiency of officers in the corps to be spared for such duties; but if officers could not be sent it is probable that non-commissioned officers might be sent for the instruction of men and also of officers.

6625. Are not some of your non-commissioned officers of such a class that the officers would not feel at all degraded by being placed under them?—Certainly; a good deal of instruction is carried on at Chatham by non-commissioned officers; in fact, in the British army every officer is drilled by a non-commissioned officer when he joins. The only thing is that it is necessary to have a senior officer present so that the orders are given in his name.

6626. Is not the sand modelling an attraction?—Yes.

6627. If it was carried out to a greater extent would it not be likely to lead to officers taking more advantage of instruction in field fortification?—Yes; I think much advantage would result from the application of what has been learnt in the modelling room on service whenever necessary.

6628. (*Rev. W. C. Lake.*) Do you find any defects in the character or bearing of the young officers as gentlemen?—Not in the least.

6629. How many hours do you work them intellectually at Chatham?—My impression was that a young man of average capacity would require about five hours' close application every day to get through the course. Of course clever young men would require less time, and others would require more.

6630. Do you combine any, and if any what, military duties with their intellectual work?—During the time that they are going through the special engineering classes they do no military duty, unless exceptionally. The military course involving a knowledge of military duty I have taken as a distinct subject of study, and during the time that they are at that study they do all the necessary military duties of the station.

6631. Are they all kept together in one building or college?—No, they are in one barrack, in which there is the usual allotment of officers' quarters and men's quarters.

6632. They are separate from the other officers in the garrison?—Yes; our barracks are entirely occupied by ourselves; our barracks have been partially occupied by other troops when the garrison has been full, but that has been exceptional.

6633. Chatham has been spoken of as a possible place for additional institutions of the same kind, but you think that very objectionable?—Yes; the town is bad for a purpose of that sort, and the neighbourhood is not altogether eligible for it.

6634. With respect to the length of the course, you have said that it is 22 months besides both long leave and short leave; that must make it a course of nearly two and a half years, must it not?—No, you misunderstand me. The course of study is 22 months, and in addition to those 22 months they are allowed two months of long leave. The system which I introduced there was that during the various courses of study if they could economise any time by extra work in their own time they could get occasionally their two or three days leave which would not count out of their two months.

6635. Will you very shortly state the respective functions of the officer instructors and of the assistants?—The different classes are handed over to the instructor, who generally has his classes subdivided; in fact they are subdivided by the periods at which they go to him. It is seldom possible to send the complete class all at the same time, and the result is that he takes them through a part of the course and then hands them over to his assistants instructor; or in some of the courses, such, for instance, as field-work and out of door work, the general instruction is carried on very much by the non-commissioned officers, these officers going round and supervising the squads as they are at their exercises.

6636. Have you anything like the *répétiteur* system which is employed by the French either by the instructors or by their assistants?—No.

6637. The course at Woolwich does not finish until about the age of 21 or 22, I think?—Some of them come away younger than that; the course at Chatham I think finishes between 21 and 23, but not at Woolwich. Age of admission to the service.

6638. Do you consider that there are any serious disadvantages connected with young men going into the army at so late an age?—I think that in the Engineers you could not reduce the age without reducing the education; and as I do not think that the amount of learning which they get is beyond the mark, I should be inclined to say that you could not reduce the age; in fact, it is as much as a young man can possibly do to acquire the knowledge within the limits of age now fixed.

6639. Do you, or not, think that a young officer joining at about 20 gains as much in general information and intelligence as he loses in aptitude for his military work?—I do not think that he loses at all in aptitude for his military work. On the contrary, I find that they are just as apt in the habits of discipline as if they had been previously acquired.

6640. Would you extend that opinion to the whole army?—No, I think that there is a marked difference. You do not require the same high amount of mental education for the rest of the army as you do for the Engineers and Artillery.

6641. What, in your opinion, should be the age at which a young officer ought to join in the rest of the army, taking into account a fair amount of education?—I should think that 17 to 20 is a very good age. I should not wish him under 17.

6642. (*Chairman.*) I believe that in Prussia the engineer officers engage in their ordinary military duties first, before repairing to any special school of instruction?—Yes.

6643. What would you think of that system?—I think that the practice which we have at Chatham

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869.

Royal Engineer Establishment, Chatham.

is quite sufficient to give them a knowledge of their military duties before studying engineering. Our practice there is for them to go for three or four months to purely military duties before they begin their studies, and I think that if they were sent to another regiment, to a regiment of the line for instance, to learn their duties there for a few months, there would be a great deal of difficulty in getting them to stick to their studies in a satisfactory manner afterwards, and that they might perhaps get habits of idleness which it would be a little difficult to overrule. I think that our system at Chatham of placing them at their duties for three or four months keeps them pretty close at work, much more so than is the case with the officers of the line.

6644. As I understand you, you rely entirely upon the habits of industry acquired and required at the Academy, and confirmed by your system at Chatham, to secure the close application of the young officers?—I think that it is a very great help to them.

6645. You have no test examination?—There is a test examination before they come to us.

6646. But after they have once come you rely upon the general atmosphere of industry which prevails, and the industrious habits which they have already acquired for keeping them at their work?—Yes, and the amount of work which is set them, and which they have to do.

6647. If an officer wishes to shirk his work, how can you prevent it?—First and foremost, he entirely loses the privilege of these short periods of leave, which is a great inducement to him to work; secondly, he will get no leave at all if he does not work; and, lastly, there is always kept as an ultimate appeal a report to His Royal Highness the Commander-in-Chief, and the possibility of such a report I am happy to say is of great weight with the young officers. They also know that after they leave the Engineer Establishment it is the custom (although they have no absolute right to it) to give them two or three months' leave to go to their friends before joining at a new station, and if the report on their leaving the establishment is not favourable they do not get that leave. There was an idea (and it was recommended by a committee of which I was a member) that the officers should lose rank if they wasted their time at the Engineer establishment. That recommendation was made by the committee in consequence of its having happened that officers stayed an unconscionable time at the establishment, and did not exert themselves to get away, but it was found to be attended with great practical difficulties in carrying it out, and that it would have worked so unjustly and unevenly to different officers that it became a dead letter. An order came out just at the time when I left, and in consequence of a recommendation of mine, by which an officer, if he exceeds his time, and if that excess of time cannot be accounted for by the director in a satisfactory way, such as illness or some cause of that sort, will lose a portion of his pay. The pay of an engineer officer is made up of two items, namely, first, subsistence pay and a servant's allowance; and, secondly, extra pay—the extra pay being to provide for coals and candles and so on; and when he lives in barracks there is an amount of stoppage from that extra pay in consequence of his being provided with quarters. He can now be deprived of that extra pay, so that it acts as a penalty upon him, or upon his parents, as the case may be, if he overstays his time.

6648. What is the proportion of young officers with regard to whom it is necessary to bring to bear these compulsory influences?—Very small; it is a rare exception; sometimes you find an officer who perhaps is a little too much taken up with his amusements and devotes too much time to them, and we are obliged to put a little pressure upon him, but it is quite exceptional.

Instruction of line officers.

6649. Several witnesses who have been examined before the Commission have strongly recommended that to every regiment of the army there should be attached an officer under some such title as "Military Instructor" for the purpose of communicating to the younger officers of the army the technical elements of military knowledge to which reference has been made; do you think that that would be advisable?—I think that it would be a very good thing in regiments, as far as one can judge, to employ as instructors such officers in them as had gone through the Staff College, or had otherwise qualified themselves, and who were not required for staff duties, with some pecuniary advantage attached to that employment.

6650. (*Lieut.-Col. Chesney.*) Have you heard of a design which was entertained by the late Prince Consort of having a winter class for officers at Aldershot?—Several letters passed between Colonel Elphinstone and myself as to making the Prince Consort's library more generally attractive to officers, and also as to the possibility of getting up a course of lectures there which officers might be induced to attend.

6651. Was not that very shortly before the Prince Consort's death?—It was shortly before the Prince Consort's death.

6652. (*Lord de Ros.*) You have been accustomed to live at Aldershot among the officers and to see the habits of the regiments; do you not think that there would be danger in an officer from among themselves being taken as an instructor, from the circumstance that many of them would think that it was the blind leading the blind, and that the instructor would be exposed to a sort of quizzing and to some of his pupils thinking that they could teach him?—No, I think not. I think that there would be no more difficulty, or little more difficulty, in getting an officer for that duty than there is in getting an officer for the duty of instructor in musketry. Of course the qualifications would be higher, and therefore many men would not be qualified for the position, but I do not see why the instructor should be subjected to any more ridicule for acquiring a higher class of knowledge than for acquiring an inferior one.

6653. Do you not see a great distinction between the mental qualifications in the one case, and the mere practical qualifications in the other, and do you not think that an officer would be very willing to be taught the musketry instruction who would not take for granted that the instructing officer was superior to himself in military history?—No; I think that having had the previous test of an education at the Staff College that man would be superior to the ordinary class of officers, and that he would very soon take up his position in the regiment.

6654. (*Chairman.*) Will you state to the Commission whether, in your opinion, it would be desirable to effect either a complete amalgamation or a partial amalgamation between the Royal Military College at Sandhurst and the Royal Military Academy at Woolwich?—I think that it is not desirable to do so, and for some of the reasons which I have already stated, namely, that the class of education required for the Artillery and the Engineers is higher than that required for the Line, and therefore in order to acquire that education I conceive that the age for admission cannot be reduced, whereas for the army in general there is no necessity for officers entering it so late. Another great objection, I think, to the amalgamation of two establishments of that sort is that all the young men who enter the academy at Woolwich enter it with the idea of gaining their livelihood in the army, and they devote their time to it; they know that their future depends upon it, and as a general rule the race of competition which they begin there goes on through life, each man looking forward to the particular service to which he is attached as that in which he is to pass his existence; whereas in the other branches of the service numbers of young men enter with the idea of passing only a few years in them; they are men of considerable means, and there is not the same tendency nor the same desire in a man to pay attention to his work in that case as there is in that of a man whose future entirely depends upon it. I

think that those are important points to bear in mind in any attempt to amalgamate those two institutions.

6655. (*Rev. Dr. Butler.*) I understand that you object to the amalgamation mainly on the ground that there would be a fear of introducing a comparatively non-working element into Woolwich, where there is at present so much hard work?—That is one of my reasons; it is not the main reason. I think that the one which I first stated is the principal reason, but both combine as objections.

6656. Supposing that the constitution of Sandhurst were so far altered that no young man was admitted except after passing an examination as severe, or almost as severe, as the examination for entering Woolwich; if, in other words, all the young officers studying at Sandhurst were men of picked ability, would your objection to the amalgamation of the two establishments hold equally?—I think that first of all you would not get a sufficient number of young men for the army on those conditions; and, secondly, the education which you would require of them would be higher than would be necessary for the army, and therefore you would increase the age at which they would enter by two or three years, which is objectionable.

6657. You are perhaps aware that at West Point, in America, the officers for the line and the cavalry, and the officers for the scientific branches of the army, are educated together?—Yes; but the condition of West Point is totally different from anything which we have in this country. West Point, when I knew more about it than I do now, used to be as much a civil college as a military college. It was a civil college under military discipline, and a very large number of young men who went through West Point never went into the army at all. Then again the numbers of the American army are very small. In the last few years they have been more numerous, but previously to the late war in America the army only numbered about 10,000 men, and what gave them great facilities for expanding their army when the war broke out was the number of young men who had gone through West Point and were following other professions, law, physic, and divinity; men were drawn out of all those professions and became officers, and if any one fact was established more strongly than another by the American war, it was that special instruction is necessary to make good officers; nearly all their most distinguished officers had been educated at West Point, as was proved even in the case of Bishop Pollock, who died as a general at the head of his division.

Maj.-Gen. J. L. A. Simmons, C.B.

20 April 1869.

Amalgamation of Woolwich and Sandhurst.

6658. Do you think that any advantages might be expected if the abler officers in the line and in the cavalry were to become acquainted in early life at a place of education with the officers of the Engineers and of the Artillery?—The objection to that is, that if you have a certain numbers of officers in the service of a higher education than others, they will always start at a disadvantage, because they will enter the army at an older age than those who have entered with inferior education; and you could not place a man by examination at once over the heads of men of less qualifications who perhaps had already served two or three years.

The witness withdrew.

Brevet-Colonel G. T. Field, Royal Artillery, examined.

Col. G. T. Field.

Royal Military Academy, Woolwich.

6659. (*Chairman.*) You are inspector of studies and second commandant at the Royal Military Academy?—Yes.

6660. Will you have the kindness to communicate to the Commission a general description of the internal economy of the Academy, the nature of the studies which are pursued, and the character of the discipline which is maintained there?—The Governor of the Royal Military Academy is His Royal Highness the Commander-in-Chief. The staff, under the Governor, consists of one lieutenant governor, who is commandant; one inspector of studies, who is second commandant; one assistant inspector of studies, three captains, four subaltern officers, one chaplain, one paymaster and adjutant, one quartermaster, one surgeon, one chief clerk (civilian), one paymaster's clerk (civilian), and non-commissioned officers, namely, one serjeant-major, one quartermaster serjeant, seven drill serjeants, one hospital serjeant, three gymnastic serjeants, one serjeant gunnery instructor, one serjeant instructor in field works; clerks, artificers, servants, &c. The present number of gentlemen cadets is 222, divided thus—the whole body is divided into three divisions, separately designated A., B., and C., and each division into three subdivisions; there is one responsible under-officer to each division, one subdivision under-officer to each subdivision, and one corporal to every 10 cadets. The executive educational branch of the Royal Military Academy consists of 34 professors, military instructors, masters, and lecturers. There are three captains and four lieutenants as executive military officers, under the lieutenant-governor and the second commandant, with an adjutant and paymaster, a medical officer, a quartermaster, and a chaplain—that makes 13 officers. I subdivide the establishment into two branches. I distinguish between the executive officers of the military branch and of the educational staff, because the duties of the lieutenant-governor, and of the inspector and second commandant are connected with both branches. The superintendence of the lieutenant-governor extends as much over the professors as over the military officers. The number of cadets is now 222. For military purposes they are divided into three divisions, corresponding more or less to three companies in the army, each division being under a captain and a lieutenant, the divisions being designated respectively A., B., and C. The A. division consists of 44 senior cadets. The B. and C. divisions have 89 cadets each, equally divided as to length of standing in the Academy.

6661. (*Lord de Ros.*) When they first join are they put indifferently into either company?—They are divided equally between the B. and C. divisions. In the last six months they are put into the A. division. The cadets are admitted between the ages of 16 and 19, by open competition, the examination being conducted under the Council of Military Education. The cadets are divided for instruction into five classes of equal strength, according to length of residence; there are 44 in the first four classes, and 46 in the junior class. By the army estimates for 1869–70, the detail of the expenditure for the Royal Military Academy appears to be for the military branch 5,609*l.*; this amount includes the governor, the lieutenant-governor and commandant, the inspector of studies, the assistant inspector of studies, the chaplain, three captains of cadet companies, four lieutenants of cadet companies, a paymaster and adjutant, a quartermaster, a surgeon, and a mess allowance for officers of cadet companies. The expenditure for the educational branch is 13,380*l.* That branch includes a professor of fortification, four instructors in fortification, a professor of artillery, three instructors in artillery, a professor of surveying and topographical drawing, four assistant instructors in surveying and topographical drawing, a professor of military history, a professor of mathematics, a professor of mechanics, four mathematical masters, a professor of practical geometry, two masters of geometrical drawing, two masters of landscape drawing, a professor of French, two masters for French, a professor of German, two masters for German, a professor of Hindustani, and a lecturer on chemistry. The expense of the non-commissioned officers and men is 2,256*l.* The expense

Col. G. T. Field. 20 April 1869. Royal Military Academy, Woolwich.

of the civilians, including clerks, servants, modellers, a foreman of the workshop, housekeeper and female attendants, as cooks, &c., is 2,762*l.* The expenses of the cadet company for messing and the allowance for washing and sundries amounts to 9,416*l.* The general expenses, which include rates and taxes and water, and fuel and light, prizes for study and gymnastic instruction, travelling expenses, and contingencies amount to 1,583*l.*, making a total of 35,006*l.*

6662. (*Chairman.*) How much a head does that amount to?—There are 222 cadets, and it makes approximately 157*l.* each. Against the total expenditure the contributions of the cadets last year amounted to 22,624*l.*, and the credit taken from the East India service amounted to 9,240*l.*, making 31,864*l.*, leaving a balance of 3,142*l.*

6663. What would be the contribution of each student?—It depends upon the class; for private gentlemen it is 125*l.* a year; for the sons of admirals and of generals having regiments it is 80*l.* a year; for the sons of generals without regiments it is 70*l.* a year; for the sons of captains and commanders of the navy, and of colonels and regimental field officers of the army, it is 60*l.* a year; for sons of all officers of the army and navy under the above ranks it is 40*l.* a year; for sons of officers of the army and navy who have died in the service and whose families are proved to be left in pecuniary distress it is 20*l.* a year; for the sons of professors at the Staff College, and the Royal Military College at Sandhurst, and the late College at Addiscombe, it is 60*l.* a year; for the sons of masters at the above institutions it is 40*l.* a year.

6664. What is the system of instruction?—The cadets are divided into five classes, and the instruction is conducted chiefly in class rooms, upon the tutorial system, partly by lecture and partly by class-room instruction. The cadets attend on the average for six and a half hours in the day in the class rooms, two and a half hours in the morning, two hours in the afternoon, and two hours in the evening, except when lectures are delivered, when the duration of the lecture is one hour.

Entrance examination.

6665. Will you describe the entrance examination?—The entrance examination is conducted under the Council of Military Education at Chelsea by open competition. The only information which I have upon that subject is from the result of it. I have no means of being acquainted with the system further than that I have attended by permission at the examination and have seen how it is conducted.

6666. In what subjects are the candidates examined?—The examinations are competitive, and are held at Chelsea twice a year, in January and July, the subjects of examination being mathematics, pure and mixed. Pure mathematics include in the first section arithmetic, algebra, Euclid, and plane trigonometry, for which 2,000 marks are allowed; the second section includes spherical trigonometry, elements of coordinate geometry, and of the differential and integral calculus, for which 500 marks are allowed. Mixed mathematics include statics, dynamics, and hydrostatics, for which 1,000 marks are allowed,—giving a total of 3,500 marks for mathematics. In English language and composition, history of England and geography 1,000 marks for each. In classics, in the Latin language 1,500 marks, and the same in Greek. In French and German and Hindustani 1,000 marks for each. In the experimental sciences, namely, chemistry, heat and electricity, including magnetism, 1,000 marks. In natural sciences, namely, mineralogy and geology, 1,000 marks. In elementary geometrical drawing, including the use of drawing instruments, 500 marks; and in freehand drawing of machinery, architectural, topographical, landscape, or figure subjects 500 marks. No candidate is allowed to be examined in more than five subjects, of which one must be mathematics, (the obligatory minimum is 700 marks in section 1 of pure mathematics), and from other subjects candidates may select any not exceeding four in number. The examinations after entrance are conducted half-yearly, partly under the professors and masters of the Royal Military Academy, and partly under the Council of Military Education, the examination in all final subjects being conducted by the Council and the professors jointly. These examinations decide upon the relative merits and places of the cadets in each class; they are entirely written examinations.

Course of instruction.

6667. Are they all competitive?—Yes; the final examination is chiefly conducted by the Council of Military Education.

6668. Is there a minimum?—There is a maximum number of marks attainable and a minimum required. The total number which can be gained by a cadet on leaving the Academy is now 35,800; the minimum required is 13,583, being ·439 on the whole number. This aggregate is obtained from the following subdivision of marks. The final number of marks including extra subjects is, in mathematics, 6,800; in fortification, 6,300; in artillery, 6,200; in surveying and topographical drawing, 4,200; in practical geometry, 2,100; in French, 1,500; in German, 1,500; in landscape drawing, 1,500; in mechanics, 1,600; in natural philosophy, 900; in chemistry, 1,200; and in military history, 2,000; the amount required in each of these subjects, to count towards the aggregate minimum (without including "extra" subjects), being in mathematics, ·5; in fortification, ·5; in artillery, ·5; in surveying and topographical drawing, ·5; in practical geometry, ·25; in French, ·33; in German, ·33; and the same in Hindustani (the study of German or Hindustani is optional); in landscape drawing, ·25; in mechanics, ·33; in natural philosophy, ·33; in chemistry, ·33; and in military history, ·5. The final examination in all these subjects does not take place at the same time. The final examination in mathematics is held in the third class, after a residence of a year and a half. Fortification becomes final in the first class (the last term of residence), and it is studied in four classes; the fourth, third, second, and first. The subject of artillery is studied in two classes; the second and the first; it becomes final in the first class. In surveying and topographical drawing the subject is final at the completion of the course, having been studied throughout the terms of residence; practical geometry becomes final in the fourth class, after one year's residence; French becomes final in the second class, after two years' residence; the same with German and Hindustani; landscape drawing becomes final in the third class, after a year and a half's residence, or three terms. The study of military history, chemistry, mechanics, and natural philosophy becomes final in the first class, having been taught in the last two terms.

6669. Are all those studies compulsory?—Yes, with one exception, namely, that a choice is allowed between German and Hindustani.

6670. With regard to the physical instruction, such as riding, gymnastics, and drill, what is the case?—The cadets on first joining go through a course of gymnastic instruction for six months, or longer, according to the orders of the lieutenant-governor. The instruction in this training is conducted under the superintendence of an officer employed as superintendent of gymnasia on the staff of the garrison and district of Woolwich. There are three serjeants as assistants to carry out the details. Artillery drill and exercises are conducted partly under the military officers and partly under the professor and the instructors of artillery. Riding drill in the last two terms is conducted under the officer commanding the riding establishment of the Royal Artillery. The time devoted to riding is from four to five hours a week, on an average, in the last term, and about two or three hours a week in the fourth or last term but one. Swimming is taught optionally. Other drills which are taught are marching drill, carbine drill, company drill, and battalion drill, field gun drill, mortar drill, heavy gun drill, and sword drill.

6671. Is there musketry drill?—No, not beyond what I have stated.

6672. What is the discipline; what officers superintend it?—The discipline is under the superintendence generally of the lieutenant-governor, and it is maintained in the instruction branch by the inspector and assistant inspector, the professors and masters, and the cadets on duty. Certain powers are vested in officers of different ranks, and cadets, to carry out the discipline as required. The professors and masters are answerable for the maintenance of good order and discipline during the hours of study, but they have not the power vested in them of administering actual and definite punishment. The nature of the punishments is open arrest, close arrest, and restriction from leave. Close arrest is the most severe punishment; it carries with it extra drill of half an hour before breakfast and also in the afternoon, and confinement in the room during recreation hours. Open arrest is the same as to extra drill, but the confinement is only to the enclosure, with restriction from engaging in games or amusements. In addition, for more aggravated offences there are the penalties of dismissal or discharge, and rustication, on the recommendation of the lieutenant-governor. Officers of the military branch can exercise the power of punishment, the professors and masters report to the inspector, who awards. The corporals in charge have power to place cadets under arrest for a time, and report the fact to the inspector.

6673. What are the amusements?—There are some subscriptions for recreations and amusements, which embrace the following; library, cricket, band, amateur theatricals, athletic sports, workshops (which are maintained by the Government, the tools and materials being supplied at the expense of the cadets at a certain rate). There are racquets, foot-ball, bowls, bagatelle, bird stuffing, and photography. The subscriptions to these amount to a moderate sum.

6674. Are there billiards?—Yes; there is one very good billiard table, and eventually we hope to have another. The subscription to these amusements is voluntary, and the cadets avail themselves of them very largely.

6675. Will you describe the board and lodging and the nature of the buildings?—The barrack accommodation consists of 135 barrack rooms, 32 of them are constructed to hold four cadets each; 92 are constructed to hold one cadet each (or more if required); and there is one particular block of buildings "the tower," which is constructed to hold 23 cadets; 222 cadets are accommodated in 128 rooms; the greatest number in any one room is four; there are 24 rooms at present with four cadets in each of them.

6676. (*Lord de Ros.*) Is there any reading room?—There are two very excellent reading rooms. There are about 24 rooms with four cadets in each, six barrack rooms with three cadets in each (I am speaking approximately), and 10 rooms with two cadets in each, the remainder being accommodated in single rooms. There are two dining halls; the number accommodated in one is 178, and 44 in the other (a smaller hall for the senior division). There are eight class rooms calculated to hold about 40 each; some of them are large rooms, and there are two lecture halls.

6677. (*Chairman.*) Is there any tap?—No. All refreshments are supplied from the mess. The cadets have four regular meals a day; their breakfast, lunch, dinner, and tea are supplied in the halls, tea alone being in their barrack rooms. Breakfast consists of tea, coffee, or cocoa, bread and butter, and meat or eggs, and lunch of cold meat or soup. Dinner of hot meat, vegetables, puddings or tarts, bread, &c. The breakfast is at half-past 7 o'clock, the lunch at half-past 12 o'clock, the dinner at 3 o'clock, and at 8 o'clock there is tea or coffee, with bread and butter. Refreshments are provided for any cadets who wish to avail themselves of them between half-past 4 and 6 o'clock at a moderate tariff, charged in the cadet's accounts by his captain. A cadet can also if he wishes it obtain marmalade, jam, eggs, or cold meat for tea, on a written requisition, the expense of which is charged by the captain in his account. A limit is put upon this; it is not allowed to exceed 10*s.* a month.

Col. G. T. Field.
20 April 1869.
Royal Military Academy, Woolwich.

6678. (*Lord de Ros.*) Is there any season when the dinners consist wholly of cold meat?—Yes; but only at the cadets' own request. The affairs of the mess are conducted by a committee, of which three responsible under-officers are members. In summer breakfast is at half-past 7. The first study is at half-past 8. Drill at a quarter after 11. Lunch at half-past 12. The next study at 1. Dinner at 3. Recreation till 6; and study again from 6 till 8. Prayers at 8, then tea, and roll call at 10.

6679. (*Sir D. Cameron.*) Are there any half holidays?—On Saturdays the studies are held from half-past 8 till half-past 1, with a break of half an hour for lunch; for the remainder of the day there is a holiday.

Discipline.

6680. (*Lord de Ros.*) When are lights put out?—At half-past 10. The senior cadets are allowed lights until 11. The cadets are strictly forbidden to enter public-houses in the neighbourhood, or any house of public resort, or billiard rooms.

6681. There is no house especially excepted from that restriction?—No.

6682. (*Lord E. Cecil.*) What are the bounds of the Academy?—There are no particular bounds. The hours at the disposal of the cadet are about two hours in a day, and he is not specially limited. The cadets are not allowed out of the enclosure at night after prayers and tea, during the first year and a half of their residence. One of the privileges of the seniors is that they can go out in the evening if they wish it for an hour, which is at their disposal.

6683. (*Rev. W. C. Lake.*) Have you reason to think that you enforce the order not to visit publichouses?—I think so to a great extent.

6684. What would be the punishment in that case?—It would rest entirely with the lieutenant-governor.

6685. Are such cases frequent?—They are very unfrequent.

6686. Are they dealt with very severely when they are brought up?—Yes.

6687. (*Sir D. Cameron.*) By rustication?—I should think by rustication, but I have never known a case. The openings which have been given to obtaining things at home with facility are so ample that there is not very much temptation.

6688. (*Rev. W. C. Lake.*) Have you a billiard room within the Academy?—Yes; it was opened last year; it is a very nice room.

Accommodation.

6689. Speaking of the accommodation, are there four cadets in a room, day and night?—Yes, but they neither study, nor have their meals (except tea) in their rooms.

6690. Do you not think that is objectionable? Do you not think it much better to have a room for each cadet?—I should decidedly prefer to have single rooms, but they are good and comfortable barrack rooms.

6691. Have you found or heard of any objectionable results arising from there being four cadets in a room?—No.

6692. Have you heard it complained of by any cadet as being disagreeable?—No, the cadets feel rather crowded with four in a room.

6693. But you have not heard such complaints as that one of the four may be a young man of bad character, and therefore extremely objectionable or disagreeable to the others?—No.

Number of instructors.

6694. There are 34 professors, I think, for 222 cadets?—Yes, professors and instructors.

6695. Are you aware that that is a very large proportion compared with any great public school?—We have 13 subjects of instruction.

6696. Will you enumerate them?—In mathematics there are one professor and four instructors. In fortification one professor and four instructors. In artillery one professor and three instructors. In surveying and topographical drawing one professor and four instructors. In practical geometry one professor

Col. G. T. Field.
20 April 1869.
Royal Military Academy, Woolwich.

and two instructors. In French one professor and two instructors; in German the same; and in Hindustani one professor. In landscape drawing two masters. In mechanics and natural philosophy one professor. In military history one professor. In chemistry one lecturer.

6697. Will you have the kindness to describe the different functions of the professors and of the instructors?—Their functions are to a certain extent the same; they teach together in the same room. The professor has to a certain extent the supervision of the whole branch of study, but he chiefly teaches in the same way as the instructor; he teaches in the same room and at the same time.

6698. Are there two classes going on at the same time?—There is one class, for instance, the third class, in which the professor of mathematics teaches that class only; he is assisted by one master, and teaches at the same time in the same room. With regard to the number of professors and masters I may mention that the greatest number of cadets taught by one instructor at a time amounts to 23.

Duties of the staff.

6699. What work have the lieutenants of companies to do as far as regards the instruction; have they to be present at the instruction?—No, not at the education, but in the interior economy; they have in fact the training of cadets at all times when they are not in study; but they have nothing to do with the instruction.

6700. Are the professors and the instructors held to be entirely responsible for the instruction?—Entirely, subject of course to the prescribed control of the lieutenant-governor and inspector.

6701. And to have the entire power over the cadets at the time of instruction?—Yes; the instructions are worded thus:—"The professors and masters are on all "occasions to receive every mark of attention and "respect to which their position in the institution "entitles them. The cadets during the hours of study "are placed under their charge, and they are held "responsible for their due instruction in the several "branches of study in conformity to the true spirit of "these regulations, and also for the maintenance of "discipline and regularity of the class rooms." A report from a professor is regarded as implying neglect of duty on the part of the corporal, who ought to preserve order in the room. The professor maintains order through the military functions of the corporal.

6702. What is the exact period of a Woolwich course?—Five terms.

6703. (*Lord de Ros.*) Does the lieutenant-governor ever go round the rooms, the riding school, and the hospital, and look into the details of the corps, the same as he would do in a regiment?—Yes, the printed instructions are such.

6704. Has every cadet his own writing desk, and his own chest of drawers, and the command over his own clothes?—Yes, in the class room there is a desk provided for him in which he keeps all his books. In his barrack room he has his portmanteau, and a separate cupboard to himself.

6705. Is any inspection or examination ever made of those cupboards?—They are liable to be subjected to daily examination.

6706. Is there any rule with regard to pocket money?—Yes, the pocket money paid weekly to the cadets is on a scale; the responsible under-officers receive 5*s.* a week, others in proportion down to 3*s.*

6707. As regards the means of washing; has every cadet the means of washing in private?—There are separate baths and lavatories.

6708. When he gets up in the morning has he the means of washing himself alone?—Yes, he has a separate bath to himself.

6709. With regard to smoking; is there any restriction as to the hours or places?—There is as to places; there is a smoking room.

6710. May the cadets smoke at any time?—There is no restriction as to time, so long as it is in a proper place.

6711. Could a cadet smoke there at 9 o'clock in the morning?—No, because he would be in study from half-past 8 till 11.

6712. Have you anything of the description of sand modelling?—No.

6713. Are there any workshops?—Yes, workshops for carpentering and turning in metal work as well as wood. A steam-engine is provided to drive the lathes, &c. The cadets largely avail themselves of this amusemennt. I think the number of subscribers averages from 90 to 100.

6714. Have they access to the arsenal to see what machinery is in operation?—They are regularly for six months taken there as a part of their instruction.

6715. To attend the workshops and to see what is going on?—Yes.

Discip

6716. (*Maj.-Gen. Haythorne.*) Do you think that the scale of punishments is sufficient?—I think so; it is assimilated to what is the case in the army. The corporal has the power of placing a cadet in arrest, but it must be confirmed by a superior authority. A captain has power to award four days' close arrest. It is, however, a very rare thing that the power is exercised to that extent. The inspector has power similar, I think, to that of the colonel of a regiment, at all events, as far as seven days' close arrest, and 28 days' confinement to the enclosure, that would be the limit, but it is a very rare thing to exercise that power.

Age admi

6717. Do you consider the age of the entry of cadets at Woolwich a good one?—I think that the range is too great, namely, from 16 to 19. I think that 19 is too high a limit, because the result is that the present age at the Academy is high. The average age of 44 cadets who will be shortly commissioned will be upwards of 20 years; the average age of the first class is now 19 years and 9 months, which is *too* high.

6718. Would you make any alteration in the examination for entrance?—No. I think that the upper limit of age should be lowered, and not the lower. With a limit of from 16 to 18, I should think the educational standard need not be lowered.

Ent exa

6719. Do you approve of the examination as it stands at present for entrance?—In a general way I think it seems to answer, but I should certainly advocate a higher qualification in mathematics. I think 700 marks out of 2,000 in pure mathematics is decidedly too low a qualification. I should prefer to see it 1,000.

6720. Would you advocate any other alteration?—I think the qualification in geometrical drawing is low; some qualification is necessary. I think a higher qualification than at present would be an advantage to the cadets after they enter the Academy. The question of a classical education before entrance into the Royal Military Academy presents some difficulties. I advocate general education; I regard a classical education as of the utmost importance, but some cadets who have entered the Academy, owing to their high marks in classics, and who have had low marks in mathematics, have been at a disadvantage afterwards, because the marks in classics are very high, namely 3,000, and a classical scholar when pitted against a mathematician almost always loses ground afterwards. It is a difficult question upon which to suggest anything; but that is a fact.

6721. (*Sir D. Cameron.*) I think that you said that you would raise the qualification for admission in mathematics in the obligatory section?—Yes.

6722. Is that because you find the cadets on joining defective in that section in mathematics?—It is not so much that, as that it would necessitate their paying more attention to those particular subjects and would perhaps prevent their gaining a superficial knowledge (a sort of cramming knowledge) of the higher subjects merely for examination.

6723. You do not think it necessary to require a higher qualification in the other section?—The cadets are not deficient, but at the age at which they join,

namely, between 16 and 19, I think that they might be expected to know the first section thoroughly. Our course of instruction at the Academy comprises algebra, geometry, and plane trigonometry.

6724. And they form a part of the obligatory section?—Yes.

6725. Is there any limit to the power of the lieutenant-governor as regards close arrest?—No; the powers of the lieutenant-governor are not defined by regulations as to the amount of arrest.

6726. Does the inspector of studies dispose of all offences in study?—Either the inspector or the assistant inspector does so.

6727. Without reference to the lieutenant-governor unless the case is serious?—Yes.

6728. Are offences in study frequent?—No, they are very trifling offences. Every offence by a cadet against discipline is taken notice of, but they are quite minor offences; the regulation is that a cadet placed in arrest by the corporal in charge remains in arrest for 24 hours unless released in the meantime by the inspector. In minor offences the inspector generally confirms the arrest of the corporal. In study every offence is immediately reported to the inspector; if he did not investigate the case the arrest would expire in 24 hours, but practically the inspector or the assistant inspector investigates every case brought before him.

6729. (*Lord de Ros.*) Is the case, as it were, pleaded before him?—Yes. The corporal places the cadet in arrest. The cadet is present and has opportunity of explanation or self-defence. A professor has only to call on the corporal to maintain order. He would send a written report, if it was a serious offence, which would be brought before the lieutenant-governor.

6730. I suppose that the ordinary offences are talking or laughing during study?—Yes.

6731. There is never any impertinence?—That is very rare.

6732. (*Sir D. Cameron.*) Has the lieutenant-governor the power of rusticating a cadet without previously referring the case to the Commander-in-Chief?—I can hardly answer that question. From my knowledge and experience of the Academy it has not been done. The Commander-in-Chief, who is the governor of the Academy, has always been referred to in every case of dismissal or removal.

6733. Have you had many cases of rustication since you have been there?—Two or three.

6734. How long have you been there?—Three years.

6735. (*Lieut.-Col. Chesney.*) Have you had any cases of general misbehaviour on the part of classes?—Very rarely.

6736. Have you known any case where a whole class has been placed under arrest temporarily?—Yes.

6737. Was that on the report of the professor?—Yes, for talking; nothing beyond that.

6738. Have you any captains of artillery among your professors or instructors?—Yes, several.

6739. As regards college discipline, is there not a strong line between a captain of artillery who is teaching and a captain of artillery who is an officer of discipline—does there not appear to be a considerable difference between their powers?—All the officers who instruct, whatever corps they belong to, are exactly in the same category as to discipline as the civilian professors; they have no power to award a definite punishment.

6740. They have no power because they are professors?—Yes.

6741. They are in a different position from the disciplinary officers?—Yes, so far.

6742. Is not that of itself rather contrary to ordinary military practice? In the army an officer holding a commission is to a certain extent on duty everywhere?—Yes, the officer is so, and by virtue of his commission he can of course place *any cadet* under arrest for misconduct, but I should not advocate making any change in that respect. I think it better that the power should be limited as at present.

6743. Do you think that it would diminish a man's teaching power if he had disciplinary power over his class?—No, I should not say that it would necessarily do so, nor improve it.

6744. Will you state what is your actual objection to the idea of a military professor being also charged with some degree of discipline?—By the regulations a military professor is in charge of the discipline of his class, but he carries it out in a different way from an officer of the military branch; he has not the same power vested in him; he can order a corporal in charge to place a cadet in arrest, but he has not power to deal finally with the case; that is the only difference.

6745. You do not like the professors to have the control of the cadets at any other time than when they are in their classes?—No, but a professor must take notice of any breach of discipline.

6746. (*Lord de Ros.*) If he met a cadet intoxicated he must report him?—Yes.

3747. (*Lieut.-Col. Chesney.*) Do you ever remember such a report being made by a professor?—I cannot call to mind any special instance, but it certainly would be taken notice of.

6748. (*Lord de Ros.*) Do the officers who are charged with the discipline of the establishment reside within the Academy, or are they quartered out in houses?—With some exceptions they are quartered within the precincts.

Finance.

6749. (*Chairman.*) You have mentioned a contribution from the East India Company?—Yes.

6750. What is the nature of that contribution?—On the amalgamation of the East India military establishment at Addiscombe with the Royal Military Academy the East India Company became responsible for the additional charge thus laid upon Woolwich to the following extent, which for last September quarter stood thus:—

	£	*s.*	*d.*
1 captain at 5*s.* a day, 1st July to 30th September, 92 days.	23	0	0
2 lieutenants at 4*s.* - - -	36	16	0
100 gentlemen cadets at 3*l.* 2*s.* 6*d.* pay, and 6*d.* for clothing.	1,380	0	0
4 serjeants' pay at 3*s.* 2*d.*, allowances 1*s.*	76	13	4
7 masters - - - -	462	10	0
Servants - - - -	137	2	4
Coals, gas, candles, and contingencies -	200	0	0
Per quarter - -	2,316	1	8

6751. How are the professors selected?—They are selected on the recommendation of the lieutenant-governor.

6752. How are they brought to his notice? He has not the undisputed patronage, has he?—They would be appointed by the Commander-in-Chief on the lieutenant-governor's recommendation. I have never known an instance of a professor being otherwise appointed.

6753. Practically the lieutenant-governor recommends, and his recommendation is generally accepted?—Yes.

6754. Has there been extensive combination against the authorities, or a rebellion, at the establishment within the last 10 or 15 years?—I think that seven or eight years ago the records show there was something of the kind. I think there is a return before the Royal Commission which shows it.

6755. Is there much venereal disease among the cadets?—No.

6756. There is some?—Yes, there is some; a return has been furnished to this Commission on that subject.

6757. There are 40 cadets in each class room, are there not?—At present there are 44 in each class. The classes are subdivided in some instances on account of the rooms.

Col. G. T. Field.
20 April 1869.
Royal Military Academy, Woolwich.

6758. Is an attempt made to administer instruction to 40 cadets at once?—Yes.

6759. Is not that rather a large number?—It is a large number in one room for a long attendance. We have 44 cadets in one room for mathematical instruction. In some subjects three masters teach at the same time in one room.

6760. So that it is not one man who is attempting to teach 40 young men at once?—No, the greatest number is about 23, and about 14 or 15 is the usual number.

6761. You have one professor and a military instructor to every five cadets, and one professor to every seven cadets; is not that rather a large proportion of instructing power to the number of cadets?—It would appear a large proportion if they all instructed in one branch, but as a professor and his staff represent the teaching power for one particular branch of study, the proportion does not appear to be large, because it entails the carrying out of instruction by one professor or master to 15 cadets on an average.

6762. And you do not think that the present instruction could be advantageously administered with a less number than the present number of instructors?—Not under our present system.

6763. Are there any suggestions which you would wish to communicate to the Commission with regard to any changes or improvements which you would like to see introduced beyond those which you have mentioned?—I have already mentioned reduction of age at entrance; I think that would be desirable.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 22nd April 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR GENERAL EARDLEY WILMOT.
MAJOR GENERAL HAYTHORNE.
C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

CAPTAIN E. J. BRUCE, Royal Artillery, examined.

Capt. E. J. Bruce.
22 April 1869.
Royal Military Academy. Course of study.

6764. (*Chairman.*) You are assistant inspector of studies at the Royal Military Academy?—Yes.

6765. How long have you been in that position?—Nearly five years; I was appointed in June 1864.

6766. Is it your opinion that the organization of the studies as it at present exists is satisfactory?—On the whole I think that it is good. It is of course capable of improvement in some respects.

6767. Will you kindly explain to the Commission in what respects you would advocate improvement?—That is a large question. I have put down my thoughts on that subject in writing, and I will endeavour to give the leading points *viva voce*. I am favourable to giving the Artillery cadets a six months' course after they leave the Academy, specially suitable to *them*; and something analogous to what the officers of Engineers get at Chatham. At present there are 34 professors and masters, and 13 subjects are taught. A choice is allowed between German and Hindustani, and a *partial* election in *one* branch of mechanics. This leaves 12 subjects compulsory on every cadet, though not all subjects at one time, but as follows: In the fifth class six subjects, in the fourth class seven, in the third class six, in the second class nine, and in the first class seven.

6768. We have had that information from a previous witness, and we know what exists. What changes would you recommend?—I question whether it is desirable to force all alike through the whole 12 subjects. It may lead to loss of time, to a distaste for work, and to the occasional disappointment of the instructor. I would make obligatory on all, absolutely—mathematics, artillery, fortification, surveying and topographical drawing, military history, and one language. I would oblige all, for one term at least, (both for positive gain, and to prove whether they may profitably go on with the subjects), to study practical geometry, drawing, elementary chemistry, gunpowder and explosives, and the lower course in mechanics. The following subjects I would make voluntary: Applied chemistry, including metallurgy and laboratory work; applied mechanics (theoretical and descriptive course); and physics, including light, heat, sound, electricity, and magnetism. High "marks" should be given to important subjects, not generally popular. The foregoing subdivision does not show the order of the subjects, or the time to be given to them; nor do I venture so much to recommend it, as to offer it for consideration. I am inclined, under *any* system, to give *permanent marks* for all subjects, at every examination; few to the earlier examinations as of less value, and more to the later as more important. The Council of Military Education would either forego sharing the earlier examinations, or else examine in every subject in every class. I would say in explanation, that the Council now, as a rule, share all examinations carrying *permanent* credit for a commission. In all classes, at present, there are periodical examinations for *class* promotion, and some of the marks gained are only *temporary*, and in these the Council of Military Education have no share; but if all marks were permanent the Council of Military Education must either forego the examination in the earlier subjects, or else examine in every subject taught in each class. Another suggestion which I would make is, to demand ·5 on the aggregate marks in the "course" without "extras," rather than on subjects in detail. It may, however, be desirable in special subjects, as mathematics, fortification, artillery, and surveying, perhaps also military history, to require still a final qualification, say of ·33 on each; or even if *optional* studies be introduced, ·5; because with fewer subjects, you might fairly require a higher attainment.

6769. (*Mr. Parker.*) When you speak of decimals, does unity represent full marks?—Yes.—Again, conduct, drills and exercises, gymnastics, &c., might carry some permanent marks towards a commission. The constant aim should be to develop all subjects, so as to give them, in their treatment, a practical professional bearing, especially mathematics and the sciences. Certain professors should have a clear apprehension of the relation of one branch of instruction to another, and of the line of teaching pursued. To do this, they ought to meet together occasionally under the vice-presidency of the inspector of studies. The lieut.-governor, I presume, would be the president. To this end, a board or council of improvement might

be either a help or a hindrance, according as it was or was not skilfully directed, and according to the mutual understanding or *mis*understanding of its members. They should not discuss matters of discipline. The next heading which I have is still connected with the Academy itself; it applies to the joint education of the Artillery and Engineers. I think it most desirable, up to the end of the Woolwich course; because, in presence of the enemy, at field works and siege operations for attack or defence, these officers must work together. Each needs, up to a certain point, a sound knowledge of fortification, and of the nature and effects of artillery fire. Mutual understanding is essential, and it is likely to be fostered by a similar education, at the same college. The Woolwich course now lasts two and a half years. Should it be reduced to two years, as perhaps it might be with advantage, the Engineers and the Artillery might then *diverge*, the young officers of the Royal Engineers going, as now, to Chatham, and the young RoyalArtillery officers going to the School of Gunnery at Shoeburyness, and to the Department of Artillery Studies at Woolwich, with provisional commissions, for further practical training—finally passing an examination with *qualifying* test only, after a six months' course. I would further suggest that a captain of Royal Artillery should be specially appointed to have charge of these young officers. I might say incidentally here, that provided the term of residence were reduced to two years, and that the Artillery cadets were guaranteed a short after course, it might be possible and expedient to diminish slightly the fortification work done at the Academy, and also to reduce some of the minutiæ of the manufacturing details of artillery, to the benefit of both Artillery and Engineer cadets. The Chatham course is already defined, and in full operation. The following are "hints" for the Royal Artillery further course:—perfect their knowledge of artillery materiel and manufacture; keep up riding; gain some acquaintance with stable management, forage, stores of a battery, harness, draught, driving-drill, and field battery exercise, a slight introduction to farriery and veterinary knowledge; learn something of the interior economy of the regiment, pay, messing, clothing, &c.; acquire some knowledge of military law and practice of courts-martial; have more artillery practice at Shoeburyness; practise throwing up cover for guns; make rafts and spar bridges; lay platforms, embark, disembark, mount, dismount, and transport ordnance. It will be seen that no new educational machinery or staff is proposed, but the use of means already existing, namely, the School of Gunnery and its instructors for one part of the course; for the other, Woolwich, with the director and assistant director of Artillery studies, the captain instructors in the Royal Arsenal, and the veterinary establishment. It would be necessary, only, to afford at Woolwich and Shoeburyness barrack accommodation, and the use of the existing mess establishments. For the arrangements in detail, when the course was once approved, the captain alone should be responsible, under, of course, the commandant at each station. I do not know that I have anything more to suggest on this particular topic.

6770. (*Chairman.*) As I understand from your observations, your suggestion would be to reduce the number of obligatory studies, but not to reduce the subjects of general study?—I would still teach every subject which is now taught in the College.

6771. Do you think that it would be possible to introduce a reduction of professors and instructors, because the proportion seems to be rather great to the number of cadets under instruction?—Working on the present system I should hardly say so; but of course, if the optional system were introduced, you must wait to see what the effect would be: then, probably, a reduction might be made.

6772. Are you satisfied with the system of open competition?—I am.

6773. And you would not suggest any alteration in the entrance examination?—I have no fault to find with the present age, 16 to 19, if promotion were more rapid. But I would readily relinquish one year of the superior limit, making the age 16 to 18, and leaving the average at 17 instead of 17½. This need involve very slight (if any) lowering of the entrance examination, which I hold to be a matter of very great importance, as keeping up the educational standard. I would give *two* trials, and no more. In mathematics, section 1, I would demand ·5 for qualification. In other subjects as now, I would demand a qualification of one-sixth (·16) on each. On the aggregate of all subjects taken up by each candidate, I would demand ·5 instead of the constant 2,500 now accepted as qualification from all comers. Thus: a candidate may take up five subjects, the full marks for which shall be 9,500. Another may take up five, the full marks for which shall be 6,000. The qualification now demanded from these two is the same, viz., 2,500. I propose to require from each *half marks*. To compensate classics (dropped on entering the Royal Military Academy), I would carry on marks gained, in all subjects, at entrance, to final credit for commission; or it would be enough perhaps to do so to the first periodical examination, that is to say, to the end of the first term.

Capt. E. J. Bruce. 22 April 1869. Royal Military Academy. Entrance examination.

6774. As I understand you, you would allow the marks gained at the entrance examination to count in the total of marks for a commission?—Yes, that is my first proposition; but it is quite possible that it may be thought to be excessive, as giving too much weight to the entrance examination; so I say that it may be enough to carry the marks gained at the entrance examination to the first periodical examination, namely, to the end of the first term at the Royal Military Academy. It is clear that a good classic and indifferent mathematician is heavily weighted in his mathematics, and is most likely to suffer, in his *first* term: if he carries on his "entrance marks," his classics may help him over the difficulty. The *outside* limit of residence is three years, the course requiring 2½ years; a cadet may lose one term; if, after that, he misses another, he must go.

6775. Another part of your proposition was to reduce the term of residence from 2½ years to two years, upon the understanding that the Artillery cadets were to have the advantage of a course at Shoeburyness analogous to the present course through which the Engineers are put at Chatham?—Something analogous. Length of the course.

6776. The advantage of that would be that their joint studies might be suitable to both?—Yes, being carried on under slightly more favourable conditions: besides, I think two years enough at the Academy, if the Artillery officers have the six months practical course proposed.

6777. With regard to the discipline, are you satisfied with it?—Yes. I do not think that the place was ever in a higher state of discipline than it is now. Discipline.

6778. Is the power of the Lieutenant-Governor sufficiently unrestricted?—I think that the resident man should govern.

6779. Do you think that he does govern sufficiently?—I do not think so. I would make him Governor.

6780. What powers of punishment are vested in the Lieutenant-governor?—I think, anything short of rustication and discharge.

6781. But he has not the power of sending a cadet away?—I believe not.

6782. Do you think that it would be an improvement if such a power were to be placed in the hands of the Lieutenant-governor?—Discharge is a serious thing, and I think it well that even the resident Governor should not have that absolutely in his power. I certainly think that he should have the power of rustication.

6783. Have there been any instances of general insubordination amongst a number of cadets during your residence?—No, with one exception, and that

Capt. E. J. Bruce.

22 April 1869.

Royal Military Academy.

was a very short time after I joined the Academy in 1864, when a cadet behaved ill and was dismissed; the subaltern officer on parade read out the notice of his dismissal, or rustication, without any senior being present, which perhaps was not wise, and the cadets murmured; they, afterwards, openly yelled and shouted. There was another case of combination for practical joking against a corporal, for which some cadets were rusticated. There has been nothing more than that, I think.

6784. Is there much venereal disease?—Too much. Before 1863 there was a period of transition and trouble. Our predecessors had very trying times, owing to the changes which were being carried out. There was a great medley of cadets—some admitted under the old nomination from various schools, some from Carshalton, some from Addiscombe, some from Sandhurst, and some by open competition—of different ages and interests. Besides their racket courts, their gymnasium, and workshops were all taken down to make room for new buildings, when greater accommodation was needed. The evil of this deprivation was strongly urged by Colonel Wilford, the Governor, Then followed, for a time, disorder and discontent; and Woolwich got a bad reputation. Colonel Field and myself were appointed later, when the difficulty had passed, and we found things comparatively smooth and easy. I would not for one moment be misunderstood to reflect upon those who went before us. But a gradual improvement has taken place—*not* shown, however, to the extent anticipated, in the following statistics. In 1858 there were 13 cadets in hospital for venereal disease; in 1859 there were 29; in 1860 there were 29; in 1861 there were 20; in 1862 there were 39; and in 1863 there were 25. In the year 1864 there were 10; in 1865 there were 12; in 1866 there were 13; in 1867 there were 15; and in 1868 there were 12.

Appendix, p. lxii.

6785. (*Lord E. Cecil.*) Will you state the relative numbers of the cadets at the college during those years?—I find they are as follows: Average strength of the cadet company in 1858, 137; in 1859, 179; in 1860, 189; in 1861, 233; in 1862, 265; in 1863, 237; in 1864, 189; in 1865, 165; in 1866, 168; in 1867, 185; in 1868, 207.

6786. (*Chairman.*) I think that the neighbourhood in which the Academy is situated is under the Contagious Diseases Act, is it not?—It is now.

6787. Do you think that that has anything to do with it?—It may possibly have had some effect, but I do not think that that Act has been in operation more than two years at the outside.

6788. I suppose that you would be of opinion that it would be desirable, on every account, to accommodate each cadet with a separate room if possible?—Yes.

6789. (*Lord E. Cecil.*) What power have the professors over the cadets in their halls of study?—They are bound at all times, whether in or out of study, to take notice of any irregularity which they may see, but they have no power of punishment. A master is responsible for the discipline, but to prevent his being disturbed, he keeps order through an under-officer, corporal, or cadet on duty.

6790. Have the professors any power outside the study walls; do they take any part in the discipline or in the amusements of the cadets when they are away from study?—Some of the military instructors take part in their games. Professors should notice anything which is wrong, but they have no power to punish.

6791. Supposing that a professor found a cadet drunk, what steps would he take under the circumstances?—He would be bound to report the case to the inspector of studies and second commandant.

6792. He would not have the power to place the cadet under arrest?—A civilian has no power of arrest. An officer is an officer always, and of course he could put a cadet in arrest if he saw anything wrong.

6793. Do you look upon the cadet as a soldier, or simply as a student?—He is a student, and more than a student, but he certainly is not absolutely a soldier; he is, however, much more of a soldier than of a mere student. We have not treated the cadets as soldiers, and it would be a great mistake to do so.

6794. I understand you to say that the fact of a professor being a military man would give him the power of arrest which as a civilian he would not possess?—Certainly.

6795. There is then an essential difference between the power of a civilian professor and the power of a military professor out of doors?—Only in that one respect, that the one being an officer has the power of arrest. I see no other difference. It is not the custom of the military professors, as a rule, to place a cadet in arrest; they keep order like the civilians through the corporal on duty, but the military professor being an officer can place a cadet under arrest. If he saw anything wrong he would probably simply report it.

6796. Are the cadets under the Articles of War?—I believe that they are, but I am not perfectly certain.

6797. I presume that the fact of whether they could be treated as soldiers, or not, would depend very much upon whether or not they were under the Articles of War?—Yes, strictly, and legally, if it were challenged.

6798. What is the mode of instruction in the various study halls?—It necessarily varies considerably with the great variety of subjects taught. There are some pure lectures in lecture halls. There is also the tutorial system with close individual instruction, as distinguished from lecturing. Languages are taught to "sections" of four, five, or more, grouped according to their knowledge.

Syst
inst

6799. I presume then that there is no uniform system of instruction, but that each professor has power to carry out his own particular plan of instruction as he pleases?—The same class books must be used throughout, in each subject. The general rules and regulations pretty clearly define how the instruction is to be conducted; but as to a man's *method* of teaching, he is not hampered or restricted in that.

6800. Is the system of lectures largely used in the halls of study?—No; but there are *vivâ voce* examinations, which are better than lecturing, and which are largely used, which form a supplement to other modes of instruction.

6801. What is the system; do the cadets take notes, and are they examined afterwards?—The cadets take notes at all lectures, rough notes or fair notes, as they like. Their lecture books are subject to examination by the inspector and assistant inspector, and are overhauled by the instructors; and a certain proportion of the final marks is allotted to fair note books.

6802. Is there any preparation out of study?—None obligatory. They work in their rooms, if they like.

6803. But not with the help of the professors of the college?—No. The nature of the instruction in the class rooms is such that the cadets will not want that coaching which is wanted elsewhere, because the professor or master takes the cadets one by one, for individual instruction.

6804. Is private study, as a general rule, encouraged at the Academy?—We leave them to do as they like. If a man is weak in any subject, he will probably work at it.

6805. Is there any restriction as to the hours of private study?—Yes; lights are put out at half-past 10, except with the first class, who are allowed lights till 11; and during the term of the commission class, lights are allowed up to 12, on request made by themselves. It is well to allow it, as there is no reasonable excuse left for their keeping up lights contrary to regulations.

6806. You have nothing to find fault with in the present system of teaching; there is nothing which you could recommend as an improvement?—No; except that instead of taking the mathematical cadets

in detail one by one, I think that sometimes three or four or five might be grouped and taught together. At the same time I admit that, if they are taken one by one, it perhaps gives each cadet more help, and has the advantage of cutting him off from the necessity of getting final coaching outside, at an expense to himself and additional time spent in hard study.

6807. Would you diminish the number of subjects taught at the Academy; do you think that the higher branches of mathematics are essential for Artillery, as well as for Engineer officers?—I would not. I think that a high average should be kept up; and although I do not think it necessary for every Artillery officer, or even Engineer, to be a first-rate mathematician, yet they ought all to know a good deal of mathematics—more than is necessary for many professions. It is not merely the amount of mathematical knowledge which a man gets, but it is the accuracy of thought and the power of concentrating his mind upon a subject that is of value to him. All do not get a full knowledge of the "course" as it is; many are very far short of it. We do not weight them so heavily that they cannot get their commissions even with a moderate knowledge, as compared with the whole course. Superior knowledge in one subject may compensate for deficiency in another. I have known cadets get commissions without *counting* any marks in mathematics, having fallen short of the required "minimum" in that subject.

6808. Would you be in favour of having separate classes for the Artillery and for the Engineers at the Academy during the last year of residence?—Certainly not.

6809. (*Lt.-Col. Chesney.*) Would not a division in the studies of the kind spoken of in the last question affect the sort of college spirit which now exists in young men when they leave, which seems a common feeling between the two corps?—I think that a similar education at *one* college tends to a corps feeling. It is often familiarly said between Artillery and Engineer officers, "We are all one regiment;" there is that feeling between the two, and I hope it will continue.

6810. And you attribute that to their going through the same course?—Yes; but I do not see that that feeling would be weakened by partially separating the instruction.

6811. What is the punishment, or what are the disabilities attached to venereal disease at the college?—None that I know of.

6812. That is to say, a case of venereal disease is treated by the college exactly as a case of any ordinary disease?—I do not know whether a parent would be communicated with; I think not. As far as I know it would be treated like any other case of disease or sickness; the cadet would go into hospital for it, and when he was well he would come out. I do not know that he would not be spoken to about it; I think that he would. The late Lieutenant-governor showed a most earnest solicitude for the moral and the religious character of the cadets, and I certainly think that he himself would have spoken to any cadet who was in hospital for that disease.

6813. Do you see any good reason *à priori* why a military professor, say a captain of Artillery, who is teaching within the halls, should be in any respect differently treated from a similar officer attached to the cadets outside? What good reason is there for the existence of any distinction between a captain of Artillery who is attached to cadets inside the hall, and a captain of Artillery who is attached to cadets outside the hall?—I do not admit that there is any great difference. I do not know it.

6814. But you state that the captain of a company, or other military officer, has a certain power which a professor has not; can you give any reason for the difference between the two?—I think that a military professor, or master, should have nothing to do but to teach as the civilian masters or professors teach. I do not see why you should establish any distinction between a civilian professor and master and a military professor and master in respect of his teaching and his powers of control as teacher.

6815. Did I rightly understand you that some of the military professors associate themselves with the cadets in their amusements?—Yes.

6816. Does not it then occur to you that the fact that those officers have less authority than the executive officers of the college have is so far a direct loss to the Academy?—No. As regards authority, they do not personally exercise any beyond reporting or warning, but they have all the authority which they need. The subaltern officers outside only place in arrest, and the cases come for decision before the captains. I think that the *fewer* men punishing the better. I am strongly opposed to combining the functions of teaching and discipline. I want to keep them apart.

6817. Are you aware that at the Universities any college authority may take notice of any misconduct of an undergraduate?—So he may at Woolwich.

6818. Colonel Field has told us that during his time there has been no case of a professor reporting any misconduct of a cadet out of study. Do you think that that would be so if the authority of the professors was the same as that of the captains?—I think that they would have no opportunity of reporting unless they chanced to see a cadet going into, or coming out of, a public-house. The cadets are in a garrison town, and the eye of the garrison is upon them. That is one advantage of their being in a garrison town. Wherever they go they meet officers, and if they were disposed to do wrong they would have to be very careful. I do not suppose the professors and masters have frequent opportunities of reporting them.

6819. Does not a great part of your answer imply that practically the professors see very little of the cadets out of study?—Undoubtedly they see very little of them out of study.

6820. Do you consider that to be a desirable state of things?—Yes.

6821. With respect to the corporal or under-officer in a class, have you ever heard of a case of his having lost time for study in consequence of his having had to take charge of other cadets elsewhere?—Yes; but that has been remedied lately. I have known it to be named, and one has seen it and acknowledges it. It is a pity to withdraw men much from their class to go elsewhere, it interferes with their work; and feeling that to be so, since last term we have adopted a different system, namely, that whereas those belonging to the second class used to do duty in all classes below them, they now do duty only in the third class. We take a selected number of the men in the third class to do duty in the fourth, and a selected number in the fourth class to do duty in the fifth.

6822. Junior cadets?—Yes, but always doing duty in the class below them.

6823. If those junior cadets do that duty well, does it give them any claim to promotion?—Yes, certainly; it affords us an opportunity of seeing who can be trusted, and who cannot.

6824. Are you aware that in that respect you are imitating the old Addiscombe system?—I am not aware of it; but we do not care whom we imitate so long as we do well.

6825. I understood from one of your former answers that you did not think that there would be any disadvantage from increasing the influence of the professors with the cadets in the Academy and their association with them?—Their influence is one thing, and their coming athwart the men who have charge of discipline is another. I think that their influence in the place should be kept up as much as possible, and that the more all are associated the better; but I am in favour of keeping the teaching and the discipline distinct.

6826. Do not your officers who are in charge of discipline teach?—None.

6827. Do not they teach drill?—Most of the drill

Capt. E. J. Bruce.

22 April 1869.

Royal Military Academy.

(it should *all* be so) is in their hands, and most of them teach it. We make a strong distinction between drill and study.

6828. Do you think that there is a great advantage in drawing a strong distinction between the men who teach drill out of doors and those who teach studies in doors?—The distinction is between subjects, not *men*. There is no particular advantage as regards the arrangement itself, but as regards economy of time, &c., there is an advantage.

6829. Of how many cadets has one of the discipline officers the personal charge?—There are three captains and four subalterns. One of the captains takes charge of the senior (or commission) class. Our "establishment" is 200, and 40 under those circumstances would compose the senior class; that would leave 160 to be divided between the other two captains. The A division has 40 cadets, and the B and C divisions have 80 each. The A division captain has one subaltern, B and C divisions have one subaltern each, and the fourth subaltern acts as orderly officer. Our present strength is 222.

6830. Are the same executive officers attached to the same divisions of cadets?—Yes.

6831. What is the largest number under one officer under those circumstances?—A captain has superior, and a subaltern has *subordinate* charge of 80 cadets.

6832. Has the same subaltern officer always charge of the same division?—Yes.

6833. Do you think that the system is a good system by which a captain and a subaltern only are responsible for a division?—I would much rather have one captain in charge of all, and a second captain under him, and three subalterns. The cadets would be dealt with uniformly, and I think that it would be better in every way.

6834. Is it a common practice at Woolwich for the cadets to bring any private difficulty or trouble to the captain for his advice and assistance?—I should hardly think so; but you must bear in mind that they are not mere boys, but young men from 16 to 20. I think that a cadet would certainly do it if so disposed, and would get help and counsel from his captain.

6835. At Woolwich there is no one who exactly fills the office of a college tutor at the University, who has personal charge of a small number of young men and who knows pretty well what they are doing?—The captain and subaltern know pretty well what the 80 cadets are doing, though less intimately than a college tutor does; it is their own fault if they do not.

Duties of assistant inspector of studies.

6836. Will you explain to the Commission, who observe there is no such office at Sandhurst, the special nature of your own office as assistant-inspector of studies?—When the inspector is not present the assistant-inspector acts as inspector, is in fact his deputy, reporting everything to his chief. He consults with the inspector, and points out any irregularity or departure from rule which he may observe. He is responsible for discipline in study, investigates complaints, and punishes. He visits the class rooms and attends the lectures, and is daily in communication with the professors and masters. As a rule, he is present at two out of the three daily study attendances. On Saturday he is not present at all. He drafts orders and memoranda and some of the correspondence, and prepares for submission to the inspector the programme of study and examination attendances. He examines the monthly and periodical examination returns, and keeps the inspector's defaulter book. He prepares the prize lists, countersigns requisitions for books, stationery, instruments, &c. and takes up similar minor details.

6837. What additional gain is there to the studies in the assistant-inspector visiting the studies, or even the inspector doing so, if there is a professor in each hall?—It has been laid down that there shall be some one to judge, as well as he can, by his intercourse with the professors and masters, and by what he observes in visiting the classes, whether the different studies are carried out according to regulation if he noticed any departure from it, he of course would have it rectified. He is able to judge, to a certain extent, whether the lectures are delivered so as to be profitable to the cadets, considering the end in view. He affords the professors an opportunity of making any representations which they like to make to him, whether written or personal, with regard to a change of studies, or any fault, or any improvement. He helps to link the whole together, and to keep all running smoothly. He prevents each man (without using the expression offensively) from running riot in his own line, without control.

6838. Then am I to understand you to say that the assistant-inspector in some sort regulates and controls the works of the professors?—No, certainly not.

6839. But still you imply that he is placed there essentially as a check upon the professors rather than upon the cadets?—He is there certainly to observe both. Any departure which he might see from the regulations, or anything else irregular, he would report to the inspector.

6840. I suppose that in some cases the assistant-inspector may have less experience and less army rank than the professor?—Yes; the professors of fortification and surveying are both his seniors in rank.

6841. And I presume that you would rather look upon it as a college arrangement than as a military arrangement?—The professor of fortification, or of artillery, might have under *him* an officer of senior rank.

6842. Do you mean that in that case the interference of the inspector, or of the assistant-inspector, would be necessary?—No; but I mean that the assistant-inspector, though junior to the professor of fortification, has a certain priority to him upon the educational staff, as the latter himself would have over an officer who, though his senior, might be a subordinate instructor.

6843. Still, neither the inspector nor the assistant-inspector would be supposed to be perfectly qualified in all the studies, would he?—I grant that. I speak of an official priority.

6844. It is a college distinction, and not a military one?—Yes.

Disci

6845. (*Maj.-Gen. Wilmot.*) Do the cadets receive warrants at the present time, as they did formerly?—I think not, but I am not sure; they sign a "declaration" that they will obey all orders.

6846. Is it not one of the orders which a cadet receives, and to which he has to submit, that he is to salute every officer whom he meets?—Yes.

6847. On receiving such an order he understands that he is under military discipline?—Yes.

6848. In fact you look upon a cadet as being as much a soldier as an officer?—Yes; or, rather, something intermediate.

6849. I gather from your answers that you consider that the military system is of essential importance to a military establishment?—Most undoubtedly.

6850. With regard to the professors, have you ever known of any instance in which a cadet declined to submit to the authority of a professor?—I never knew a case in which they were in direct collision. Of course the professors have had to find fault with the cadets, as others have sometimes had to do.

6851. A cadet understands that if he is seen by a professor to do anything objectionable outside the barracks he is liable to be reported by that professor?—I cannot doubt it.

6852. In fact it is one of the regulations which a cadet has uniformly read to him, that he is to be obedient to the professors and masters?—Yes.

6853. I conclude that you think that every officer, whatever his rank may be, has the power of placing a cadet in arrest if he sees him doing anything in breach of military discipline?—He certainly has that power. I am not sure that everyone would exercise it. I think that any officer seeing a cadet doing wrong, if he did not place him in arrest, would report it.

6854. An officer seeing a cadet committing a breach

of propriety or an irregularity, and neglecting either to report it or to place him in arrest, would do so entirely upon his own responsibility?—I think so, certainly.

6855. In former days when a cadet came out of hospital, suffering from venereal disease, he was placed under medical restriction for a considerable time, not ostensibly as a punishment, but with the view of keeping him within the enclosure to prevent his getting into trouble; is that the case at present?—As far as I know that does not exist, but it may exist without my knowing it.

6856. In the case of a cadet being in hospital for that disease, do you not think that both the chaplain and the captain of his company would speak to him upon the subject?—I do not know whether the chaplain would or would not do so; it would depend upon what chance he had of doing it.

6857. But does he not go daily to the hospital?—It would depend upon the opening which he saw to do it; if he saw any opening he would do it. Of course a cadet in that position, and with for the time, perhaps, an ill condition of mind and body, would not be very approachable, and it might be a difficult thing to break in upon him. The cadets are not like young boys; they are men, and the chaplain might think that it was not an easy task.

6858. Do you not think that at some time, if a cadet was in hospital for that disease, the chaplain would take an opportunity of speaking to him upon the subject?—I hope that he would.

6859. You stated that you thought that the system of three captains was not so good as the system of having one captain entirely in command?—Yes.

6860. For what purpose would you have a second captain?—I would have a second captain to lighten the first captain's work, because one captain, in charge of all the cadets, would have a great deal to do. I also think that the second captain might look after the recreation committees, the games of the cadets, the arrangements of the athletic sports, and things of that kind. He might also have permanent charge of "A" division. If the first captain were ill, or on special leave, there would still be a captain over all.

6861. As a general rule, is a captain allowed leave of absence at all?—Very rarely.

6862. You do not think that it would be as good a system to have one captain and a sufficient number of subalterns, as to have two captains and a less number of subalterns?—For the reasons I have given, I incline to have a second captain also, in case of the first captain being temporarily laid aside. If the second captain *came between* the first captain and the subalterns it would be an evil. The impression left on "A" division, in their last term of residence, when on the eve of being commissioned, is specially important. Here the influence of a second captain should be effective.

6863. Looking back on your own career as a cadet, and from the knowledge of your own friends who have been cadets, do you not think that there was always a disposition, as Colonel Chesney has said, in the officers to receive the cadets and advise them upon all points?—Most certainly, with some officers eminently so.

6864. Of late years a system has been introduced by which the cadets are supplied with the means of playing billiards and smoking. Do you approve of that system?—I do. I hesitated about it, before the question came up in the Royal Military Academy, whether it was prudent to introduce billiard tables in our mess rooms at Woolwich, but I approved of it, because I believe that, with young officers or cadets, if you do not give them a billiard table, they *will* play billiards somewhere, and will go to low places and get into bad habits. I am afraid that a cadet would very often contrive to find a billiard table within reach, and you certainly take away all excuse if you give him the opportunity of playing billiards within the establishment, and you can keep it *there* under proper regulation. On the whole I think that it is calculated to do more good than harm, and I do not see any objection to it. Smoking is another thing; it prevails in this country much more than it did some time ago; it prevails among the youth of the country, and it is better I think to let them smoke in certain places than to have the thing done surreptitiously.

6865. I gather that at the present moment the discipline, as well as the instruction, is under the same officer?—It is.

6866. Do you consider that a good system, or would you prefer the discipline being under one captain and the instruction under another officer, as it was in former days?—On the whole I am in favour of the present system, namely, that one man should gather up all the interest of the studies and the out-door work, in order that the whole may work smoothly. It is more easily done when one man controls it, than when there is an independent captain and an inspector of studies.

6867. Then what becomes of the Lieutenant-governor?—He does not go so fully into all the details as the second commandant does. I suppose that his duties, which are very responsible, would prevent his doing so.

6868. Has the second commandant time to take part in the amusements and the drill of the cadets, and so on?—Yes, to some extent.

6869. Is it to a sufficient extent to make it really valuable?—A very energetic man has enough time. I can conceive a case, which is very likely to arise, where the officer getting that double appointment might be more disposed to the smartness of military work than to the study; he would be apt to take a greater interest in the one than in the other. That is the only objection which I can see to it. On the other hand, if he is a man of energy, and is capable of doing both, the place will benefit by it.

6870. What connexion is there between drill and amusements and studies, which makes it desirable to connect them together before they come to the Lieutenant-governor?—The Lieutenant-governor properly centres in himself both branches, the educational and the military charge. In *principle*, the double duty imposed on the inspector, I admit, is objectionable; but its working, in the hands of an officer combining in himself some rare qualities, has, for the present, its advantages. The three divisions seem to need some one to direct them who is intimate with all details.

6871. Supposing that you had one captain, the difficulty would be much less?—It would.

6872. And if certain times were defined for study, and certain times not defined for study, there would be no difficulty in preventing their clashing?—There ought not to be any difficulty. But you might have the case, which I think occurred, and which probably led to the union of these two offices in one, namely, that of a captain in command showing want of agreement with the educational staff.

6873. In that case would he not be removed by the Lieutenant-governor?—No doubt that is the remedy.

Course of study.

6874. (*Mr. Parker.*) Are you decidedly of opinion that the amount of mathematical study at Woolwich is not excessive?—I am.

6875. You think it valuable, not only for directly professional purposes, but as mental discipline?—I do.

6876. As a matter of fact, do you think that better mathematicians have better habits of accuracy, and a better trained mind, as a general rule; I speak of the cadets?—I cannot state that I have seen anything which would lead me to affirm it. With those whom I have observed to be first-rate men on the whole, it has not occurred to me to ascertain whether they were good mathematicians or not.

6877. Have you noticed whether the better mathematicians show greater facility in mastering the technical subjects, such as fortification and surveying?—In the study of mechanics they undoubtedly have an advantage, and they clearly gain in natural philosophy, and such subjects.

6878. You observe a considerable difference between one cadet and another in that respect?—Yes.

Capt. E. J. Bruce.

22 April 1869.

Royal Military Academy.

6879. Of course, also, there is a considerable difference between the facility with which a boy of 16 will master those subjects, and the facility with which a young man of 18 or 19 will do so?—The limit of admission is from 16 to 19. Few come to us at 16; they are mostly older; the average is from $16\frac{1}{2}$ to $17\frac{1}{2}$.

6880. Do you notice whether there is any difference between the older and the younger candidates in mastering the subjects of study?—No. I do not think that the difference between them in age is sufficient to make it apparent.

6881. Do you think that a young man of 18 or $18\frac{1}{2}$, coming from the sixth form of a public school, well versed in mathematics, could not be passed through the Woolwich course in any shorter time than if he had come at the earlier age of 16?—Assuming him to be well prepared in mathematics, his ability and attainments would probably fit him to pass through quicker; but the course of study as laid down would have to be altered, to permit him to do so.

6882. Would you think it desirable to induce candidates to come to Woolwich from the higher forms of a public school?—Yes, you cannot have better fellows than public schoolboys, if they come up to our standard of qualification for entrance.

6883. And you would not wish them to leave a public school before they got to the higher forms?—By no means, if they can come up to our standard of examination. Any diminution of previous training in a liberal education I should look upon rather as a disadvantage. Of course, if they cannot get from a public school what they need for us, they must seek it elsewhere, they must go.

6884. Do you think that it would be at all practicable to shorten the course for those youths who came from the upper forms of a public school, in order to induce them not to leave the public school at an earlier age?—I would make no exception.

6885. (*Sir D. A. Cameron.*) I think you have stated that cadets, not being under-officers, or corporals, are sometimes placed in charge of halls of study?—Yes.

6886. Is the senior cadet of the class always selected for that duty?—A cadet belonging to a previous term, and to a different class, is selected.

6887. They are not necessarily the senior cadets of the term?—The senior would be taken if fit, but if not fit, he would be passed over, and a junior would be taken.

6888. Are any particular privileges given to them?—No, except that they would be remembered afterwards, and when eligible for corporal, they would have a preference over others for that rank.

6889. (*Maj.-Gen. Haythorne.*) At Woolwich, do the civilian professors receive the same pay as the military ones?—No, it varies; some have less, some have more.

6890. Are they allowed to give private instruction to pupils?—They are not.

Powers of professors.

6891. With reference to the question of the civilian professors having the power of arrest, do you agree with me in thinking that it is a matter of little importance whether a civilian professor has that power or not, so long as he considers himself bound to report all misbehaviour coming under his notice?—I do not think it of the slightest importance.

6892. A cadet would be brought up, and it would not matter whether he was put in arrest by the civilian professor, or was reported?—Undoubtedly.

6893. Until the cadets came under the professors in their classes they would not know a good many of the cadets?—No, they would not know them until they came under them in their own particular subjects.

Course of study.

6894. (*Rev. Dr. Butler.*) There are two points in connexion with the studies on which I should be glad to be favoured with your opinion. Do you think it of importance that the students should have an opportunity of studying by themselves subjects collateral to the main course, namely, such subjects as are part of a liberal education?—Nothing else than the prescribed course at Woolwich.

6895. You are perhaps aware that it has been considered of importance that they should keep up their liberal studies, supposing that they have a taste for such studies?—Yes, but at Woolwich they have enough to do, and I should strongly object to any additional work. If a cadet were a good Greek and Latin scholar, I hope he would keep it up, but I would not allow him to study classics at Woolwich.

6896. Then you think that while at Woolwich his attention should be specially concentrated upon professional subjects?—Yes, I do.

6897. With regard to languages, have you any opinion as to whether they should be taught by foreigners or by English teachers?—Yes; I think that they should be taught by foreigners.

6898. Do you, or do you not, find at Woolwich a practical difficulty in getting modern languages well taught, and good discipline maintained, by foreign teachers?—The time at Woolwich given to languages is very short, and I do not think that our men who come to us, knowing nothing of languages, have time to become good linguists. I cannot say that otherwise I have found difficulty in teaching languages; and as to discipline, I admit the presumption is that cadets would be more inclined to be unsteady with foreigners, but some of our language masters maintain as good discipline as any other instructors.

6899. It has been observed by some witnesses that the Woolwich men show signs of overwork; have you observed that to be the case either at their entrance or at the completion of their course?—No, or at least only one here and there.

6900. They seem physically strong?—Yes; as a body they seem very healthy and strong.

Organization.

6901. Has it ever occurred to you whether the functions of Lieutenant-governor, second commandant, and inspector of studies might be combined in one officer?—It would be utterly beyond the power of one man to undertake those duties, so as to perform them well. A thorough supervision of everything and everybody the Lieutenant-governor might and should overtake. But if he conducts his own correspondence, and actively devotes himself to all interests, he cannot discharge the duties of inspector of studies.

6902. Do you mean from the stress of business, or from the variety of attainments implied?—Certainly from the stress of business more than from the variety of attainments.

6903. That is to say, if I understand you, that the duties of general control, of superintending discipline, and of inspecting studies would occupy too much of any one man's time?—Yes, so as to give his attention to the studies as he ought to do. When you take into account the many studies that there are, and the number of professors and masters, and the things which from day to day such a superintending officer would have to decide upon, and the examinations at the end of each term, and all the interests of the cadets, I think that anyone who undertook those duties would be unwise, and that he would break down.

Moral vision.

6904. As to the moral condition of the students, are cases of drunkenness at all common?—They are very few.

6905. Is there any recognized punishment which they would consider as likely to follow such an offence?—I think that a cadet, so misconducting himself, would probably be dismissed, or rusticated.

6906. Has that always been so as regards the view taken of drunkenness, both by the authorities and by the students?—I think that the regulation is of long standing, that they are now sharply looked up, and that they expect to be dealt with strictly.

6907. With reference to diseases arising from immorality, the ages of the students range in round numbers from 16 to 19?—The average in the whole place is about 19 years and 3 months.

6908. Are there many students who have completed their 20th year?—There are a few.

6909. Has it struck you whether it might not be possible largely to reduce the extent of that offence? Are you aware that at the great public schools, where many boys stay until after they are 19, the offence is now almost unknown?—Some of the students have brought it with them. I am not aware how it is to be prevented, and I am not aware whether the disease is or is not known at the public schools.

6910. Would the captains in any way feel themselves called upon to offer remonstrance or counsel in such a case as that?—Yes; I hope so.

6911. What is the principle on which captains are appointed; is it because they are supposed to have any educational fitness?—The theory is that they are the fittest men who can be got; men of high character, likely to exercise a beneficial influence; men firm, sympathetic, intelligent, with knowledge of the world. If this is more ideal than real, the aim should be to realize it.

6912. And you think that they hold themselves responsible, not only for the discipline, but for the moral welfare of the young men?—Certainly; they are bound to do so.

6913. Would it be a part of their recognized duties to communicate with parents from time to time?—Certainly; and I know that the second commandant has frequently written to parents. Captains would be at liberty to do so, but as a rule such a communication is made, I think, by the second commandant.

6914. (*Lord de Ros.*) In the case of these contagious diseases would not punishment entail concealment, and consequently some danger to future health?—I think that it would be very likely to have that effect.

6915. Do you not regard a cadet rather as a subaltern officer than as a soldier?—He is not quite either; he is something between the two, but more approaching a subaltern officer than a private soldier.

6916. He thinks it no great hardship to salute an officer; is he not rather proud to do it, as showing that he is a cadet at Woolwich?—I cannot say that he is proud to do it, but only a cadet of bad tone would have the slightest objection to do it.

6917. Should you approve of the senior cadets taking turns as orderly officers, instead of the subalterns, in order to accustom them to that duty?—They have almost an analogous duty: there are corporals, subdivisional under-officers, and responsible under-officers; these positions accustom them to responsibility.

6918. Your object in having one captain instead of three has reference to a more complete chain of military responsibility, has it not?—Yes, and to the simplification of work, and to *equal* dealing with the cadets.

6919. Do you not regard the visitation of the studies by the assistant-inspector as very useful, both for maintaining uniformity of study and for the support of the authority of the teachers?—I do.

6920. As regards rustication, is it not a greater punishment upon the parents than upon the young men, and do you not think that it is a disadvantage to the young men to be in compulsory idleness for so many months?—It recoils upon a young man when he gets home. Perhaps you may say, that comes rather late, but I think young men would dread rustication beforehand.

Capt. E. J. Bruce.
22 April 1869.
Royal Military Academy.

6921. Supposing that the foreign teachers could be selected from military persons, would it not be an advantage; such men as officers of the old German Legion, for instance?—I am not sure that it would.

6922. Do you not think that a military person attracts more attention from the cadets than a civilian?—Probably.

6923. As regards the very different lines of occupation eventually of an Engineer officer, and of an Artillery officer, have you any opinion as to whether the subject of construction should not be rather separated from the other studies, so that an officer who had a turn and talent for architecture, which is so valuable in the case of the Engineers, should be able to devote particular attention to that subject? Would it not be advisable to separate the studies of those young men who showed such an aptitude from the studies of those who looked purely to the military part of their profession?—Not at Woolwich. At Chatham the opportunity is given for the study of architecture; *that* is, I think, the place for it.

6924. (*Chairman.*) I suppose that you would not be in favour of the amalgamation of Woolwich and Sandhurst?—No, I should not.

Amaglamation of Woolwich and Sandhurst.

6925. Is that because you would feel that the infusion of a lower class of students would be injurious to the high standard which is maintained at Woolwich?—My first objection is that it would necessitate a lowering of the educational standard for entrance, and consequently an inferior attainment for a commission.

6926. Have you any other objection?—If Sandhurst and Woolwich were united there must be, for the different classes of cadets, unequal times of residence, which in itself is not desirable, as some of the best men might be tempted by an earlier commission in the line not to wait, and work for a commission in the Royal Artillery and the Royal Engineers. The same temptation would strongly beset men of superior fortune, who, possessing the means of purchasing their promotion, would prefer a rapid rise to the slow progress of a seniority corps. You might be hampered in arranging the scheme of studies so as to suit both classes of cadets, especially in fixing the *order* of the subjects. Again, it is not good to associate those working leisurely with those working hard: the former impede the latter. It is open to question whether the same class of ability, if poor, would offer for a contest which might issue in a line commission without the power to purchase a single step; and it is doubtful whether parents who are not rich would, as readily as before, incur the expense of education at this risk.

6927. Do you think it a matter of very vital importance that the Academy should be maintained in its present locality?—Yes, I think the locality offers many advantages over Sandhurst, for a college for Artillery and Engineers, especially because of the manufacturing departments in the Royal Arsenal.

The witness withdrew.

SECOND CAPTAIN H. BRACKENBURY, Royal Artillery, examined.

6928. (*Chairman.*) You are a professor at the Royal Military Academy?—I am.

6929. You were formerly lieutenant of a company of cadets?—Yes.

6930. And you were afterwards assistant instructor in artillery, and are at present professor of military history?—Yes.

6931. Consequently your acquaintance with the Academy extends over a considerable period?—About seven years.

6932. It seems to be your opinion that the mathematics are carried too far in the examinations for admission?—I think that they are carried to an unnecessarily high point.

Capt. H. Brackenbury
Royal Military Academy.

6933. To what extent would you limit them?—I think that all that is necessary for all artillerymen is a sound knowledge of arithmetic, algebra, plane trigonometry, and elementary mechanics. I think it very desirable that a certain portion of artillerymen should take up higher mathematics, namely, those who have a taste for the subject, and a special bent in that direction; but I think it quite unnecessary that it should be carried so far as it is now for the whole number.

6934. You would exclude also from the entrance examination the experimental and the natural sciences?—Yes, because I conceive that those are subjects which are especially what I may call

Capt. H. Brachenbury.

22 April 1869.

Royal Military Academy.

"crammers'" subjects; they are taught in the most superficial way by the "crammers," who have the preparation of so many of our young fellows for entrance; and, moreover, every cadet on joining starts again at the beginning, and very often has to unlearn much of what he has previously learnt.

6935. You approve of open competition?—I approve of open competition. I do not approve of the present style of examination.

6936. You are anxious to secure to the candidate as prolonged and as liberal an education as is compatible with the time which must necessarily be devoted to the acquisition of technical knowledge before he enters the army?—Yes, I am most anxious for it.

6937. And you think that the age of from 18 to 19 would be a very good age for commencing that technical education?—Yes.

Appendix, page liii.

6938. As we have read your written replies to our questions, I will not ask you to repeat the opinions with which you have favoured us; but I should be glad to hear a little more largely from you in what way you would be disposed to arrange for the shortening of the term during which the cadets remain at Woolwich?—Chiefly by the abolition, as compulsory subjects of education at the Academy, of languages and mathematics.

Course of instruction.

6939. You would send your artilleryman, after closing his course at the Academy, to Artillery classes, such as those which are established at Chatham for the Engineers?—I doubt whether it would be necessary. I am inclined to think that a course of 18 months' practical education would be sufficient for an artilleryman's training.

6940. Then you think that the special course of six months, to which you refer in your written answers, might be carried on at the Academy?—Yes; but I do not object to a longer time.

Organization.

6941. The staff appears to be rather out of proportion to the number of students who are instructed. Are you prepared to tell us to what degree you would diminish it?—Yes. I think that if you had a Lieutenant-governor with great power and who was an active man, with no second commandant, but one captain who should be selected for experience, with a second captain as adjutant, and three subalterns, it would be amply sufficient for all that is connected with that institution as regards military discipline. I think that having three captains is decidedly bad. I have known a case in which three cadets have been brought up for the same offence before three captains; one was let off altogether by his captain, another got the highest punishment his captain could award to him, and the third was brought before the Lieutenant-governor, and got a very heavy punishment. As long as there is this system of three different captains, I think that cadets do not know what the punishment for an offence will be, and besides that, I do not think that there is sufficient for the captains to do.

6942. You would greatly enlarge the powers of the Lieutenant-governor?—Yes.

6943. Would you give him the unrestricted power of dismissal?—Yes.

6944. Without reference to the Commander-in-Chief?—Yes.

6945. In a great measure the Lieutenant-governor influences the appointment of the professors, does he not?—Yes, to a great extent.

6946. Do you think that he does so to a sufficient extent?—I think so. As regards the reduction of the educational staff, I would have one professor of mathematics, one professor of French, and one professor of German; and I would have no other instructors in any of those subjects. I think that there should be a professor of mathematics, who should study that subject with any cadets who might wish to pursue it to any extent, and I think that the same should be the case in French, German, and landscape drawing; and that would at once abolish a very large portion of the staff. I also think that surveying is carried very much further than it need be carried for artillerymen, and that consequently the staff of instruction in surveying might be reduced. It also seems to me that if fortification were only taught for two or three terms instead of five, as it is now, there might be a reduction in that respect.

Cours

6947. When you say that Woolwich should be a practical school, and a school of application, in what instru sense do you use those expressions?—I mean that instead of mathematics being a compulsory subject of study, such subjects should only be studied as applied to military sciences; that is to say, the problems in artillery and surveying requiring mathematics must be studied. I also think that instead of languages being studied, except by cadets who have a taste in that direction, they should only be taught by certain military books being read under the professors of those military subjects.

6948. For the practical purposes of the career of an artilleryman, would the standard required in his entrance examination imply a sufficient knowledge of mathematics to carry him through his profession up to the higher grades?—I think that the present examination is no test of the knowledge of a man in mathematics. I think that it is too long, and is not broad enough; it extends to a great height, it is a great test of memory and of book work, but it is a very small test of the power to apply that book work. I think that a broader examination in algebra, trigonometry, and arithmetic, and in the elements of mechanics would prove that he knew sufficient to carry him through.

6949. When you propose to convert a cadet into a commissioned officer, which I gather is what you suggest, do you mean after he has passed his entrance examination?—Yes; we should in that way get rid of a great many difficulties.

6950. Do you think that his commission should date from his entrance examination?—Yes. I think that would hold out a great inducement for good men to come up, and that it would get over the difficulty which appears to exist in some minds as to age, it being thought that officers should not be so old when they attain their commissions.

Discip organi

6951. Are you satisfied with the discipline of the establishment?—Lately I have had comparatively little opportunity of seeing the discipline, but I do not think that the discipline is very good.

6952. Do you think that the Lieutenant-governor should associate with himself the professors and military instructors in maintaining the discipline of the establishment, and in regulating the organization?—I think so.

6953. You think that he should consult them occasionally?—Yes. I think that if they had a definite voice in the conduct of the establishment it would be most desirable; at present we have no voice whatever, except just in one's own individual branch of study.

6954. Would you give larger executive powers to the professors; I mean larger powers of discipline and of punishment?—I do not know exactly what advantage would be gained by that. I am very much averse to a system which leaves professors and instructors sitting for hours in study with cadets while the cadets are doing their book work; and I think that if that system were abolished, as it seems to me most desirable that it should be, there would never be any collision of any sort between the professors and the cadets, and there would be no occasion for their having any great disciplinary power.

Syste cours instru

6955. What particular system would you substitute?—I would substitute, to a very much greater extent, the system of lectures by professors, with subsequent examination by instructors upon those lectures; and I would let the cadets do their book work at their own time and in their own way. At present a cadet is forced to study a certain subject for a certain number of hours; he has no time for free study. For example, some of the cadets who are not particularly clever find themselves unable to take up all the subjects in the first class; some of them do

not take up chemistry, some of them do not take up mechanics, but nevertheless they are obliged to attend all the lectures in those subjects, and to give a definite number of hours to those subjects, and cannot devote that time to the subjects which they do take up.

6956. A professor has no power of punishment, has he?—I believe that he has no power of punishment.

6957. Can he report?—He can place a cadet in arrest, and can report his having done so, but he can do nothing more.

6958. Do you think that the lads are worked too hard; I do not mean whether their studies are over-crowded; but do you think that the general weight of application is more than is wholesome?—I think that the extreme difficulty of studying closely six or seven subjects at once is really too great almost for any man.

6959. And yet, as I understand you, you would shorten the period of the whole course?—Yes; but I would considerably reduce the number of compulsory subjects of study.

6960. (*Rev. W. C. Lake.*) Will you enumerate the six or seven subjects which the cadets study?—In the first class the studies are artillery, fortification, including permanent fortification, siege works, and military bridging, surveying, military history, mechanics, natural philosophy, and chemistry. In the second class two languages are taught in addition to these subjects.

6961. When you speak of the first class, you mean the senior class?—Yes.

6962. Then those are the subjects of study for the last year of the course?—Yes.

6963. Do you think that the subjects are too many and too high for Engineers as well as for Artillerymen?—I think that they are too many to be studied at once, but I think that an Engineer requires a much higher education than an Artilleryman.

6964. With a view to that, would you suggest that there should be any difference between the studies of the Artillerymen and the studies of the Engineers?—I should separate their studies after one year. I think that the course of surveying and also the course of fortification are carried very much further than they need be carried for an Artilleryman, and the course of artillery gives much more detail than is necessary for an Engineer.

6965. You have spoken of the course of mathematics being given up after entrance into the college. Would not that be open to this difficulty, that very many students come in very imperfectly grounded in mathematics?—I think that the examination allows them to do so, which is very objectionable. I think that the present entrance examination in mathematics involves too much book work, to which I think that a much greater prominence is given than there should be; and I think that the practical application of that book work to problems is not sufficient.

6966. How can you have anything but book work for boys; must not the application to practical subjects come later?—I think that is the great mistake. I do not think that boys should come.

6967. You would not have them earlier than 18?—No; but if mathematics were studied from 13 or 14 to 18, and if a student were not required to study more than plane trigonometry and elementary mechanics, I am satisfied he could learn to apply them; but if you give a student spherical trigonometry, analytical geometry, and the integral calculus, and things of that sort, and examine him at 16, I think that it is impossible that he should have any practical knowledge on those subjects.

6968. Then you would shorten the course?—Yes.

6969. Have you anything to add upon the Advanced Class?—It is rather a difficult subject for me to speak upon. I do not think that it is satisfactory as it is now.

6970. Do you find any difference between the position of the military and civilian professors at Woolwich?—I can only speak from hearsay. The civilian professors in their relation to the cadets have never come under my actual personal observation, but from what I hear on all sides their relations are in some cases not satisfactory. I am quite convinced from what I hear that some of the civilian professors cannot keep order in study.

6971. Do you attribute that, as far as you can judge, to their not having sufficient powers of coercion?—I do not attribute it altogether to that; I attribute it to a man not having the moral force which it is necessary that he should have in order to control cadets. I do not think that it would do to give disciplinary powers to the civilian professors as the Academy is now constituted. If they were all officers I think that it might be different.

6972. With regard to free study, do you think that it would be desirable to encourage it?—I think that it is desirable to give more time than is now given for free study. The instruction by lectures is very partial. I think that free study would be most desirable, because one cadet has the power of mastering a certain subject in much less time than another.

6973. Do you propose that a professor should lecture, and that his lecture should afterwards be worked up by an instructor?—I propose that the cadets should work it up by themselves, and that the instructor should afterwards examine them.

6974. That is something like the French system of a *répétiteur*?—Yes.

6975. Do you find that the cadets take very eagerly to military history?—Yes. I have adopted a system which, I believe, no other professor has ever tried there, of examining the notes of every individual cadet after every lecture; and by that means I know what every individual cadet is doing.

6976. (*Lord de Ros.*) I think that one of your objections is, that the studies are too much simultaneous; but if the same studies were divided into courses, would it not in a great degree obviate your objection?—I think that would be better.

6977. You would be inclined to allow a variety of study, according as the instructor discovered the peculiar bent of mind of the student, would you not?—I would allow the student to choose for himself. There are certain subjects which are necessary for an Artilleryman and an Engineer, and beyond that I would allow a cadet to choose what subjects he would study.

6978. For instance, if he had a peculiar taste for languages, you would encourage him to study them?—Yes.

6979. You have stated that surveying is less wanted for the Artillery than for the Engineers?—Yes. I do not think that elaborate trigonometrical surveying is necessary for an artilleryman.

6980. You would not bind a cadet to take up the exact delineation of a town, for instance?—No.

6981. Should you attribute any value to the system of practical modelling in sand as well as out-door work?—I think that a system of practical modelling in sand might be useful, and that if we had modelling in sand, in connexion with tactical studies, it would be useful to a certain extent.

6982. With regard to the conduct of examinations, I presume that your view is that the examiner should rather elicit what the pupil *does know* than what he *does not know*, and that wherever he found him likely to excel he should rather find out in what he excelled than in what he failed; in history, for instance?—I have not complained of the style of examination at the Academy, but I have objected to the style of the entrance examination.

6983. As regards your particular province, namely, military history, you think that it is much more desirable to ascertain what a cadet does know than what he fails in, do you not?—In subjects which are taught by lectures, we give lectures to the cadets, and then examine them upon those lectures. I do not quite understand the bearing of your lordship's question.

6984. If in any historical subject you found that a pupil had a particular turn, for instance, for the biographical part of history, would you not lead him on in it?—We teach history with a special view, namely,

Capt. H. Brackenbury.

2 April 1869.

Royal Military Academy.

with a view to the art of war; I teach military history in special relation to the movement of troops.

6985. I suppose that all your historical instruction is connected with geographical history, if it is military?—Yes. The amount of knowledge of geography on the part of cadets is most lamentable, and I occasionally find that their ignorance is something astounding. I took it for granted that they knew where Mayence was, but, at the last examination, the Council's examiner reported that they had placed it in different places all over Europe. In my last examination on the campaign of Marengo, I asked a question as to the position of the Austrian base and lines of operation, and I was told by one cadet that the base of operations was the Bohemian mountains defended by the fortresses of the Quadrilateral. That is an example which is not altogether singular.

6986. Do not you attribute that sort of smattering to the system of "cramming?"—Geography is not a subject in which they excel. If you asked some of them upon what river Paris was they could not tell you.

6987. Do you not think that geography is best taught with history?—Yes.

6988. It makes more impression on the mind and memory?—Yes.

6989. As regards history, would you not prefer that a cadet should get up well some certain period, as at the University?—Unquestionably; that is the way in which I endeavour to conduct my own course of lectures.

6990. As regards private study, at the University a student gets up the subject of the lecture before the lecture. Do you not think that that is preferable to lecturing first, and examining afterwards?—I would have both.

6991. As regards languages, do you not think that many young men could be taught to make their way as a courier on the continent in German and French by conversing familiarly in the language, who could not be very well taught the grammatical construction of the language?—Certainly. I think that that is a very great fault in the entrance examination at Woolwich; it seems to feed the cramming schools by the puzzling questions which are asked. I have had at different times young gentlemen, relatives of my own, living in my house, who have been studying with "crammers" both for Woolwich and for the line, and I have had every opportunity of seeing the note books from which they were studying for their examination in languages; those note books were most curious; they simply gave the derivations of words and curious idioms, and I could not have answered one in twenty-five of them; they took these books to bed with them, with a candle by their bedside, and they learnt these things by heart, until they fell asleep, and they generally finished up with 150 trigonometrical formulæ.

Discipline, general tone.

6992. Supposing that dismissal was made a summary punishment in the hands of the Lieutenant-governor, would you for ever exclude from the army a cadet so dismissed?—I think that it is rather hard to visit with a life-long punishment an offence of a very foolish young fellow.

6993. You would not exclude him from the army?—I do not know that I should. I am not inclined to be so severe upon the follies of young men.

6994. (*Rev. Dr. Butler.*) Can you distinguish at all between the type of the Woolwich "crammer" and of the Sandhurst "crammer"?—They are very much the same; a great many cram for all.

6995. You have spoken of the discipline as not being thoroughly satisfactory; in what respects does it seem to you to be deficient?—I will give you an instance. There are a great many parades, study parades, and dinner parades, and so on. Whenever those parades are carried on under an under-officer, and not under the eye of the officer, they are almost a farce. Only last night, previously to giving my lecture, the cadets were supposed to be falling in under an under-officer, and there was no parade at all; they were all standing together talking. I think that the under-officers and corporals have no real authority with the older cadets.

6996. Would you say that the general tone of the place is loyal to the authorities?—Moderately so; but not so much so as I should like to see it. I must say that I have not the same opportunity of seeing these things now as I have had. I only go into the Academy to give my lectures, and I have not now many personal friends among the cadets, and therefore I have not the same opportunity of judging which I had. I know that at one time the feeling was very disloyal to the authorities, but I hope and believe that it is better than it was.

6997. (*Maj.-Gen. Haythorne.*) Do you consider that the scale of punishments at Woolwich is a good one, and one which is suited to the cadets?—I think that all those minor punishments are bad. I think that they rather tend to destroy the self-respect of a cadet and his self-reliance, and I think that those minor punishments should be abolished altogether. I would treat a cadet as if he was an officer, and I would insist upon those punishments which are laid down being carried out. The book of "General Rules and Regulations" says that for falsehood, however qualified, dismissal or discharge shall be imposed. I remember the case of a cadet forging an invitation; he did it upon his own paper, with his own crest, and put it in a Royal Military Academy envelope. He went before his captain and the second commandant, and before the Lieutenant-governor, and he denied it; he was convicted of it, and was reported to the Commander-in-Chief, and he got seven days' arrest and 21 days' confinement to barracks.

6998. (*Lord E. Cecil.*) For telling a falsehood four times?—Yes, for telling a falsehood repeatedly.

6999. (*Sir D. A. Cameron.*) Was that recently?—No; it was some six years ago, when I was a cadet officer. I know that the cadets do not consider that the punishments are meted out with uniformity.

7000. (*Maj.-Gen. Haythorne.*) Is that owing to so many people awarding punishments?—I think that that has a good deal to do with it. I also think it most important that the Lieutenant-governor should have the absolute power himself, and in fact, that he should be the Governor. To give another example of the necessity of acting up to the rules regarding punishments—when I was a cadet officer I had occasion to believe that arrest was systematically evaded, and I gave notice to the cadets that by visiting the rooms of the cadets in arrest, I should endeavour to put a stop to that state of things. I went round one evening, and I went, I think, four times to the rooms of two cadets who were absent on each occasion.

7001. That was arrest on honour?—Yes. They were present at roll call. I read to them my letter of report to the captain. One cadet admitted that he was in the back yard smoking, and the other cadet said that he had gone to the hospital to have a wounded hand dressed. The doctor took up the question, and it was found that that cadet had not been near the hospital, but it appeared that he had been out of the Academy. He had been released, and no farther notice was taken of it, and when I myself spoke to him upon the subject, speaking, perhaps, more as a friend than anything else, he said, "Sir, I "knew that if I was found out in that falsehood "no further punishment would overtake me than if "I confessed that I was absent from my room, and "the temptation was too great." The other cadet who confessed was rusticated.

7002. (*Sir D. A. Cameron.*) You do not object to the punishment of close arrest; you would retain it as a punishment?—I would, while the cadets are as young as at present. I object to the drill. I do not object to close arrest. I believe that the arrest is now properly kept.

Instr

7003. With regard to your lectures on military history, are they lectures on particular campaigns?—Yes, on particular campaigns, and on general principles

as deduced from those campaigns—the principles of strategy and of tactics.

7004. Do you find that a large body of cadets really benefit by the instruction?—Yes, I think that decidedly a large number of them do benefit by the instruction.

7005. Is military history an obligatory subject?—Yes; at Woolwich they are all obligatory subjects.

7006. Are your lectures printed and distributed to the cadets?—No; but I have adopted the system of printing a syllabus containing the argument of each of my lectures, and I give it to the cadets before the lecture, and that guides them to the main points of the lecture and to what is of importance, and they take exceedingly full notes of my lectures.

7007. (*Lord de Ros.*) How far back in history do you go; I suppose that you do not go further back than Charles the First?—I give a lecture on the main changes in the art of war, and the rest of my lectures do not go further back, as a rule, than Napoleon. I may select an example from an earlier period.

7008. (*Sir D. A. Cameron.*) Do you generally select campaigns of a simple character; for instance, would you select the campaign of 1814?—That would be a rather complicated and long campaign. I generally begin with the campaign of Waterloo, and then give them two lectures or so on principles, and then one other campaign; that is the course for the second class; and then in the first class I give them a very recent campaign, and pass on to tactics.

7009. Do you go into the subject of transport and supply?—Just enough to give them a little information upon it, but the time is too short.

7010. How many lectures do you give?—One lecture a week to each class, first and second; and out of the seventeen Wednesdays allotted to me in this term three have been taken away, and a fourth will be taken away.

7011. Have you any note studies?—No. The cadets take notes of the lectures, and I examine and credit those notes afterwards. On the subject of the suspension of study I think it most important that the professors should have some voice. For instance, the second class learn Hindustani and French; there are three or four attendances a week in those subjects, and the professors of French and Hindustani would probably not at all object to occasionally losing an evening; but to me it is a very serious matter; it is a loss of a large part of my course. A suspension was given for a football match in the last term; and I had the greatest difficulty in getting another evening in place of that which was taken away from me, though I could not have otherwise completed my campaign.

7012. With regard to maps, what maps do you give to the cadets?—I supply them with Colonel Chesney's outline maps, and then I get them to sketch in greater detail any particular portion of the theatre of war, which appears to me to be of importance, and to put down the position of troops, and I give them credit for those maps.

7013. (*Maj.-Gen. E. Wilmot.*) Does the average acquaintance with mathematics go beyond the general standard which you wish to see established?—I think that it does. It is very difficult to say. It is my opinion that it is very hard to strike an average.

7014. Does not it provide in some way what you would really require, namely, to have some cadets comparatively high, with an average which is not more than sufficient?—It may provide that, but with a very great waste of labour in arriving at that result.

7015. (*Lt.-Col. Chesney.*) Does not the system of study which you speak of by lectures, with a great deal of voluntary study besides, approach rather dangerously near to the Oxford type, with undergraduates who are working up every subject in their own line?—Near, but why dangerously near?

7016. I suppose you know men at Oxford do little or no work the first few terms?—Because they have no immediate object for work, which the students at Woolwich have.

7017. That is to say, you would check the progress made?—Yes, as it is now checked by examinations.

Capt H. Brackenbury.

22 April 1869.

Royal Military Academy.

7018. In your answers to the questions addressed to you, you observe that you think the professors are not sufficiently consulted in the management of the Academy?—Yes.

Powers of professors.

7019. Touching that subject, do you see any really good reason for the iron distinction between a military professor and a military officer of the Academy, or why one should have a much more practical power over the cadets than the other?—I do not think that it would be desirable to force the military instructor in any way whatever into collision with the cadets, as I think would be more or less the case if the discipline of the college, as now carried out, were in any way placed in his hands.

7020. Is there any special difference between a military college and the upper part of a large school, or of a university, which requires this distinction to be kept up at the former only?—There is a great difference as matters are now; whether there need be such a difference is another question. When you have cadets on parade eight or nine times a day, to which I much object, and when you have cadets made to rise up and to sit down at their dinner by the command of an officer, I think that there is a very great difference between a military college and another college. I do not think it desirable that the professors should have anything to do with such a duty as that.

7021. With the age and stamp of the young men whom you have at Woolwich, would it not be just as well if they went into their halls of study and their meals without being paraded?—In my opinion it would be infinitely better.

7022. In fact the only parades which you would have would be the genuine military parades for drill, &c.?—Yes.

Course of instruction.

7023. (*Lord E. Cecil.*) You have, I daresay, seen a small pamphlet by Major Stuart, headed "An inves- "tigation of the educational course at the Royal "Military Academy, Woolwich?"—Yes.

7024. Do you agree with the principal portion of it?—Yes.

7025. As regards French and German, do you agree with what he there says, namely, "that in most cases "the cadets know as much of those languages when "they enter as when they leave?"—I think that in the majority of cases they know as much when they enter as when they leave. Not perhaps quite as much, but they know very little more when they leave than when they enter.

7026. He then says that the cadets "would tell you "that they knew more mathematics at entrance than "on leaving." Do you agree with that statement?—I think that some cadets know quite as much when they come as when they leave; in fact a great many of them are merely going over again what they have already learnt.

7027. He says, "Instead of the present system, a "sufficiently high standard should be demanded on "entrance, and the application of mathematics to "special artillery and engineering designs and sub- "jects be taught." In that you perfectly agree?—I do.

7028. Speaking of the military constitution of the Academy, he says, "The cadets should not only be "considered as soldiers, but be made so to view them- "selves." Do you agree in that or not?—I do. I think that a cadet should understand that when he is on parade he is to all intents and purposes a soldier, and that he should be subjected on parade to as strict discipline as a soldier, or as a subaltern officer is subjected to. I think that if you attempt to carry out the idea of his being a soldier into all his daily routine, you ought to treat him in other respects as a soldier, and to give him a soldier's privileges; but now he is partly a schoolboy, and partly a soldier.

7029. Major Stuart says, again, that "every cadet "should be able to speak at least one foreign language "with tolerable fluency on entrance." Do you agree with that statement?—I think that every cadet should have a correct knowledge of French on entrance.

Capt. H. Brackenbury.

22 April 1869.

Royal Military Academy.

7030. And not only as regards grammar, but a colloquial knowledge of it?—I do not care much about the grammar, but I think that he should have a colloquial knowledge of it.

7031. Can you state what amount of mathematics you think is necessary for an Artillery officer and for an Engineer officer?—I think that an Artillery officer requires a sound knowledge of arithmetic, of algebra, of plane trigonometry, and of elementary mechanics. I think that an Engineer officer requires a knowledge of higher mathematics; how much more it is not for me to say. I think that is for Engineer officers to decide.

7032. At all events, you would make a great difference between the two?—I would upon the final examination.

7033. Again, Major Stuart says that he would have the Academy so enlarged "as to have cadets for "Artillery, Engineers, and a few for the line, to "be selected for commissions according to their "acquirements, tastes, &c." Would you have a college where Artillery, Engineer, and line cadets were brought up together?—No, I do not agree with that recommendation.

7034. Then you would in no cases have line candidates brought up with candidates for the scientific corps?—I do not think that it would be an advantage. I see a great advantage in bringing up Artillery and Engineer candidates together. They are very much connected together in the field, and I think it very desirable to have a bond of union between them of having been educated in one place—up to a certain point.

Discipline.

7035. You have stated that the discipline was not good in former years; can you state what cases of insubordination took place at the Academy some seven or eight years ago?—The chief cases of insubordination were very shortly before I went there, but there were cases of insubordination whilst I was there. There was one case of the drill swords being taken by the cadets and thrown down the reservoir.

7036. (*Lord de Ros.*) Would that kind of boyish sport, not affecting their character as gentlemen, appear to you to be a serious offence?—If they were soldiers it would be a very serious offence; it depends upon the light in which they are to be viewed.

7037. (*Lord E. Cecil.*) I have gathered from your evidence that even now you think that the discipline on parade is not so good as it might be?—On those minor parades I think that the discipline is far from good.

7038. To what do you attribute that?—I attribute it to having such an immense number of those parades.

7039. Do you attribute it in any way to the subaltern officers being badly selected and having no power?—Several of those parades have no officer, and those are the worst. Where an officer is present it is better, but I do not think that the selection of the subaltern officers is always what it should be, and I do not think that the subaltern officers have sufficient power.

7040. By whom are the subaltern officers selected?—I think that their nomination rests practically with the deputy adjutant-general of the Royal Artillery.

7041. Does he choose them on the recommendation of the Lieutenant-governor, or do you know in what manner the selection is made?—I know that there have been cases in which it has been done on the recommendation of the Lieutenant-governor, and I know of some cases in which they have been appointed not in any way upon the recommendation of the Lieutenant-governor. I think that at present the nomination rests with the deputy adjutant-general of the Royal Artillery.

7042. As to the promotion of the under-officers and corporals, is it as satisfactory at the Academy as it could be; are not they sometimes promoted without wishing for it?—I have known cases of that kind. I think that practically the under-officers and corporals have no inducement to hold that post. It is distinctly laid down in the regulations that they shall have greater privileges than the other cadets. Now no privilege whatever is given to the under-officers and corporals which is not shared by a cadet in the first and second classes, although he is not an under-officer or corporal. The levelling up was made during my term of service as a cadet officer, and I thought it a bad thing. The under-officers and corporals used to have longer leave in the evening, and other privileges which were not given to old cadets, but those privileges were subsequently extended to old cadets, and this took away the last advantage which the under-officers and corporals had over the old cadets.

7043. During the time when you were in authority as an executive officer, did you find that you had that support from under-officers and corporals which you had a right to expect?—That is rather hard to say. I am rather inclined to think that there was an apparent support which was not very real. I do not think that the under-officers and corporals have any authority with the older cadets.

7044. The cadets do not respect them as they should?—Your Lordship knows that in the army a non-commissioned officer is not supposed to associate with a private soldier, but here, where they are all together and are living in exactly the same way, there is no difference between them.

7045. From your experience, can you make any suggestion to the Commission by which the selection of under-officers and corporals could be improved?—I think that a great mistake has been made as regards the levelling up, which it is very difficult to get over. I think that it is very difficult to know what privileges could be given to them.

7046. Have you any opinion as to the age of executive officers and professors; as to how long a professor, for instance, should continue in the exercise of his duty at the Academy?—I think that age is of importance. I think that a young man is much better than an old one in that respect.

7047. At what age would you superannuate professors?—Certainly not an hour later than 60.

7048. And the same rule would apply to executive officers?—I think so.

7049. I suppose, for instance, that the offices of paymaster and quartermaster require a man of young and active habits?—The office of quartermaster certainly does so. I do not think that it matters much with the paymaster what age he is. Upon that point I may perhaps be allowed to say that I think it very desirable that the paymaster should have the whole payment of the cadets, and that the captains should have nothing to do with it. There could be no difficulty about it; for in the Royal Marines I have seen a whole division paid by the paymaster; and in the Royal Military Academy there are only about 200 cadets. I also think that combining the offices of paymaster and adjutant is a great mistake. The adjutant never puts on uniform.

Age of admis

7050. As regards the future of Woolwich, would you have it an elementary school, or a school of application?—I would have it a school of application for youths who have already had a good liberal education up to 18 years of age. I ask permission to draw the attention of the Royal Commission, if they have not seen it, to the report of a committee, dated Nov. 1854, on the examination of candidates for the Civil Service of India, which was drawn up, I believe, by Lord Macaulay, in which he speaks most strongly of the extreme desirability of a liberal education being carried on up to a considerable age, and remarks how much better men are always found to be in after life "in the business of every profession," who have not been taken away from their liberal studies when very young to be driven into one groove of technical studies.

7051. (*Chairman.*) Have you any further observations to make?—I would wish to add my firm conviction that all difficulties as to the method of imparting the special education, universally admitted

to be necessary for officers of the Royal Artillery and Engineers, hinge upon the question of the age of the pupil at the commencement of that special training. If boys of 16 or younger are admitted to compete, a sufficient knowledge of mathematics and languages cannot be enforced at the entrance examination; consequently these subjects, though not essentially military, must be taught after entrance, and Woolwich Academy must do the work of an ordinary school as well as of a military college. Boys being admitted, the discipline must be such as is suited to boys; and if, in addition, the semblance of soldiering be kept up, constant difficulties arise, because the student is half a school boy and half a soldier.

If, on the other hand, it be decided that no one be admitted to compete under 18 years of age, at which age school is generally left, then a sufficient knowledge of subjects not strictly military may be expected on entrance; Woolwich may confine itself to the duties of a purely military college, and its students may be treated as officers.

The objections generally urged to the age of admission being fixed as late as 18 are—that then the student, after his course is finished, has reached the age of 20 or so, and, receiving his commission so late, does not get his promotion till he is too old; and that he cannot so well be taught military discipline and habits as he could at an earlier period of life. But if promotion when young be important, that can be arranged from the other end; and in regard to what can be done with young men entering the army late, and not passing through any cadet stage, the Royal Artillery affords a remarkable example. After the Crimean war, direct provisional commissions were given to several batches of young men, all over 18 years of age, some much older. Graduates from the Universities came direct into the regiment, but no difficulty was found in keeping discipline among them during their year of study at Woolwich. Hart's Army List shows how remarkably successful has been the after career of the majority of these officers, and I firmly believe every successful candidate, all being over 18 years old, might safely receive a provisional commission at once. There are other advantages to be derived from deferring the age of admission to the latest possible time. Not only might the staff of instruction, being only required to teach military subjects, be largely reduced, and the course of instruction shortened, but there are the advantages so well expressed in these words of Lord Macaulay's, copied from the report of a committee on the examination of candidates for the Civil Service of India: "It is undoubtedly desirable that the "civil servant of the company should enter on his "duties while still young, but it is also desirable that "he should have received the best, the most liberal, "the most finished education that his native country "affords. Such an education has been proved by "experience to be the best preparation for every "calling that requires the exercise of the higher "powers of the mind. * * * We believe that "men who have been engaged up to one or two-"and-twenty in studies which have no immediate "connexion with the business of any profession, and "of which the effect is merely to open, to invigorate, "and to enrich the mind, will generally be found, in "the business of every profession, superior to men "who have, at 18 or 19, devoted themselves to the "special studies of their calling."

Capt. H. Brackenbury.
22 April 1869.
Royal Military Academy.

The witness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 27th April 1869.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	MAJOR-GENERAL EARDLEY WILMOT.
GENERAL LORD DE ROS.	MAJOR-GENERAL HAYTHORNE.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart, V.C.	REV. DR. BUTLER.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.	LIEUT.-COL. CHESNEY.

BREVET-LIEUT.-COLONEL C. H. OWEN, Royal Artillery, examined.

Lt.-Col. C. H. Owen.
27 April 1869.
Royal Military Academy.

7052. (*Chairman.*) You are professor of artillery at the Royal Military Academy?—Yes.

7053. You were formerly assistant instructor and instructor in artillery?—Yes.

7054. When did you first become connected with the Academy?—I was made assistant instructor in 1856, instructor in 1857, and professor in 1859.

7055. I see from the paper with which you have favoured us, that you are of opinion that too many trials are allowed in the entrance examination?—Yes.

7056. Would you allow more than one trial?—I think so. I think that three would not be too much. We have six at present.

7057. You would also approve of marks obtained at the entrance examination counting in the final examination?—I should.

7058. I understand that you would only advocate instruction in mathematics, languages, and landscape drawing to be given to those cadets who have a natural turn for the subjects named. From the evidence which we have received it would appear to be a very general opinion that a knowledge of some foreign language is almost essential to a soldier?—That is not quite my view; it is this: I do not advocate the dropping of all mathematics when a cadet comes into the Academy. I think that elementary pure mathematics should have been learnt at the age of 16, if a boy is fit for the Academy, before he joins; but when he joins I think that there should be a course of mechanics, natural philosophy, and machinery; that those should be combined in one course. I think that a qualification in one language, and I should prefer French, should be indispensable, and that qualification in pure mathematics and in mechanics, without the calculus, should also be indispensable.

Organization.

7059. You think that the discipline and the instructional branches should be kept distinct, but with a more intimate connexion between them than at present exists; will you explain a little more fully how you would suggest that that idea should be carried out?—My idea is that there should be a board similar to what there is at Metz and at some of the French schools, which should assemble once or twice a year to consult on questions which relate generally to the Academy. For instance, last year there were considerable changes made in the attendances for study, combined with other arrangements for meals, and drill, and so on. I think that when changes of that sort, or anything relating to the whole arrangement of affairs at the Academy, is under consideration, it would be a great thing to combine the two branches,

Lt.-Col. C. H. Owen.

27 April 1869.

Royal Military Academy.

namely, the officers for the discipline part and also those for instruction, because the different study attendances, the meals, drills, and those kind of things must all work in together. I also think that something might be done to encourage social intercourse among the officials of all classes, civilians and officers of all branches. A reading room expressly set apart for them, a general meeting (perhaps with a lunch, as formerly) presided over by the Lieutenant-Governor, who might briefly review the events of the term, and a few other, what may appear trifling, changes would no doubt serve to create a common interest and good feeling, which at present has but accidental existence. Of late years the tendency has been to isolate the instructional branch as much as possible; for instance, when lists are circulated or officials are assembled for common purposes, the instructional and discipline branches are carefully and, many think, invidiously separated.

Discipline.

7060. I see from the replies which you have given to our questions that on the whole you are not dissatisfied with the condition of the Academy at present?—I am not. I do not mean to say that it is perfect; but I think that on the whole it is in a very fair state.

7061. The want of discipline to which you allude does not refer to any serious breaches of discipline, or anything approaching to insubordination, or combination against the authorities on the part of the cadets?—No, I think that that stage has passed away, but we had it for a number of years. After the dismissal of General Wilford and Captain Williams, a disturbance occurred annually to commemorate their dismissal; but that has all died out.

Course of instruction.

7062. (*Lord E. Cecil.*) You observe in your statement that time is wasted in the first year, and that the cadets give too much time to mathematics and languages, which they must have studied before entrance; would you diminish the amount of mathematics to be studied at the academy?—I would reduce it. I should only have a portion carrying on the higher branches. All should carry on mechanics, but with regard to the higher branches, I should say that they should be confined to those who showed particular aptitude for them. I should say that they should have studied those subjects sufficiently for ordinary purposes before entrance.

7063. Would you make any difference between those cadets intended for the Engineers and those intended for the Artillery, during their course at the Academy? Would you require a higher standard of mathematics for the Engineers than for the Artillery?—I do not think so at all.

7064. You think that the same amount of mathematics is useful in both cases?—Decidedly.

7065. And I may even go beyond that, and say, necessary?—I think so.

7066. You speak of the study of the cadets being encouraged by giving a few scholarships at entrance to be held during residence. How would you supply the necessary funds for that purpose; would you have the Government give a certain amount yearly for that object?—Certainly; such a thing is desirable, and I consider that it would be an inducement to boys coming up from schools; and if it is necessary, I imagine that the funds must be paid by the Government.

7067. What number of scholarships would you think advisable, considering the present state of the Academy?—I would give two to mathematics, and one to French and one to German.

7068. You think that four scholarships would be enough?—I think so, but that is a matter of experience. There is no inducement of any kind except the passing.

Appendix, page 1.

Numbers of staff.

7069. In your fifth answer to the questions sent to you by the Commission you speak of the discipline and the instructional branches being kept distinct; are you not of opinion that at the present moment the number of professors and executive officers is largely in excess of the ordinary proportion between instructors and students at other establishments?—I think that they are decidedly in excess.

7070. Do you not think that a combination of the two classes of officers would so far effect a reduction in the numbers of the staff, without in any way diminishing the value of the instruction given?—I think that the instruction would be depreciated by mixing it with the duties of maintaining discipline out of study. I think that the excess arises from their being such an immense number of subjects, and the course being so complicated in consequence.

7071. What would be your plan for diminishing the present excessive number of professors?—The only plan which appears to me practicable, would be to make a certain number of subjects, fewer than those now studied, compulsory; they should be mixed mathematics, natural philosophy, and machinery, combined in one branch, and also chemistry, practical geometry, surveying and topographical drawing, fortification, artillery, and military history. At present, during the first year, you have a number of studies carried on; there is a distinct mathematical branch, which is supposed to work up those cadets who have an insufficient knowledge of mathematics; and as the entrance is comparatively low for mathematics, the absolute number of marks required being only 700 out of 2,000, it is no wonder that a great many youths pass into the Academy with an insufficient knowledge of mathematics. But besides that, there is an immense number of attendances which all are compelled to go through in French and also either in German or in Hindustani. You may have one cadet who has gone up, and who has a thorough knowledge of the subject, and you may have others without the slightest knowledge, and others again with a half knowledge; you put the whole of those cadets into one class, and there must be a considerable waste of time. I think that you would save a great deal of time by not compelling these attendances, but setting apart a certain number of attendances for optional subjects, and confining the studies to those subjects which are considered to be matters which are absolutely necessary; and you would decrease the number of subjects which are obligatory by about five.

7072. How many professors do you think under such a scheme you could dispense with?—Supposing the subjects to be divided, so that the students should only be studying a few at a time, you might reduce the number of instructors from 34, which is the present number, to about 24.

7073. You might then dispense with about one-third of the number?—Yes.

7074. You say in your answers to our questions that "no officer or civilian engaged in instruction has any power;" but in the sentence immediately afterwards you say that in your own branch it has been the custom for the instructor to give a cadet 24 hours' arrest when he has thought it necessary?—Yes.

7075. Then I presume that there is a certain power vested in the professors, though not exactly similar to the power of the disciplinary officers?—By the recent regulations there is no power of any kind. The theory is that the corporal on duty is to preserve order, and that the professor is to have nothing to do with it, but that his undivided attention is to be given to instruction, and that if anything improper occurs the professor is to tell the corporal on duty to put the offending cadet in arrest.

7076. You say that in the artillery department it has been the custom for the instructor to give a cadet 24 hours' arrest if he thought it necessary to do so?—That has been a tradition which has been handed down. I have always done it, and my predecessors have done it. My branch, and one or two others, may differ from a great many other branches. Perhaps half our time we are out of doors, and you cannot possibly leave that to the corporal; you are just as much bound to maintain discipline there as an officer on parade has to do. I very seldom have to exercise my authority, but if a cadet was trouble-

some I used to warn him the first time, the second time I said, "I shall put you in arrest until to-morrow "morning at breakfast time," and after that I said, "I "shall now have to report you to the inspector." At present for the merest trifle, if you take notice of any disturbance, it goes at once to the inspector, and it is entered down as an offence against the cadet, and becomes a matter of serious investigation, and perhaps the cadet may get off altogether, or may get too much punishment.

7077. In cases where you give 24 hours' arrest, is it ever entered in the punishment book?—It used not to be so entered.

7078. It seems then that this practical power, whatever the theory may be on the subject, is not objected to on the part of the lieutenant-governor or of the authorities?—Certainly, before the present inspector and assistant inspector were appointed, I never heard of a question on the subject; I always used to exercise this power, and I never had any opportunity of judging whether it was questioned or not.

7079. Then the present inspector and assistant inspector of studies, in conjunction, I presume, with the lieutenant-governor, have laid down rules that the professors shall not exercise any powers whatever of discipline?—I do not say that. I think that when they came they found what was stated in these regulations, which I fancy were drawn up just before they came, after the whole discipline was re-organized by a committee which sat, I think, in 1862, and took more than three years to go into the matter. They probably found it in these regulations, and they adopted that notion, and hold it. I do not think that they originated it.

7080. Have you any reason to suppose that this power is extensively exercised by other professors in their study halls?—It is not so much in study, it is more out of study. I certainly have reason to believe that it is now actually done in the surveying department.

7081. Supposing that a professor finds a cadet misconducting himself down the town, do you think that he ever exercises in practice the power of arrest, though he may not possess it in theory?—That may depend upon the notion, which I do not think is at all provided for in the regulations, that you are supposed to punish a cadet for any irregularity which you see. Practically I do not think that a case could be mentioned in which any such step has been taken with a cadet for years. Cadets rarely misconduct themselves in public.

7082. Supposing, for instance, that you yourself saw a cadet misconducting himself down the town, should you have any hesitation in putting him under arrest?—Yes; I think that I should. I should certainly take notice of it if it was anything very disgraceful. I should inquire his name, and should report the circumstance, but I should take no further notice of it. I should certainly not put him under arrest.

7083. Then you would make this difference, that if he misbehaved in your class you would put him under arrest at once, but if he misconducted himself down the town you would simply report him?—In the class, according to present regulations, I should not have the power of putting him under arrest.

7084. But you state in your printed answers that practically you exercise that power?—I did exercise it until lately. In study, the proper thing would be to tell the corporal to put a cadet under arrest, which, I think, is a very objectionable proceeding, and a very improper way of doing it; in fact, I ought to do it myself. As an officer I suppose that you have some sort of power of putting anybody in arrest whom you see doing wrong. I should not think of exercising that power if I saw a cadet doing wrong in the town. I should simply report the circumstance.

7085. Would you enlarge the powers of the professors in study?—Not beyond what I have stated in my paper. I think that 24 hours' arrest is quite sufficient.

7086. But I understand that, as you put it in that paper, that is opposed to the regulations?—Yes.

Lt.-Col. C. H. Owen.

27 April 1869.

7087. You would have those regulations altered?—I certainly should.

Royal Military Academy.

Discipline.

7088. You speak of defective discipline being shown chiefly by an unsteadiness at parade during late years. Do you recollect any of the serious disturbances which took place about 1863?—Yes; I remember them all.

7089. Can you give the Commission any account of them?—Of course I should have to go back to get the exact facts, but I remember generally what they were. In the first place there was a disturbance raised when General Wilford was at the Academy as the governor, and Captain Williams was captain of the cadets; that was, I think, in 1861. The feeling of the cadets was shown by firing off some guns and those kind of things. I almost forget what they did besides that; they paraded about the Academy, and fired off some guns in front of the parade. They always commemorated this, for about four years, by doing similar things. On one occasion they took the swords out of the Academy, and threw them into the reservoir at the top of the common. It was simply an organized disturbance which took place every year, by firing off guns, to show their triumph over General Wilford who was the governor, and they professed openly to show their approval of the dismissal of General Wilford and Captain Williams.

7090. Since 1861 there has been no fresh insubordination of the kind?—This was continued, as far as I remember, for three or four years; it was on the same night in every year; it was at some time in the autumn; it was always to commemorate the dismissal of General Wilford and Captain Williams.

7091. What was the last occurrence of the kind?—The last occurrence of the kind, I think, was the cadets throwing their swords into the reservoir.

7092. In what year was that?—That, I think, must have been in 1864 or 1865; but I think that it was in 1864.

Appendix, page 1.

Cramming schools.

7093. In your printed answers, in reply to the fifth question, you speak of defects in training previous to joining; I suppose that you allude to the "cramming" schools?—Yes; to a certain number of them.

7094. And I suppose that you would be very much in favour of their abolition, if possible?—Yes; I think, however, that some of the private schools are very good; others take a few pupils and work them very hard, but do not look after them out of study hours.

7095. Have you any practical acquaintance with the "cramming" schools for Woolwich?—Yes; I know them all by reputation. Some of those schools are very good; but others appear to be in a most disreputable state. I could mention four or five.

Influence of under-officers, &c.

7096. I see that you are in favour of deriving more assistance from the corporals?—Yes.

7097. Will you explain your ideas at greater length?—As far as I understand the duties of prefects in some of the public schools, the corporals are not of the use which they might be. In some of the classes, for instance in the first class (it may arise to a certain extent from their all being of the same standing), the corporals are scarcely of any use at all.

7098. How would you remedy that?—By separating the corporals rather more from the other cadets, by giving them more privileges, by making a reduction a very serious offence, and by making every one do his duty as a corporal efficiently before receiving his commission. I think that that might be easily done; it has been done before now.

Amalgamation of Woolwich and Sandhurst.

7099. I observe that you are opposed to the amalgamation of the two colleges of Woolwich and Sandhurst; and you state one of the principal objections to be, that cadets would be taxed beyond what is at all necessary. Was it not the case that cadets at Addiscombe were brought up for the line?—A certain number of cadets at Addiscombe, who failed or the Artillery and for the Engineers, had line commissions; but only a small proportion of the Indian line got commissions in this way.

Lt.-Col. C. H. Owen.

27 April 1869.

Royal Military Academy.

7100. Do you think that they were taxed beyond what was necessary?—I think that you can hardly compare the two systems; the cadets were admitted at Addiscombe very young, and the course was entirely different from that which is now carried on at Woolwich.

7101. You speak further on of losing many good men, besides lowering the standard by reducing the competition; but surely what is worth having is worth trying for, and if these good men could not come up to the standard the loss to the service would not be so very great?—I do not think that they could not come up to the standard, but they would not take the trouble. If a young fellow thought that his father would purchase a commission, he would not take the trouble. In preparatory schools I think you will find that they say that they have very much more difficulty in making the students work for the line than for the Artillery and for the Engineers.

7102. If they will not take the trouble, does not it show a want of perseverance?—To a certain extent; but I think that when a young fellow is sent to such a place, he should be obliged to go through a certain amount of the course, or otherwise you give way too much to certain inclinations, which it might not be well to indulge. A boy might think very differently 10 or 12 years hence.

7103. Of course the arguments as regards scientific corps are entirely different from the arguments as regards those cadets who are working for commissions by purchase in the line. For the scientific corps a high standard is required, and cadets who were idle and would not take any trouble would not have sufficient qualification for the scientific corps, whereas, perhaps, idle young men might be enabled to qualify for the line?—Yes; but it might not be from their being idle. Those parents who were well off might not wish to send their sons to the Artillery or Engineers, but would be perfectly satisfied with the line. There is another objection, namely, that I think if you educated all the cadets in one college, the rapid promotion in the line would place officers in the line a long way ahead in promotion of officers in the Artillery and in the Engineers; and if they were all educated together that would no doubt be considered a great grievance.

7104. You seem to think that it would excite a great deal of jealousy between the two services?—Yes; if you took three men in one batch, one of them would get the Artillery, another would get the Engineers, and the third would get the line; and, perhaps, the line officer might have been an idle fellow, but from interest and good fortune he might be a colonel when the other two were captains. I heard an Engineer officer complain the other day that he, when only a subaltern, had been stationed with a line officer who was a captain and on the staff, but who, having been a cadet of the same standing as the Engineer officer, had been dismissed from the Royal Military Academy.

7105. Does not the same argument apply to all boys studying at a public school for the Engineers, for the line, or for any other profession; the one may arrive at distinction long before the other, but I never heard of that being a grievance?—I think that it would be a great objection in a military college where you put them together, and I think that it would be desirable to enable them to count service.

7106. That of course touches the whole question of promotion in the scientific corps, and in the army; but if the promotion could be accelerated in the scientific corps, as it is in the line, you would see no objection to it?—There would not be so much objection, but the line, from their greater numbers, would always have it in their power to accelerate promotion by raising retirement funds.

Course of instruction.

7107. (*Sir C. Russell.*) I see that you suggest that the marks at entrance should be carried forward, and should count for the commission examination; will you state why you think that that should be done?—Taking a subject like classics, I believe that in the last few years it has been considered desirable to offer inducements to those who are educated at public schools to come up to Woolwich, and that it would be an advantage if the marks for classics were increased, and if those for mathematics were decreased. At present those cadets who have studied classics, and who are good classical scholars, certainly obtain a good place at entrance, but then they suddenly drop down. I could mention several cases of cadets who were very good cadets, and were inclined to work well, but who have been very much disgusted by losing a whole term from their imperfect knowledge of mathematics, and from their classics not being of the slighest use, except at entrance. If the classics counted in the last examination they would get some value the whole way through. I think that the same applies to French and German. I knew a case the other day of two cadets who went in, one was supposed to be a good German scholar, and the other a very moderate scholar; one got double the marks of the other at the entrance examination. At the examination at the end of the first term at the Academy they got equal marks, or very nearly so. Such a thing certainly tends to disgust those who have worked hard at a subject before entrance. The examination at entrance no doubt is stiffer than at the end of the first term, and a man with moderate knowledge could obtain as many marks as the other who has more knowledge, and therefore the latter would get no advantage.

7108. You probably allude in what you have been saying to one of your printed answers, in which you say, "Time is, I consider, wasted during the first "year in compelling all the cadets to give so many "attendances to subjects (mathematics and languages) "which they must have studied sufficiently before "entrance"?—I would amend that statement by saying, "which they should have studied sufficiently "for ordinary purposes." Appendix page

7109. Do you consider that an average boy who enters the Academy has acquired sufficient knowledge either of French or of German to enable him to give up its study while in the Academy?—I think that languages should be commenced early; and I think that if you made it absolutely necessary to obtain a qualification in French you would get it; but if you did not like to lay down such a rigid rule as that, supposing a cadet not to be qualified on entrance, he should be compelled, when the optional subjects were going on, to work up the quantity due in French before he got his commission.

7110. You do not think that an average boy would lose serious ground in those modern languages which are specified for study, knowing that his marks which he had earned on coming in were to count?—I think that those who had a good knowledge of the subject would carry it on; they would be induced to go on with those studies, because it would affect their commissions; but with regard to those who had gone up to a certain point, I think that it would show that they were incapable of going beyond it, and that they would not learn very much while at the Academy.

7111. I understand you to say that one half of the instruction of the cadets is in the field?—Very nearly one half in special subjects, such as artillery, fortification, and surveying.

7112. Is the duty of the field thoroughly practical?—Quite so.

7113. I understand you to say in your paper, that you recommend that the instruction should be as much as possible class instruction, and you place that in italics, as if you wished to call attention to it?—What I mean is, that the number of cadets in classes should be reduced, and that you should not have, say, a class of 40 cadets, some doing one thing and some another. I say that in most of the subjects it is a great object to have all the cadets doing the same thing, and that those who are not up to a certain point must get the information as best they can.

7114. What is the reason why artillery cadets upon joining the service are now retained at Woolwich for

an after-course?—That is more than I can tell you: I think that it is considered by some persons to be desirable that those cadets should be sent to study certain subjects; it is a matter of opinion what those subjects should be. I think that there are certain subjects, such as interior economy, and law, and those kind of things, which might very well occupy them; I think that the notion is that it is a pity to let them drop everything directly they have left the Academy, but I do not at all agree with the idea that we cannot teach them at the Academy everything which is requisite for the artillery, if we have only the proper time which ought to be allowed to us, and I think that assembling the last-joined officers at Woolwich is most objectionable, for many reasons.

7115. Then do you think that the time is somewhat short for your own particular branch?—I think that in the last few years we have laboured under very great disadvantages, our attendances have been reduced. Some few years ago it was always the custom to have eight attendances a week for a year for artillery instruction, and that was the time when we had only smooth-bore guns in the service, and consequently the exercises and drills were very much fewer than we have now, and there was much less to study as to the application of gunnery and artillery. The attendances were reduced to four a week. I remonstrated against it, and they were then raised to six attendances a week in one term, and five attendances a week in the other. They were then reduced about a year ago, to make way for military history, to five attendances a week in the year, and they were then again raised on my recommendation to the present number, which is six in a week in one term and five in another. Since what used to be termed the Practical Class was removed up to the Academy, we have taken more time to go up and down to our work, and some of our work at the Academy has been very much interrupted by the general duty of corporals in the Academy falling upon one particular class. This latter point has been remedied in the last term to a great extent, but these things combined have certainly reduced our time very considerably, and unless we had instructed on a different plan altogether, we could not have done our work at all; and I think that the result as regards the artillery, as with other subjects, is not so favourable, simply from the fact of there now being so many subjects to get up during one term, namely, the last term; there are seven or eight subjects, all involving a considerable amount of study, during the last term. The cadets have too many very heavy subjects to get up for a fortnight's examination in the last term, and I think that that has a great effect in depreciating every one of the courses.

7116. (*Lt.-Col. Chesney.*) With regard to the changes of study, are the professors in any way consulted before those changes are made?—Sometimes they have been, but generally speaking they are not consulted. On one occasion, a short time ago, they were consulted.

7117. What is the position of a professor towards the assistant inspector visiting his class, who is possibly a junior officer to himself?—The assistant inspector I simply consider as a sort of deputy inspector, in the same way as an adjutant would be the deputy of a colonel. I do not consider that he has any power himself except through the inspector.

7118. Is it generally understood that his duty is to see that the professors do their work, or that the cadets behave properly?—That is a point upon which I am not myself clear; I think that it is a very great mistake to consider that his duty is to see that the professors do their duty. I cannot see any object in that, in fact, it would very much hamper them.

7119. With regard to the cadets behaving properly, if there was an efficient system of discipline ought there to be any necessity for an inspector or an assistant inspector to go round?—No, I do not see the slightest occasion for it, because even if an inspector comes round, I consider that the officer who is carrying on instruction is the person who is responsible for what goes on there, even though the inspector is present. An instructor who cannot be trusted should not be appointed.

Lieut.-Col. C. H. Owen.

27 April 1869.

Royal Military Academy.

7120. You have already recommended an extension of the powers of discipline of the professors, would you give them the same powers as, for instance, the subalterns of companies have at present?—I think that probably it is sufficient to give what I have stated in my paper, namely, that they should have the power of inflicting a small amount of punishment.

Discipline.

7121. You speak of the unsteadiness of cadets on parade. Do you refer to the smaller parades in going in and out of study and so on?—I refer to every parade. Of course I am not present on their ordinary drill parades, but I judge of them when I have them for practice, exercises, or when they are going down to the arsenal; they are not steady, they lounge about. Of course you can remedy that if you like to exert your authority, but they certainly would not do it for their corporal.

7122. May not a part of that be owing to the number of useless parades which are imposed upon them for the purpose of going in and out of their different studies, and for going to and from meals?—Probably it may be so to some extent.

7123. Are the discipline officers of the Academy responsible for these small parades for the purpose of going in and out of the various halls?—They are not responsible for the study parades.

7124. But are they responsible for those parades which are connected with meals?—Yes, I believe so.

7125. Are the captains and lieutenants always required to be on duty under the present system, or do they take it turn and turn about?—Perhaps I am not the best person to be asked on such a subject as that, but I understand that the senior captain does not take the same duty as the other two captains do; the other two captains take turn and turn about, but the senior captain does not do so, but exercises a sort of superintendence.

7126. Do you approve of the system of making a corporal do duty in a class in which he is not himself working?—It is most objectionable, so far as his own work is concerned, but as regards the discipline, he will generally do it much better in a class with which he has nothing to do than in his own class.

7127. If the system which you propose were adopted of giving the professors some small power of punishment, do you think that it would be necessary to send corporals away from their own work to keep order in other classes?—I think not after the first term or two, but in the first term or two it might perhaps be otherwise.

7128. Might not the old Addiscombe system of acting corporals in the junior classes be found sufficient?—I think that in the first term, after joining, it would be necessary to have some cadets from another class, because they would be better acquainted with the manner of carrying on the discipline.

7129. Referring to a recommendation in your paper, are you aware that at Addiscombe the cadets' service always counted towards pension?—Yes.

Entrance examination.

7130. (*Maj.-Gen. Wilmot.*) You have spoken of the number of trials at entrance?—Yes.

7131. Practically a candidate can only have six trials, can he?—I think so; he can have two when he is 16, and two when he is 17, and two when he is 18.

7132. Practically speaking, does that ever occur?—It may do so.

7133. Does a boy often go up at 16?—Not generally. I think that generally they go up at 16½ or 17, but some go up at 16. I can mention some cadets who have had four or five trials.

7134. Is not the usual age of admission now about 17½ to 18?—I think that they generally come up at from 16½ to 18. The regulation is from 16 to 19.

7135. At what age do they actually enter the Academy?—I think from 16½ to 18½.

7136. That is two years?—Yes.

Lt.-Col. C. H. Owen.

27 April 1869.

Royal Military Academy.

7137. In that time they could only have had four trials?—Yes.

7138. So that practically you have not often a man who has six trials?—No, but you very often have four. Besides this, men now come up merely to see what the examination is like, without expecting to pass.

7139. Four is the number which I understand you would allow?—If you allowed four trials, I think that practically you would only have about two.

Powers of professors.

7140. With regard to the board or council of which you have spoken, as a rule does not everything in the arrangements give way to study; that is to say, are not the best possible arrangements made for study, and is not the remaining time utilized as well as it can be for drills, or any other work which is required?—I think that everything gives way to meals and recreation, allowing, of course, a certain time for study.

7141. How long do you think that that has been the principle?—I really cannot say.

7142. You do not think that that was the principle when you were a cadet, do you?—No; but of late years I think that the principle has been to pamper the cadets in that way beyond anything.

7143. I suppose that you consider, as an officer, that your authority over a cadet as a subordinate in the class is as complete now as it could be by any further regulation?—With the exception which I state, namely, 24 hours' arrest, according to the old custom.

7144. Supposing that power was given to the professors to name a definite time of arrest, would you have the offence entered against the cadet?—No.

7145. If so, no one else in the establishment could give that punishment except on the same terms, that is to say, that it could not be entered against the cadet?—Just so; I do not see why it should be entered against him.

7146. Do you not think that a cadet who is frequently in the position of having 24 hours' arrest, holds a different position from another cadet?—I should never give him a second 24 hours' arrest; I should only give it as a warning.

Organization.

7147. The practical class is now in the same barracks as the theoretical class?—Yes.

7148. Do you think that discipline and management of the instruction, such as is in your hands, are advantaged or disadvantaged by that system?—I think that the combination of the practical class with the rest of the Academy was a great disadvantage.

7149. Do not you think that it was one great advantage of the separation that you could treat a cadet rather in a different manner, giving him greater liberty, and treating him more as an officer, than you can do now?—Decidedly; it was a kind of promotion to him in every way.

7150. Would not the restoration of that system do a great deal to assist the position both of the cadets and of the professors who were connected with that particular class?—I decidedly think so.

7151. When you say that the number of professors is excessive, I suppose that you do not mean to say that they are more than sufficient for the present purposes of the Academy, but only that they are more than in an ordinary school?—Exactly so.

Discipline.

7152. When you say that a corporal is responsible for order, is he not responsible to the professor?—Yes, he is supposed to be responsible to the professor.

7153. And, as a general rule, would it not be argued as a great neglect of duty on the part of the corporal, that it should be necessary for the professor to call the attention of the corporal to any irregularity which was going on?—It ought to be.

7154. It shows a laxity of discipline if that is the case?—I think that the corporals do not perform their duty as they should do.

7155. Then in fact there is a laxity of discipline?—There is a laxity of discipline certainly.

7156. Is it not the duty of the professor to report a corporal so neglecting his duty?—Certainly.

7157. As I understand it, the theory is that the intention of having a corporal is to prevent the professor being interrupted in his work?—Yes.

7158. And to call the attention of the professor to any great irregularity deserving punishment?—Yes.

7159. If the corporal did his duty there ought to be no interruption and no disturbance to the professor?—Certainly.

7160. Supposing that in such a case the corporal is known to be a man who does his duty, do you not think that as a general rule he has very little trouble?—There seems to be, I think, a sort of understanding that except in giving leave to quit the room, and that kind of thing, there is to be no interference.

7161. Supposing that a corporal was known to do his duty well, would the cadets take liberties with him and make a noise?—When you get good corporals I think not.

7162. Are such corporals rare at the present day?—Yes. The last one whom we had, namely Mr. Cunynghame, was the best; he was the senior. It is very rare to get one of the ordinary corporals to do his duty satisfactorily.

7163. I gather from one of your replies that you have had an opportunity of observing the general manner and bearing of the cadets. Do you think that it is satisfactory at the present time?—I think that the tone and general behaviour of the cadets is exceedingly good, and is an immense improvement as compared with former times; but on parade they are certainly unsteady.

Cours instruc

7164. (*Sir D. A. Cameron.*) With regard to the plan of carrying on the marks which are gained at the entrance examination, would you carry on the marks gained in all the subjects, even in those which are taught afterwards in the Academy?—I think that I should confine that to languages, classics, and pure mathematics.

7165. As respects mathematics, as they are taught afterwards in the Academy, a cadet has an opportunity of gaining marks in them at his final examination?—I should do away with the instruction in pure mathematics at the Academy, except as an optional subject. I would take mixed mathematics, namely, mechanics and hydrostatics. I have an idea that coming at the age at which the cadets do, they should be able to master mathematics up to that point. I leave out the calculus purposely, because I think that most people's experience will show that very few make use of it, only those who have a taste for it.

7166. (*Maj.-Gen. Haythorne.*) Are you an advocate for dividing the artillery cadets and the engineer cadets, during the course at the Academy?—No; I think that they ought to go through precisely the same course.

7167. (*Lord de Ros.*) Suppose that when a cadet first arrived at the Academy you examined him carefully, and ascertained both his acquirements and the bent of his mind, could not you better classify the cadets for their future study, and determine as to which studies should be reserved until they went up for their commissions?—I should think that the entrance examination would accomplish that.

Disci

7168. You would not record in the books of the Academy every trivial or boyish offence, which might be committed from exuberance of spirits or thoughtlessness?—I would not.

7169. Do you not think that when you wanted seriously to punish a cadet you might inflict upon him an imposition with solitary confinement, and would not that give a better opportunity of improvement than the mere punishment of solitary confinement?—There is no solitary confinement now; there is confinement to the cadet's room, but a cadet so confined may be in the room with others.

7170. Do you not think that it would be a good thing that there should be the means of enforcing that punishment, by making it solitary in the room, and not allowing the presence of others while the cadet was confined?—I am not prepared to answer that question as to whether solitary confinement would be a good thing.

7171. I refer to the cadet being alone in his room with an imposition, and without any company?—I think that in some cases it might be advantageous to keep the cadet alone in his room.

7172. As regards the discipline, I understand you to say that you think that no officer of any description should be obliged to delegate his authority, or to act as it were secondhand through the corporal?—Certainly not.

7173. As to the so-called mutinies, is it not your opinion that any officer with habits and notions of command of men, with the spirit and manners of a gentleman, would be able in one moment to set that sort of thing right by addressing the cadets and putting them in mind of their position?—I think that it is to a great extent a matter of personal qualification. No officer should be appointed to a responsible position unless he has previously shown that he can deal properly with cadets; but he must be supported.

7174. Do you think that both classics and French, though very desirable and valuable to a commissioned officer, might be, as it were, put in abeyance during his studies as a cadet?—Classics certainly. I should only require those who wished to go on with French to do so. I would not force all to do so, unless at the entrance examination a cadet had not qualified in what was considered necessary. If you made a qualification in French absolute for the entrance examination, you would not want it afterwards; but you might say, "If you can qualify in French before you get your "commission, well and good;" and a cadet under those circumstances would have to take spare time to study that language. I think that as regards the instruction in French and German at the Academy there should be simply optional classes.

7175. Do you think it possible for a young man coming to the Academy with very little acquaintance with French or German, to acquire any competent degree of knowledge of either of these languages under the masters at the Academy?—At the Academy, with other studies, I do not think that you can acquire languages.

7176. When the attendances on certain subjects were reduced, to what subjects were those attendances sacrificed?—I cannot say without examining the books; they were very often changed.

7177. Is there much of what you would call battalion drill at the Academy?—I should say very little.

7178. Would you be for reducing it still more?—No, but rather for increasing it. I would have every cadet able to drill a battalion thoroughly before getting his commission; I mean that he should be able to fall out and drill a battalion, which all the cadets cannot do now.

7179. There are at present three captains?—Yes.

7180. Would not the discipline be better carried on by one captain and four subalterns?—I am not prepared to say; but I hardly think that you want three captains.

7181. Do you approve of rustication as a punishment?—I think that it is not an objectionable punishment.

7182. Does not it lead a cadet to pass a certain number of weeks at home, or elsewhere, in idleness; and does not that make it more difficult to bring him back to his studies?—Yes; it has a tendency in that way.

7183. You made a remark with regard to cadets being rather pampered and being rather treated too well; do you refer to their meals or to their lodging?—I refer chiefly to their meals.

7184. Do you think that they are what you would call over-fed?—I certainly think that they have more than they could expect at an institution of this kind, where the living should be exceedingly plain.

7185. Are the dinners always hot dinners?—I am not certain about that; but they have four meat meals in a day if they like; they had five at one time, I believe.

7186. (*Rev. Dr. Butler.*) You would consider the entrance examination for Woolwich a severe one, would you not?—Yes.

7187. Have you had reason to observe many instances of overwork, either when the cadets first enter the Academy or when they leave it?—Very few.

Course of study.

7188. You would say that generally they were strong and healthy young men?—Quite so.

7189. Would you consider that as the hours are now arranged they have any considerable time for general reading, or for the pursuit of liberal studies apart from professional training?—Yes, I think that they have quite sufficient time.

7190. Would you attach much importance to their availing themselves of it for that purpose?—Not very much; I think that that must be left until afterwards.

7191. At the same time I understand you to say from your printed answers that you do attach importance to carrying on marks in optional subjects which are intended mainly to give general culture to the mind?—I think that marks should be carried on for mathematics, classics, and languages.

Appendix, p. 1.

General tone.

7192. As to the moral tone of the young men; would you say that it has greatly improved of late?—Yes, very greatly.

7193. And would you say that it is now satisfactory?—I think that it is as satisfactory as you would have it in any institution of the sort, or in any public school of the country.

7194. Can you state what opportunities the chaplain has for seeing the cadets?—He reads prayers and attends the hospital, and he is their librarian, so that he is always about. I believe that there is a Bible class, which is conducted by the chaplain.

7195. Practically do you know whether he has many informal opportunities of seeing the cadets otherwise than when they are unwell?—No; I should say not.

7196. You would doubt whether the chaplain was well known personally by many of the cadets?—I dare say that he may be well known personally from his connexion with the library. I should imagine so.

7197. Is any direct religious instruction given as a lesson to any members of the Academy?—Not beyond the ordinary prayers, and so on, and the Bible class, which I have mentioned.

7198. Perhaps you are aware that in the Prussian military schools, religious instruction is habitually given as a part of the instructional course?—I have heard so. We have cadets of different religions, and that perhaps would cause a difficulty; some are Roman Catholics and some are Presbyterians.

Advantages the situation of the Academy.

7199. (*Lord E. Cecil.*) You state that the advantages which are possessed at Woolwich in the artillery course could not be obtained in any other place. Can you state what those special advantages are at Woolwich which could not be obtained at any other place?—In the first place you have the arsenal departments, they give means of instruction which you could not get anywhere else; and besides that there are other means, there is the Repository and the Riding School. You have at Woolwich a branch of the School of Gunnery from Shoeburyness, in which all the different artillery exercises are gone through, that is to say, mounting and dismounting guns, and all the different gun drills, and making bridges, and things of that kind. There is also an excellent Artillery Museum in connexion with the Repository. Those officers who go through the course at Shoeburyness usually go through the arsenal before going there, and the cadets get a thorough knowledge of *matériel* to a great extent by visiting the arsenal departments. Woolwich is the only place where all the service artillery *matériel* can be seen.

Instruction of artillery officers after entering the service.

7200. Could not such a course, as you speak of, with regard to the cadets going through the manufacturing departments at the arsenal, be given to cadets after they enter the service?—I think that it could not be given so well. When an officer has been some

Lieut.-Col. C. H. Owen.

27 April 1869.

Instruction of artillery officers after entering the service.

time in the service he wishes to see what has been done in that respect since he joined, but I think that to leave it until after an officer joined his regiment would be a very bad arrangement indeed. You have not then the same hold on young officers; they have been tired out by their education at the Academy and have not the same inducement to work hard, because, while at the Academy, they are working not only for a commission but for a place; and the course at the Academy is carried on under circumstances all of which bear more or less upon it. You have a complete course at the Academy in every way, which I think you do not get at any other place. Artillery is carried on in conjunction with fortification, chemistry, and machinery, all of which bear more or less upon it. You could not possibly expect young officers to undergo the same amount of study which you exact from a cadet.

7201. Supposing that every officer in the artillery was obliged to pass through a course at the arsenal before getting his commission as captain, would not the compulsory examination give him sufficient inducement to work?—It would give him sufficient inducement to be prepared for that examination by the time that he became captain, but it would be a considerable number of years after his most useful service had passed. Scattered as our artillery officers are over the world the necessary instruction could not well be obtained.

7202. How long does the course now take at the arsenal?—It takes the last term.

7203. How many months is the term?—You may take the term to be about 16 or 17 weeks.

7204. So that in point of fact in three or four months an officer could easily pass through this course at the arsenal, if a cadet is able to do so at present?—Not, I think, easily; he would be much disgusted at having to do it. Besides the engineer officers would have no opportunity of going through the arsenal course, which must be of considerable use to them in many cases. I have been informed by many engineer officers that they value the course very much, giving, as it does, an opportunity of witnessing the different methods of practically dealing with metals, woods, and other materials for purposes of construction. I may mention that both in the Crimean and Indian wars officers were sent out direct from the Academy, and they would have had no time for preparation afterwards. We had officers joining the siege train who were only 16, and if they had not known a shell from a shot, or a gun from a mortar, before coming out, they would have been simply useless.

7205. Engineer officers are now sent with temporary commissions to Chatham, to go through a certain course; do you see any reason why artillery officers should not go through a course at the arsenal with temporary commissions?—I do not think that the cases are quite parallel; I think that the Engineers have to go through an elaborate course of architecture, which could not be done at the Royal Military Academy. You could not very well carry on at Woolwich the architectural course which is given at Chatham. You can however in my opinion, as I think I have shown, give a more satisfactory arsenal course, quite sufficient for all general purposes at the Royal Military Academy, than by disgusting officers with labourious instruction just after being commissioned. I do not believe they would be got to work sufficiently hard, after they have passed lately so many trying examinations. They would not have the inducement of working for a place, and there would be unnecessary delay in going to regimental duties. After a few years of service the case becomes quite different. The engineer cadets would, moreover, be deprived of the advantages of the arsenal course, which has always been considered an essential part of their instruction.

The witness withdrew.

LIEUTENANT H. H. S. CUNYNGHAME, Royal Engineers, examined.

Lt. H. H. S. Cunynghame.

Royal Military Academy.

7206. (*Chairman.*) You quitted the Royal Military Academy in last December?—Yes.

7207. And you are at present at the Royal Engineer Establishment?—Yes.

7208. You were a responsible under-officer at the Academy?—Yes.

7209. Where did you come out at the final examination?—First.

7210. By how many marks?—I think that it was about 1,300, but I do not quite remember.

7211. You got a good conduct sword?—Yes.

7212. And a gold medal for the highest marks?—Yes.

7213. You got the highest marks for artillery, surveying, drawing, chemistry, practical mechanics, natural philosophy, and practical geometry?—Yes.

Course of instruction.

7214. Do you consider that the Academy is an institution which affords to any industrious and intelligent young man ample opportunities for completing his education?—It affords so many opportunities, that he has not time to take advantage of everything.

7215. Do you think that the number of subjects is too many?—Yes.

7216. What would you exclude?—I would make a certain number of subjects obligatory, and would have a certain number voluntary for anybody who liked.

7217. Which subjects would you render voluntary?—I should render voluntary French, higher mathematics, German or Hindustani, the sciences, practical drawing, and mechanics, and free-hand drawing.

7218. Do you think that the multiplicity of studies acts injuriously in rendering the complete mastery of any one of them very difficult?—I do.

7219. In your own case, do you think that as regards those subjects in which you obtained such high marks, your acquaintance with them is not very thorough?—If I had only learnt in all of them what I learnt at the Academy, I do not think that my acquaintance with them could have been very thorough; with many of them it is certainly not very thorough. I got the prize because I suppose that I knew more than anybody else.

7220. Is the entrance examination a good test of a lad's general intelligence?—It is rather superficial, that is to say, you can cram up for it.

Prep the exa

7221. Did you "cram?"—I did not go to a "crammer;" I went to a Cambridge tutor, but I certainly "crammed" in the ordinary sense of the word.

7222. Where were you educated?—At Wellington College.

7223. On the modern side?—On the modern side entirely.

7224. Do you think that the peculiarities of the education which you received at Wellington College, as distinguished from that which prevails at ordinary public schools, were a decided advantage to you?—Certainly.

7225. Did you gain many prizes at Wellington College?—Yes, I gained a good many prizes there altogether.

7226. At what age did you enter the Academy?—I was not 18.

7227. Do you think that that is about the proper age to enter?—I think that it is about the best age.

7228. Do you know any foreign language?—I know a little of French; I do not know anything of German.

7229. Did you learn French at Wellington College?—Yes.

7230. How long were you with a private tutor?—12 months.

7231. Do you think that the discipline at the Academy is pretty well maintained?—Yes, I think that great pains are taken to keep it up.

Disc gen &c.

7232. Do you think that the prevailing tone of the

Academy is gentleman-like?—It is certainly not behind the tone of any other collection of young men at that age in the kingdom.

7233. Do you think that the feeling of the cadets would be on the side of authority, in case of the infliction of any punishment upon a lad who deserved it?—It very much depends upon circumstances. I am afraid that if they got into their heads a clear idea that they were being unjustly treated, they would resent it; but if they had not that idea, I am certain that they would not do so, and that they would be very strongly in favour of the punishment.

7234. Does a lad who wishes to devote himself to study encounter any discouragement at the hands of his comrades?—No; that has died out since the older cadets came in, the age of entrance being increased. They will not stand it now.

7235. Is much swearing and ungentleman-like language used among the cadets?—There is a certain set of persons in every society who, I think, will do so, but I think that there is not an inordinate quantity of it at the Academy; not more than I expected to find when I went there.

7236. Do you think that it is a good thing that the instructors should have the restricted powers of punishment which now seem to belong to them, or would you put them upon the same footing in that respect as the military officers, as to their power of maintaining discipline?—I should not. I think that the civil professors have quite enough power. If they desire a cadet to be put in arrest it is immediately done, and I think that that is as much power as could be fairly entrusted to them. Military professors are quite different persons.

7237. Does a civil professor receive as much deference at the hands of the cadets as if he were a military professor?—I have observed that the conduct which is shown towards him chiefly depends upon his own conduct and disposition. There is one civilian professor now at the Academy who is treated with the utmost respect, because he has a pleasant manner with the cadets, and there is no trouble.

7238. When you were at the Academy were you satisfied with the conduct of the cadets?—Yes, in every way.

7239. How many lads were in a room with you?—When I joined there were two others with me, but now there are four in a room.

7240. I suppose that you would have preferred to have had a room to yourself?—I did not mind much which way it was. It was very pleasant to have companions, and it was also pleasant to have a room to oneself. If I got disagreeable companions of course it was unpleasant.

7241. You received instruction in classes and also by lectures?—Yes.

7242. Which of those two methods of imparting instruction do you think was most fruitful in its effects?—Each possesses its advantages. The drawback in the case of a lecture is that if the beginning is misunderstood, the end very often becomes totally useless.

7243. After the lecture was over were any means taken by the lecturer to ascertain whether the pupils had understood what they had heard, or to test their progress in the particular subject of the lecture?—In one set of lectures such an opportunity was afforded, but in others it was not. In the military history course the cadets wrote notes, which were remarked upon by the professor every day. In the chemistry course also you could ask questions of the professor.

7244. I suppose that the more that system was expanded the better it would be for the pupil?—I think that there is a great deal of good in a pupil mastering a subject himself. You never learn a subject so well under other circumstances, but otherwise I think that lectures are a good thing.

7245. Do you think that you were pretty well fed while you were at the Academy?—Yes.

7246 Not too well?—Not too well, I think.

7247. It has been mentioned to us that the lads are supplied with meat four times a day, which seems a little beyond what is required to support human nature, even under the severe mental discipline to which the cadets at the Academy are subjected; is that the case?—They themselves pay so much for their own messing, which is managed by a committee in which they are represented, so that within limits practically they have it in their power to give themselves what they like.

Lt. H. H. S. Cunynghame.

27 April 1869.

Royal Military Academy.

7248. Had you always hot dinners?—No; in summer we had cold dinners.

Discipline, &c.

7249. Were there any cases of combination, or of flagrant insubordination, among the cadets whilst you were at the Academy?—There were no instances at all of flagrant insubordination.

7250. Did you see anything of the chaplain?—I have spoken to him, I think, once or twice.

7251. He never visited you in the same way as the rector of a parish would think it right to visit a parishioner?—No.

7252. If a lad is ill does the chaplain visit him in hospital?—He does.

7253. You were an under-officer; do you think that as an under-officer you were treated with proper respect and deference by your fellow cadets?—It entirely depended upon myself. Except on parade, I think that I was not at all treated in any different way from the rest.

7254. Do you think it advisable to increase the power or influence of the under-officers?—Decidedly.

7255. You think that they would be a good instrument in raising the general tone of the Academy?—They would be almost sure not to abuse any power, and it would be most valuable.

7256. What are you doing now?—I have just gone through the military course at Chatham.

Royal Engineer Establishment, Chatham.

7257. How long did it take you?—71 days.

7258. In what respect does that military course differ from your previous course at the Academy?—The course is strictly professional and practical.

7259. Before finishing that course at Chatham was your progress, or your application, tested in any way?—I have been examined by a board of officers; it was a garrison board.

7260. Supposing that your replies have not been satisfactory, what will be the result?—I shall be sent to take another month.

7261. So that there is that test?—Yes.

7262. Do you think you derive advantage from the military course at Chatham?—Yes. It is a rest, after the hard work at Woolwich, and one receives instruction in military duties.

7263. The change from strictly scientific instruction to practical instruction was beneficial to you in every way?—I had nothing to do with science, it was all military.

7264. (*Rev. Dr. Butler.*) How long were you at Wellington College?—Five and a half years.

Royal Military Academy.

7265. Why was it thought desirable for you to go to a tutor before entering Woolwich?—Because at Wellington College they would not give me an opportunity of learning the special subjects which I wanted to learn. I wanted to give more time to mathematics and to French.

7266. What place did you take upon entering Woolwich?—Thirteenth.

7267. Do you consider that you were overworked in preparing for your entrance examination?—No.

7268. It was rather during your time at the Academy that you felt the intellectual discipline to be severe?—Yes; during the last year at the Academy.

Course of study.

7269. Have you any reason to think that the mathematical standard, either at entrance or afterwards, is too high?—I think that a lower standard for mathematics would be better for general education, and then I should have a voluntary higher course.

7270. Is there any definite point at which you would recommend that the obligatory mathematics should stop?—Short of the differential calculus.

7271. Would you say that there is much time, or

Lt. H. H. S. Cunynghame.

27 April 1869.

Royal Military Academy.

sufficient time, left at the Academy for general study, independent of professional subjects?—There is no time at all.

7272. I notice that you yourself were fortunate enough to obtain prizes in very numerous subjects, which, of course, implies that you were engaged in many and various studies; but do you think that that is generally the case, or that most of the younger men at Woolwich would be prevented from studying general subjects, classics for example?—Anybody at Woolwich who desired to work hard would have no time for general subjects, particularly during the last year.

7273. Then probably one of your reasons for thinking that there should be more optional and less compulsory subjects is to afford time for general subjects?—Yes.

General tone.

7274. You have stated that the tone at Woolwich is good. On first going there did you think that the tone was equally good as that to which you had been accustomed?—I at first thought the tone decidedly lower, although not very much.

7275. Was that lower tone noticeable more on the part of those cadets who had come from "crammers" than on the part of others, or do you make no distinction?—I think that crammers do great harm in that way.

7276. You are now speaking of the moral tone?—Yes.

7277. Can you account for that?—I think that in public schools out-door games and athletic sports are kept up, whereas at "crammers" they are neglected; the crammer has simply to cram as much mathematics, and so on, as he can put into a young man.

7278. Do you think that that is the general feeling among the students at the Academy, namely, that the tone at the crammers as a whole is bad?—I am unable to say.

7279. How far did you find at the Academy anything corresponding to the personal influence of the masters at Wellington College? I think that at Wellington College there is a master attached to each dormitory, who is specially responsible for the moral conduct of the boys?—Yes, but at the Academy there was no such a person.

7280. At Woolwich was there anything at all analogous to that, allowing for the increase of age?—The feeling that one was going to be in the army to a certain extent supplied it, but there was no personal supervision.

7281. Does it appear to you that such an influence could be introduced with happy results, of course allowing for the difference of age?—I can imagine no case where it could not be introduced.

7282. Were cases of intoxication at all frequent at Woolwich?—Before the new regulations were instituted for allowing beer and coffee at all times they were; since then they have wonderfully diminished.

7283. I presume that a young man would at that time have hardly been thought the worse of by his companions for giving way to that temptation?—Every endeavour was made to screen a cadet who was intoxicated.

7284. As to offences connected with women, did anything of that sort strike you at Woolwich?—That was what I meant in my former answer. The tone appeared to me to be far lower than in a public school.

7285. Should you say that a young man who in that way was known to have done wrong lost caste with his companions?—No, except he failed in a matter of honour, which is of a different description from an exactly moral matter.

7286. Was there any person at the Academy who was felt by the young men to stand to them in the light of a moral or religious adviser?—By the rules and regulations the chaplain should have done so.

7287. His personal relations with the young men, except in the case of illness, were comparatively infrequent?—Yes.

7288. Comparing your recollections of Wellington College, of the chapel services for example, and other means of bringing religious influences to bear, does it appear to you that more might have been done at the Academy than was done in that respect, or that the difficulties would have been insuperable?—Everybody who wished to go in for that line, if I may so express it, had full opportunity of doing so. Some cadets were eminently religious, and showed that they were so, and they had no hindrance.

7289. (*Lord de Ros.*) As regards Dr. Butler's questions, do you not think that it is advisable that the chaplain at Woolwich should not be too old, but should be rather nearer the age of the cadets, and that he would then have more influence with them?—I think that the chaplain at Woolwich should be a young energetic man who ought to command their respect and win their confidence and esteem, but it is a very difficult question.

7290. Would you separate the corporals at meals and quarters from the other cadets?—No.

7291. You are aware that that is done in the army?—Yes.

7292. Do you not think that it gives more influence to non-commissioned officers from the fact of there being less familiarity?—I think that it certainly does give them more influence, but I should not be inclined to do it. To do this would destroy the only link at present which exists between the cadets and the authorities.

Course of instruc

7293. We have had it stated that it is not too much strain for a young man's mind to be eight hours in the course of the day at mathematics; what is your opinion upon that point?—I think that it is too much.

7294. From what you have said with regard to your having wished to acquire more French at Wellington College, do you not look upon that as a very valuable acquisition to an officer?—Very.

7295. Not only as to the use of the language, but as so many scientific books for an Engineer are in French?—Yes.

7296. With regard to lectures; if a cadet was called upon at hazard, the same as at the universities, to expound any portion of a lecture, and was liable to be taken up by another cadet if in error, would not that tend to produce more attention to the lecture?—When I was at the Academy there were a certain portion of the cadets at lectures who desired to learn, and a certain portion who did not care to do so; those who desired to learn worked hard, and, I think, would not get any benefit from such a system; those who did not desire to learn did not work any how.

7297. Would not the subjecting of the cadets to be called upon to explain some parts of a lecture rather induce an idle one to exert himself?—I think not.

7298. As regards the parades for meals, and parades for different purposes (I do not mean military parades), do you think that they could be reduced with advantage, and that it would induce more attention to military parades if that was done?—Decidedly, amongst the older cadets.

7299. Then you would relieve the older cadets from certain parades?—Yes, from as many as possible.

7300. As regards the number of studies, you have said that you think that the number of studies might be very much reduced?—Yes. I think the number of subjects studied might be greatly reduced.

7301. Do you think that it would be advisable to class those studies to a certain degree as to time, so that the whole attention in one term should be given to certain subjects, rather than mixing them all up as you went along?—I think that they had better be mixed up as you go along, there would not be too many.

7302. (*Maj.-Gen. Haythorne.*) Do you consider that the artillery studies are too few with reference to others, such as surveying?—Rather so. I think that it would be advantageous to give a little more time to artillery subjects.

7303. Do you think that it would be advisable to separate the artillery and the engineer cadets during the course at Woolwich?—No.

7304. (*Sir D. A. Cameron.*) Did you take up classics at your examination for entrance to Woolwich?—No.

7305. How long before going to Woolwich did you discontinue the study of classics?—I made up my mind to go to Woolwich about three years before, and gave up that study.

7306. Do you think that it would be fair to allow cadets to carry on the marks which they gain at the entrance examination in classics and other subjects which are not taught at the Academy?—I think so as regards classics, because you cannot cram in that, but, as to other subjects, I think not.

7307. Is a cadet at Woolwich allowed to call for any quantity of beer which he likes in the course of the day, is there any limit?—There is no limit, but I never saw that power abused.

7308. Do the cadets keep their arrests very strictly?—As a rule, the arrests are kept strictly, but I have known instances of an arrest being broken.

7309. As a rule, would a corporal report a cadet whom he found breaking his arrest?—Yes, if he did his duty. I think that most of them do so.

7310. Is the feeling at Woolwich very strong in favour of keeping arrest?—In my time it was.

7311. (*Maj.-Gen. Wilmot.*) Do you think that it is an advantage or a disadvantage to divide the cadets by placing them under three captains, or would you prefer to have one captain assisted by as many subalterns as were required?—I think that dividing them into three companies is a good plan.

7312. Supposing that the senior class was entirely away from the building, would you still divide the remainder into three?—I should then divide them into two.

7313. What advantage do you think that you would gain by that?—I think that there is a less amount of breaches of discipline when they are divided into two. I think that the work of the company goes on better. I have never had any exact opportunity of observing the effect of the cadets all being under one captain, but I should be decidedly against it.

7314. You have spoken of the advantage of there being a friendly intercourse with the cadets, could not the captain of the company place himself in that position?—Certainly.

7315. Then the absence of that fact is more to be attributed to the officer not coming forward than to the cadets?—I have known some officers to have been great friends to the cadets, and that the cadets have received great benefit from them. If an officer made advances to the cadets I think that they would receive them willingly.

7316. As an under-officer have you ever considered it your duty to advise the cadets?—I have frequently begged them not to give me the disagreeable duty of putting them into arrest.

7317. Do you think that your advice was received?—Yes, they received it in very good part; but I am afraid that they did not often profit by it.

7318. (*Lt.-Col. Chesney.*) Am I to understand your objection to one captain to be, that you think that one man would not be enough to put himself into communication with the cadets?—I think that one man would be enough; but I think that if you divide the cadets into sets, those sets will get into less difficulties with regard to discipline, and that there is less danger than if you keep them in one great lot.

Lt. H. H. S. Cunynghame.
27 April 1869.
Royal Military Academy.

7319. Supposing that each of those sets was put into personal communication with a military officer of some sort attached to the Academy; would it not be possible to establish that common relationship which you said could not be supplied at the Academy?—I think that it might, but I really cannot say.

7320. Do you not yourself see an obvious want of some link between the student and the authorities, and that the student has no private adviser?—Yes; I think that there is a want of that kind.

7321. (*Sir C. Russell.*) Do you consider that you derived much advantage by going into the modern side at Wellington College?—Yes.

7322. Judging from the boys who stood the highest on the classical side, and whom I presume you knew intimately, do you think that they could have gone to Woolwich and have passed high?—They could have gone and did go to Woolwich, and many passed in high, but I think not so high for final commissions.

7323. I presume that is on account of the large number of marks for classics allowed at their entrance, but which are denied at their leaving?—Exactly so.

Course of instruction.

7324. Did the existence of the modern side at Wellington College bring about a separation, as it were, of the school?—No.

7325. It made no break at all?—None whatever.

7326. (*Lord E. Cecil.*) Do you think that the same amount of mathematics is required for an artillery officer as for an engineer?—No.

7327. Then, so far, you think there should be a difference in the instruction of the artillery and the engineer cadets at the Academy?—It would be found to work in this way. I propose higher mathematics to be a voluntary subject, and I think that most of the engineers would be found to take it up, for though it would demand hard work, it would reward them well; a few of the artillery men might take it up, and it would do them good.

7328. But you would not insist upon a course of higher mathematics with regard to cadets intended for the artillery?—No.

7329. (*Chairman.*) Would it not simplify the discipline of the Academy if the small parades were done away with altogether?—Yes, in the higher terms; for the higher terms I should merely have what parades were absolutely necessary for instruction. I should insist upon parading in the junior terms.

7330. (*Rev. Dr. Butler.*) Do you remember how many hours daily you devoted to mathematics with your tutor before going to the Academy?—I had about six hours a day.

7331. Do you remember what the number of hours had been previously at Wellington College?—Three or four.

7332. So that, in fact, it was mainly to secure the advantage of the difference between the six hours a day at the one place, and the three or four hours a day at the other, that you were led to leave Wellington College?—Partly for that reason, and partly because I found that I learnt better with a tutor. I do not myself learn well in a class; others may do so.

The witness withdrew.

Lieutenant W. A. Nugent, Royal Engineers, examined.

Lieut. W. A. Nugent.
Royal Military Academy.

7333. (*Chairman.*) You left the Royal Military Academy in December 1867?—Yes.

7334. And you are at present at the Royal Engineer Establishment at Chatham?—Yes.

7335. You were, I believe, a corporal at the Academy?—I was a corporal for the last two terms.

7336. Where were you before you went to Woolwich?—I was abroad for two years at Geneva, and then I had two years' instruction at Mr. de Burgh's establishment in Dublin.

7337. Could Mr. De Burgh's establishment be technically regarded as a "crammer's"?—Yes.

7338. Was there any discipline maintained there?—Yes; I think that more discipline was maintained there than at most establishments. If we were allowed to be out in the evening at all we had generally to be in by 10 o'clock, but as a rule we had to study in the evening from 8 to 11.

7339. Was the tone of the lads pretty good?—There was a certain admixture, but I think that it was as good on the whole as is generally the case.

7340. I suppose that you learned French before you went up?—Yes, I knew French and German.

7341. How many marks did you get for your

Lieut. W. A. Nugent.
27 April 1869.
Royal Military Academy.
Entrance examination.

French and German at the entrance examination?—I got 763 marks in French and 756 in German.

7342. In mathematics what did you get?—1,472.

7343. Where did you pass?—I passed twenty-first.

7344. When you passed out where did you pass?—Ninth.

7345. Do you think that the entrance examination is a fair one?—I think that it was so in the subjects which I took up.

7346. Have you any suggestions to offer with regard to the entrance examination?—I think that the marks for classics are rather high on the whole.

7347. Did you take up classics?—No.

7348. Are the marks for classics higher than for French and German?—Yes; for classics they are 3,000, and for French and German they are 1,000 each.

7349. (*Sir D. A. Cameron.*) In classics there are two languages, namely, Latin and Greek?—Yes; but they count together as one subject, whereas French and German are two separate subjects.

7350. (*Chairman.*) With that exception you have no complaint to make of the preliminary examination?—No; I think that it is a very fair one, and I have no fault to find with it. There was ample time to do everything.

7351. Do you think that the lads are allowed too many trials for the entrance?—No; a great many go up merely to see what the examination is like.

7352. They take a preliminary canter?—Yes.

7353. With regard to the course of study after entrance, are you satisfied with it?—Yes, upon the whole. I think that some improvements might be made.

7354. What alterations would you suggest?—In the first instance, I think that practical geometry is carried too far for any permanent use which you get from it; it is only the first portion of it which you ever make use of afterwards. Elementary practical geometry is very useful, but I think that when you come to the sections of solids, and all the problems relating to spheres and cones, there is no practical use for it.

Course of instruction.

7355. Do you think that too many subjects are crowded into the course?—I think that the time is just sufficient to carry one through the subjects. I think that a man working well could get good marks as the subjects now stand, as is proved by the result of the examinations.

7356. Do you think that the course of study is at all severe upon the physical health of the students?—Not if a student has been pretty well prepared before going in, but otherwise it is rather hard work. I had to work very hard to make up, because I did not know much of mathematics on entering. I entered at 18½.

7357. Is there any other remark which you wish to make with regard to the course of study?—Yes. I think that in free-hand drawing it would be advantageous if machinery sketching was more practised. At the Academy they had a sort of model drawing from statuettes and things of that kind, which I think is not of much use, to the extent to which it is at present carried.

7358. Have you anything else to suggest upon that point?—No.

7359. How many examinations were you put through during your course?—One at the end of every half-year, that is to say, five.

7360. Is that a *bonâ fide* examination?—Yes; you get marks for it, by which your place in the class for the ensuing term is regulated, and there are some marks which are final in each examination, that is to say, which count towards the gross total for your commission.

Discipline, general tone, &c.

7361. With regard to discipline, do you think that the tone of the Academy is good?—I think that it is greatly improved from what it used to be. I observed a decided change while I was there.

7362. To what do you attribute that?—I attribute it principally to the Lieutenant-Governor, the late General Ormsby. I think that he did more for the good of the Academy than anybody else; he trusted to the fellows' honour, and trusted to them to keep up the discipline.

7363. He treated them more like gentlemen?—Yes. There was very little *esprit de corps* in the Academy while I was there.

7364. Was there much immorality and insubordination?—There was not much insubordination; but I do not know much about the other thing, because I did not mix with fellows who were likely to be given to it.

7365. Was the atmosphere of the place conducive to study? Were the other lads inclined to discourage a cadet who was disposed to be industrious?—Yes, a certain class of fellows were so inclined.

7366. Were they the majority?—Upon the whole I think that they were equally divided.

7367. At all events they were sufficiently strong in numbers to exercise a certain influence?—It depended upon the particular fellow. I do not think that any cadet who really wished to get on, and to get to the Royal Engineers, would be discouraged by that.

7368. Among the particular set which you describe, would there be included those lads who looked rather to going into the Artillery than into the Engineers, that is to say, who would only pass the lower examination?—Yes, but they would have liked to pass the higher one if they could have done so without trouble.

7369. Would you keep the artillery and the engineers together?—Yes, at any rate during the first four terms, and, I think, all through.

7370. Do the corporals and under-officers exercise much authority?—Yes, a great deal of the discipline of the place depends upon them.

7371. Do you think that they have sufficient authority?—No; I would decidedly increase their authority. In the first term, while I was at Woolwich, some fellows exercised their authority in order to gratify private animosity, and their authority was greatly diminished on that account.

7372. Do the professors exercise any authority?—Yes, in study, but never out of it.

7373. Do you think that it would be advisable to clothe them with the same authority out of study as regular officers have?—I do not think that there would be much advantage in it, in fact, I think, that it would not be advisable because, as a rule, I think you find that civilian masters are apt to act on their own ideas, and would not act quite as impartially as military officers.

7374. Are the civil professors treated with the same deference and respect as the military professors?—Yes, we always salute them.

7375. The fact of a professor being a civilian would not diminish his authority in his class-room?—No; because he would always have the inspector or assistant inspector to back him up.

7376. Do you think that you got more advantage out of the lectures than from the classes?—We only had lectures in the last two terms, and on a limited number of subjects.

7377. Some of the witnesses have expressed an opinion that the system of lectures should be extended; would you be in favour of that change?—It would depend upon the subjects. I think that lectures on mathematics would be useful on the whole, because that is a subject in which you make least advance when you enter the Academy, as, unless a fellow is very clever, he does not get on in mathematics, in consequence of his receiving very little help personally from the master, the latter having so many cadets to attend to. If part of the time was devoted to a lecture, I think that the cadets generally would receive a greater amount of information.

7378. Did you receive any religious instruction or advice from the chaplain?—Not unless I asked for it.

7379. I suppose that he used to visit you some

times?—He used to visit the hospital. I was only there once or twice, and I do not think that I ever saw him there, but I think that he used to visit it.

7380. On the whole are you satisfied with your own career at Woolwich?—Yes.

7381. You are now at Chatham?—Yes.

7382. How long have you been there?—I joined on the 15th of February last year.

7383. When do you expect to finish your course?—My batch will leave in the summer; the time of departure of each individual will vary from the end of July to September. I expect that I shall be one of the last. As I was away last year on sick leave I expect that I shall not leave till the beginning of September.

7384. (*Lord E. Cecil.*) Do you think that the number of subjects studied at the Academy were too numerous or not?—I do not think that you could omit any of them in order to have a satisfactory result.

7385. Would you be in favour of making any of them optional, or would you make them all compulsory?—There are now a certain amount of optional extra subjects; there are extra subjects, for instance, in mathematics, which are not compulsory.

7386. But you would not be in favour of increasing that number?—I think not, upon the whole.

7387. With regard to French and German, did you find that you learnt more in those languages at the Academy than you knew at entrance?—I perhaps learnt a little more with respect to military expressions; but I do not think that I acquired more general knowledge of French and German after entering; but that perhaps was owing to my knowing them very fairly when I went in, and neglecting further study of them to a great extent, for the sake of working at other subjects.

7388. From what you have heard other cadets say, do you think that they have made any great progress at the Academy in those languages?—You do not generally find that cadets who enter with a limited knowledge of French and German ever get very high marks in them.

7389. That would go rather to show that the increase in the knowledge of languages is not very great?—Yes.

7390. Do you think that any difference ought to be made, with regard to mathematics, between cadets intended for the Artillery and cadets intended for the Engineers?—I do not see the object of making any difference, because it is only those who get high marks who go to the Engineers; it is generally the turning subject.

7391. You said that you had but few faults to find with the system of teaching?—Yes, as far as I remember.

7392. Is any encouragement given by the professors and authorities generally at the Academy to private study?—No, I never received any.

7393. If, for instance, a cadet wishes to work up his subject for examination after lights are put out, is there any obstacle to his doing so?—During the first four terms he cannot have lights after 10 o'clock without special permission, and I do not think that anyone has ever asked for that. In the last term the cadets are allowed to have lights later (until 11 p.m.). It would be an advantage to the cadets in the third class if a similar extension was granted to them, as the work is nearly as hard as in the last term.

7394. Do you think that the work which every cadet is obliged to go through, particularly in his last term, is almost more than he can manage?—Not at present, as the subjects in which the cadets used to be finally examined in the last term are now spread over the two last terms. The mathematics are now distributed through three terms instead of being confined to one, namely, the third term, so that less severe study is required to get up the subject.

7395. Taking into account the amount of study which every cadet has to go through in his last term, and the preparation for that study, what amount of time is left for recreation; what amount of time had you to devote to recreation, to manly games, and out-door exercises?—In the first half of the term I suppose that I had about an hour and a half or two hours in the afternoon for recreation, but I do not think that I had more.

7396. Do you think that the small amount of time allowed for recreation, as a rule, had a prejudicial effect upon the health of cadets in the last terms of their course at the Academy?—I think not. You do not often hear of a cadet laid up from the effects of hard study; their drill, and so on, generally allows them a sufficient amount of open air exercise in the day.

7397. Were cricket and football played at the Academy?—Yes; we used to play against a great many clubs around.

7398. Of course there were no means for boating?—No; they used I believe in former times to have a boating club, but they have not one now. With regard the question whether I was satisfied with the course of study, I have mentioned that I was not satisfied with the mathematical course; I do not think that fellows got on at all well in mathematics.

7399. Can you mention any reason for that?—With the exception of one master I do not think that the masters taught the subject well. Mr. Crofton taught the subject the best.

7400. In your opinion are the military instructors or the civilian instructors the best?—The military professors, I think, taught best.

7401. Did that apply to mathematics also?—There were no military professors of mathematics. In the third class, I think that there were not sufficient masters for the number of cadets. In the first two terms the batches had three masters amongst them, but in the third term the same number of cadets had only two masters to teach them the higher, and consequently more difficult portion of mathematics, and of which the majority had little or no knowledge.

Discipline.

7402. With regard to discipline, what was the power of an under-officer?—He might turn out a cadet to extra drill, and place him in either open or close arrest, making a report to the sub-officer on duty to that effect; and the next grade of under-officer, namely, the sub-divisional under officer, had the same power; but I do not think that the corporals had sufficient power.

7403. Would you give more power to the under-officers and corporals?—Yes; I think that the discipline depends more upon them than on the military officers; they see more of the cadets and what they are at.

7404. How are the corporals and under-officers selected?—They are selected generally according to their seniority, if they have good characters.

7405. Did it ever happen that an under-officer or corporal was promoted against his wish?—I think not; I never heard of it.

7406. Did the power of the under-officers and corporals extend out of doors, in the town as well as on parade?—Yes. If they saw a cadet, for instance, going into a public house, they could put him into arrest and report him.

7407. Did they constantly exercise that power?—No; I do not think that I ever knew an instance of their doing so, they always tried to keep out of the way when they saw a cadet likely to infringe the regulation to that effect.

7408. In fact their power was pretty much restricted to the ordinary parade exercises, or to the conduct of the cadets in study?—Yes; and you may say that the power of the corporal was almost entirely restricted to the conduct of the cadets in study.

7409. While you were at Woolwich was there much drunkenness?—There was a certain amount of it, especially towards the end of the terms.

7410. How do you account for there being more drunkenness at one time and less at another?—Towards the end of the terms and after the examinations were over, fellows had more time upon their hands,

Lieut. W. A. Nugent.

27 April 1869.

Royal Military Academy.

and were more inclined for jollification at the prospect of the vacation.

7411. Was there much untruthfulness?—I think not.

7412. Was there any bullying or practical joking going on?—There was no bullying at all; in some instances there might be practical jokes, but they were merely trivial.

7413. During the time that you were at Woolwich was the arrest ever systematically broken?—No; it was broken I think in two instances, and that was all; it was one feature of the Academy that arrest was scarcely ever broken.

7414. Was there much venereal disease during the time that you were there?—I think not; at least not much that I ever heard of.

7415. No punishment, I suppose, was attached to its discovery?—None at all.

7416. I presume that there was no feeling amongst the cadets against any cadet who was discovered with that disease on him?—No, not generally; in individual instances there might be, but not as a rule.

7417. Have you any reason to suppose that it was often concealed and not found out?—I think not.

7418. (*Lt.-Col. Chesney.*) In one of your answers to the Chairman, you seemed to doubt the wisdom of giving the professors power to punish cadets out of study; did you apply that to both military and civil professors?—I think that it would apply more to civil professors than to military.

Mathematical studies.

7419. From another of your answers, I gather that you think that the study of mathematics, as carried on at Woolwich, has the effect of practically dividing the two corps?—Yes, the marks being so high it is generally the deciding subject.

7420. On the whole is there not an *esprit de corps*, and brotherly feeling, between the officers of the two corps, as having been together at Woolwich?—In the place itself I do not think that there is very much.

Discipline.

7421. In your opinion would Woolwich have a less good discipline if all the small parades and marching in and out of study were abolished?—I think not. I think that there are too many parades; the fellows get slack. A cadet has over 4,000 parades on the whole during the time that he is at the Academy.

7422. If the cadets were allowed to keep up lights to a later hour, do you think that the indulgence would be abused?—I think that it might be abused in some cases.

7423. But would you recommend it under proper observation and restriction?—In the last term and in the third class I think that it might be allowed; but generally I do not think that there is any necessity for it. In fact, upon the whole, I think that the hours are quite long enough. I never sat up after the time for lights to be put out while I was there.

7424. If a Woolwich cadet is in a sort of difficulty, as to which he wants private advice, is there any particular individual attached to the Academy to whom under those circumstances he would naturally go for that advice?—I should think not, unless he be an officer or individual that he knew personally.

Instruction in riding, &c.

7425. Were you instructed in riding at Woolwich?—Yes.

7426. Do you consider the riding course beneficial?—Yes; I think that the cadets had sufficient of it to give them some idea of riding, but I do not think that they had enough to make them good riders, unless they were accustomed to riding before they entered.

7427. For how long does the riding course last?—For the last two terms; it is on every day, except Saturday.

7428. Is the study of gymnastics, including fencing and such things, in your opinion sufficiently carried out at Woolwich?—Yes; prizes are given for it.

Discipline.

7429. (*Maj.-Gen. Wilmot.*) Do you say that if a cadet did not wish to be made a corporal, he would be passed over and allowed to remain a cadet, and not to have responsibility placed upon him?—I do not know; there was no instance of it while I was in the Academy.

7430. Then it was assumed that every cadet would be made a corporal when it came to his turn?—Yes.

Ins

7431. (*Sir D. Cameron.*) Have you gone through the course of fortification and practical instruction and field sketching at Chatham?—I have only gone through the field sketching, but not through the fortification.

7432. Do you think that sufficient practical instruction is given for that purpose at Woolwich?—Yes; I think that as much instruction in those respects is given at Woolwich as could well be.

7433. When you left the Academy could you sketch any sort of ground, either with instruments or by the eye?—I had no talent for drawing; but I should have been able to have made a reconnaissance of the ground with a compass. I think that I could have done any military sketching in which instruments are employed.

Di

7434. (*Lord de Ros.*) As regards the parades, would you diminish the number of parades for all the cadets, or only for the senior ones? Would you make any distinction as regards allowing the senior cadets to miss, for instance, all the parades for meals?—I do not know why there should be any distinction between the two.

7435. As regards the authority of corporals over the cadets, would you separate them at meals and quarters, so as for the corporals to have less familiarity with the cadets?—When I was at the Academy there used to be a great distinction between the terms, there was a great gap between them. The A division or 1st class did take their meals by themselves, owing to their hours of study and drill being different. I do not think that there would be any necessity for the corporals and under-officers of the 2nd class to be separated from the rest at meals; at present they serve to keep order if necessary at the different squads.

In

7436. Can you suggest any improvement as to the mode of giving lectures. We have been told that, as regards the lectures, some cadets who are disposed to study, profit by them very much, and that others, who are not disposed to study, do not profit by them. Do you think that being questioned on the lectures would be an advantage?—I think not.

7437. Would it not rather put a young man on his mettle to answer well in public; would it not rather stimulate him?—I do not think that it would make much difference on the whole.

7438. As regards machinery drawing, is it not very much connected with the study of perspective?—Of course you want perspective to do it perfectly, but you can make a rough sketch of a machine, or a working drawing, without any great knowledge of perspective.

7439. Is perspective taught at all at Woolwich?—It is, I think, more or less of a voluntary subject. I never learnt it, except to a limited extent with respect to sketching.

7440. As regards classics, do you not think them of use to an officer eventually, though not perhaps at the Academy?—It is good education for him, and teaches him his own language.

7441. Would you allow the marks obtained for classics at entrance to the Academy to go on, and to be counted in favour of the cadet on the final examination?—If you did so, I do not know whether you would get the same high class of scientific officer. I do not know whether it would be advisable to carry on the marks, but I would not wish to offer an opinion upon that subject.

7442. As regards French and German, do you not think that it is necessary for an Engineer to study both those languages in order to read the scientific books?—Yes, especially French.

7443. As regards the riding, you said that the riding was daily?—Yes.

7444. Was elementary training taught, namely, the getting acquainted with the first management of the horse, and the riding on the snaffle with two hands?—Yes.

7445. Was there a good deal of instruction in the training of the horse? If you were put upon an awkward young horse, were you taught sufficient to enable you to train him for military purposes?—No, I think not enough for that.

7446. As regards the handling the accoutrements of a horse, the saddling, and the bridling, and so on, were you taught that?—No.

7447. You were taught nothing with respect to the shoeing of a horse?—No.

7448. You knew no more about a horse's foot while you were at Woolwich than you knew before?—No.

7449. Did not you suffer from study, partly in your eyes?—Yes, slightly; but that was before I went in.

7450. In the winter time are the rooms lighted with gas or not?—There is gas all through the Academy.

7451. Have you never heard that complained of as injurious to the eyes?—I do not remember it.

7452. (*Rev. Dr. Butler.*) With reference to the question of *esprit de corps* at Woolwich, I observe that you convey your opinion that there is a deficiency of it; to what do you attribute that, is the life other than a bright and happy one?—I think that it is a very pleasant life, but I do not think that cadets have very much reputation to keep up; "a cadet" used in fact to be almost a byeword. Of course, it would be very difficult to introduce a different system, but under the present system I think that it would be very hard to have more *esprit de corps*. A cadet is treated as something between a schoolboy and a private soldier, and he gets no credit if he behaves well.

7453. You speak of the cadets as being treated partly as private soldiers and partly as boys?—Yes.

7454. Do you mean that the system of discipline is too rigid, and not sufficiently friendly?—Yes, I think that on the whole it is. Of course, for a military establishment it is not too rigid; for a military establishment I do not think that the discipline is a bit too great.

Lieut. W. A. Nugent
27 April 1869
Royal Military Academy.

7455. Do you think that it would be well if the military discipline could be less rigid, and if more genial relations could be established between the authorities and the young men?—Yes. I think that if they had some reputation to keep up in that way, and if the cadets were treated less as private soldiers and more as officers, their condition might be improved, but I think that such a change would require to be brought about very judiciously.

7456. As I understand you, you do not object so much to the discipline of the establishment, as to its being a discipline suitable rather for a private soldier than for an officer?—Yes.

7457. Do you think that it would be as well to introduce a system of discipline less suitable for a private soldier and more suitable for an officer?—I think that it would require a great deal of care to introduce it among the cadets who have been used to the former system. If they got more liberty I think that they might abuse it at first; it is a hard question, and one on which I do not feel competent to offer a definite opinion.

7458. I presume that in your opinion there is not much pride in the present institution?—There is a great deal of pride with respect to football and cricket, but I think that if there was more *esprit de corps* with respect to their general reputation, fellows would take more care how they behaved, and that they would not play the fool the way they do sometimes.

7459. (*Lord de Ros.*) Do you think that the same, or rather better discipline might be maintained by treating the cadets almost like regimental subalterns?—Yes, I think so, if that system was once established.

7460. Did not the late General Ormsby make a very useful advance in that respect, and did not he adopt that system a good deal?—He may have done it after I left. I was only there six months with him.

The witness withdrew.

J. J. Sylvester, Esq., F.R.S., examined.

J. J. Sylvester, Esq. F.R.S.
Royal Military Academy.

7461. (*Chairman.*) You are professor of mathematics at the Royal Military Academy?—Yes.

7462. When did your connexion with that institution commence?—About 13 years ago.

7463. You have favoured the Commission with so lucid and ample a statement of your views,* that I do not think that it will be necessary for me to put any further questions to you. You state that you think that there ought to be more opportunities for private study among the pupils?—I think so.

7464. By private study what do you mean?—I mean that they should be able to study subjects according to their own view of their wants.

7465. Do not they do that now?—The study is all carried on in the class-rooms, except that some try to work when they probably might be better employed in recreation.

7466. Then if I understand you, your desire is that the hours of study in the class-rooms should be diminished in order to leave more time for private application?—Yes.

7467. (*Rev. Dr. Butler.*) You state that the Academy groans under the weight of a divided government at present?—Yes.

7468. What is the extent to which you think that a concentration of offices might take place? For example, do you think that the duties of the Lieutenant-Governor, and the Inspector of Studies, and the Commandant, might be discharged by one officer?—The second commandant is inspector of studies, and under the inspector there is an assistant inspector.

7469. Do you think that the duties of inspector and second commandant might be discharged by the same officer who was Lieutenant-Governor?—I think so, with very great advantage; and in support of that opinion I would refer to the present state of the Academy. For six weeks past we have had no Lieutenant-Governor, and I think that the discipline and working state of the Academy have never been so good as during that period. I think it most important that the authority should be concentrated in the hands of those who are practically connected with the Institution. At present the Lieutenant-Governor is a little king, or god, who seldom or never comes into connexion with the ordinary mortals of the establishment. I think that either the Lieutenant-Governor should be his own Inspector, or that the Inspector should be the Lieutenant-Governor.

7470. You think then that the feeling of the cadets towards the Lieutenant-Governor is so distant that they hardly regard him as a fellow creature?—I think that that is the general feeling; but I am not very well able to speak of the feelings of the cadets in particular, because I have not much to do with them in their private capacity. I believe that no Lieutenant-Governor during my connexion with the Academy has ever exercised any moral influence over them whatever. I think it most important that the officer who has really to look after the studies should be the one entrusted with authority to carry out his own views.

Preparation for the entrance examination.

7471. In your observation of your mathematical pupils, have you had occasion to think that they are over-worked at the Academy; do you think that the preparation which they undergo in order to pass the severe entrance examination, and again for the final examination, leads to over-work?—They undoubtedly work very hard, but I do not think that they are overworked. I do not see any symptoms of its doing them any harm; and certainly as regards their preparation for coming into the Academy, although we hear a great deal said about "cramming," in the generality of instances I do not recognise any bad effects

* Appendix, page xlvii.

J. J. Sylvester, Esq., F.R.S.

27 April 1869.

Royal Military Academy.

produced by the supposed cramming system. I think that the incoming cadets acquire some very bad ways and habits at certain of the training schools; but I do not find them crammed in mathematics, on the contrary, I find that they understand what they are doing, and work intelligently. I am particularly struck with the general intelligence of our cadets.

7472. Is the mathematical standard at the entrance examination very much what you yourself would recommend?—I think that if we are to go on upon our present system, a larger amount of mathematics ought to be exacted at entrance, and more still if the course is to be made more exclusively practical, because the cadets do not enter sufficiently prepared in the subject to dispense with the study of pure mathematics at the Academy. I think that it would be very desirable to go on almost exclusively at the Academy with those subjects only which would have a direct bearing upon their professional studies, and that the Academy should not be converted into a preparatory school for young gentlemen intending to enter the army.

7473. (*Lord de Ros.*) One of the cramming masters told us that he considered that eight hours a day at mathematics was not too much strain upon the mind of a young man, what is your opinion upon that point?—It is a considerable strain; I should think that eight hours was quite the extreme maximum which ought to be given to such a subject; but nothing approaching to this goes on at the Academy.

Organization.

7474. With regard to the double government, do you think that where there are so many military officers employed, the presence of an officer of a higher rank than the others is not of some advantage in maintaining discipline in the establishment?—I think the presence of an officer of the rank of our present second commandant sufficient for all purposes. It seems to me that there are many more officers than are necessary, and I go upon this ground. When I first joined the Academy there were one captain and two subalterns employed at the establishment, who took the duty alternately, one subaltern being on duty and another on leave. That was when we had 160 cadets up on the common, and there was a practical class of 30 or 40 in the lower part of the town, of the arrangements of which I am not able to speak. When there were 160, as against 200 or 220 cadets at the present time, the work was done really by only two officers. There are now three captains, and four lieutenants, and a paymaster and adjutant; that makes eight officers to do the work which was formerly done virtually by two, and I think that that also gives additional weight to the observation which I ventured to make with regard to the office of Lieutenant-Governor. I think that there is no motive for the Lieutenant-Governor to practice economy. I do not think it possible that such an improvident and unnecessary scale of expenditure could have grown up if the Lieutenant-Governor had felt that he had a duty to perform to the Government and to the Public; whereas it seems to me that the gentleman placed in that position has a natural inducement to surround himself with state, pomp, and patronage. I have been very much struck with the following fact. On looking at the army estimates for the Royal Military Academy I find that we employ no less than 100 servants to do the work of these 200 young men; this number includes civil and military servants, 32 of one class, 68 of the other, such as serjeants, gatekeepers, assistants, porters, &c.

7475. You think there are too many subordinate employés?—Yes; I think that we are very much overweighted in that respect.

System of instruction.

7476. Is any of your instruction given in the form of a lecture?—No, it is entirely tutorial.

7477. Do you think that the system of lectures is a good one, or that you might stimulate those who were idle at the lectures?—As far as I know, lecturing at the Academy is never unaccompanied with tutorial instruction; but we are so isolated from one another that I cannot speak with any certainty as to what goes on in other departments than my own. I am quite satisfied that I should be of far greater use in giving lectures and summarising, than in carrying on the ordinary work of a tutor.

7478. Would you conduct the lectures on the same principle as at the universities, namely, laying a certain amount of instruction before the pupils, and then questioning them, or calling upon a certain pupil to explain a problem?—I think that that would be desirable. I think it very desirable that lecturing and questioning should be combined, as I have seen done in foreign universities.

Organi

7479. (*Sir D. A. Cameron.*) If the office of Lieutenant-Governor were combined with that of Commandant and Inspector of Studies, would not the person holding that appointment require some one to assist him in his duties?—I think that he has ample assistance at present.

7480. Would you still keep the assistant inspector of studies?—I scarcely presume to state the way in which the organization of the Academy should be reformed, as I have not sufficiently considered that matter, but I think that you do not require the present staff. The great thing, which I think is needed, is the concentration of authority. I think that the Lieutenant-Governor should be his own Inspector, that is the point upon which I have principally made up my mind. Not to be misunderstood, I must beg to add that I consider the Academy is most fortunate in having the services of the present Inspector and second Commandant.

Systen instruc

7481. (*Lt.-Col. Chesney.*) Do I understand that with regard to your own teaching you would approve of the system adopted at West Point, where the professor has no class but rather superintends the instructors?—No; I would have a class. I do not see why the third class, which is now the highest mathematical class, should not be in two sections, of which one would receive direct instruction from the professor of mathematics. I would not propose that my functions should be by any means confined to the supervision of those under me.

7482. But you would have the general control of that branch of studies?—Certainly.

Discip

7483. As to the discipline in classes, have you recently had any trouble in that respect?—There is generally a knot of three or four ill-conducted young men; the great majority are very gentlemanly and well-conducted, but there are three or four who seem to take a pleasure in making noises. I ought to add that these are cadets who have no business to be in the class at all, as they know beforehand that they have no chance of passing the examination in mathematics, and are only wasting their time during the hours supposed to be given to mathematical study.

Numb staff.

7484. (*Lord E. Cecil.*) According to the evidence which we have had we find that there is something like one professor, or executive officer, to every five or six cadets. I understand you to say that you think that that is a great deal too much?—I have not considered the question of the rate of proportion between professors and cadets, so that I am hardly in a position to answer that question.

7485. I understood you to say that the number of officers and servants was too large?—I think that there are three persons set to do the work of two or one in the military branch.

7486. Do you think that that is the case with the professors?—I cannot state—we are not brought together—a public spirit is not developed. I can only speak of my own department, and I think that we are not at all over-officered; we have as much as we can do to get through with the work.

7487. Do you think that by a re-construction there might be a reduction?—Yes.

7488. Supposing that the classes and the class-rooms were re-adjusted in your own department, could that be done?—I do not say that it would be impossible, but I do not think that any serious reduction could be made. When I first joined there were seven mathematical masters and myself as Professor of mathematics. There are now only four mathematical masters and myself as Professor.

7489. You say that you have no knowledge of

what might be done with regard to other studies; but you have been a very long time at the Academy?—Yes.

7490. And I daresay that you have turned your attention to that subject, namely, as to the great number of professors as compared with cadets?—Occasionally.

7491. And possibly you have something which you can suggest to the Commission on that head?—Perhaps it is an omission on my part, but I have not given sufficient attention to that subject, except as regards my own department, to enable me to do so. I have a general impression that the proportion of instructors to the number instructed is large, but I should not be able to state an opinion in any precise form as to the mode in which a curtailment could be effected.

7492. Do you think that your opinion is generally held among those who are acquainted with the system of instruction in the college?—I cannot say that I have heard that opinion generally expressed. Probably being parties interested we are not the best judges. I have never heard the opinion avowed that there were too many instructors, not even in incidental conversation. I do not see that in the mathematical department the number could be well abridged.

7493. Have you any opinion as to the propriety of reducing the servants and officials of the Academy generally?—No, that does not lie in my department. I have only been struck with the large number. If at Woolwich we want 100, there ought at a public school to be, say, 300.

7494. (*Rev. Dr. Butler.*) I gather from you that the professors at Woolwich act very little together and see very little of one another?—I ought to state that when I first joined, there were only the Professor of mathematics, namely, myself, and the Professor of fortification; all the other professorships are recent creations of the Council of Military Education. With regard to our acting together there is very little of it, there are many of the instructors whom I really do not know by sight; I have asked who they were when I have met them in company with others. That occurred to me only the other day in the case of Captain P——, and I did not even know what subject he instructed in.

7495. So that the professors and instructors are never assembled together to discuss in common any possible improvements which may be required, either in the instructional department or in the moral discipline of the place?—No; the only instance of such a meeting, within my recollection, was one which was called by the present inspector, Colonel Field. That meeting was held to consider a change of hours, but I have never known anything of the kind before or since.

7496. (*Chairman.*) Had that meeting any practical effect?—Yes; the Lieutenant-Governor did not attend, but the Inspector of Studies did attend. I think that that was an occasion when the Lieutenant-Governor ought to have attended.

7497. (*Rev. Dr. Butler.*) Do you think that advantage would arise if such meetings were more frequent?—Yes; it would tend to an *esprit de corps* among the professorial staff. We feel ourselves very much in the light of day labourers; we have our work to do and are paid for it. I should be very glad to see a stronger feeling of co-operation. In France a student at the Polytechnic is proud of his school as long as he lives, and I think that there is much more of that spirit among our cadets than there used to be, but I should like to see it carried further still.

7498. In short, you attach great value to any organization which would bring the members of the instructional staff to act together?—I think that it would be of great importance in every way.

7499. (*Lt.-Col. Chesney.*) You have drawn a comparison between the number of employés at a public school and at a military college; does not it strike you that the varied education which you give at Woolwich must require a greater proportion of instructors?—Yes; you must make a certain allowance for that. I would not draw an exact comparison. I may state that many of our cadets, at times, study intensely out of hours, and I happen to know incidentally that they get private instruction. With all the instructional power which is brought to bear upon them at the Academy, some of them find it necessary to get additional help in the town in order to pass their examinations.

7500. (*Maj.-Gen. Wilmot.*) There is a certain amount of time in which the cadets can do that?—They do it in the evening if they are very hard driven. I have asked cadets whether they like the Academy, and they have said that they are very comfortable there; but have added, "We are worked very "hard," and that they have always the terror of an examination hanging over them.

Position of th instructional staff.

7501. Do you see much of the cadets personally?—I should be glad to see a great deal more of them were I in a position to do so.

7502. As far as your experience goes are you treated with respect?—Yes, by an immense majority; it would be strange if it were otherwise. But there are certainly two or three of a lower stamp who are either ill-bred or ill-educated, and who I think conduct themselves occasionally in an improper manner.

7503. Is that personally towards yourself?—I should say that in some cases undoubtedly I have been affronted, and that sufficient notice has not been taken of it at the time. To show the laxity which I think results from our extravagant and divided system of government, I beg to narrate the following occurrence:—In June last there was a public examination: I had some friends present. The Bishop of ———, a very old friend of mine, was there; he went round the place where the drawings of the cadets were exhibited. I was not present, but a friend of mine went round with him, and they witnessed together a caricature of all the civil professors and instructors in the Academy with the exception of myself and another. Redress was asked, but none was obtained. The bishop could not conceal his surprise and pain at such a thing being tolerated. It was in a frame, standing in a conspicuous position, over a mantel-piece. Redress was asked, not by myself, but by a master who was caricatured. The caricature was publicly exhibited before the Duke and his military staff, and a crowd of gentlemen and ladies who visited the Academy. I think that that was perfectly disgraceful conduct on the part of the military authorities, and that there was a gross dereliction of duty, when redress was claimed, due to the whole body of Academy instructors, to allow it to go unredressed, and unvisited with censure in any form.

7504. (*Lord de Ros.*) In what form were the caricatures represented?—It was all in one, and hung up in a frame upon the wall.

7505. (*Sir D. A. Cameron.*) Was that done with the knowledge of the authorities?—With whom the fault lay I cannot pretend to say, and I do not so much blame what, it is to be hoped, may have been only a lamentable oversight on the part of the military authorities in allowing the affront to be offered, as the neglect with which the matter was treated after their attention had been directed to it; such neglect could not fail to invite a repetition of the offence, and to lower the consideration of the whole body of civil instructors. And this is but one instance out of a multitude of the mischief arising from the distribution of authority among so many hands, and the consequent laxity of discipline. The parties concerned in the proceeding were perfectly well known, and there would have been no difficulty in taking due notice of the occurrence.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 29th April 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

Lieut.-Col. G. A. Milman.

29 April 1869.

Royal Military Academy.

BREVET-LIEUT.-COL. G. A. MILMAN, Royal Artillery, examined.

7506. (*Chairman.*) You are captain of one of the companies of cadets at the Royal Military Academy?—I am.

7507. And you were formerly a subaltern officer in a cadet company for a short time?—Yes.

Appendix, page li. Organization.

7508. Among the replies you have been good enough to forward to the Commission is contained a suggestion for the institution of a board of improvement; perhaps you would explain to the Commission at a little greater length how you would desire to see such a board constituted?—I should like to see it constituted of a certain portion of the professors, and one or two of the military officers associated with them. I think a board of a similar kind exists at the École Polytechnique and one or two of the distinguished foreign colleges. I believe that it would tend to destroy a certain line of demarcation which at present exists between the professorial element and the military element, so to speak. With regard to the actual constitution of the board, I think that that should rest with the governor of the institution.

7509. In fact it would be rather a consultative board?—Yes, consultative decidedly. The second commandant would be *ex officio* president of it; and if anything occurred that led to any dispute he would be able to put his hand upon it and stop it at once.

7510. You seem to think that we cannot get rid of the cramming establishments?—I think, as I say in my answers, it is just a case of supply and demand. I do not know what may be the effect of special classes being established at the public schools; they may tend perhaps to a certain extent to do away with it; and I should be very glad of course to see it done away with; but I must say that I think a cleverish man, having a certain limited number of pupils at his house or in his establishment, whatever it may be, would be very likely to run a very good race with any public institution.

7511. (*Lord E. Cecil.*) You say that you think that certain modifications might be made with advantage as regards the military officers in charge of the cadets; do you mean that they might be reduced in number?—That is quite a matter of opinion. I think a certain number of military officers are essential. There are at present three captains, one to each division. I think it is quite a question for consideration whether the former system, in which there was a first captain with three subalterns and a second captain, might not be a little more advantageous in some respects; but that is altogether a matter of opinion.

7512. What in your opinion is the minimum number of executive officers which would be necessary for the present establishment of cadets?—I should say certainly five, a first and second captain and three subaltern officers. I think the association of the officers with the cadets in games, if they take an interest in them, has a good moral effect.

Appointment of officers.

7513. Do you think that the officers generally are selected in the best possible way?—That is rather an invidious question to put to me. To tell the truth, I do not exactly know how they are selected or who appoints them. Whether the appointments rest with the Duke of Cambridge or the Lieutenant-governor of the Academy, I could not tell you. I have no knowledge how they are appointed, except that they appear in the Gazette.

7514. In your own case, how were you appointed?—My name appeared in the Gazette. I do not really know how I was appointed, more than that; I suppose previous character and professional credit have something to do with it, or at all events ought to have something to do with it; I must say that I have very strong opinions upon that subject.

7515. Perhaps you would not mind stating them?—These appointments ought, in my opinion, to be considered as some of the highest appointments in the Artillery. I do not know that they are so considered now, but they ought to be; and the officers ought to be selected for them with very great care, regard being had to character and a certain amount of professional knowledge and practical knowledge of drill, and so on.

7516. In whom would you vest the appointment, in the Lieutenant-governor, the Commander-in-Chief, or the Council of Military Education?—In the Lieutenant-governor, certainly, as the Academy is at present constituted, he being a general officer.

Com instr and nary

7517. Would you be in favour of combining the instructional and disciplinary powers in the same person, or not?—Decidedly not. There are a great number of professors there altogether, and I do not see how it would be possible to make a selection, and to choose from the professors those who should be also military officers. And not only that, but they could not, I think, combine the two duties very well; it would come to the same thing in the end, because if you kept up the same number of cadets you would have to increase the number of professors.

7518. Do you mean to say that a military professor would not have the time or the capacity to attend to all his duties?—I do not mean that in the least; but I think that it would create great jealousies. I do not see what rules of selection you could adopt, or in what way you could pitch upon the professors who should do their duties; you would only want three or four of them.

7519. Supposing you were to increase the number of military professors, could it not then be arranged?—My opinion is certainly strong against it. I do not think it would answer, and I do not think the young men themselves would approve of it in any way.

7520. You speak in your answers of there being a "strong line of demarcation drawn between the two "elements, the instructional and the military;" do you think that there is any jealously now existing between them?—I think it has been a question of individuals; I will not name them of course; but in the case of one or two of the captains, at least, and of the captains commanding the cadets, I think a strong line has arisen, more perhaps from individuality than anything else. At the same time, I think, there is a line of demarcation which it is a pity should exist. I think it would be a very good thing if two or three professors were associated with the military officers upon the boards for sports and recreations, and all those things. There are among them clever men, and men of good common sense, whose opinions would be valuable upon a board such as I have suggested, and it might be advantageous to have them upon it. The

military officers might occasionally give a hint regarding a point of study, and I think the professor might give hints which would be useful even regarding points of discipline.

7521. Do you think that such a board would remove any sensitive feelings which exist now between the two branches, the professors and the executive officers?—Yes, I think so; I think it would at all events have a tendency in that direction. I should be only too glad to see it.

7522. You are opposed to any amalgamation of the two colleges of Woolwich and Sandhurst?—I am decidedly.

7523. Will you state your reasons rather more fully than you have stated them in your answers to the questions that were sent to you?—I think the question of purchase in the army is to some extent involved in it. As I have said in my answer, I fully believe Sandhurst is now going on very well; but if you made one universal college for the army a certain number of young gentlemen would come there who would look forward to purchasing their commissions, and they would necessarily not care about keeping up to the same mark as the others. I think that would always infuse a certain idle element into it. I do not like to use those words, but I mean something of that kind; I think that is one objection, and certainly it is a strong one. I think also that if you made one universal college for the army, you would have to lower the standard of entrance considerably. You would be obliged to have a greater number of young men of a lower class as regards attainments and knowledge coming forward as candidates. I think such a great lowering of the standard of entrance would be objectionable; and not only that, but looking at it from another point of view, I do not see what guarantee you would have that those who passed at the head of the list in the college would take the Artillery and Engineers. I suppose that we may assume that it would be an advantage to get clever men for the Artillery and Engineers; but the man who passed at the top of the list might not choose to take the Artillery or the Engineers. I do not say that that would be the case, but you would have no guarantee that your best men on the list would enter the scientific corps. I think that would be another objection besides those I stated before.

7524. If you could admit a higher class of cadets to Sandhurst, such as you now have at Woolwich, would those objections still hold?—I believe that you could not do that. I think you would have to admit so very many more that you would have to lower the standard considerably.

7525. I am not now speaking of one universal college for the army; I am only supposing that a certain number of cadets of high attainments were admitted to Sandhurst. Under those circumstances, supposing that such a thing could be brought about, would your objection still hold?—I certainly should decidedly object to it.

7526. You have no other objection besides those you have stated?—No other objection occurs to me.

7527. (*Sir C. Russell.*) Do you not draw a wide distinction between a man taking a few pupils for a special purpose, and the cramming establishments which we have had it stated in evidence before us are very much calculated to imbue the young men who are educated there with very bad habits?—The question is, what is the result? I really think that as a general rule the present tone of the cadets, both morally and in discipline, and in every other way, is very fair indeed. It is certainly very much better than it was in my time. That arises no doubt partly from their being so very much better treated and so much better fed than in former times; but I only look to the result, and I do not know that I can quite be of the same opinion as that you have referred to, namely, that these cramming establishments do produce such very bad effects. I know some of them do, but I know also of some where the pupils are very well looked after, and those establishments produce excellent young men. I think they make very good cadets and very good officers. I quite agree that I should very much like to see a much stronger element of young men coming from the colleges and from the public schools. But it is merely a matter of opinion, and looking to the results I do not think I should be justified in saying that what you have stated is the case.

Lieut.-Col. G. A. Milma

29 April 186

Royal Milita Academy.

7528. As it is, the element from the public schools, as far as regards giving anything approaching to a higher tone to Woolwich, is completely over-weighted, is it not, by the boys who come from cramming and other establishments?—I am hardly prepared to answer that question, I only look at the general result I do not always know exactly, to tell the truth, where the cadets come from; I am not sufficiently acquainted with the previous history of the cadet to know whether he has come from a public school or not. I can only take it from returns, but, as I say, the general tone and bearing and everything of that kind is very satisfactory now. Of course I could give the proportion from the returns of those coming from public schools and so on; but that would not be from my own personal knowledge.

Course of instruction.

7529. In recommending that the education in matters of a professional and practical character should be more attended to, do you mean that to apply to the out-door work, to the field work, or what?—I think they might do their drills and their out-door work better and more efficiently. I think we are rather apt (it may be the fault of the present age in general) to overlook the fact that really a good ground-work and also a good knowledge afterwards of practical work are of great importance. And although I quite agree in thinking that if two men are equal in other respects, I would much rather have the cleverer and the more scientific for an officer,—it is only under those conditions as regards practical knowledge. I cannot go much into the matter of the details of study. I have gone into it enough to form my opinion, but I am not thoroughly acquainted with the details. I know the number of subjects and so on.

7530. Do you think that the number of parades per day is excessive?—I do not think there are too many military parades; as to the others I do not think it is a very important question. Our habit is to consider that as long as the cadets are on parade it is a military business, and when they go into study all military business ceases. I do not know whether it would not be sufficient to have a bell ringing or a notification in some way that the hour for study had arrived, and then they should be responsible. In that case it would not be a military business at all; but that is quite a matter of opinion, and I am not prepared to say what ought to be done.

7531. I see you have mentioned that in the large class rooms where there are 40 cadets there are three instructors in the same room?—Yes. As a matter of opinion, and speaking from what I have heard the cadets say themselves, I should say that that was slightly objectionable. It is rather too great a number; there is some confusion.

7532. Do you think the confusion arises from the three instructors or from the large number of cadets?—From both. I think it arises from the circumstance of there being so many cadets, and of there being the three instructors. I suppose a certain amount of instruction has to go on at the same time.

7533. Are those three instructors instructing in the same thing, for instance, fortification?—Yes; taking the example of fortification, the professor of fortification and two of his assistants are in the room at the same time.

7534. And mathematics the same?—Yes.

7535. That goes on in the same room?—Yes.

Powers of th Lieutenant-governor.

7536. With regard to the Lieutenant-governor, you suggest that he should have plenary powers as regards discipline; but, if I understand it rightly, you would not leave him the same power with regard to the educational part of the duties?—No; I beg your pardon. It may be rather presumptuous of me to give such

Lieut.-Col. G. A. Milman.

29 April 1869.

Royal Military Academy.

an opinion, perhaps, but all I think is that there is a good deal of circumlocution as far as I understand it. For instance, supposing there is a question regarding the studies of a cadet, a letter has to be written to the military secretary; it goes from the military secretary to the Duke of Cambridge, and from the Duke of Cambridge to the Council of Military Education. I should have thought that on a question regarding studies, the decision of the Vice-President of the Council of Military Education *ex officio* should be sufficient, and he should be the medium of communication with the Commander-in-Chief upon educational matters connected with the colleges. With regard to the Lieutenant-governor having full power, supposing there is a general officer, as there ought to be, at the head of the Academy, I think he ought to have full power of instant removal, but not of dismissal. Dismissal is a very serious thing, entailing consequences upon a man in future life, preventing him from entering the navy, for instance, and so on; but I certainly think, if a cadet commits any serious crime, or does any disgraceful thing, the Lieutenant-governor should have full power to remove him at once. He might appeal afterwards in case of dismissal.

7537. You would limit the Lieutenant-governor's power to the discipline of the Academy and not extend it to the educational department?—I think he ought to be at the head of the whole, decidedly, and fully responsible for everything.

7538. You would give him plenary power?—Yes; otherwise he should be, not a general officer, but only a colonel on the staff; that is my idea.

Position of professors.

7539. (*Lt.-Col. Chesney.*) Do I rightly understand you to say that it would be your wish that a certain part of the professors should take more personal interest in what the cadets do?—Yes; I think it would be a very good thing for one or two of them to be associated on boards of all kinds, for recreation and any matters of that kind. It would be very useful in more ways than one.

7540. You see no reason, do you, why the fact of being a professor should dissociate a man from the cadets whom he is connected with?—Certainly not. I say that it has formerly been a question more of individuals than of anything else. I think there was an antagonistic feeling existing at one time, but it was chiefly due to individuals.

7541. It is not the case that Engineers are ever employed as captains or lieutenants at Woolwich, is it?—No.

7542. They are employed partly as professors, are they not?—Yes.

Discipline.

7543. Regarding the discipline as concerns these parades, did I understand you to say that it is a matter of opinion as to whether there should be any of these small parades for going in and out of study, or not?—Yes.

7544. Does not it occur to you as apt to lead to a confusion in the minds of cadets between parades for real exercise and parades for calling over names?—No, I think not. I think that they are quite aware that as long as they are on parade they are under military discipline, and that a military officer is present, who marches them into study, or if he is not present his *locum tenens* is present.

7545. We have it in evidence that the cadets are not as perfectly steady on parade always as would be implied by a military parade; may not that arise from the fact of their having too many of these minor parades? If there were but few of them would it not be as easy to enforce proper college discipline?—There is a distinction between the two kinds of parade; there are parades for drill and general parades. It might be advisable perhaps that there should be such a distinction as you point to between them. The cadets are not quite so steady as they used to be in former days, certainly, but they attend the drill very well.

Education of candidates for the Line at Woolwich.

7546. You know that they drill very well?—Yes.

7547. Regarding the giving of line commissions from Woolwich, do you not see that there might be the same objection to a moderate number of line commissions being given from Woolwich as there was formerly from Addiscombe, where the officers receiving the line commissions were known to everybody to be the lowest of their set at the time in the college?—I think so; that is one thing which I forgot to say before. I was wrong in supposing, as I did at first, that the idea was to form a universal college; but if that were done, and the cadets at the top all took the Engineers or the Artillery, I do not think the army would very much like the idea that all the lower ones should come into the line; not that they always make the worst officers.

Staff exam

7548. I have been requested to ask you some questions regarding the Staff College examinations. You have been examiner for some time there, I believe?—Yes, I have for two or three years.

7549. Will you state to the Commission what standard of knowledge you find on the average in the officers who are passing out of the Staff College?—Of course I can only speak with regard to the subjects I have examined in. I must say it is not particularly satisfactory. I do not think there is a very high standard of answers, as a general rule, but the subject (I speak of artillery) is of a special character, so that the examination comes hardly upon some of the officers in one way. I only know them by the numbers, but an artilleryman ought to have, and, I should say, would have a very great advantage in answering those questions. I suppose it is necessary to examine them upon the subjects on which they are examined, but really it struck me that it was (I do not know what expression to use) almost a farce.

7550. Are you speaking of the artillery examinations only?—Yes.

7551. With regard to the examination in fortification, did you find that a man leaving the Staff College would be tolerably well up in the lower parts of that subject?—Of the practical out-door work, which I suppose would be all that would be required of them, they have a considerable amount of knowledge. Of course as regards permanent fortification, there were only a few of the easiest questions put to them. They were examined in places they had seen, or in something they had done, as much as possible.

7552. Would you consider that those officers might be utilized afterwards in teaching to others the lower parts of fortification practically?—Certainly. In a camp they might be very useful, decidedly, for the rough practical out-door work. I think it is a matter of the utmost importance now that they should know something about entrenching and so on.

7553. You have not found anything like a want of diligence apparent in the results of your examinations at the Staff College?—Not at all.

Roy Aca Org

7554. (*Maj.-Gen. Wilmot.*) With regard to the system of superintendence and discipline at Woolwich Academy, I think I understood you to say that, as a rule, as a matter of opinion, you thought it would be better to have one captain instead of three?—I say it is quite worthy of consideration.

7555. Have you no opinion about it?—I have not struck the balance in my own mind. I say that the association of a certain number of military officers with the cadets is a thing of great importance, and I say that I think it would be more advantageous in a great many ways to have a first and second captain.

7556. Do you approve then of the present system, by which the inspector of studies is also second commandant?—I think he ought to be *ex officio* second commandant, because he must take the place of the Lieutenant-governor should he be ill or absent. But, as a matter of opinion, I do not think that he should interfere to any great extent in the military matters. I think he has a great deal to do, and I think there is a certain amount of circumlocution; there is a great deal of unnecessary correspondence going on now from that reason. But I think that *ex officio* he ought to have that position, so as to take the

place of the Lieutenant-governor if he went away and was absent or ill.

7557. Without being *ex officio* second commandant, would he not as senior officer immediately assume all the functions of the Lieutenant-governor in his absence? Has not it always been so since the Academy was founded?—It has always been so.

7558. Supposing the Lieutenant-governor to be absent, although the inspector of studies was not *ex officio* second commandant, would he not immediately assume all the functions of the Lieutenant-governor in his place simply in virtue of his being the senior officer present?—Perhaps he might not be the senior officer; that would be quite possible. I suppose the Lieutenant-governor has the power to appoint anybody as the inspector of studies.

7559. Have you ever heard of a case of the inspector of studies being under the rank of lieutenant-colonel?—No, I think not.

7560. With a view to that very thing, has not the inspector of studies always been a lieutenant-colonel ever since the Academy was founded?—Yes.

7561. The present system of the inspector of studies being also second commandant necessarily involves the addition of two other offices, as I understand, namely, the paymaster and adjutant, the duties of both of which offices were formerly performed by the officer commanding the company. The officer commanding the company was the paymaster, and had the entire responsibility formerly, had he not?—Yes; but I do not think under present circumstances the captain of a company could be the paymaster, because there has been a change as to the payments. In former days he did not pay all the salaries of the professors and everybody; now the paymaster pays everybody, so that an immense sum of money passes through his hands.

7562. Still the addition of 34 people who have to be paid only increases the amount of clerks' work?—It increases the sum of money which passes through the paymaster's hands. You could not, I think, under the present system, make a military captain responsible for so large a sum of money; that would be decidedly objectionable.

7563. Would the objection merely be that he would have charge of a certain sum of money, and a larger sum than he ought to have charge of?—I think there ought always to be a paymaster and adjutant. I do not think you want another adjutant; what duty he does I do not know.

7564. Whom do you refer to?—There is a fourth subaltern who acts as adjutant, I suppose.

7565. In addition to the adjutant?—An additional office adjutant.

7566. There is another adjutant besides him?—Yes, the paymaster and adjutant.

7567. In one person?—Yes.

7568. Does the adjutant superintend the drills?—He is the second commandant's mode of communication with the captains.

7569. Then have the captains nothing to do with the drills at all?—Certainly, they have.

7570. How can they if the adjutant is there too?—He has nothing to do with the drills beyond this, that the drills are detailed in the office, and he is the mode of communication for the colonel and the second commandant with the captains.

7571. What is that step wanted for?—That I am not prepared to say.

7572. I suppose the captains could communicate with the second commandant without him?—I am not prepared to say.

7573. Is there anything now hindering the Lieutenant-governor or the second commandant from associating the professors and officers together in the way you have described?—No, I suppose there is not. The Lieutenant-governor would have the power to do it, unquestionably. I do not suppose he would do it. They do not deviate, of course, from the printed regulations which were issued, as I understand, by the authority of the Commander-in-Chief. There are printed regulations for everything, and they are not deviated from.

7574. I understood you to say that this board was to be principally consultative?—Yes.

7575. The power of forming any consultative board he thought proper under his orders would surely rest with the Lieutenant-governor?—Yes, perhaps so; but it would be a deviation from the general system adopted in the Academy, and accordingly it would probably have to go before the Commander-in-Chief; but I am not sufficiently informed upon the subject to be able to say.

Accommodation.

7576. When you spoke of the number of classes in the study rooms being so large, I conclude that the objection arose from the rooms being too small for the number, and not from the fact of having different classes in the same room, as is the case at most public schools, supposing the rooms to be large enough?—The old class rooms held 30 cadets and two inspectors; the present rooms, which have been built more recently, hold 40 cadets and three inspectors. There is no objection to it in principle.

7577. In fact, the rooms are too small?—There is not sufficient accommodation without these large class rooms; they are calculated to hold the 40, and they put 40 into them.

7578. Would you prefer seeing separate class rooms for each class, or how would you get over the difficulty?—You could not do it with the existing accommodation. You could not make the existing accommodation sufficient unless you divided them off to a certain extent. Under any circumstances I think there must be drawbacks from having three instructors and 40 cadets in the same class room.

7579. We want to know how to get over the difficulty. The question is whether the rooms are too small, or whether the system of having three classes in one room is a bad one?—I think the system of having such a large class in the room is a bad one.

Discipline.

7580. With regard to these private parades, for studies, which you have spoken of, do you think that when the discipline is satisfactory any evil result can accrue to discipline from the cadets assembling together to march into study?—No; I do not see it myself. I think it is not a serious matter, or, indeed, a matter of any importance at all.

7581. If any evil did result, it would rather argue a want of discipline than a bad system, would it not?—Yes; I think so. I do not see that it is a matter of serious importance at all. I do not know whether the cadets think they are annoyed by the number of parades.

7582. You used the expression, "The cadets think "they are annoyed." Is it the general feeling at the Academy now that that is the main point to consider?—I do not know. Personally, to a certain extent, I may be of opinion that it is; but I think there is a line which ought to be drawn between the two extremes. I think we should not sacrifice any important matter of discipline, and at the same time I think you may keep young men of a certain age too strictly.

7583. Are there any points in the arrangements now which you would indicate as being desirable to be removed upon that principle you have spoken of, I mean with regard to anything with which you are connected as a military officer?—I do not know of any privileges which one would extend to the cadets beyond what they have got.

7584. Or any disabilities which might be removed?—No; as I have said, I think it comes greatly to a question of individuals.

7585. You consider, as a general rule, that the difficulties arising in the institution, of that sort, arise principally from individuals?—Yes; I think so to a great extent. I have opinions with regard to young officers after they get their commissions, but I do not know that they bear upon the subject under consideration.

Instruction of young Artillery officers.

7586. I think that is a very important point for consideration at the present moment. The young

Lieut.-Col. G. A. Milman.

29 April 1869.

Instruction of young Artillery officers.

officers are now handed over to some officer, are they not?—They go to Woolwich.

7587. Do you think that that is a good or a bad system?—I do not think that it is a good system at all. I think they learn nothing, or very little. I do not think Woolwich is a good place for them.

7588. What would you propose instead of it?—I should not propose their being worked hard. I think it is a good thing for them to have easy work for a short time. I think they are hardly worked at the Academy, especially mentally. Some of those I had in my classes, at Shoeburyness, told me themselves that they were hard worked. I think it would be very much better for them, first of all, to be attached to batteries and brigades in England, and that they should only have easy military work for about eight months or a year. After that, if it did not involve any great expense, and I do not see why it should, I would let them go through a short practical course at Shoeburyness of heavy artillery, and all those practical operations. I would let them have some smart field battery work. I do not see any objection to having a demi-field battery at Shoeburyness, which is a very good place for it, and you might then combine both under one captain. With the heavy guns and mechanical appliances used now a days, there is so much for a cadet to learn, that his after education is a matter of immense importance, and if he gets into the idle ways some officers have, all the benefits of his previous education are lost.

7589. You would not let him go to Shoeburyness at first?—No; I would let him join a battery or the head-quarters of a brigade and have easy work, as is the case with the young Engineer officers at Chatham. I would let them learn ordinary matters of parade, attending courts-martial, and those things. Where there were head-quarters of brigades, with an adjutant, a colonel, and so on, I would attach them there, and give them as easy work as is compatible with doing a certain amount of work as an officer, and after that I would give them a short practical course, because, as I said before, science, though of the utmost importance, is not after all the primary consideration with us. I suppose the great object is to make the officer a really good officer for active service, and for that purpose the great thing is for him to have a practical acquaintance with all the details, such as moving a heavy gun over a ditch. I know myself that I had very little practical instruction of that kind, and I would have given anything in the Crimea for having had a little opportunity of learning practical work in that way.

7590. From what you say I gather that you attach considerable value to the instruction at Shoeburyness?—Yes, a great deal. I think the course there might be condensed to a certain extent, both for officers and non-commissioned officers; I think it is of great importance; when we were arming batteries on the coast, I found the first inquiry that was made always was whether the officer or the serjeant had gone through a course at Shoeburyness. I think it is rather too long, and I must say I think a certain number of summer months would have been better, but of course that is rather a matter of opinion. As a whole, it is a matter of the utmost importance, I think.

7591. Do the militia officers, both adjutants and other officers, go through it thoroughly?—The adjutants all went through it very well, I think. I had about five classes of them, and one or two of the militia artillery officers came. I suppose they got leave to come. As a general rule, the adjutants were all old artillery non-commissioned officers who had been promoted, and they worked very hard.

Appendix, page li.

Royal Military Academy.

Entrance examination.

7592. (*Mr. Parker.*) I see from your printed answers that you think it a great object to get young men with a good liberal education both for the Artillery and the Engineers?—Certainly; with a good preliminary education.

7593. Therefore you approve of classics counting high at the entrance examination?—I do, certainly.

7594. And you would even carry on the marks for classics from the entrance examination?—I am not very well up in those matters, but I understand from some of the officers to whom I have talked that there would be no difficulty in saying that some modification of the marks gained at the entrance examination should count afterwards, and that would hinder a boy from at once sinking from being high up to a very low level on account of his classics not counting at all when he is once in.

7595. As captain of a company, can you say whether it would be considered fair, and be popular among the cadets themselves, to carry on the marks?—My principal information is derived from the cadets themselves. I speak with them about matters of study as one gentleman to another, as a friend, I may say. Those whom I have spoken to, as a general rule, I think, considered that it was very hard that the marks were not carried on.

7596. Would you carry them on so far as to the final examination?—Yes, I would carry them on right throughout. I understand that there would be no difficulty in doing so; I believe the lowest number of marks at the final examination is about 23,000, and the highest about 34,000. I would carry on a certain proportion of the classical marks; some one else would be a better judge than I am how much ought to be carried on, but I think some of them should be carried on right throughout, so as to form a portion of the total at the end.

7597. And you think that would have some tendency to bring more young men from the higher forms of the public schools?—Yes, I should say so. We happen to have had a young man in the Academy who came from Eton; he was a very clever boy indeed; he passed first. I believe his opinion was that you would get more boys to come from the public schools if that was the case; he thought that a great many were hindered from that reason.

7598. The knowledge that the classics, although they count at the entrance examination, would be of little use to them afterwards, prevents their coming?—Yes, it prevents their coming to a certain extent. I am not in the least degree capable of judging how much the classics should count for, but I think it would be a very good thing if a certain proportion of the classical marks counted at the final examination.

7599. Do you know about what proportion the whole of the marks for classics at the entrance examinations would add to the whole of the final marks?—I see the maximum of the final marks is 34,900 or 35,000 now.

7600. (*Lt.-Col. Chesney.*) The classical marks are 3,000 at entrance?—Then that would be one-eleventh of the whole; mathematics are stopped for the last two terms, still they do count. It appears that if you carried on the whole of the classical marks they would amount to about one-eleventh of the total maximum marks at the final examination at present.

7601. (*Sir D. A. Cameron.*) Would it be possible Orga for one officer, assisted by an adjutant, to perform all the duties which are now performed by the Lieutenant governor, the second commandant, the inspector of studies, and the assistant inspector of studies?—No, certainly not; I should think it would be quite impossible.

7602. He would require a second in command, or some one to assist him?—Yes. I stated before that it appeared to me that it would be slightly derogatory to a general officer in the high position of Governor if he had not adequate powers, and in that case I think, as I said, that he ought to be only a colonel on the staff; but even if he were a colonel on the staff, he would still want the same number of officers in addition to himself as at present; there would be no difference in that respect.

7603. Supposing the Academy were broken up into small divisions of about 25 cadets each, and that a military professor were appointed to take charge of each division, what would you think of such an arrangement as regards the maintenance of discipline and a proper tone in the Academy; do you think it

would be better than the present arrangement, or not?—I suppose one object of giving the military professors charge would be the idea that they would be associated with their own cadets both in studies and in a social point of view; but I do not see how that would be the case, because they pass from one thing to the other, and when you come to look into the subject I do not see how the professors could instruct and also have charge of the same cadets throughout. It appears to me that it would be impossible, because it is not like a public school where there is a great mixture of boys, and where there are always a certain number of younger boys. These are all young men who are passing from one thing to the other. I do not think they come under the same category as boys at a public school. I am certainly of opinion that it is a great thing for them to learn a certain amount of military work. At the time of the Crimean war young men were sent at once to join their batteries, and were placed immediately in very important positions. It was a great thing for them then to know a certain amount of drill, and marching to and fro, and so on. If you got a young man who had none of that instruction at all he would be, comparatively speaking, useless, though he might be a very good mathematician.

7604. I did not quite understand what you said about the examinations in artillery at the Staff College; did you say that they were a farce?—To a certain extent I am of that opinion. The officers at the Staff College get a certain amount of instruction in artillery, but I do not think that the instruction and the examination, in the way in which they are conducted, are of much use. A cadet who has been any time at Woolwich, if he studied a little military history, and did a little military work, would pass high at the Staff College.

7605. Did you set the questions yourself?—Yes; but although I set the questions, and was the examiner, I felt at the time that the whole thing was not of a very superior character altogether.

7606. Did you ever make known your opinion to the authorities in your reports upon the examinations?—I do not know that I ever did; I was never called upon to express my opinion; I should have given my opinion if I had been asked.

7607. You always make reports upon the examinations, do you not?—Yes; I merely say whether they have done well or badly.

7608. Have your reports generally been favourable?—As I say, I disliked it very much, and I asked not to go down again at one time. I certainly wished not to go down again.

7609. But have your reports generally been favourable, or not?—Not very favourable; I think they have been only tolerable. I have had some very excellent papers indeed, but then, as I say, I do not know who they emanated from, because I only know the numbers. Sometimes I have had a paper hardly answered at all.

7610. (*Lt.-Col. Chesney.*) In artillery?—Yes; but I gave them a certain amount of credit, because you cannot expect a man who has been only a very short time under instruction to do the same as a man who has been a long time at the work.

7611. (*Sir D. A. Cameron.*) Did you think that they showed a sufficient amount of knowledge of artillery to do their duties as staff officers?—I wrote a letter, which perhaps was hardly a proper one, expressing an opinion upon that subject. I said, in forwarding the report, that I thought the amount of theoretical instruction they had was of very little use, and I suggested that, if possible, they should be attached for a very much longer time to a brigade, at Aldershot, for example, where they would learn their proper work practically.

7612. (*Lt.-Col. Chesney*). You mean that they should be attached to an Aldershot brigade?—Or anywhere where there were batteries; I know that was the opinion of the officers themselves. They learnt up the answers to the questions about the construction of a fuze and so on; I tried to set general questions as much as possible in order to make it fair for everybody, but I was rather pitched into for doing so. Some of my questions were said to trench upon military history, or something of that kind, and I was requested to set questions of a more professional and technical character, which was in fact rather what I objected to, because I said I did not think it was of much use to a staff officer to know the interior construction of a fuse. I said I thought it would be much better if they were attached to a place for some considerable time where there were field batteries like Aldershot.

Lieut.-Col. G. A. Milman.
29 April 1869.
Staff College examinations.

7613. Do you think the Repository course useful for a staff officer?—Not so useful as other things. He wants much more to know about the ground where a battery should be ordered to take up a position, and the country suitable for artillery, and so on. I think a little of the Repository course might do no harm, but the mounting and remounting of guns, and so on, is not a subject for them at all.

7614. You think there is too much detail?—Yes. I may be permitted to observe that I used rather a strong expression in speaking of the examinations at the Staff College as a farce. What I meant was this:—I strongly hold that the officer should have a great deal of that instruction in artillery, but I thought it could be done in a much better way by having them attached to field batteries, and then having them examined afterwards as to their knowledge of manœuvres, and of ground, and so on. In fact, they should have a six months course of artillery instead of ten weeks.

7615. (*Maj.-Gen. Haythorne.*) They might be passed in the same way as the cavalry officers are for riding?—Yes, but for them merely to be set down to be asked a number of questions about the construction of a fuze does not seem to me to be useful. The officer merely crams up the answer a few days before out of a book; that is the real fact of it.

Royal Military Academy.
Entrance examination.

7616. Several opinions have been given to the Commission with regard to the entrance examination for Woolwich in mathematics being confined to pure mathematics without going into differential and integral calculus; have you any opinion upon that subject?—I think that for us certainly one or two very high mathematicians are required, but I am not so certain that in the preliminary education it is necessary to pitch a very high standard of mathematics, because I think that those who have a taste for the higher mathematics will develop it afterwards. There are certain things in mathematics which it is absolutely necessary for an officer to know, but I think to require all to pass a high standard is rather a mistake. It is quite a matter of opinion, but I think what is important is to go up sufficiently high to enable a man to see if he has a taste for mathematics; if he has, he will become a great mathematician afterwards. We want two or three first-rate mathematicians to follow up and translate the French books, and to calculate strains, and so on.

7617. You agree then in the opinion that it is unnecessary to take all through the differential and integral calculus?—Yes, I think so, as a matter of opinion. I do not know that my opinion is of much value upon that point.

Influence of the military officers.

7618. (*Rev. Dr. Butler.*) Can you state whether, and to what extent, a captain of cadets feels himself responsible for the moral well-being of the young men, or whether he confines himself to the discipline?—I do not know whether it can be avoided, but I do not think he has quite a sufficient opportunity of seeing enough of his cadets. He hardly ever sees them, except on parade; apart from that it is only those who are in hospital, or who happen to play games with him, that he sees. But at the same time I think in all probability a cadet would come to his captain if he wanted to consult him about any family matters, or anything of that kind. And I consider that it would be my business, if a cadet was going on at all in a bad way morally, or in any other respect, to speak to him about it.

Lieut.-Col. G. A. Milman.

29 April 1869.

Royal Military Academy.

7619. If, for example, he was very idle, or still more, if he was known to be intoxicated, or to be guilty of any other serious offence, would the captain talk with him privately upon the subject?—Yes, I think he would certainly.

7620. Would he under any circumstances think it his duty to communicate with his friends at home?—Yes, certainly. If he thought the cadet was going on badly he would go and speak to him himself, and he would also go to the second commandant, and the friends of the cadet would certainly be communicated with privately.

7621. In coming to him, would the cadet regard him rather as his military superior, or as a friend intrusted with his moral supervision?—I must preface my answer by saying that I do not think there is quite sufficient feeling in that respect of sympathy between the military officers and the cadets, but I think it is a question very much of individuals; as I said before, I believe, as a general rule, a cadet would if he wanted advice go to his captain.

General tone.

7622. It has been stated to the Commission by one witness, who was recently a cadet at Woolwich, that there is very little *esprit de corps* among the young men, and that they do not get attached to the institution as a whole. From your experience, would you confirm that or question it?—I really cannot say; I do not know I am sure; I do not see very much of them. There is a strong *esprit de corps*. I think there was very much more *esprit de corps* some years ago among the young officers and the old. Now we have become such an enormous mass in the Artillery, that we do not know each other; therefore there is not as much feeling of that kind as there used to be.

7623. The total number of cadets at Woolwich is 222?—Yes.

7624. Would it not be natural that at an institution where so many young men at so early a period of life are thrown closely together, there would be a strong *esprit de corps*, as there is at the universities and at public schools?—I think there is a strong *esprit de corps*. It shows itself, for instance, in their taking great interest in their comrades' successes in games, and things of that kind. I think I am justified in saying that there is a very strong feeling of that sort, and I think the cadets are to a certain extent very happy there, so far as I can make out; they are certainly very well treated, and as far as comes under my notice there is very little vice and very little immorality. Any little immorality that does take place occurs when they go away to London. At Woolwich there is no drunkenness and very little vice; there is none of the vice which used to exist when I was a cadet. There is some, no doubt, but what there is takes place when they go away to London or to see their friends.

7625. Would the hospital returns ever come under your notice?—Yes; I visit the hospital always, and I see every cadet who is in hospital, whether he belongs to me or not. I know the returns are very much less than they were in certain years; for instance, since 1863 the numbers have very much diminished.

7626. To what do you attribute that improvement?—I think it is attributable a good deal to their being very much better fed and very much better treated than they used to be. There is every amusement found for them; there are workshops and racket courts, and everything is done for them now; there is an immense deal of fuss made about their food and all kinds of things. I do not think in former days we were treated sufficiently liberally by the authorities, whoever they were, whether the Government or the Horse Guards. We had the greatest difficulty in getting proper food and proper everything in former times; it was only by the exertions of individuals that we got it.

System of instruction.

7627. (*Lord de Ros.*) It has been stated in some of the evidence as a suggestion that "all classes of "minds should have opportunities for free develop- "ment. There should be some choice possible to the "cadets both of the kind and amount of study to be "devoted to particular branches of education." Do you see any practical means of carrying that out?—I suppose the meaning of that is, that some subjects of instruction should be voluntary.

7628. I think it means that a cadet who has a bent for a particular study should have his attention directed to it, and that another who has not a bent for it should not be forced to go through it?—I do not know that I am capable of answering that question.

Knowl artiller requis staff o

7629. As an officer who has been with the army on service, do you consider that it would be of any use whatever to a staff officer to have any knowledge of the details of artillery beyond knowing what extent of road they would occupy in a line of march, and what sort of front they would occupy in a position, and what cover could be had for them? Could it be of any use to him to know the details of gunnery?—I think he requires to know what results can be produced by certain kinds of fire; what ground is suitable for artillery to manœuvre upon: the space occupied by troops and batteries in different formations, &c., but I do not think that an intimate knowledge of the details of the construction of a gun or a fuze is of any use to him.

7630. Or the management of a gun?—I do no think he wants that at all.

Royal Acade Appoi officers

7631. (*Rev. W. C. Lake.*) You spoke of the importance of the appointments of the instructors and other officers connected with the institution?—Yes, certainly. I was only speaking of the selection of the instructors. As a matter of course they ought always to be selected with reference to their qualifications. As regards the military officers, I meant that those appointments ought to be considered good appointments, as our scientific corps are supplied with officers from the institution.

7632. Is there no such thing as indicating a wish for one of those appointments; as standing for an appointment, for example?—I suppose any amount of interest would be used, as is the case for all appointments; I fancy a man would bring to bear all the influence he had got of all kinds.

7633. I thought you spoke of not knowing on what grounds they are appointed?—There are wheels within wheels; I understand that testimonials are now the order of the day. If you want an appointment you are obliged to send in a certain number of testimonials. I think to a certain extent it is objectionable for a man's character to be known in that way. I do not altogether like the idea of testimonials.

7634. I want to know what plan you would suggest in place of that?—I do not know what plan should be adopted; but care should be taken by some one, say it rested with the Governor of the institution, that proper men were appointed; that is all I meant; beyond that I cannot go.

7635. Do you think that there is reason to doubt the propriety of the appointments?—Not at all; but I mean that they are not looked upon in the proper light which they ought to be. I think they should be considered as superior appointments; and I do not think they are looked upon sufficiently in that light at all at present.

7636. You think possibly that they require some special talents for the performance of their duties?—No; I think they require a certain amount of professional knowledge and common sense. The officers holding them ought to be well up in their drills; of course I do not mean more than that.

7637. You speak of the instructors?—I speak of the military officers; as to the civilian professors I do not know how they are selected, whether it is by the Council of Military Education or not.

Comb instru and d nary

7638. Do you think any combination of officers beyond what at present exists desirable?—As I have said, I think it is a matter for grave consideration whether certain modifications might not be made; but I do not know whether I am competent to pronounce an opinion upon that point myself.

7639. Do you think that anything might be done at all in the direction of putting the discipline more into the hands of the professors, whether military or civilian?—I understand that in the class rooms the professors are entirely responsible for the discipline, but they have no power of punishment beyond putting a cadet in arrest, and there it is referred to a higher authority.

7640. Would you give them any further power?—I am not quite so certain whether there should be any further power given to them or given to the subaltern officers either. A young man might be put in arrest by a subaltern officer in the heat of the moment; and I am not so certain whether a reference afterwards to a higher authority, who might be supposed not to be prejudiced or excited, but who would treat the question with coolness, is not after all the best system.

7641. Under the present system is there a reference to a higher authority?—I do not know about its being a higher authority; it goes to the inspector of studies.

7642. You seemed to think it desirable that some amount of classical study, such as that of Latin, should be continued during the cadet's course?—No, I do not say that it should be continued; what I said, or what I meant to say, was, that I thought it was very hard that if a boy were a good classical scholar he should gain no advantage by that whatsoever after he is in the Academy, and if any arrangement could be made by which the marks gained in all the subjects including classics, to some extent at least, at the entrance examination could be carried on, I think it would be a very good arrangement.

7643. Do you think it would be undesirable to carry on the study of some amount of Latin, or to give facilities for the study of some amount of Latin, by the cadets in the course at Woolwich?—They have such an amount to do now that I do not see how they could have that in addition; they have 13 subjects altogether; they are obliged to do eight or nine subjects in one term I think even now they have almost too many subjects I think the number in one term is not nine, because they have the choice between German and Hindustani, that reduces it to 8, as they need not do both; still they have eight subjects to do in one term, and they have altogether to qualify in 12 or 13.

7644. (*Lord de Ros.*) Do I understand you rightly that though you would not make classical studies a part of the study of the Academy while the cadet is there, you would give him the advantage of his classics on joining the regiment as an officer, and would make it worth his while to keep them up himself to a certain degree, in order that they might count when he was examined for his commission?—I think that it is a good thing for an officer to know classics.

7645. And to be able to resume his studies?—No, I do not think it would be very useful to him to resume the study of classics. The great thing is to be able to read Greek and Latin so as to have access to certain authors, although you can generally get a good translation, but not beyond that. I must say I think a knowledge of French, German, and Italian is of very great importance,

Lieut.-Col. G. A. Milman.

29 April 1869.

Royal Military Academy,

7646. Then I understand you to mean that what knowledge of classics the cadet brings to the Academy should not be thrown away at the final examination, but that it should be put in abeyance, as it were, until he arrives at his commission?—Yes.

7647. And then it should tell in his favour?—Yes.

7648. (*Lt.-Col. Chesney.*) Referring to an answer which you gave to Dr. Butler just now as to the possibility of a cadet communicating with his captain on private subjects, is not the number of 88 cadets rather large for one captain to know in that personal sort of way?—I prefaced my answer by saying that on the present system one does not know them sufficiently. Unless a cadet happens to come into hospital, or happens to play games in which one is associated with him, with the exception of two or three seniors who are naturally associated with one constantly, one has not quite intercourse enough with the cadets. I do not even know the names of some of my cadets. I do not know whether that could be remedied. I certainly think there is not quite enough association in that way, and not quite enough sympathy; still, as a general rule, if a cadet was going on wrong I should feel it my duty to speak to him as one gentleman to another.

Influence of the military officers.

7649. We have had it in evidence, with respect to Sandhurst, that those military professors who take a class of cadets out on the ground for surveying, or for field fortification, or similar branches of study, and spend the morning with them in the open air, must necessarily upon that system know more of them than the captains; do you think that that is so at Woolwich?—Yes, I think so.

7650. (*Lord de Ros.*) It has been stated by one of the witnesses, "I should like to see young officers get "into a habit of studying in their rooms; it would "adhere to them afterwards." Do you see how that could be carried out in the Academy, and would you not think it desirable that it should be carried out?—The seniors have asked now, inasmuch as they have hard examinations to prepare for, if they might have a longer time at night if they worked in their own rooms, and we have now broken through the old rule, and we give them a longer time.

Private study.

7651. Do you think that that works well?—Yes; I think it works well, but I would not extend it beyond a certain time, because they work hard enough.

7652. You would not extend it beyond 12 o'clock?—No, not beyond 12 o'clock, and that is only just before the final examination. But I think it is a matter of great importance to get officers to work to a certain extent after they become officers.

The witness withdrew.

LIEUTENANT F. NICOLSON, Royal Artillery, examined.

Lieut. F. Nicolson.

7653. (*Chairman.*) You left the Academy last December, I believe?—Yes.

7654. And you came out senior artillery officer of your year?—Yes.

7655. What are you doing now?—I am temporarily attached to a brigade at Woolwich; we are going through a course in the Repository and riding school; the former is a course of heavy-gun drill, mounting and dismounting guns, and so on.

7656. Will you describe a little more fully what your work is at present?—We have to work in the Repository; it is heavy-gun drill of all sorts, mounting and dismounting heavy guns in all sorts of ways, and embarking them in boats, and that sort of thing.

7657. Is your time fully occupied in those practical occupations?—We are occupied about three hours a day upon the average; that is all we do at present.

7658. You are not kept at any scientific study?—No; we have a lecture twice a week upon military law.

7659. But otherwise you are engaged in learning the practical management of heavy artillery?—Yes, and in the riding school.

Royal Military Academy.

Course of education.

7660. Do you look back with pleasure to your life at the Academy?—Yes, I liked it very much.

7661. Were the lads you associated with gentlemanlike?—Yes.

7662. Are you satisfied with the education you received as an artillery officer?—I think it might be improved.

7663. Perhaps you will explain to the Commission

Lieut. F. Nicolson.

29 April 1869.

Royal Military Academy.

in what respects you think that improvement might be introduced into it?—I think there are too many subjects. I think several subjects might be voluntary. In my opinion there is a great deal of time wasted in going over ground which you have gone over before you went in.

7664. Will you enumerate the special subjects which you think might be made voluntary?—Practical geometry beyond the mere elements of it, natural philosophy, and, I think, one language, and landscape drawing.

7665. But at present only one language is obligatory, I think?—In the Academy two languages are required.

7666. French and German?—French, and the choice of German or Hindustani. I would not make one language voluntary in the Academy, if you were obliged to learn two for coming in; but I do not think it is of any use for a man who knows nothing of German on coming in, to learn it when he comes in—he learns nothing of it there.

7667. Did you know any classics when you came up?—I knew a small amount. I did not take them up as a subject on coming in.

7668. Where were you educated?—At Wimbledon.

7669. At a school there?—Yes, at Mr. Brackenbury's.

7670. Did you go to a crammer?—No; I passed from there.

7671. Where did you pass in?—Fifth.

7672. And you came out first?—I was first in artillery, 17th in my term.

7673. The education you received at Mr. Brackenbury's was sufficiently good in those subjects which you had to take up, to obviate the necessity of any special course with a private tutor?—Yes.

Discipline, general supervision, &c.

7674. Do you think that the discipline at the Academy was pretty well maintained?—I thought it was very well.

7675. You have no suggestions to make with regard to that part of the subject?—No; I have not.

7676. Did you ever see anything of the chaplain?—Not much; he reads prayers in the morning and evening. I did not know him personally. I have spoken to him once or twice when I have met him.

7677. Do you think that it would be an improvement if the professors were given more direct authority?—I think it would be very much the other way.

7678. Do you think that at present they have got too much?—No; but I do not think it would do to give them authority.

7679. They have now the power to place in arrest, with appeal, have they not?—They have no power themselves, but they tell the corporal on duty in the class to put a cadet under arrest.

7680. You allude, of course, to the civil professors?—I allude to them all. I think if you gave the power to one, you would be obliged to give it to the other.

7681. You were a corporal yourself, were you not?—Yes.

7682. Do you think that the power intrusted to you was sufficient?—Yes; I think so.

7683. You would not wish it to be increased?—No; I think not.

7684. Had it much practical influence, do you think?—Yes, certainly.

7685. How many lads were in a room with you?—When I first joined two, and afterwards three in my third term, and then afterwards I had a room to myself.

7686. Do you attach great importance to having a room to yourself?—It is much more comfortable.

7687. If the lads had rooms to themselves do you think they would be more ready to devote their spare time to private study?—I think it would be objectionable that they should devote their spare time to private study. I think you get quite enough study without that.

7688. You think that the classes and the lectures occupy as much of the time of the cadet as is good for his health or for his mental vigour?—I think so.

7689. Were you satisfied with the food?—Yes; I was very well satisfied.

7690. What were the amusements?—There were two racket courts, and lately there has been a billiard table, and cricket and football.

7691. (*Maj.-Gen. Wilmot.*) And workshops?—Yes.

7692. (*Chairman.*) Did the lads take kindly to football and cricket?—Yes.

7693. Should you say there was much *esprit de corps* at the Academy?—Yes; I think it is increasing; I think it has increased a good deal lately. I believe these matches with Sandhurst have increased it very much.

7694. Do you consider yourselves very superior to Sandhurst?—Yes; I think there can be no doubt about that.

7695. Did you beat them at cricket?—They have beaten us once.

7696. Do you think that it is a good thing that the artillery and the engineer officers should be educated together?—Yes, a very good thing.

7697. Is it often the case that a cadet who takes such a place in his examination as would entitle him to a commission in the Engineers, prefers a commission in the Artillery?—It happens now and then; I did it myself.

7698. Had you chosen you might have been in the Engineers?—Yes.

7699. But you preferred being in the Artillery?—Yes.

7700. Do you consider that there are too many drills and minor parades?—There are a good many, but I do not think that that is a great grievance.

7701. You do not regard it as much of a grievance?—No; certainly not.

7702. Did you ever see much of the Lieutenant-governor?—Very little.

7703. Whom did you principally look to; who, in your eyes, represented the authority and the majesty of the Academy?—The second commandant is practically governor; at least, he always appeared to be so while I was there.

7704. Do you think that in case of any disturbance, or an occasion for the exercise of the legitimate authority as against a cadet or a number of cadets, the public opinion of the place would have been loyal to the second commandant? I do not mean to him individually, but to the officers?—If there was a general disturbance I do not see how that could be.

7705. I do not mean a general disturbance of the cadets in the whole establishment; but supposing that a set of unruly cadets raised a disturbance, and that they were had up for punishment, on which side would the public opinion of the Academy be?—I think that would depend a good deal upon the circumstances of the case. If they had done anything ungentlemanly in any way I think the public opinion would be against them decidedly.

7706. Do you think, from your own feelings now as an officer, that, upon the whole, what the public opinion of the cadets would characterize as ungentlemanlike, would be a sound definition of the term?—Yes, I think so, on the whole.

7707. You think that the general tone of the place, in fact, is gentlemanlike and satisfactory?—Yes, I think so, on the whole. When you get a lot of young fellows together, there are always some rather loose ideas on some points; but as far as I can judge the tone of feeling is a good deal better than it is at any other places of that sort.

Syste course instru

7708. (*Rev. W. C. Lake.*) Do you think it would be a bad thing for the cadets to devote more time to private study? Suppose you were to knock off some of the time necessarily occupied now with public lectures, and give more opportunity to the cadets to work in their own rooms, do you not think it would give them a habit of working for themselves which would be useful to them afterwards?—The

end of that would be that there would be a good many who would not work at all.

7709. Then you do not believe in any work that is not done under the eyes of the professors?—I think the work is done better in that way. I think that most of the work which the cadets do there must be done in class.

7710. You know that in public schools and colleges at the universities a good deal of work is done by the young man privately?—Yes.

7711. Why should that not be the case at the Academy?—I do not see what would be gained by it; and, in fact, you could not do that with most of the work at the Academy.

7712. What work could not be done in that way?—For example, drawing plates, and work of that kind. The greater part of your time is taken up with drawing of some sort, and you constantly want help or to ask a question.

7713. Do you think it would be desirable to have any means of continuing your Woolwich studies, either the practical or the more strictly scientific portion, after you get to the army?—I think you have the means to a certain extent. If a man is of a scientific turn in any way he can go in for a special course at the Staff College, or for the "Advanced Class" or "Long Course."

7714. You have nearly finished your time at Woolwich, how do you expect to spend the next three or four years; do you expect to have any opportunities of continuing your studies of any kind, either practical or scientific?—The scientific studies I suppose I should have to do on my own account, but you get an opportunity of learning your practical work; you get your regimental work; you are drilled with your battery.

7715. Do you look forward to drill at Shoeburyness?—If I go in for a special class or a special course I shall get it. I do not think I shall get it otherwise, unless my battery happens to be sent there.

7716. Have you found the work at Woolwich very severe?—It is not too severe, I think; it is quite hard enough; the last six months especially.

7717. What would you say were the most valuable of your studies there?—If you mean those that would be of the most use to me, I should think the fortification, the artillery, the surveying, and the chemistry.

7718. Those are the studies to which you devoted most attention yourself?—I do not know that I devoted more attention to those than to some of the other subjects.

7719. Had you a course of military history?—Yes.

7720. Did you consider that a valuable course?—Yes; I think it is a good thing in one way. I think it has a tendency to make fellows take an interest in that sort of reading. I cannot see that it would be of any great practical use to oneself immediately. I do not see that there is any great chance of our commanding armies for some time to come.

7721. At the school where you were before going to Woolwich were no classics taught?—Yes; classics were taught.

7722. I mean to boys who preferred not to learn them?—No; if you gave them up you need not learn them. I was learning classics till within a year and a half of going to Woolwich, and then I gave them up.

7723. I understand you to say that you took up no classics?—No.

7724. Would you just explain where the course of classics ceased at Mr. Brackenbury's?—There were always a certain number of boys there who did not learn classics at all. If you said you did not wish to learn classics, and your parents did not wish you to do so, you need not do it.

7725. What was the substitute?—English, generally, and history.

7726. Had you much mathematics?—Yes, a great deal; that was a strong point there.

7727. So you might learn no classics from the beginning?—I think in the case of quite a young boy of 10 or 12 years of age Mr. Brackenbury would make him learn classics.

7728. At what point then did the necessity of learning classics cease?—There was no special point, or special limit of age in any way. I merely say that in the case of a young boy, I think Mr. Brackenbury would insist upon his learning classics.

7729. (*Lord de Ros.*) Did you take up French and German?—Yes.

7730. Did you learn either of those languages abroad, or did you learn them entirely at Mr. Brackenbury's?—At Mr. Brackenbury's, and before I went to him. I had been learning French for a long time.

7731. Not abroad?—Not abroad.

7732. At Mr. Brackenbury's was the teacher of French a Frenchman?—Yes.

7733. And was the teacher of German a German?—Yes.

7734. Do you think it would be possible to teach these languages well except through natives?—I think if you had an Englishman who knew them well, he would teach you them better.

7735. As regards the riding, how long were you at that course?—We are going through the riding course still. We had a year of it at the Academy, and we are still going on with it.

7736. Is it merely the ordinary riding school work of trotting round, with the turns and inclines, or do you go through post practice, and all that part of the course usually taught in regiments?—It is mere riding school work.

7737. You are not taught the use of weapons?—Yes; we have sword drill as well.

7738. You do not go through the post practice on horseback with the sword or lance?—No; we have not done it yet; I do not know whether we shall.

7739. Are you taught anything of the management and training of the young horse?—No, nothing.

7740. Are you taught anything of the saddling and bridling for yourselves?—We have done a little in that way; I suppose we shall have to do it.

7741. Are you taught any veterinary matters, or a knowledge of shoeing?—No, nothing.

7742. With reference to pontooning, are you taught the executive work, or do you learn it merely as lookers-on?—We have not done any pontooning. All we have done in that way is that we have dismounted a gun, and embarked it in an ordinary open boat.

7743. As regards the smoking allowed at the Academy, are you a smoker yourself?—No.

7744. What sort of proportion is there of cadets who do not smoke; is it a fourth?—I should think quite that.

7745. Is there a limitation as to the time at which the cadets may smoke? Is there a rule that they may not smoke before a certain hour in the morning?—No; there is a limitation as to place.

7746. Anybody might smoke before breakfast if he liked then?—If he chose to get up on purpose he might, but he might not do it in his room.

7747. Do you think it is a good system to have a billiard room in the Academy?—If you have not a billiard room there the cadets will go out to play billiards. I think it is much better to have one.

7748. Does it never lead to the cadets devoting themselves too much to the game?—Not that I know of; but it had only been opened a few weeks when I left there, so I do not know.

7749. What was the reason why you went into the Artillery instead of the Engineers? Was it because you preferred the more general military associations of the Artillery, or the horse work, or what led you to it?—Because I thought I should get on better there than in the Engineers. I thought I was more fitted for that than for engineering work.

7750. You thought you would get on quicker?—I do not know about that, one can only go on at a certain rate; but I thought I should make a better artillery officer than engineer officer.

7751. (*Rev. Dr. Butler.*) How many hours a day

Lieut. F. Nicolson.

29 April 1869.

Royal Military Academy.

used you to devote to mathematics at Mr. Brackenbury's?—On the average about three or four; I cannot remember exactly.

7752. About four?—From three and a half to four, I should think.

7753. Would you say that there is much over-work among young men preparing for entrance into Woolwich?—No; I do not think so; now and then, perhaps, some get a little seedy, but I do not think it is anything very serious.

7754. Among those who were actually members of the Academy, did you notice many suffering from over-work?—No.

7755. I suppose that you were familiarly acquainted with most of the ablest of the young men during your stay at the Academy?—Yes.

7756. Would you say that in any considerable proportion of them there was anything like a literary taste at all, or did they entirely confine themselves to their professional subjects?—Very few I think had any literary taste. A few had, I think; a certain proportion had some. Most of them had been working too hard before they came in, and were working too hard while there, to feel much inclined to sit down and read during the leisure time they had.

7757. Do you think that the effect was distinctly perceptible that they had been hard worked for several years and were still working hard?—Yes; I think the feeling of some is that when they get out of the Academy they will not look at a book again.

General tone, moral supervision.

7758. When you first entered the Academy may I ask how you were struck by the general moral tone prevailing there?—It was a great deal better than I expected.

7759. From what you had heard of it before?—Yes; I used to hear all manner of wonderful stories, and when I joined I found it was quite a mistake.

7760. With regard to cases of drunkenness, were they at all common?—No; there was a slight amount of drunkenness when I first joined; but there was very little when I left, and it was principally among the junior classes. When the cadets first join they think it is a fine thing to do rather, but they find it is a mistake bye-and-bye, and give it up.

7761. Would you say that it was looked down upon by the public opinion of the place; would a young man who was known to be frequently drinking be thought worse of?—If he was a regular drunkard he would; but if he was drunk occasionally I do not think he would be.

7762. With regard to other cases of immorality, would you say that anyone who fell into them would be condemned by the public opinion of the place, or not?—No, I do not think he would.

7763. Were such cases of immorality, I mean connected with women, so far as you observed, at all frequent?—Yes, there was a good deal of that.

7764. Did that strike you when you first entered the Academy?—I do not know that it is more common there than it is anywhere else.

7765. Was there any one at the Academy who would have thought it his duty to speak to the young men on such a subject, and remonstrate with them if he thought they were going wrong?—Of course if anything of the kind was actually brought under an officer's notice he had to punish the cadet for it; but I do not think that anyone ever spoke to a cadet privately in any way about it.

7766. You are now alluding to drunkenness?—Yes.

7767. Because the other offence is not punishable at all, is it?—No, I think not; it is an offence that would not be known.

7768. Would you say that there was any attention paid to the religious welfare of the young men, apart from the maintenance of discipline?—None.

7769. Is it a place to which the young men get personally attached, as compared, for instance, with what you know of the *esprit de corps* at a college or a public school?—No, I do not think it is as great as that; I think it may be in time, but I do not think it is now. I think they like the place; they have friends there, and that sort of thing; but I do not think the feeling is so strong as it is at a college or a public school.

7770. Are there any persons among those who represent the authorities of the Academy to whom the young men become personally attached so as to visit them afterwards frequently?—No, we do not see enough of anyone. Of course, some men are popular, and others are not; but I do not think there is any sort of attachment.

7771. And you do not think that the professors, as a rule, could be safely entrusted with the duty of maintaining discipline?—Certainly not the civil professors.

Comb instru and d nary

7772. Why not?—I think it would be against the whole arrangements of the place to give a civilian authority; you would be mixing up military and school arrangements together. The present system works very well, I think.

7773. Do I gather from you, then, that the civilian professors are rather looked down upon as compared with the military?—I think that depends a good deal upon the individual.

7774. Supposing that the individual is himself an able man, where would be the difficulty of his maintaining discipline?—He would be able to maintain discipline, but I think he is able to maintain discipline now, practically he has the necessary power, because there is the corporal on duty in the class; and if the corporal does not keep order he can report the corporal.

7775. You think that practically he has sufficient power, direct or indirect, to maintain discipline?—Yes, I think so.

Entr exam

7776. (*Maj.-Gen. Haythorne.*) Do you consider that the mathematical part of the entrance examination might be confined with advantage to pure mathematics?—No.

7777. Do you approve of it as it stands?—I think the standard is too low at present.

7778. Are some of the questions that are put to candidates rather catch questions?—Yes, I think so sometimes.

7779. Does not the fact of having questions of that kind put rather help the cramming system?—Yes.

7780. The questions are not very searching as regards the lower branch of mathematics, are they?—No.

7781. (*Sir D. Cameron.*) Do the officers and professors see much of the cadets in their houses?—No, very little.

7782. (*Mr. Parker.*) The marks which you get in the entrance examination often differ very much from those you get in the final examination, apart from idleness, do they not? A cadet comes in with high marks, and from the difference of the subjects he goes out with low marks?—I think that it is his own fault a good deal, if there is a great difference in the number of marks in the same subjects.

7783. I mean from the change of subjects?—Yes, that is so.

7784. It has been suggested that the marks which the cadet gets on coming in, or some portion of them, might be carried on towards his examination on going out. Do you think that would be regarded as fair?—I do not think that it would be a good plan, because I think by the present arrangement you get the best men for the Engineers at the top of the list, which is just what you want to do; and by the arrangement you suggest I do not think you would get that. You would get men who know very little of mathematics, and have not much turn for that sort of thing, but who are good hands at classics, higher up on the list. I should think they would do better in the Artillery than in the Engineers.

7785. Have you ever heard it remarked by the cadets that it is a hard thing that the marks they get at the examination on coming in should not be counted in the examination on going out?—No, I think

sometimes you hear cadets say they wish that that was done, but I do not think it is much thought of.

7786. Do you think that the knowledge that the classical marks in the entrance examination will not count for anything when they go out has a tendency to keep good classical scholars from coming in?—I do not think they know enough about it before they come in for that to keep them away. The general idea is, if you can get in, it is all right.

7787. The classical cadets do complain a little, I suppose, when they find it out?—Yes, but it is their own fault.

7788. (*Lt.-Col. Chesney.*) Regarding the question Mr. Parker has just asked you, it seems that the whole marks for classics on entering are not quite equal to one-eleventh of the total marks at the final examination. Do you think that carrying on the classical marks would make a great difference, and change the general system under which men are chosen for engineers?—I think it would make a considerable difference.

7789. Would you be afraid of it as too decided a change?—I think it would make a great difference if some men got 2,000 marks additional in that way.

of 7790. We have it in evidence that certain professors, those chiefly who have gone out with the open air classes for surveying, have been in the habit of giving arrest for a day upon their own account. Are you aware that that has been objected to by anybody?—I never heard of such a thing.

7791. Have you never heard of a professor of one of those classes putting a cadet in arrest on the spot?—I now remember a case of this kind occurring.

7792. Do you see any special objection to that power being vested in a military man under those circumstances any more than on parade?—I think it would be the thin end of the wedge, would it not?

7793. How so?—If you gave them that power you would next give them the power of arrest in the Academy; and if you gave it to them you would be obliged to give it to the civilians also.

7794. Do I rightly understand that the real gist of your objection is that you would be afraid of that power coming to civilians?—I think it would be a mistake; I do not think it would work as well as it does at present.

7795. Do you think that, as the Academy is at present constituted, the cadets look upon the captains of their companies as their special friends and advisers?—No.

7796. There is not the least community of feeling of that kind?—No, nothing of the sort.

7797. Such good tone as exists then in the Academy at present must arise almost entirely from the young men themselves?—Almost entirely.

7798. It is not directed by the authorities at all?—Very little.

7799. Is it your opinion that the language used among the cadets at Woolwich is not more strikingly coarse than it would be at any other large institution where young men would meet together?—I do not think it is worse.

7800. With regard to these minor parades, as distinct from drill parades—these parades for marching in and out—do you think that the discipline of the Academy would in any way suffer if they were abolished?—I do not see why it should.

7801. (*Sir C. Russell.*) Is the course you are now going through at the Repository intended to be thoroughly practical?—Yes.

7802. I think I understood you to say that it does not include pontooning?—I believe not.

7803. Does it include the construction of bridges?—I do not know whether it does or not, we have not done anything in that way yet.

7804. (*Lord E. Cecil.*) What are the bounds at the Academy for cadets?—There are none.

7805. Are there no bounds at all?—No.

7806. How far is the town distant from the Academy?—About ten minutes' or a quarter of an hour's walk; a quarter of an hour, I should think.

7807. Are there any places of dissipation in the town which the cadets ordinarily resort to?—I do not know whether you would call a billiard room a place of dissipation or not; there is nothing beyond two or three billiard rooms.

7808. There are no such places as the night houses in the Haymarket, for instance?—No, nothing.

7809. I suppose the opportunities for dissipation are very small?—Very small indeed.

7810. And it rarely occurs that a cadet can obtain leave to go to town?—He can go up every Saturday and Sunday.

7811. I do not know whether you noticed it, but there was a story which appeared in the newspapers some months back, I think, about some cadets going to the Alhambra. I think it was stated that there was but one cadet from the college at Sandhurst, and one from the Academy, and from that I suppose it is an unusual thing for cadets to go to such places as the Alhambra?—No, I should think it was rather a common occurrence.

7812. (*Lt.-Col. Chesney.*) Would you explain what took place on the special occasion which has been referred to?—It was on the occasion of the Woolwich and Sandhurst athletics, and nearly every cadet from both places was up in town, so, of course, there were more of them there than usual. The story I heard (I was not there myself) was, that some men, I do not know who they were, not connected with either place, began the disturbance, calling out "Woolwich" and "Sandhurst," and that sort of thing, and some of the cadets joined in it, but only a few of them joined in it.

7813. There were several cadets present, were there not?—Yes; those few who joined in it were junior cadets, I believe. As far as Woolwich was concerned, the only cadet who was taken into custody was perfectly inoffensive. I suppose not being very big they walked him off.

7814. (*Lord E. Cecil.*) My object in asking the question was to find out whether the cadets are ordinarily in the habit of going up to town for the purpose of amusing themselves?—Nearly all those who go up to town are going up to see friends and relations. For the first three terms you are obliged to show a written invitation to go up, afterwards you need not do so.

7815. How is leave granted; is it at the application of a relation or guardian, or simply at the request of the cadet?—The cadet sends in a written invitation with his request for leave. The corporal on duty for the week collects the names of all those who wish to go on leave, and sends the list to the officer, and the officer looks through the list.

7816. And if there is nothing against the cadet, the leave is given as a matter of course?—Yes.

7817. How long does the leave extend; is it for Saturday and Sunday?—It is from two o'clock on Saturday afternoon till Sunday evening. The junior cadets have to be back by 10 or half-past on Sunday night, and the others by 11. I believe that the Saturday and Sunday leave does more good than anything else. The cadets go and see their friends and relations, which surely must assist very much in keeping up a good state of feeling amongst them.

7818. (*Lt.-Col. Chesney.*) When you state that cadets are frequently at the Alhambra, and such places, do you not mean that they are there from their own families and friends living in London, and not as cadets from Woolwich?—Yes.

7819. (*Chairman.*) They do not go up to London without leave and go there?—No; it would be impossible.

7820. It is now as an officer in the army that you are going through this Repository course?—Yes. Repository course.

7821. How long does the course last?—The course lasts as long as we remain at Woolwich.

7822. Shall you pass through any examination before leaving?—No.

Lieut. F. Nicolson.

29 April 1869.

Royal Military Academy. Course at the Academy.

7823. There is no test whatever to mark your efficiency?—I suppose we must do it to the satisfaction of the captain in charge. I suppose it depends upon him. If he sends in a satisfactory report it is all right.

7824. (*Rev. W. C. Lake.*) With regard to the possibility of continuing Latin as part of the course, is not it felt by those who have done well at the entrance examination to be a very hard thing that they should get nothing at all afterwards for their classics, and have to take to quite a new course of study?—They have had an immense advantage by getting in through their classics; they would never have got in if it had not been for their classics.

7825. But on coming in they have to give up their classics at once, and take to an entirely new course; might they not be allowed, if they chose, to go to a Latin class and be examined in Latin at the end of their course, and have marks for it?—That would be making the Academy a place for the benefit of the cadets and not for the benefit of the service, would it not? I do not see what would be the advantage of it.

7826. Latin is considered to open the mind as much as mathematics?—I suppose so, but there would not be time for it, to begin with; there are too many subjects as it is. When I said that some subjects might be made voluntary, I did not mean that they are not practically useful, but that they are not absolutely necessary.

The witness withdrew.

CAPTAIN T. B. STRANGE, Royal Artillery, examined.

Capt. T. B. Strange.

Instruction of young artillery officers.

7827. (*Chairman.*) You are instructor in gunnery at the Royal Military Repository, I believe?—Yes.

7828. So that the young Artillery officers on leaving the Royal Military Academy pass immediately through your hands?—They do.

7829. How long do they remain under instruction with you?—About three months under my instruction. They go to the riding school in the forenoon, in the afternoon they come to me.

7830. And that course lasts three months?—Yes.

7831. Then what becomes of them?—They are then attached for duty to the various brigades; they come to me occasionally when not on duty.

7832. Of their own free will, or under regulation?—Under regulation; when not on duty they come to me in the afternoon.

7833. Are they detached from distant stations to come to you?—The fact is, that they have been posted to brigades at different stations (nominally) before joining. They never have gone to these stations.

7834. How do you test their progress under you before they leave?—I have no final examination, but as I instruct them through the whole course personally, I ask them questions as they go. I think by that means I have a better knowledge of what they have learnt, than I should get by a simple examination at the end, especially as I do not suppose my commendation would procure them any tangible good, which I imagine they know.

7835. How many young officers are under you at a time?—Twenty is about the average, from 20 to 22 are the numbers.

7836. When they leave you they are, as I understand, attached to certain batteries?—Yes, to batteries at Woolwich.

7837. Are they depôt batteries?—Whatever batteries happen to be there.

7838. They are there on duty I suppose?—Those that are attached to the field batteries learn stable economy, and manœuvre with their batteries when their batteries go out for exercise.

7839. During the spare intervals of their time, they return occasionally to you?—Yes.

7840. How often during the course of the week?—There are some officers who come daily, except Saturday, of an afternoon. It depends on their being taken for duty, if not for brigade or battery duty or parade they come to me.

7841. What is the exact thing that you teach them?—I endeavour to teach them principally the duties of an artillery officer of a siege train or garrison.

7842. Do you mean the drill?—Not only the drill but the mechanical appliances which would be necessary to mount heavy guns in position, to replace guns when dismounted by an enemy's fire, to embark and disembark heavy artillery, to construct bridges for heavy artillery, and though they are not exactly called upon to construct siege batteries, I like to bring before them the probable changes that the new arms will introduce in the construction of siege batteries, and in all siege operations, if only to get them to think.

7843. In the replies you have been good enough to send us, though you bear favourable testimony to the general character of these young officers, you say that you notice a deficiency in their knowledge of historical and general subjects; would that criticism extend to their knowledge of military history or not?—It would not in general terms extend to their knowledge of military history, because lately they seem to be very well taught military history, and the campaigns they have gone over, I have very little doubt, they know well; but I do not think that many of them ever read any military history for themselves.

Appe p. liii Resul instru the A

7844. You say that though their intelligence is evidently of a very high order, and their mathematical attainments are considerable, the majority do not seem inclined to continue their own education from any interest they take in it. Do you consider that the severe mental discipline to which they have been subjected for the purpose of passing their examination has for a time exhausted their intellectual energies?—I think it is probable that it has at all events given them a distaste just at that time to go on with further studies.

7845. Have you observed whether or not, after a certain interval has elapsed, that distaste passes away and gives place to a renewed inclination to study and to intellectual pursuits?—I should rather be inclined to think that they have not much ambition, because they look upon their professional prospects as somewhat narrow. I am not, perhaps, qualified to give a very full opinion upon that point, because these identical officers leave me in six months, and I do not see the same officers again for very many years perhaps; but I find some officers of garrison artillery become apathetic after a few years service.

7846. You say you find that their knowledge of practical artillery is very limited when they come to you?—I am of opinion that it is.

7847. Is their theoretical knowledge of it very considerable?—I do not think it is; but it is hard to define where theory and practical knowledge join each other.

7848. (*Lord E. Cecil.*) You speak of the military discipline of the young officers under your charge as being somewhat lax?—Yes.

7849. Do you find that it is lax during the time of study, or on parade, or in their general conduct?—It is lax on parade, and I should consider it lax at all times; but I may be adhering to an old fashioned standard of military discipline, because there is a national change, I think, in this matter. It is an immense subject altogether. There appears to be a national want of discipline everywhere now, if one may say so.

7850. Do you think that there is a want of respect towards yourself personally, or towards their commanding officers, or is it a want of right feeling amongst themselves?—There is no want of respect whatever towards me, nor have I ever seen any towards another officer, but there is a want of self-discipline. If I might venture to give an instance of it, I mean questioning an order. Supposing an order is

given by the general commanding that they are to march to the Repository, they want to know the reason of that order, and comment upon it.

7851. They do not render that implicit obedience which you would expect from officers and soldiers under military law?—They do not; they ask the reason, and do not seem to realize the obligation to do a disagreeable thing, *simply because it is ordered.*

7852. You do not find any fault with their manners?—None.

7853. You think they conduct themselves generally as officers and gentlemen?—Certainly they do.

7854. Then it is more that spirit of inquiry, which you think is abroad in society generally, than anything else that induces you to make that remark with respect to their being rather lax in discipline?—There are other causes, I think. I think that—if I may presume to criticise what I have not a very familiar knowledge of, namely, the discipline of the Academy, because I have never been there as an instructor or an officer in charge—judging by what I see, I am of opinion that the discipline there is not conducive to the formation of habits of military obedience.

7855. What grounds have you for saying so; will you give the Commission your ideas upon the subject?—The grounds I have for thinking so are that the officers who come to me appear to be wanting in discipline. The causes, of course, are a different thing. My evidence upon this subject must be considered somewhat in the light of hearsay, for the reason I have given before, that I do not belong to the institution, therefore, practically, my knowledge of it is from hearsay.

7856. Of course you have means of observation, which perhaps others have not?—I think that the personal influence of the officers in charge is not sufficiently considered. I think that they can have little or no personal influence, because they appear to have little or no power, from the Lieutenant-governor downwards.

7857. And you think that is one of the very great defects in the Academy, namely, that the executive officers have not sufficient power?—I think it goes down not only to the junior officers, but to the corporals. When I was a cadet myself the discipline began down at the bottom; it began with the corporal, and he had what would be looked upon now, as a great deal of power for a subaltern officer.

7858. I gather from the answers you have given to the questions that were sent to you, that you are rather in favour of a more liberal education at the Academy, and an increased military instruction, if I may so use the words, after entrance into the army?—Certainly I am in favour of increased military instruction after entering, (but it must have its foundation at the Academy,) and of a more liberal general education before entering the Royal Military Academy, or at it. I think the cramming schools narrow, and deteriorate lads in every sense of the words.

7859. You say that the "majority of the cadets do "not seem inclined to continue their own education "from any interest they take in it, from a taste for "general reading, or professional ambition, which last "motive would under existing circumstances indicate "a temperament sanguine above average." I presume you think that general reading and knowledge upon general subjects, such as form the education of a gentleman, what is commonly called a liberal education, would be of great advantage to a cadet?—Certainly.

7860. And that you would gladly see some alteration in that respect before a young officer was qualified for his commission?—I think there might be some alterations in that respect with advantage. A cadet should not be made to waste time over subjects (not necessary) for which he has neither taste nor ability, such for instance as advanced mathematics or landscape drawing; those who have the talent should be allowed to cultivate it, and get credit according to its value. I would continue credits from entrance to the end, not dropping classical credits because the subject is not studied. The best mathematicians should, as a rule, go to the Engineers, for which corps high mathematics should be obligatory.

Capt. T. B. Strange

29 April 1869.

Instruction after entering the service.

7861. I observe also that you say with regard to the second, third, and fourth sections mentioned in your second answer—namely, the course that is to be practically learned at the School of Gunnery at Shoeburyness, the course in the Royal Arsenal at Woolwich, and the course in the field batteries of the depôt, and the riding establishment at Woolwich—that those things could be learned quite as well, if not better, after entrance into the service than before?—I think so.

7862. Supposing the Woolwich course were to be reduced to two years instead of two years and a half, as it now stands, do you not think that the extra six months might be very advantageously devoted to the acquirement of one or more of those practical courses that you have mentioned, so as not to necessitate a young officer entering the army at an increased age?—I do; and I should prefer the extreme limit of age of 19 being reduced to 18.

7863. As the time of entrance into the army?—As the time of entrance as a cadet; now he has until 19. I think 19 is too old, I think that two years would do if it was properly made use of. Instead of drawing so many plates, fortification could in a great measure be taught by modelling in sand, as was done at Addiscombe; and the Academy might become more of a school of application than it is, having all the instructors military officers, specially selected: much indiscipline springs from a traditional habit of chaffing civilian professors.

7864. How long do you think that the different courses you have named in your printed answers—the practical course at Shoeburyness, the arsenal, the field batteries of the depôt, and the riding establishment—ought to endure for a young officer after entrance into the service?—I have mentioned that the duration should be three months at the School of Gunnery.

Appendix, p. liv.

7865. Will you state how long in all you think that these three practical courses should take?—In all a year, because the seasons would not admit of doing parts of them at certain times. A year would therefore be necessary on account of the seasons, I think.

7866. And you see no practical difficulty in young officers with temporary commissions going through these courses after they have passed through the Academy?—I imagine that the accommodation at the School of Gunnery is not sufficient; there are not quarters enough.

7867. But supposing the quarters were enlarged at those stations, you see no difficulty?—I see no practical difficulty.

7868. You speak in your answers of there being no sufficient incentive to the young officers under your charge; do you not think that if every young artillery officer was obliged to pass an examination before reaching the rank of captain in all these practical courses, that would be a sufficient incentive?—He has to pass that examination before he reaches the rank of captain, but it is more or less of a farce, according to the station he happens to be at, and the opinions of the officers composing the board. There is no possibility of testing practical knowledge at some stations where there is not a heavy gun, and the officers collect and keep copies of the written questions that have been given from time to time. I think every officer before promotion should be sent through a course at the School of Gunnery and Royal laboratory, and then examined at Woolwich or Shoeburyness, as it would be hard on an officer who had served 10 years in India in field artillery, to stop his promotion for defective knowledge of modern heavy artillery, its materiel and management,—though he is liable to have command of a garrison battery on the promotion for which he is being examined. The number of garrison and mounted batteries in the amalgamated lists is about even (putting them together), about 120 of each; the average time of service in each rank is 10 or 12 years. If the first five years in each rank were necessarily passed in a garrison battery, the remainder in a mounted, officers would not despise heavy artil-

Capt. T. B. Strange.

29 April 1869.

Instruction after entering the service.

lery work, and would be fit for every service. At present an officer may get from one mounted battery to another, until he becomes a colonel and falls to the command of a siege train, which his military ambition would not permit him to decline; or he may serve in garrisons until he gets command of a field brigade on service, by right of promotion to a death vacancy. There need be no unfairness, because a subaltern of five years might take the vacancy in the mounted battery from which the senior subaltern had been promoted, by strict rotation, except when reported unqualified. If an artillery officer cannot be taught both branches, as being too much knowledge, then I think the special education they now get must be a mistake. The removal of artillery stores from the artillery charge is, I think, a great injury to the efficiency of the regiment, and may lead to national disaster. The knowledge of stores is a dry subject to the generality of officers, and will not be acquired without practice and without inducement; both are provided by the system of commissaries of ordnance, in India. Compelling officers to leave the artillery when they enter an ordnance department, will deprive it of some of its best officers for siege operations, and will degrade the corps. A term of five years as commissary of ordnance would very much improve an officer whose taste lay that way. I beg to be excused the egotistic statement that I have served as commissary of ordnance on service, and think such a duty could not be efficiently performed by any but an educated artillerist. I have made these remarks because I think it futile to educate artillery officers if the openings for professional ability are closed, as they now are, and the majority of officers debarred from experience in the mounted branch, which is naturally most attractive, especially to the young, who should be made to win their spurs in the less agreeable, but very necessary, garrison batteries. Having had the good fortune to serve in peace and war, in both branches, I am anxious to procure for the young officers passing through my hands an equal advantage and stimulus, and I do not think I put an undue value upon service in either branch of the corps.

7869. You think then that there is not sufficient incentive to work?—I think not.

7870. Is a young officer obliged to pass an examination in military law?—He goes through a course of military law with the assistant director of artillery studies, who examines him at the end of each lecture, as he goes on, but I am not aware of a final examination in military law. The present is the first batch for many years who have studied military law. When he gets his captain's commission he has an examination in military law, as far as it is practically found in the Mutiny Act, and in the Queen's Regulations.

7871. You spoke of the professional prospects of the young officers being so small that they did not seem inclined to work as well as they might have done had the prospects been better; do you think that the pay of the Artillery is insufficient, or that the promotion in that corps is not rapid enough, when you say that the professional prospects are so small?—I do not think that the pay is a question with which the young men trouble themselves—most of them have sufficient means—but the promotion is very slow. They find their contemporaries in the other branches of the service in some instances field officers, while they remain subalterns.

7872. Then I understand it to be, in your opinion, a serious bar to their working at the studies they have to pursue under your charge that they calculate their chances of promotion, and in consequence become idle?—I have no complaint whatever to make of their idleness when with me; they work very well, but would work more retentively if they thought professional knowledge would bring any advancement or advantage, and did not know that they can get into a field battery on joining, and go from one to another without ever having to do heavy artillery duty.

7873. Then you think that afterwards they cease to pursue their studies?—As they get on in the service they cease to pursue their studies.

7874. (*Lt.-Col. Chesney.*) Regarding your observation that sufficient time is not devoted to the subject of artillery at the Royal Military Academy, do you mean that the number of drills, for instance, should be increased, or is it class study that you refer to?—Both. There was formerly a whole year of what was called the practical course; that has been in a measure done away with, while the subject of artillery has widened enormously.

Royal M Academy

7875. At present they appear to do artillery drill under one captain of artillery, and to study the subject of theoretical artillery in a class room under another captain of artillery. Is there any special advantage in that distinction between the practical and the theoretical in that one subject?—There is a greater division than that I believe. The professors of artillery teach the theory in the class rooms, and a part of the drills, and another portion of the drills is taught by the executive officers.

7876. Is there, in your opinion, the least advantage in the division of one subject between two sets of men, both of the same regiment, supposing the best men to be chosen for the purpose?—I think it is better to divide them.

7877. Would you state the grounds of your judgment?—It requires long practice and peculiar qualities to instruct in theory in a class room, and an average officer is not fitted for it. Very much in-door work is, I fancy, apt to make a man unpractical outside.

7878. Does that answer imply that you think the average officers would be good enough to be instructors in drill to the cadets?—The better they are the better for the cadets. I would not wish to imply that an average officer would not be fit to instruct the cadets at all, though he might not be up to the mark for theoretical in-door instruction; most officers who have been through the School of Gunnery would be qualified to teach a cadet all out-door work, and, if a selected man, in-door theory; but if an instructor's powers are over taxed the pupils will suffer.

7879. You are aware, are you not, that the same officers who are drill instructors are connected with the discipline of the Academy?—Yes.

7880. Do you not think that for any matters connected with the discipline of an institution like the Academy, it would be desirable to have the selection of the very best men?—Most certainly.

7881. (*Maj.-Gen. Wilmot.*) With reference to this course that you propose, after a cadet leaves and gets a provisional commission, would not there be some danger that, if any emergency occurred requiring a young man to join the service, he might be taken away from this course, and sent to join the service before he was prepared?—There would be always that risk, but it applies also to the Academy; in the Crimean war officers who had never been at the Academy were sent out to the trenches.

Instructi after ent the servi

7882. Then, as a rule, would it not be safer to get as much education of that nature as possible into him before he ceased to be a cadet?—As a rule, it would be an advantage.

7883. I think I understood you to say that it would be necessary to alter the system at Shoeburyness to a certain extent before you could make it applicable to young officers going there, that is to say, you must increase the number of buildings, and make some other arrangements?—I think so.

7884. Would it not be found that, at a place like Shoeburyness, a young man on joining would have very little to do with what one would call the military discipline of a company, and so on?—He would have very little to do with it.

7885. He would learn nothing of that, in fact, would he?—Nothing; but I think he would probably have a dozen years in which to learn it as a subaltern; at any rate he would have a long time.

7886. Therefore it would not very much matter whether he learnt it at Shoeburyness, or not?—I think not.

7887. Could not you, to a certain extent, get over some of the difficulties of slow promotion at first by dating the commission of the cadet much earlier, that is, from the time he joined the Academy, or something of that sort?—I would count that as army rank; it could not be counted exactly as regimental rank, because their places would alter according to the examinations. I think the best plan would be to count a man's service from the time he is a corporal. Then, if you gave him real power, and reduced him for an offence, it would be a very real punishment.

7888. I judge from your answer, with respect to the Academy, that you think that a great deal of the discipline should be entrusted to the corporals and under-officers?—I do.

7889. And that is not the case according to your knowledge of it now?—It appears to me that it is not.

7890. Taking an officer in command of a company of cadets as an instructor of drill, supposing instruction in drill was part of his duty, may he not be almost as much considered a professor, as far as taking charge of the cadets goes, as a man who teaches the theory of drill?—Certainly.

7891. According to the old, and, perhaps, the existing arrangement, an officer who commanded a company was entirely responsible for the drill and discipline of a cadet?—He was.

7892. Is not that duty just as easily done, and better done, by a man who has nothing else to do?—It is better done by a man who has nothing else to do.

7893. Is there anything to hinder the most intimate relations between an officer in that position and a cadet?—Nothing but the personal character of the officer, and the number of cadets among whom he would have to diffuse his influence.

7894. According to the present system I believe there are three companies and three captains, all distinct. According to the old system there was one company and one captain, assisted by a certain number of subalterns; do you not think it is quite possible that that one captain with three subalterns could have just as much knowledge of the cadets as the three captains and two subalterns between them could have?—Just as much. I think that one captain and three subalterns, or it might be with a second captain and three subalterns, as in the case of a battery, would be the best organization, because with three captains there are three different characters; there may be three different kinds of punishment, and the cadets would not quite know what to expect.

7895. We had a case of that sort quoted to us, in which for the same offence three cadets met with three different classes of treatment; that would not be at all likely to occur if the discipline was placed in the hands of one man?—No; but he would always delegate a certain amount to his subalterns. That always was done, and would be done again, I have no doubt; or the chain of responsibility would have weak links and be no stronger than its weakest part.

7896. Many inquiries have been made as to the connexion of the cadets with the officer of their company; judging from your experience and knowledge should you think there is any reason why that connexion and influence should not be very considerable?—Formerly it was enormous; I think now there seems to be very little of it.

7897. Do you attribute that to the introduction of a new system, by which the inspector of studies and the second commandant are brought into one, and so the discipline is separated from the officers of the company just as much as it is from the professors, or to any other cause?—I should think what you have mentioned would be the chief cause, or one of the chief causes.

7898. I think you have had command of a battery of artillery?—Yes.

7899. Do you think that there is anything in the payment of a company of cadets, including 30 professors, which could not be undertaken by an officer in command of a cadet company? In addition to the duties of discipline in former days, you are aware that the payment of the cadets was conducted by the captain of the company; at the present time the professors and masters are also paid at the Academy. Is there any reason why a separate officer should be appointed to do that duty?—I should think not; though the duty is increased.

7900. The increased duty is simply in the work of a clerk?—Yes; in clerks' work, and in the responsibility of large sums.

7901. Do you think it an advantage or a disadvantage to have an adjutant connected with the Academy?—I do not like adjutants on principle. They interfere with personal influence of company officers over men, and so weaken their interest in them.

7902. The principle of the artillery service, I think you understand, is that the officers take upon themselves the instruction of everybody under their charge?—Yes; it is the principle, but it is not carried out as much as it ought to be, and I attribute to the fact of that principle not being carried out almost every defect in artillery instruction.

7903. Then if that principle is set aside in the Academy at Woolwich, does not it introduce an idea in the minds of the cadets very inimical to the general service of the artillery?—I think they would be apt to get an idea that the officers did not know their work, and only came to parade to look on, or maintain steadiness.

7904. Do you consider that the Academy at Woolwich is intended solely to produce cadets, or to produce officers also?—To produce officers.

7905. Should not the general principles upon which it is conducted be such as we have found by experience most advantageous for the service of the Artillery afterwards?—Yes.

7906. I have heard an observation made to the effect, that the great value the young men entering the service at the present time attach to their knowledge is for what it will produce?—Yes.

7907. That is to say, that the love of the military service is not so strong as it formerly was, and that knowledge is pursued simply for what it will gain for those who possess it?—Yes, chiefly for what it will gain, I should think; of course there are always exceptions, but, speaking generally, it is.

Military spirit.

7908. Are you afraid of a military spirit at the Academy?—By no means of the true military spirit.

7909. We have heard a good deal upon the Commission about the tone of the institution; what do you understand by the tone of an institution?—Some people would imply by it, manners, and, perhaps, the general idea that is formed of a gentlemanly man. I think the word might have a much higher signification given to it.

7910. In the higher signification which you would give it, what are those particular qualities which you would like to see exemplified by the cadets in a military institution?—Obedience first of all, self-sacrifice, and self-control, and the other military qualities which everyone expects in a soldier.

7911. Good tone can be got, of course, at a public school of the very highest class?—I rather think myself that public schools in that point are a little over-rated. I do not think the boys are so good as they used to be in that respect. I think also at the public schools now-a-days the boys are treated too indulgently, or allowed to be too self-indulgent.

7912. Supposing, however, the tone of a public school is as good as it is said to be, is that the only point up to which you would like the tone of a military establishment to come?—Certainly not; there are many other military duties,—punctuality, order, and *esprit*, that you would hardly expect, of necessity, to find in a public school boy.

7913. Then in the promotion of this you do not object to a certain number of parades and drills, and a

Capt. T. B. Strange.

29 April 1869.

Promotion in the Artillery.

certain amount of discipline, at such an institution?—I think them absolutely necessary.

7914. (*Mr. Parker.*) Can you state whether the average age of obtaining a lieutenant's commission, and a captain's commission, is much later in the Artillery and Engineers than in the line?—A great deal later.

7915. And the average attainments of an officer are higher?—I believe so.

7916. Is he not then put in a worse position as regards pay than the less well-qualified officers of the line?—It comes to be so, because the man who gets the quickest promotion gets the larger pay sooner.

7917. If a line officer did not purchase his promotion would he have to wait as long as an Engineer or Artillery officer for it?—Circumstances vary so immensely in the various regiments that it is not easy to say. I think he would probably not have to wait quite so long; such matters as exchanges would alter it. In the line non-purchase is the exception, not the rule, so I do not think the comparison holds good.

7918. Do you think it desirable to put the Engineers and the Artillery on a better footing as compared with the line in respect of pay?—The pay is the result of quick promotion. I think it would be very advantageous if you could quicken the promotion of the Artillery and Engineers. The pay of the Artillery is only a few pence a day above that of the infantry; the pay of the Engineers is considerably more; so that in speaking of pay you cannot class the Engineers and Artillery together at all. The Engineers get double pay at all foreign stations, and not to hold a lucrative appointment is a rare thing for an Engineer.

7919. Do you think that, in a pecuniary point of view, the higher pay in the Engineers and in the Artillery counterbalances the slowness of promotion as compared with the line?—It counterbalances it to the Engineers. As regards the Artillery the extra pay is nothing to speak of. The subaltern of artillery gets 4*d.* daily more than the infantry subaltern; when he becomes a captain he gets 6*d.* per diem less than the captain of infantry, who has, as a rule, served a far shorter time.

7920. Then the Artillery are, as compared with the line, upon a worse footing as regards pay?—Very much I think.

7921. (*Sir D. A. Cameron.*) Has a line officer who cannot purchase promotion as good a chance of getting a regimental lieutenant-colonelcy as an artillery officer? May he not be 30 or 40 years in a regiment without getting a lieutenant-colonelcy, and is not an artillery officer quite sure of getting it in a shorter time than that?—The promotion in the Artillery varies. Our colonels now are young, and in proportion as they are young so will the slowness of promotion be to those who are coming after them. As regards an infantry officer getting his lieutenant-colonelcy I do not think my answer would be worth anything upon that point, because the circumstances are so varied, and non-purchase is the exception in the line.

7922. But is not it a very rare thing for a line officer who does not purchase to get a regimental lieutenant-colonelcy at all?—You have such a vast deal more experience than I have that I do not like to say. I do not think it is a very rare thing, because I have known instances, and I suppose the line officer who is purchased over becomes also apathetic in proportion to his hope-deferred sickness of heart. In the artillery the slowness is general, in the infantry it is confined to the exceptional unfortunates who cannot purchase.

Instruction of Staff College officers at Woolwich.

7923. Have you had any of the officers who have passed out of the Staff College under your instruction?—I have.

7924. What kind of instruction do you give to them; do they go through the whole of the Repository course?—No; I do not attempt to make artillery officers of them, but I try to bring to their notice what sort of tasks they might legitimately demand from siege and garrison artillery on service; what sort of matters they should direct the attention of an inspecting general officer to, when inspecting garrison artillery.

7925. Is their knowledge of artillery satisfactory when they come to you? Do you find them prepared to benefit by your instruction?—Yes; I think, considering that there is no artillery officer instructing at Sandhurst, it is surprising how very fairly they are up in artillery matters. I have formed a very high opinion of their qualifications and abilities generally. I have myself benefited by intercourse with some of them, but there is a very marked difference between the top and bottom of the batches.

7926. Then you think that the instruction in artillery ought to be given by an artillery officer at the Staff College; it is now given by an engineer officer?—I think so. One is afraid of being personal in these matters; I wish to avoid anything like personality; in fact what I have said is a high compliment to the engineer instructor, because I have said I am surprised at the efficiency of those who have come to me from there—considering also that there is no squad of gunners to teach dismounts and shifts of ordnance practically at the Staff College. I am informed sappers are used for this purpose, with an artillery serjeant.

7927. Do you think that the Staff College officers are long enough at Woolwich?—No, I do not think they are at all, and they are sent there at a time of the year, namely the winter, when it is almost impossible for them to learn what I take to be a very essential part of their duties, that is, the sort of ground for artillery, and the pace at which artillery can go over that ground. They never have an opportunity of being present at anything like extensive movements of field artillery, because they come in the winter.

7928. I believe the officers themselves are not satisfied with the course they go through?—I think not; they always regretted that they were not sent in the summer.

Royal Acad

7929. (*Maj.-Gen. Haythorne.*) Is it stated in evidence that there are 221 attendances in surveying, and only 170 in artillery at the Academy; do you think that could be changed in such a manner as to increase the study of artillery by substituting artillery study for some of the time expended in surveying at the Academy?—I think the surveying is very important as well to an artilleryman as to an engineer, and I think, their being instructed together is a great advantage. I do not see how the surveying could be reduced in quantity.

7930. Then how would you propose to give more instruction in artillery?—I am told by officers on joining that they could not pass so good an examination in mathematics when they went out as when they entered; therefore, I think there must be great waste of time in the mathematical instruction at the Academy. I think the fortification plates of obsolete systems too numerous, and not enough of the probable future of fortification, which is a fine field for getting young officers to think professionally.

Artill instru Staff office

7931. (*Lord de Ros.*) Do you think that any competent or experienced inspecting general would ever think of referring to his staff officers for advice as to the points to which he should direct his attention when reviewing artillery? Do you think he is fit to review artillery if he is obliged to refer to his staff for advice?—I do not think he is, but I think a great many would do better if they did.

7932. (*Lt.-Col. Chesney.*) Were you in the Crimea?—I was not.

7933. (*Lord de Ros.*) You were at Lucknow, were you not?—I was at the siege of Lucknow.

7934. (*Sir D. A. Cameron.*) Supposing that no instruction in artillery were given at the Staff College, how long would it take an officer to acquire sufficient information in artillery matters to qualify him for the staff, under your instruction, for example?—I do not think I could possibly give him instruction in both branches, because my instruction chiefly refers to

garrison artillery. I have no means of giving him instruction as regards the movements of field artillery, but I should think that six months would be necessary for the two, including a short laboratory course.

7935. If he received no instruction at the Staff College?—Yes, I think so, but the subject of fortification can hardly be dealt with without going into the subject of artillery.

Capt. T. B. Strange.
20 April 1869.

The witness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 4th May 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart., V.C.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
REV. DR. BUTLER.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

MAJOR-GENERAL J. H. LEFROY, Royal Artillery, examined.

Maj.-Gen. J. H. Lefroy.
4 May 1869.

7936. (*Chairman.*) You were employed by Lord Panmure in 1856 to draw up a general scheme of military education, I believe?—I was.

7937. At that time it was in contemplation to amalgamate Woolwich and Sandhurst?—Yes.

7938. Are you still of opinion that it would be desirable to attempt an arrangement of that kind?—No, I do not think so now. In my opinion the great development of the system of competitive examination since 1856 has materially altered the conditions of the case. The nature of the education at Woolwich has greatly changed, and it now differs more widely from that at Sandhurst than was the case at that time; I think it would be very difficult to fuse the two establishments into one without injury, certainly to the Woolwich half of it. Moreover, I think that it would be practically very difficult, if not impossible, to control and manage an establishment so large as it would then become, under a military system.

7939. Many witnesses, to whom we have addressed the same question that I have put to you, have laid great stress on the peculiar advantages afforded to the students at the Academy from the proximity to the arsenal, and the facilities afforded to them for observing the practical processes connected with the construction of artillery; would you attach importance to that?—I should also attach very great weight to that. At the period your lordship refers to, it was not contemplated to deprive officers who entered the Royal Artillery of that advantage during the whole period of their military education, because it was contemplated to draft them from Sandhurst to a school of application at Woolwich, where they would for a limited time have had that advantage. Still I attach great importance to the manner in which they get imbued, as it were, with the spirit of military instruction and artillery exercise by their residence at Woolwich.

7940. Have you any suggestions to offer to the Commission in regard to any improvements which might be introduced into the organization of the Royal Military Academy?—I entertain the opinion that the system of education now given at the Academy is too uniform, that the subjects are too numerous to be learned by everybody, and that there is not a sufficient power of laying out a line of education for each youth as he passes through it. My general impression is, that the education should be common for the first three terms, but that for the last two terms, at all events, it should be of a more special nature; special with regard to those who enter the Engineers and to those who enter the Artillery, and special in both of those classes to the genius and the character of the individual.

7941. Over what period would the first three terms extend?—A year and a half.

7942. I believe that you were mainly instrumental in founding the Artillery Advanced Class; perhaps you will kindly favour the Commission with a description of the nature of that class, and the objects with which it was founded?—The Advanced Class of Artillery officers originated, I believe, in a proposal of mine made to the Adjutant-General of Artillery in the year 1861. What led to it was a very strong impression on my mind, which was shared by other officers, that the Royal Artillery was deficient in the higher branches of artillery science, and that no organized means existed for getting instruction in those branches. It was not that the young officers did not join the regiments as a rule very well qualified,—highly qualified indeed, compared with other young men of their own age,—but that the inducements to keep up that knowledge afterwards were defective. They did not advance with the progress of artillery science, which was at that time making extremely rapid progress; and they naturally, under the conditions of our service, spending a large part of their time in places extremely unfavourable to study, lost what they had learned, and *de facto* there was not forthcoming a sufficient amount of what I call the science of artillery. That persuasion, which had been on my mind for many years, induced me to urge upon the Adjutant-General of Artillery that some steps should be taken to meet this want; and I suggested that the best way of doing so was to constitute something analogous to the Staff College, but having reference to the special duties of the officers of artillery, and which should be their preparation for all the class of civil employments of a *quasi* scientific character which is held under the Secretary of State for War.

Artillery Advanced Class.

7943. The class is now in full operation, is it not?—Two classes of 14 individuals altogether have been instructed, and there is a third class now going through the course; and from what I have seen and heard, it is perfectly successful. My personal intercourse with the young officers who have entered themselves for it has given me a very high opinion of their ability and talent; and I see nothing to prevent the realising of the object which we had in view, provided that the officers so qualified are kept in view and duly selected for the appointments for which they have prepared themselves.

7944. Have you any acquaintance with the Staff College?—No, none beyond what every other officer has.

7945. (*Lord E. Cecil.*) You say that the two principal objections you have to any amalgamation of the two colleges are, firstly, if I understand you rightly, that the education at Woolwich would suffer materially by the Academy being joined on to Sandhurst in the present state of things; and, secondly, that the size

Amalgamation of Woolwich and Sandhurst.

Maj.-Gen. J. H. Lefroy.

4 May 1869.

Amalgamation of Woolwich and Sandhurst.

of such a college in itself would be a very great objection to good education, and I suppose to good discipline. Am I right in thus stating your two objections?—Yes.

7946. You are, I daresay, aware that the college at St. Cyr, in France, numbers 600 pupils; have you ever heard that there has been any great difficulty in managing so large a number of pupils? Supposing that under any future scheme the pupils at Woolwich numbered 200, and the pupils at Sandhurst about an equal number, making a total of 400, would you see any great difficulty in their being managed after the example of foreign schools?—Not if the numbers do not exceed 400. I was contemplating that the numbers would be double that. I do not know of course in what proportion first commissions in the army will be hereafter given from Sandhurst. Woolwich alone commissions 70 or 80 young men annually; and if they remain there two years and a half, that brings it up to about the number you have stated. The number of first commissions in the army at large, though not of course all from Sandhurst, is somewhere about 300 per annum, or more, I believe.

7947. Of course any such scheme would, I presume, in your opinion depend for its success upon the system of education at Sandhurst being totally altered?—Yes, so far as I am acquainted with the system at Sandhurst, I should say so.

7948. But if those two objections which you have named were met in the manner that I have mentioned, you think that there is no other objection to the amalgamation of the two colleges?—I think that there would be a disadvantage in the change of locality, unless there were another establishment at Woolwich, as I mentioned just now. But I think also that there would be a disadvantage to Sandhurst itself. It would be a perpetuation and an increase rather of the evil which at present exists; you would have the young men under training divided into two different classes, the one aspiring to the non-purchase commissions in the Artillery and the Engineers and the Line, and the other knowing that under any circumstances they must purchase their promotion. That line of demarcation would be broader than ever; and it would be extremely difficult to weld them into one satisfactory system, for they would differ so much among themselves. I understand that at Addiscombe, where that system prevailed, there was a very broad distinction between the young men who qualified for the Artillery and Engineers, and those who remained behind forming the bulk of the Line appointments; and the result was that they themselves were dissatisfied, and everybody was dissatisfied, with the inferior degree of education given to the latter.

7949. Do you think that there would be any great jealousy between the two kinds of students, viz. those for the scientific corps and for the Line, or that there would be much heartburning at the different promotion that each student got in his after career in the army?—No; I should not apprehend that.

7950. Then on what feeling, especially, would you ground your objection?—I do not apprehend that there would be anything producing ill-feeling between the young men.

7951. Or heartburning?—Or heartburning. In many instances there would be free choice on both sides. From circumstances of taste, family connection, and other reasons, a great many young men deliberately prefer the Cavalry or the Infantry to the Artillery or the Engineers, therefore I do not think there would be that feeling. But, inasmuch as the qualifications for commissions in the Line need not be, and, I presume, never will be, anything like so high as those for the two scientific corps, you would have a broad line of demarcation drawn below the Artillery and the Engineers, which would create a sort of sense of inferiority, I think, on the part of those who belonged to the lower half.

7952. Do you think that that sense of inferiority would be prejudicial to them in their after career as officers in the service?—No, I do not think it would, inasmuch as the status which a lad takes in his education does not stamp him for life.

7953. Then the objection would simply hold good during their career at the college?—Yes.

7954. (*Sir C. Russell.*) When you were considering the proposal for amalgamation, did you go into the question of cost at all?—Yes; I made out as careful estimates as I could at the time. I submitted indeed a complete system, embracing an estimate of the whole of the expenses as far as I was able to arrive at them. I may mention that in that I had the assistance of an extremely experienced gentleman of this office, the late Mr. Croomes. Very detailed estimates were made out; I have not got them by me now, but I can put them in if they are wanted.

7955. I do not know whether the Commission would think it of importance to have them, but I should certainly like to have an idea as to the cost. I presume that the scheme would bring about a reduction in cost?—The scheme as then proposed did not bring about any reduction, because I contemplated forming a school of education for the Engineers, another for the Artillery, and another for the Cavalry. For the Cavalry it would be a totally new thing. There is nothing of the kind existing. The artillery school would be something analogous to the present military academy, but altered in constitution; the school for the Engineers would be something like the school at Chatham, but altered in some respects. On the whole there would be an increase in expenditure no doubt. Woolwich and Sandhurst, I think, would certainly work more economically combined than they do at present. That, I suppose, there is no doubt about.

Royal Acade

Staff a organi

7956. Have you ever considered whether the present cost of education at Woolwich is excessive?—It appears to me to be rather excessive, but it is based upon such a very artificial footing that it is not easy to say exactly how it can be reduced. You have so many gradations and differences in the rate of payment on the part of parents—some parents paying more than twice, I think three times, what is paid by others; that of course gives the whole thing an artificial character. And then the great variety of subjects taught requires a much more diversified educational staff than is required at public schools and most other places of education. I do not think that the establishment can be called a costly one in its mode of conduct in other respects.

7957. There is, I believe, a paymaster attached to the Academy at present?—Yes.

7958. Are you aware of any necessity for the paymaster?—In my own time, some years ago, the captain of the company was the paymaster, merely assisted by a clerk. The paymaster is, I presume, a sort of steward keeping accounts generally; but, so far as I am qualified to express an opinion, I am inclined to think that that is not necessary.

7959. You could not give any evidence as to what his salary is?—No.

7960. It appears that there is an officer called the assistant inspector of studies at Woolwich, who does not exist at Sandhurst; are you of opinion that such an officer is necessary?—It all depends, of course, upon the number of attendances at which the inspector of studies is required to be personally present. The present distribution of duties, as far as I know, is sufficiently exacting upon the time of the inspector of studies to make it necessary that he should have an assistant to divide the duties with him, because one or other of them is expected to be present at all the attendances, which begin early, and are some of them very late.

7961. I believe there are three captains of companies at the Academy?—Yes; the cadets are divided into three companies, each of which has its captain and its subalterns. That organization has, I think, partly resulted from the arrangement of the building. I do not myself see the necessity for so many. I think there might be a reduction; but those are points upon which officers more conversant than I am with the actual working of the Academy will express a better

opinion, because I have never been a cadet officer, or attached to the Academy in any way.

7962. (*Lt.-Col. Chesney.*) Regarding what was said just now of the assistant inspector of studies, it was stated to us that he is placed to observe both the professors and the cadets during study, and that that is his business. Is not there something false in the position of a military officer, as the assistant inspector of studies is, going there to observe the work done by senior officers of his own regiment or of another regiment, and to be a check upon them as to how they do their professional work?—I do not think the question of seniority comes in there necessarily more than it does in the relations of staff appointments; but I do think that the professors are not sufficiently trusted, and have not a sufficiently independent position.

7963. In relation to that last answer I would ask you further, is there, in your opinion, any necessity for the conventional distinction between the authority of an officer attached to a company to govern it and called its captain, and a similar officer, perhaps a captain of artillery, who is teaching the cadets in the hall?—No; I think not.

7964. (*Maj.-Gen. Wilmot.*) Would you separate the cadets at the end of the third term in the scheme you speak of?—I would have the selection, whatever it is, for the Engineers, made at the end of the third term; and thenceforward the education should be rendered special for those two branches of the service.

7965. Would you make that selection the result of examination at the end of that time?—I think it should depend upon the aggregate number of marks gained in the three preceding terms. I would not make it depend upon the examination at the end of the third term only.

7966. It has been suggested to the Commission that the marks obtained in classics at the entrance examination should not be thrown away, but should be carried on to the final examination. What is your opinion upon that point?—I am entirely of that opinion.

7967. The result would be that a cadet might take a very high place, owing to his classics, at his final examination; but that would not necessarily show that he was qualified to be a good engineer officer, would it?—I think it would.

7968. He might be very low in drawing, and very low in everything connected with the specialities of his branch of the service?—My own feeling is that we do not want to make such special men. I want to see education liberalised as much as possible. I am quite certain that out of the excellent stuff we have at command you can by after training at Woolwich or Chatham give all the special knowledge that is required. As you have alluded to classics, I may perhaps remark that I think it is a great injustice and a great mistake that those young men who obtain their first commissions by their classical attainments are placed not only at no advantage, but at a positive disadvantage afterwards. In my opinion classical knowledge is as well worthy of being maintained as a qualification for a commission in the Engineers or the Artillery as any other subject whatever, except, possibly, mathematics.

7969. Would not that rather militate against the special instruction of those corps, because you might obtain the classical attainments without having a military academy?—Perhaps I had better explain that I have no idea of carrying forward classical studies, and making officers classical scholars. What I want is, that a young man who has, up to the age of 17 or 18, attained a considerable amount of scholarship, should keep it up. Let it be gained early, and let it sink into his mind, trusting to his own intelligence in after life to preserve it. I only desire that the cadets shall not forget what they have learned before they came in.

7970. With regard to the scheme for combining Sandhurst and Woolwich, I think it was more with reference to the educational difficulties than to difficulties arising from the cadets themselves that you were speaking, that is to say, if you had men of comparatively low attainments, knowing that they were going to get commissions without any difficulty, they would be a clog upon the institution generally?—Yes, they would be both a clog and a bad example.

7971. You were not speaking with reference to any bad feeling between the two classes of cadets themselves?—No. They would lower the general tone of feeling.

7972. Supposing that Woolwich and Sandhurst were not combined, should you prefer to see the Woolwich academy conducted on any other system than the one on which it is now carried on?—There would be a considerable change of system if what I referred to just now were adopted, that is to say, if the education for the last year took a more special direction, and the selection for the Engineers were made at an earlier point of the course; that of itself would involve a great many changes. But I am also in favour of grouping the studies, and allowing cadets after a certain time to make their choice in which group they will make progress. And to prevent difficult comparisons between dissimilar studies, I would have no taking of places during the last year. The boys at public schools do not take places in the sixth form, and I do not see why a similar rule should not be carried out during the last year of the education at military schools. In that case you avoid the difficulty of comparing things which are incommensurable.

7973. Supposing the artillery cadets and the engineer cadets were to carry on the same class of studies, would you not lose one great incentive to them to work if you had no competition amongst them at all?—I do not know whether the engineers could take places amongst engineers, and the artillery amongst artillery, that is a point which might, perhaps, be left open. I am not prepared to express an opinion upon it, but I think that at all events the taking places should only be among those who pursued similar studies.

7974. But practically now a very large proportion of the studies are dropped at the end of the first year and a half?—I am not aware that that is the case.

7975. Mathematics, for instance, are not pursued at all, and languages are not pursued at all after that time?—The application of mathematics is pursued, both in mechanics and in surveying.

7976. But there is not any direct mathematical instruction?—I think it is a pity that it should not be pursued by those who take up mathematics.

7977. Supposing the system was so far altered that provision was made for a cadet to continue his mathematics if he chose (which he cannot do now, except out of his own private time, and for his own satisfaction), and for him to be entitled to the assistance of a professor in that study, would that in a measure meet part of the want that you feel to exist?—I do not know why it should be confined to his continuing the study of mathematics. There are other subjects the study of which I should think he might also, if he had a special bent in that direction, be allowed to continue. My general feeling is that the service requires officers of special accomplishments, and a good many of them; but it does not require any one officer to possess all that long string of accomplishments which in theory, but not in practice, is supposed to be instilled into him at the Academy. If a man will study mathematics, I should not care about his not drawing; and if another man can draw well I should not care about his not studying mathematics. Mathematics and drawing are not both wanted in the same person. What the service wants is that there shall be men who can do each well. Of course, if you can get a broad basis so much the better; but I should be content if I could get a small number of really good mathematicians. If I could get a few really high mathematicians according to the Cambridge standard I would dispense with a great deal else for the sake of that.

7978. When so much depends upon the competition, do you not see great difficulties in that arrangement?

Maj.-Gen. J. H. Lefroy.

4 May 1869.

Royal Military Academy.

—I do not mean to say that there are not difficulties in doing it. I think it requires a great alteration in the system of instruction and the buildings in which the instruction is given, and so forth. I should like to mention that one of the internal changes which I should like to see is the release of the professors from a great deal of their present work, and a general supervision over the studies confided to them.

Artillery Advanced Class.

7979. With regard to the Advanced Class, I understand you to say that in your opinion it fulfils the intention with which it was instituted?—So far as I have had opportunities of judging from the two first classes which have fulfilled their terms, I may say that among those 14 young officers there are a proportion who are as highly instructed and as clever young men as can be found in any Artillery.

7980. Do you anticipate that it will always be filled by comparatively young men?—Yes; by comparatively young men for this reason, that the entrance examination is in a certain degree competitive; and I think that you will not often have officers beyond 35 years of age, at all events, coming forward for it. There have been as yet only two past that limit.

Returns, p. clxiii.

7981. I think on the last occasion there were only seven competitors?—There was rather a falling off in the numbers on the last occasion I know.

7982. It was understood that only four actually passed the examination; are you aware of that?—Two, I know, were rejected at one of the examinations; but I did not know that only four had actually passed. However, for some reason or other it was remarked last time that the class that presented themselves were not so good as the previous classes.

7983. Have you any notion in your own mind as to what is the reason for that fact?—Hints have been given to me by some of the young men that they do not themselves quite like the course that is now pursued, and they do not think that the prospect is sufficiently certain of their being benefited by the time and labour they devote to it, in getting appointments. The real stimulus that is wanted is something like a certainty of getting an early selection for appointment afterwards.

7984. Most of those who have actually passed through it are holding appointments of some sort, are they not?—I think pretty nearly all of them are.

7985. Therefore, there ought not to be a feeling of dissatisfaction on that score?—No, I think that is an unreasonable feeling; but I believe that it was the feeling of the best officers, judging from what I have heard. The officer who came out second of the last batch has not received any appointment. He is under orders for India, where his prospects of getting any appointment are exceedingly slender. That is, of course, a discouragement.

7986. As time goes on of course that difficulty would increase, because if you fill up the appointments with young officers they are not likely to vacate them as soon as older officers would?—No. It depends upon the degree of strictness with which the five years' rotation is carried out. The number of appointments for which that education is a qualification is very large. I have just been counting them up, and I find that there are as many as 70 or 75 appointments for which that education is a qualification. If those appointments were really all five years' appointments (which they are not) there would be, of course, about 15 falling vacant per annum; that would be quite enough to hold out all the encouragement that is wanted.

7987. It has been stated in evidence, as accounting for the want of zeal, if I may use the term, in private study among the young officers, that the reason is that they see so little opportunity of obtaining appointments. If those appointments were confined to a special class, would not that discouragement exist much more largely than at present, because if you educate so many for a special purpose out of the 1,500 or 1,600, you shut the door to all the rest, except those going through the special training?—I see the disadvantage; it is a real one; but it appears to me to be the less of the two evils. There are a large class of *quasi* military appointments which I have not included in the number I have enumerated, for which other qualifications are admissible, and possibly by going in detail over those I have counted that number might be increased; but I do not see how you are to meet the two purposes. Are you to induce a young man to come forward and go through a laborious course of education, and afterwards, upon an individual opinion that some one else who has not gone through that course of education is the better man, to pass over the man you have educated in that special manner?

7988. Do you think that the course is at present desirable with regard to its length? Is it not more than sufficient to do what is required?—No, I do not think it is. It comes after the best practical course which can be given, that is, Shoeburyness, so that you have every security that the officers who go through it have all that the public service requires of them as regards both theory and practice.

Royal Academy Course of study.

7989. (*Sir D. A. Cameron.*) With reference to the alteration you recommend in the course of study at the Academy, I suppose you would make all the purely military subjects obligatory on every cadet?—Yes. I would make them all attend lectures on military history, but I would not make them all learn field sketching, for instance, which is a purely military subject. After a time you would find some of the lads who never could and never would learn it. I think it would be a mere waste of time to go on teaching them. Sketching the ground is not required as a part of every officer's qualifications. The number of officers who in the course of their service are ever called upon to do it is a very small proportion of the whole. I think you might have quite as much as you want done without requiring everybody to learn it; but I would let all begin, and I would teach them all the use of the surveying compass, and perhaps other instruments, which it takes no time worth considering to learn.

Entrance examination.

7990. (*Maj.-Gen. Haythorne.*) Do you consider that any change is necessary in the entrance examination for Woolwich?—The entrance examination appears to me to be now very well proportioned.

7991. Have you any suggestion to make with regard to the difficulty of getting rid of the cramming system? It has been stated in evidence here that the questions which are put are very much of a nature which requires the assistance of people to get up the answers to them, and that they are not sufficiently confined to the elementary and fundamental part of instruction in mathematics?—I think there is a great deal of truth in that, as regards the examinations generally. The best examiner, I believe, they ever had at the Military Academy, the late Professor O'Brien, made it a rule never to make a question himself. He turned to the best books on the subject, and took the questions he found in them. By that means his questions were kept fairly on the level with the standard of the education which was going on. But it is very difficult in the case of history, physical geography, and languages, and so on, to avoid giving catch questions. Those are the lines in which cramming comes in. I do not think it does in mathematics, for instance.

Course of study.

7992. In your opinion, is there more time given to the surveying and less to the artillery studies than necessary at the Academy?—My opinion is, that there is not time enough given to the study of artillery. I think artillery and mechanics should be considered as one subject; that would be a group with, perhaps, some other. The proportion of time now given to artillery study for those who are destined to go into the artillery is, I think, not sufficient. I think it is more than sufficient for those who are going into the Engineers.

Staff.

7993. (*Lord de Ros.*) With reference to the questions of Sir Charles Russell as to the necessity for the paymaster at the Academy, you are aware, of course, that the paymaster is a sort of servant of the War Office, and a financial check; he is hardly to be con-

sidered as a regimental officer, in a military sense, is he?—No, I think not.

7994. Do you think that he could be dispensed with as a check upon the expenditure at the Academy?—I am really unable to say to what extent, in his position at the Military Academy, he is a check or not. It works according to such very definite rules that I should think he was hardly required there, as you have other responsible officers.

7995. You think he might be dispensed with?—I should not like to commit myself to that opinion, but I should think he might be.

7996. As regards the separation of the artillery and engineer officers at the Academy after a time; I presume that one point you would take into consideration in that would be that the art of construction and building as well as of fortification is exclusively engineers' work, which it is not necessary for an artillery officer to learn?—They do not learn that at the Academy. I think all that is learned after the engineer officers get to Chatham; but an artillery officer must learn the elements of permanent fortification, in order to get a knowledge of the works he may have to defend. In my opinion that is given at present with too much reference to purely abstract cases, and not with enough reference to the actual fortresses of the British empire and the actual positions in which an officer may find himself placed. Take, for example, Malta: an officer may have learned all his fortification at Woolwich, and yet be unable to recognize the works when he sees them at Malta or elsewhere, and not have the least idea how to defend such a place.

7997. You think that the fortification instruction should be more varied with reference to actual fortified towns, instead of merely representing a system of fortification in the abstract?—Yes, and every example that was given should be taken from some real case, as far as possible, in the British empire. We used to learn the fortification of Alessandria, which was at one time in vogue, but we were never taught the fortification of Malta, which is as diversified, and gives as many examples of fortification as Alessandria; and the same was the case with other examples. What I say is, that examples might be chosen from the actual possessions of the British Crown, which would be more instructive than abstract ones.

7998. Do you think that the want of candidates for the Advanced Class may arise from a want of confidence in the instruction given there, rather than from any idleness or unwillingness to learn on the part of officers?—I do not think there is any reason for a want of confidence in the instruction. The professor of the Advanced Class is a most indefatigable teacher, and a very able man. So far as I know there is no want of confidence felt, and the instruction appears to be extremely good. Fancies get abroad among a class of young men sometimes. It is difficult to say what fancy has led to a falling off in the zeal for this class, but I hope it will revive again before long.

7999. Independently of the qualities of the instructor, do you think that the instruction itself as laid down is a good course of instruction?—As far as I can judge it is.

8000. Would it not be a dangerous principle to admit that the superior education given in the Advanced Class was an actual claim for employment; would it not lead to very great jealousy on the part of officers who had seen some service, and who considered themselves quite equal to those who had passed through that course of instruction?—I should not wish any educational test to be taken as an obligation for employment. I think that can never, in practice, be the case, because there will always be more qualified officers than can be employed at any one time; but I think when an officer has qualified himself by passing through this class, and when there is not a word to be said in any respect against him, he should have the preference as against any other officer who has not gone through the same course of instruction. This was in fact expressly promised in the General Order of 2nd November 1863.

8001. Would you not add to what you have said, supposing the other officer to be not equally qualified; and might he not qualify himself without going through that course?—Then, let him pass the examination.

Maj.-Gen. J. H. Lefroy.

4 May 1869.

Artillery Advanced Class.

8002. Has it not always been found on active service in the field that the best officers are brought forward wherever they are to be found?—If the active service lasts long enough no doubt that is so; but we are here dealing with appointments which prepare for war, but do not belong to the field.

Sandhurst.

8003. (*Rev. W. C. Lake.*) I understood you to object to the amalgamation of all arms at Sandhurst on the ground that it would be a bad thing to mix a class of young men who had no hope of getting a commission without purchase, and who, therefore, usually become idle, with others who came there to work?—Yes, that is my opinion; idleness is a very contagious thing, and I think all young men going through a college of that kind should, as much as possible, be under the same stimulus.

8004. Then you would think that, supposing Sandhurst were maintained, it would be very desirable that all the young men there should, if possible, have hopes of obtaining a free commission by examination?—If possible.

8005. Do you think it would tend very much to improve the discipline and to quicken the diligence there if that were the case?—I think it would.

Royal Military Academy. Classical instruction.

8006. With regard to the study of classics, I think you used the expression that it was desirable that young men who were well up in classics at their entrance examination for Woolwich, should not forget what they had learned; would you wish to attain that object simply by allowing them to retain the benefit of their classical marks, or to pass some examination after a year or some other period? or would you go even further and wish that there should be a class in which, if they liked, they could continue to learn classics?—I would not continue the classics in the sense of putting them into any new books; my idea is not to make classical scholars, but simply well educated gentlemen, who shall be competently instructed in what has been the staple of their own education. I would have classes, undoubtedly, and a professor of classics, but it should be more for the purpose of keeping up the languages than anything else, and their reading should, as far as it could be arranged, have some bearing upon their military profession, which could be effected by reading the classical military writers and historians.

8007. The examiners have found that some few of the young men who passed the entrance examination did extremely well in their classics. I suppose you would think that officers of that cultivation were a clear gain to any branch of the service?—I think so.

8008. And that it was desirable to give them some kind of inducement to keep up those attainments?—That is my feeling. The worst bane to the service is vacuity of mind, frivolity, and the absence of a definite intellectual taste.

Moral supervision.

8009. Is there any person who would naturally have the moral supervision of the cadets at Woolwich?—There is no person of whom that is expected. In proportion to their own sense of moral responsibility, individuals exercise it with more or less conscientiousness, but there is no person, at least there used not to be, of whom it was in the least degree expected, and the consequence was (I am speaking now of a long by-gone day, that most flagrant violations of every sense of decency were perpetrated under the very eyes of the masters without the least attempt to check them.

8010. So long as those were not offences against discipline, were they completely condoned?—Completely; that was the case.

8011. Do you think that the effect of there being no person who was charged with their moral supervision would be bad upon the cadets in this way, that they would be liable to resist any suggestions not coming from the natural authority upon that subject?—No, I do not so much think that; but nobody not

Maj.-Gen. J. H. Lefroy.

May 1869.

Royal Military Academy.

having a certain degree of responsibility can exercise a sufficiently extensive supervision. There was no chaplain attached to the institution at the time I refer to. The late Dr. Olinthus Gregory, who was a most excellent and well-known man, has often lamented to me his own want of moral responsibility and influence over the cadets; but so far as he could exercise it by his personal influence, he did so, and a most beneficial influence it was. I have no doubt that the same thing has been done by many others.

8012. Have you reason to suppose that since that time the chaplain has considered it part of his functions to exercise a moral influence over the cadets?—Yes, I think he has.

8013. Would you have the governor of the Academy under all circumstances a military officer?—Yes, I think so. I think that the whole establishment is so essentially military, and it is so essential that it should be pervaded by a military spirit throughout, that it is necessary that the governor should be himself a military man.

Annual expense.

8014. Have you any impression that the general expenditure upon the Academy might be reduced without disadvantage to its efficiency?—I think that by a different distribution of time the number of masters might be diminished with great advantage. We do not want four instructors of artillery, I should think, for the time now devoted to that subject; probably a diminution would be attended with some extra claims on the part of those who remained. I cannot say how far small reductions are possible. I do not know that the internal economy of the establishment is necessarily extravagant in any way. The establishment after all costs the country a very small sum indeed compared to the benefit it derives from it, three-fourths or four-fifths, I think, of the expenses are borne by the parents of the cadets.

8015. (*Chairman.*) I am going to ask you a question upon a point with respect to which we have had no information yet from any previous witness. At any of the places of military education with which you are acquainted is there any instruction given in the subjects connected with the commissariat and the military train and the ambulance corps?—There are lectures on military administration given to the Advanced Class of Artillery officers at Woolwich, and the relations of the manufacturing departments to the War Office, and to the departments of supply, are expressly included in their course. There are also, I believe, lectures on military administration at Sandhurst.

Instruction in administration.

8016. At the Staff College?—Yes, the subject has acquired a concrete form, but recently; I think, it is a great deal too much neglected in all military education, and I should be very glad to see more importance attached to it. The only book which we have on the subject, De Fonblanque's, which is a little out of date now, was expressly prepared for the Staff College, though never adopted there, in consequence of some of the opinions expressed by him being unpalatable to the officers at the head of administration at that day.

8017. I suppose that a certain knowledge of the way in which troops ought to be supplied with food is most essential to every officer at one time or another of his career?—I do not know that a regimental officer requires any very extensive acquaintance with it, more than could be elicited by regimental boards and by daily experience; but for a staff officer I think it is at least as important as any other qualification he is called on to possess.

The witness withdrew.

Brevet-Lieut.-Colonel C. F. Young, Royal Artillery, examined.

Lt.-Col. C. F. Young.

Department of Artillery Studies.

8018. (*Chairman.*) You are Director of Artillery Studies at Woolwich, I believe?—Yes.

8019. You were formerly instructor in artillery at the Academy?—Yes.

8020. And the Artillery Advanced Class is under you?—Yes.

8021. Would you explain the difference beween the respects in which you are Director of Artillery Studies at Woolwich, and those in which you are superintendent of the Artillery Advanced Class?—The department of artillery studies was revived some years ago under a director, my predecessor. The object of the department was to assist officers in improving themselves in their professional and scientific studies. Officers who had an inclination to scientific research were sent to Woolwich, and they were generally placed under the orders of the director, who superintended also the instruction of the young officers of the regiment, and the arrangements for all classes of non-commissioned officers and men that were sent to Woolwich for instruction. When the Advanced Class was instituted some five years ago, it was placed under the orders of the Director of Artillery Studies, and the department was increased in order to meet the wants of that class, an assistant being appointed to perform some of the duties previously performed by the director.

8022. How long have you held your present appointment?—As Director of Artillery Studies I succeeded Colonel Smythe at the latter end of 1859, and the Advanced Class was formed in 1864.

Artillery Advanced Class.

8023. How many pupils have passed through your hands in the Advanced Class?—We are now instructing the third class. Each class is limited to eight, and it is a two years' course. At the formation of the present class only seven qualified at the entrance competitive examination, and one of these seven, who was in India at the time, considered that it would be inadvisable for him to return home to take up the duties at Woolwich, as he would have lost two or three months; so that we commenced the present class with only six, and we have just completed the first year's examination.

8024. Do you find that commanding officers object to their officers coming up to Woolwich for the Advanced Class?—I could hardly say that the commanding officers have objected, although I have been told by officers who have come forward and others who have thought of coming forward that there was rather a suspicion against the class, simply because they did not see their way to any employment after completing their course. However, the orders which have been issued from time to time from the Horse Guards have been all in favour of the class. In fact His Royal Highness only a year ago, as I mentioned in the statement I sent to the secretary of the Commission, gave great encouragement to the class by saying that all first appointments of a scientific character were to be given in preference to officers who had passed through the class with credit, that is to say, who were favourably reported upon by the Council of Military Education.

Appendix page

8025. Do you feel that those officers who have passed through these classes have really acquired a very considerable amount of proficiency in the subjects in which they have received instruction?—I can speak most confidently with regard to the last class, I mean the one which completed in March 1868. The Report of the Council of Military Education was most satisfactory, as well as the letters that were written to me by the professors who instructed the class. Nothing could have been more satisfactory, I think, than the whole of these reports.

8026. There is a test examination for the class is there not?—There is a severe competitive examination on entrance, and there is a first year's examination, which is also final upon the subjects they have studied in the first year; and there is a second year's examination. The marks of these two examinations are added together, and they have to obtain a consider-

ably high decimal of the total number of marks to enable them to be qualified.

8027. That is an independent examination is it?—Yes; it is an examination conducted by independent examiners under the Council of Military Education.

8028. And it is thoroughly efficient and searching?—Thoroughly so. The papers are all printed and circulated with the result of the examination.

8029. In fact the Advanced Class at Woolwich is analogous to the Staff College?—In some respects. It gives a special training to qualify for the scientific appointments attached to the Artillery service.

of 8030. I must ask you to make it a little more clear to us who form the classes of students in the rest of the department over which you preside as Director of Artillery Studies at Woolwich?—I said that all officers, non-commissioned officers, and men who are sent by the Deputy Adjutant-General of Artillery to Woolwich for instruction are placed under the charge and direction of the Director of Artillery Studies and his assistant. I should like to enumerate the classes. There is one very large class consisting of 20 officers and 40 non-commissioned officers who are sent to Woolwich for three months preparatory to going through a long course of gunnery instruction at Shoeburyness. This instruction is principally with a view of making them thoroughly acquainted with the manufacture of the different war stores which they will have to use practically at Shoeburyness in their gunnery course. Their instruction is principally in connexion with these manufactures, although they also receive lectures at the Royal Artillery Institution on chemistry, foreign artillery, gunpowder, gun cotton, small arms, &c.; and they pay visits to Waltham Abbey and Enfield in connexion with these lectures.

8031. I will not ask you to repeat what you have already stated very clearly and lucidly in a memorandum upon the subject, but I would wish to know what guides the Adjutant-General in his selection of the officers to go through that instruction?—The officers for the long course at Shoeburyness are recommended by the commanding officers of brigades. The commanding officer of each brigade, I think, is allowed to send one officer to Shoeburyness every year as far as possible.

8032. They pass through your hands as a preliminary to Shoeburyness?—Yes.

8033. Of what rank are they?—Captains or subalterns. There is no reason why they should not be of higher rank; but those I have had passing through my hands have all been either captains or subalterns.

8034. Is it considered a great advantage to be selected by a commanding officer and sent to you?—I think of late years it has been considered an advantage. I believe officers like to go to Shoeburyness. There are certain appointments which officers can receive who have passed through Shoeburyness, such as instructors of gunnery. At any rate, I think that the officers of the regiment at the present day are anxious to make themselves fully acquainted with the details of their profession, which they learn practically better at Shoeburyness than anywhere else.

8035. Can no officer go to Shoeburyness without passing through your classes?—On former occasions there have been short course classes, but I think that they have been discontinued. Those who went through the short course classes did not pass through my hands. I had nothing to say to them.

8036. If it is such an advantage that officers should go through these two courses, namely, that under you and that at Shoeburyness how comes it that all officers are not required to do so?—There would not be accommodation at Shoeburyness to receive more than a certain number at a time, neither are there a sufficient number of instructors. The long course class of 20 officers and 40 non-commissioned officers take up almost the whole time of the chief instructor, a captain instructor, and four non-commissioned officers.

8037. Then that which they learn with you and at Shoeburyness is not absolutely essential to every officer of artillery?—It is very desirable, but it has not been made essential because of the difficulties of the service. The requirements of service would hardly admit of all the officers going to Shoeburyness. You would leave a scarcity of officers with the brigades. But I think those who know the kind of instruction given at Shoeburyness would say that it is very desirable that every officer should have an opportunity of passing through that course.

8038. We must take it for granted that there may be very good officers for practical purposes in subordinate positions who have not gone through it?—Certainly. For field service it is not so important that an officer should go through that course as it is for a garrison brigade. As regards those who have to deal with the very heavy guns which are now being made and mounted upon our works, it is all-important that such officers should have passed through this instruction to enable them to perform their duties satisfactorily.

8039. Your artillery classes correspond very much with the engineer classes at Chatham?—I am not prepared to say that. I do not know much about the engineers training at Chatham. I think at Chatham it is principally young officers who have just joined the regiment who are instructed, whereas with us those who go to Shoeburyness are by no means the younger officers of the regiment.

Preparatory and later instruction of Artillery officers.

8040. You would be inclined to advocate, so far as it may be compatible with the requirements of the service, that artillery classes should be established similar to those to which the engineers are sent at Chatham?—I am not quite prepared to say that, for this reason, that I believe that officers, after they have served for some time with their batteries, and have knocked about the world a little, are more anxious to learn than they would be on just leaving the Academy, where they get a very fair amount of instruction in artillery generally.

8041. Do you think it is advisable to combine at the Academy the education of the officers of Artillery and Engineers up to the time of their finally quitting that institution, or would you separate them after a certain number of terms?—It is a little difficult for me to answer that question directly for this reason, that I would say, if I were asked my opinion, that I would rather have had a separation on first entrance to the Academy, that is to say, I would have had a separate examination for engineers and artillery; but there is not the slightest doubt, I think, that it is important that an engineer officer should learn something of artillery before he joins his regiment at Chatham.

8042. We have had two views submitted to us. The one is that which is in favour of a separation of the young engineer and artillery cadets during the period of their residence at the Academy; and the other that which advocates their united education up to their final examination, but which implies that the artillery officers should then receive special instruction analogous to that which the engineer officers receive at Chatham?—I do not think that I should be inclined to agree with that, simply for the reason I have already given, that officers do not, I think, as a rule, feel disposed to go through a course of reading so well after having had a long residence at the Academy, as they would after they had seen the advantage of it by some years' experience.

8043. Then you would delay their passing through your classes until they had been some time in the army?—Certainly. I find, particularly with regard to the Advanced Class, that those officers who have been with me, have been, on the whole, very hard working. It has been necessary, in fact, in order to pass the examinations, to keep up very close reading; and I do not think you could expect the large body of officers to go through such a course of training.

8044. (*Rev. W. C. Lake.*) The work is very severe I suppose for the Advanced Class?—For the Advanced Class it is.

Lt.-Col. C. F. Young.

4 May 1869.

Artillery Advanced Class.

8045. Can you tell us about how many hours a day they work, including both the practical work and the theoretical?—We only oblige them to attend for five hours a day; but to enable them to do credit to the class, they really must read of an evening, and for that purpose the sanction of the military authorities was obtained to exempt the officers from mess in order to read in the evening.

8046. And you have found in your own experience that they have worked hard?—The majority have certainly. I wish to speak particularly with regard to the classes which have completed the course. The present class has not completed it; and I do not think it is so good as either of the previous ones.

8047. What would you assign as the cause for any persons who go as volunteers to such an establishment not working hard?—I cannot ascribe any cause for it. I cannot see how they could go in for the competitive examination at all without making up their minds to work hard; because the entrance examination is a very difficult one, involving the higher mathematics, as well as chemistry and physics.

8048. Are there, in your opinion, certain direct professional advantages gained by having gone through the Advanced Class?—I do not think we ought to complain up to the present moment, for of the first class who went through, we had seven who qualified (the eighth left on account of illness), and out of those seven, six have been employed. One is doing nothing at the present instant, but he was specially selected for service in Abyssinia on account of his having passed through the Advanced Class; but I think I am right in saying that the other five are now employed in positions of responsibility in the manufacturing departments and otherwise.

8049. (*Lord de Ros.*) Have there been many rejections in the examinations for the Advanced Class?—No, not in the entrance examination. The numbers competing have always been small, and there have only been two or three rejections each time I think, but I have nothing to do with the entrance examinations. I have nothing to say to the class until they come to Woolwich. These examinations are conducted under the Council of Military Education; therefore I am only speaking roughly from memory.

Returns, page clxiii.

8050. Have you much practical and mechanical instruction combined with theory in the Advanced Class?—In the manufacturing courses they go thoroughly into all the details of manufacture and the construction of machinery. In the chemistry courses they spend about five hours every week in analysing the different substances put before them by their professor. They also pay practical visits to large private establishments in connexion with the course of instruction they receive in metallurgy, machinery, and steam engines.

8051. With regard to the instruction in permanent fortification, does the instruction refer entirely to abstract systems, or are certain towns brought under consideration, which with very defective natural features, have yet been made strong by art and skill?—We do not take up the subject of fortification at all.

8052. The instruction of the officers is entirely practical in the manufactures?—Entirely practical in the manufacture and the use of the different war stores.

Artillery instruction in India.

8053. (*Maj.-Gen. Haythorne.*) Do you not think that now, as there are 16 brigades of Royal Artillery in India, amounting to more than one-half of the whole, some establishment, such as the Advanced Class and as the School of Gunnery at Shoeburyness, should be established out there?—I hardly think it would be advisable to establish it out there. I would rather see the officers have every encouragement to attend classes in this country, simply because I believe from my own experience that it is trying work to read mathematics in a hot climate.

8054. It is not at all hot in the Punjaub for instance?—I never was there, and so I cannot speak of that.

8055. Is not each brigade out for about 10 years now?—I believe 10 years is the time now fixed.

8056. Having regard to sickness and occasional leave of absence, do you think it likely that out of the few officers in a battery any could be spared to come home?—Yes, I think they could for the Advanced Class, because we could not have very many for that, we only admit eight every two years. I do not think it is at all desirable even that any great proportion of the officers should receive the high mathematical training we profess to give in the Advanced Class.

8057. Or for Shoeburyness?—As I said a few moments ago, I think every officer who has an opportunity ought certainly to go through a course of instruction at Shoeburyness. I do not know that there is at present any school which is more practically useful to an artilleryman than Shoeburyness.

8058. Then do you not think that such a school as Shoeburyness might be established in India?—It might, very possibly, be established in the Punjaub, if the climate is not too hot there. We have had at Shoeburyness a great number of officers who have voluntarily thrown up a part of their leave for the purpose of going there. That happens every year. In fact, in the last batch we must have had six or seven officers of Indian brigades, and we always have a very fair proportion of officers from these brigades.

Instr Staff officer Wool

8059. (*Sir D. A. Cameron.*) You have had officers of the Staff College attached to your department, have you not?—Yes.

8060. Will you state the nature of the course they went through?—The course of instruction to the Staff College officers has been partly practical, and partly theoretical. The practical instruction has been, attending at the Royal Military Repository, which is a portion of the School of Gunnery, under the direction of the Commandant at Shoeburyness. In that establishment the recruits and the duty men at Woolwich go through courses of instruction somewhat similar to those at Shoeburyness. A Staff College officer is taken there, and taught the duties and requirements of an artillery officer, non-commissioned officer, and man, so far as he is supposed to know about them. With regard to the field Artillery the officers from the Staff College are attached for a certain time to field batteries, and are expected to make themselves acquainted not only with the drills but with the interior economy, the stores, and everything connected with the equipment of the battery. By lectures in my own department they receive instruction on some of the more general war stores in use; for instance, they always receive lectures on gunpowder, and go down to Waltham Abbey; they receive lectures on small arms, and pay a visit to Enfield. Considering the short time they are allowed to remain at Woolwich they do a good deal; but they are only allowed to remain six weeks, which is a very limited time.

8061. Do you think it would be desirable to lengthen that course?—Yes; I think for the practical part of the instruction it would be valuable to have a longer time with the field batteries and horse artillery.

8062. What length of time would you say would be sufficient to learn all the things you have mentioned?—I should think about three months. The time used to be longer once, but it was curtailed because it was thought that these officers were too long away from their regiments. They are allowed six weeks with the cavalry. After having been with the artillery three months they ought to require very little time with the cavalry, because they might learn stable duties as well with us as with the cavalry.

8063. What do you think is the best time of the year for them to go through that course?—Certainly not till much later than they are sent to us now. We have had the greatest difficulty on account of the season of the year. They come in February, and go away in March, before we commence our summer drills.

8064. What would be the best season for them to

come?—I should think May or June would be a very good time for commencing. May, June, and July would be very good months. There is always a great deal going on at Woolwich during those months.

8065. (*Rev. Dr. Butler.*) Do you attach any special importance to the locality of Woolwich, or do you think that the instruction for the scientific branches of the army might be given with equal efficiency elsewhere?—I think it is all-important for the practical part of the instruction that they should be at Woolwich, that is to say, with respect to the manufacturing departments, it is almost impossible for them to learn what they do in the arsenal and in the different Government departments, without being actually on the spot.

8066. They must, in fact, be close to some arsenal in order that the instruction should be efficient?—I think so.

8067. (*Maj.-Gen. Wilmot.*) The seat of your labours, if I may say so, is at the Royal Artillery Institution?—Yes.

8068. Will you just describe what that is shortly?—The Royal Artillery Institution has for its object principally to assist officers of the regiment in prosecuting scientific pursuits.

8069. It was established by themselves for that purpose, was it not?—It was established by officers of artillery, and although we get some assistance, not in a pecuniary way, but some indirect assistance from the Government, it is entirely at the present moment self-supporting. The building was given to us by the Government, but with that exception and a small support that we obtain now in the pay of a secretary and the use of a few non-commissioned officers and men, and supplying us with drawings and the use of war stores for our museum, we may say that the institution is self-supporting.

8070. From that institution arose afterwards the placing of young officers under an officer in the position which you now hold?—Yes. There was one room of the institution when it was built set apart especially, and called the department of artillery studies. Since that we have added two rooms at the back of the institution, so that the department of artillery studies now consists of three rooms; but we make use of the theatre for all our lectures, and also the laboratory, which is in good working order.

8071. Are there classes existing, and officers working there at their own desire?—There are always a few.

8072. They have classes, I think, in languages and chemistry?—In languages, chemistry, drawing, photography, taxidermy, surveying, and occasionally astronomy.

8073. I think now the young officers on joining the Artillery are all collected at Woolwich for a certain course of instruction?—Yes; within the last year that has been done.

8074. Are they now placed under your care in any way?—Yes; for two lectures a week on military law, interior economy, and courts-martial.

8075. Do you approve of the system by which young officers on joining are placed in that position?—I think the present arrangement is very advantageous, because, for example, many of these officers belong to brigades on foreign service, and therefore it is advisable that they should be attached to the field artillery for a certain time before they proceed to those foreign stations which may prevent their having an opportunity of seeing field artillery for some years.

8076. With regard to the Advanced Class, is there any reason why it should be limited to eight?—It was originally intended to have 10, but we found that for working in the departments in the arsenal and at the laboratory it was preferable to have a smaller number; and in addition to this it was thought that it would be a pity to take too many officers through this class without there being a sufficient number of appointments available for them on having passed through the class with credit.

8077. Is the expense of that class considerable in proportion to the numbers which are educated in it?—It is difficult to separate the expense of the class from the expense of the remainder of the department, but it is certainly great. We have first of all a professor, who is highly paid; but the professor has other duties to perform. He is a referee to the Government on mathematical questions.

8078. Would it be possible to revert to the ancient custom by which the professor of mathematics at Woolwich was more intimately connected with the Academy? In former days, as you know, the celebrated Dr. Hutton and Dr. Bonnycastle were as much artillerymen as they were professors of mathematics.—I think our present professor connected with the Advanced Class is a man eminently qualified for the work, because he has taken such a deep interest in all questions relating to gunnery, and has now made himself acquainted with nearly every book, foreign and English, upon the question. As you are aware, he has already made some most important experiments upon the theory of gunnery with a chronograph of his own invention. The report upon those inventions and experiments is now in the hands of the referees to whom it was sent by the Government, namely, the Astronomer Royal, Professor Adams, Professor Stokes, and Captain Andrew Noble (late R.A.). Their report has not yet been sent in.

8079. It has been suggested that the course of instruction in the Advanced Class is not palatable to the officers; can you give any reason for such an opinion getting abroad?—No; the only reason I can find for it is that it is a severe training, and officers will not undertake a training of that kind unless they see a prospect of advancement.

8080. Do you think that no one undertakes it in order to avoid other duty?—I do not remember any instance of that kind.

8081. Do you think that the officers are well selected for it?—Up to the present time it has been quite voluntary; they come forward of their own free will, and there has been no obstacle placed in the way of those who have come forward wishing to enter that class.

8082. You see no danger of that class shutting up the avenues of advancement to every other officer?—I do not think it should do so, because the rules are, that only those who pass through it with credit are to obtain appointments, and that they are only to obtain such appointments as they have shown special qualifications for. If a man showed himself a good metallurgist, he might be employed in a position where a knowledge of metallurgy would be valuable. A mathematician, of course, would be selected for any appointments where a knowledge of mathematics was much required, such as certain appointments in connexion with the late Ordnance Select Committee.

8083. You stated that six who had passed through that class had already received appointments; do you think that the appointments they hold are of a character suited to their particular acquirements?—I think so. The officers now holding appointments in the arsenal appear to give very general satisfaction, especially those connected with the instruction of officers. Captain Stoney, the officer in the Royal Gun Factories, and Captain Browne, in the laboratory, are giving unqualified satisfaction.

8084. A case occurred within my knowledge of an officer belonging to the Advanced Class not being able to accept an appointment because his health would not allow him to do so; do you think that sufficient precaution was taken in allowing such an officer to join the Advanced Class?—I should think not; according to the orders they are obliged to send in a medical certificate.

8085. You were speaking of Shoeburyness; you are aware also, of course, that in addition to the courses you speak of, a very great number of the officers and soldiers of the artillery go through courses there quite irrespective of those who come from Woolwich?—That is what I said. I said, I thought the officers'

Lt.-Col. C. F. Young.

4 May 1869.

short course had been discontinued of late; but I knew that there had been a great number instructed in that way. I am aware also that complete batteries are sent to Shoeburyness from time to time for practice and instruction.

Royal Military Academy.

8086. With regard to the Academy, judging from your experience of the officers who have come under your notice, can you suggest any alteration in the system of instruction at the Academy, either a diminution or an alteration of the study hours, or anything connected with it?—I think, with regard to the Academy, that at the present time the officers on getting their commissions are too old, as they have immediately after they get their commissions to mix with officers of other regiments, and then they find themselves at a disadvantage from their age. I would prefer their joining the Academy earlier, and getting their commissions earlier, or else having some rule that they should be commissioned at the age of 18, even whilst they are undergoing a course of study.

8087. Is not that met to a certain degree by their receiving the rank of lieutenant on joining the service?—No; because the great step is the rank of captain. It does not advance them at all in that respect, because though they are called lieutenants they are practically nothing but second lieutenants; they only receive the pay of a second lieutenant, and do not attain their companies, which is the important step, a bit the sooner for it. There is another point which, perhaps, I might be allowed to state with regard to the Academy. I think that it would be an advantage if amongst the instructors more of the officer element could be introduced. It seems to me from personal experience, as well as from talking to cadets from time to time on the subject, that the cadets work better and harder under an officer than under a civilian. In a Military College it is a good thing to combine discipline with instruction.

8088. Of course there would be exceptions, both in the case of not attending to an officer and attending to a civilian?—Yes, quite so. I am only speaking generally.

8089. If the professors are well selected in both cases, I suppose there would not be any great difference?—No, perhaps not. It seems to be the rule in nearly all the establishments of the kind abroad that the professors and masters are generally officers.

8090. (*Lt.-Col. Chesney.*) Following up the questions which have just been put to you, supposing that at a military college like Woolwich there was no distinction drawn in the power of the military professors that you speak of and the power of the officers charged with the discipline of the college, do you not think that that would be for the advantage of the teaching?—There ought to be no difference, and in fact when I was the instructor in artillery I had the same power. I used to have the power of putting a cadet under arrest.

8091. The lessening of such power then you look upon as a disadvantage to the college?—It is a disadvantage certainly.

Department of Artillery Studies.

8092. Referring to these short and long courses of artillery (not the Advanced Class), is there no special encouragement given to an officer to go through those courses?—I should say that there was encouragement certainly. With regard to the Shoeburyness class, I think that there is every encouragement given, it is only that the number that can be accommodated is limited.

8093. Were those officers who have been instructed under you or under your predecessors in the short course classes, the Shoeburyness gunnery classes, and the firemasters' classes, volunteers, or were they detailed by their commanding officers?—The firemasters' classes were all volunteers.

8094. And the others?—The others were occasionally volunteers and occasionally detailed. It is my duty to acquaint the Adjutant-General when a long or short course class should be formed, in compliance with the scheme approved by the Secretary of State for War and the Commander-in-Chief. On my acquainting the Adjutant-General, he sends round to the brigades at home directing them to furnish one officer or two officers, as the case may be, for such class. I believe the officers generally, as far as possible, come as volunteers.

8095. An officer of any artillery brigade is liable as a regimental officer to be sent to those classes?—Yes.

8096. (*Lord E. Cecil.*) You stated that the number of students in the Advanced Class was limited to eight. How many students do you think would be sufficient to supply the wants of the service?—It is very difficult to say, because the way those appointments fall in is so variable. There has been nothing laid down definitely as to how long a man shall keep an appointment. It is generally said that he keeps it for five years, but there are instances of officers having their time prolonged, and therefore it depends entirely upon the rule being made clear and definite how much employment is found in that way.

8097. I asked the question in consequence of what you say in your printed answers, namely, "If employ- "ment could be ensured to successful students, I am "satisfied there would be no lack of candidates for "admission to the class." The employment, I presume, then, is not sufficient?—No.

8098. Therefore the number of students you have there, although limited to eight, is above that required by the wants of the service?—We have at the present moment, I think, nearly all the last class unemployed; one officer has been employed for about a year at Elswick, superintending the conversion of guns upon the Palliser principle, but I think he is now about to return to his duty. I believe, with that exception, none of those officers who qualified in March 1868 are employed.

8099. Is that the total number of officers who have passed through the Artillery Advanced Class who remain unemployed?—No.

8100. Can you state the number unemployed?—Out of the first class there are two unemployed, Major Govan and Lieutenant Nolan. Lieutenant Nolan has been employed for a short time; but Major Govan has not been employed. Out of the last class who qualified, Captain Morgan was employed for a year at Elswick, and Lieutenant Jones was employed in connexion with the late Ordnance Select Committee until it was abolished. With those exceptions none of the last class have been employed.

8101. Then it would be impossible to hope to increase the number of the Advanced Class, and its general usefulness, unless you increased the number of appointments open to officers of the scientific corps?—Yes, I think so; but it would seem to me to be very desirable that there should be a portion of the officers from the Indian brigades who should receive that training. There are many appointments in India of a scientific character as well as professional appointments. It would be, I think, a great advantage that those officers should receive a training such as we give in the Advanced Class. I have only heard recently that the officers belonging to brigades in India are not allowed to compete for this class. It seems to me rather a pity that when those officers are at home, for example, they should not be allowed to compete.

8102. You speak, in the memorandum that you have sent in to the Commission on the Department of Artillery Studies, of an annual military tour, which is supposed to go on or did go on for the benefit of young officers; does that still go on now?—It went on until the present year. Last year there was a foreign tour; but within the last seven or eight years the young officers have not been invited to join that tour, but a class has been formed of older officers. It was thought that it would not only be more profitable to the older officers, but also that the report would be more valuable if officers were selected who had had some real previous knowledge of their profession.

8103. The tour still goes on then, but it is made by older officers?—It was taken out of the estimates this year.

8104. Do you know for what reason; is it on

account of the expense?—I suppose it was on account of the expense, but it has not been notified to me. I communicated upon the subject with the Adjutant-General, and he said he would speak to His Royal Highness about it, but I have not heard the result.

8105. Can you tell me what the expense was?—300*l.* a year.

8106. Do you think that the system of instruction in the Artillery Advanced Class is calculated to draw out the excellence of an officer in any one individual subject?—I think so.

8107. I suppose you are yourself personally in favour of a system of instruction of that kind, not confining officers to one particular course, but rather drawing out their superior knowledge of any one particular subject?—Certainly.

8108. You said in one of your answers that there was great difficulty in getting young officers to work on first joining the artillery, and that you were rather in favour of officers of an older rank in the army being placed under your instruction than officers on first appointment?—There is a disinclination, I think, on the part of young officers to go to book work; but as regards practical work, I think they cannot have too much of that on first joining, that is to say, the out-door work—drills and artillery exercises. The lectures which have just been resumed twice a week seem to be liked by the young officers.

8109. You are of opinion also, I think, that before sending all officers of the Royal Artillery to Shoeburyness it would be necessary to have a rearrangement of the buildings there, the accommodation not being sufficient?—Yes. I do not think it would be practicable, on account of the way in which our brigades are situated, to send all officers there in succession. It would be rather a difficult thing to do. Of course it would be advisable if we could increase the power of giving instruction at Shoeburyness.

8110. What I want to find out from you is whether it would not be possible to send every artillery officer for a short course either to the Advanced Class or to Shoeburyness, and whether the fact of his having to pass an examination for his commission as captain would not be a sufficient incentive to him to work?—I think that every officer as a rule would be glad to pass through a course at Shoeburyness irrespective of the use it would be to him towards his examination. He learns so much, and it is so interesting a course there, that I think as a rule it is a favourite employment. Though the work is hard they all like it. I have hardly heard a difference of opinion upon that point.

8111. Then supposing the accommodation to be increased at Shoeburyness so as to hold a larger number of officers, what amount of officers do you think could be spared from a brigade in garrison at Woolwich at any one time?—The commanding officers of brigades would say they would find a difficulty in sparing any. They do not like sparing them; that is the great difficulty of these courses. In fact, the great complaint made against them is that extra duty is thus thrown upon the officers remaining with the brigades.

8112. Supposing you were to throw the time of instruction between the time when a young man entered the artillery service and the time he got his captain's commission, do you not think that opportunities might be found of sending every single officer?—I think so, except some who are always abroad. Some officers, either by their own wish or by chance, pass nearly all their time abroad, while other officers are stationed nearly all their lives at home.

8113. But for the deficient accommodation you see no reason why every officer of artillery should not go through these practical courses?—I see no reason at all, except this that I have already stated, that the commanding officers would be loth to part with them.

8114. I see there is an examination of all the subaltern officers of the artillery; what subjects does that examination comprehend at present?—They have the same examination as officers of other regiments. In addition to that they have upwards of 80 questions upon purely professional and artillery subjects. Those questions are framed and the answers examined in my department; in fact, the whole examination is sent by the Adjutant-General to my department. We frame a report and send it up to the Adjutant-General for his information, and it depends upon that report whether they are required to be examined again or not. Officers have been rejected in one or two examinations.

Lt.-Col. C. F. Young.

4 May 1869.

Examinations for promotion.

8115. You consider the examination then not to be a purely nominal one, as it is very often in the line, but a real one?—It is not nominal in professional subjects, that I can vouch for. We have four or five sets comprising about 400 or 500 questions in all, and if he can answer all these he must know his work pretty well. Even if he has seen these questions, or been told of them by others, it makes very little difference, provided that he knows enough to answer them satisfactorily.

8116. What officers compose the board of examination?—It is composed just as is usual for the Infantry or the Cavalry. The president is a field officer; the instructor of gunnery is generally selected, and a staff officer. They frame all the questions on military law and interior economy; and attend while the officer under examination is putting squads of men through certain drills and exercises. Our rule is to have the instructor of gunnery on the board, simply because the drills which the officer has to put the men through are generally of such a character that an instructor of gunnery would be best qualified to judge of his efficiency. There are such a vast number of drills to be learned in our service that a great many senior officers might, and very likely would, become rusty.

8117. You spoke with regard to the professors at the colleges abroad being usually military men?—Usually, I think.

Professors at military colleges.

8118. Do you not think that that arises from the tone of society being rather more military than civilian?—Possibly; but I do not know that that can be applied to West Point, and I think at West Point they are always military officers.

8119. (*Lord de Ros.*) Do you not think that the cessation of this foreign tour you have alluded to amounts to a serious drawback and injury to the improvement of the officers in the Advanced Class? Is not it of immense importance in the study of fortification not to be bound down to a particular system, or to the drawing of a fortress in theory, but to see places like Namur and Luxemburg, and those towns on the continent where the configuration of the ground has been wrought into positions of great strength?—I am quite sure of it, though I think it should be disconnected from the Advanced Classes.

Foreign tour of Artillery officers.

8120. You would disconnect it from the Advanced Class?—Certainly.

8121. How would you arrange it?—It should be connected with my department as hitherto. I think the officers should be simply selected by the Deputy Adjutant-General for this tour. It is very important that officers of artillery should visit the different countries of Europe, and ascertain what they are doing in their arsenals and fortresses. I think that much might be learnt in that way of use, not only to themselves, but to the country generally.

8122. They should not be under the rank of captain for that, I suppose?—No, except that our subalterns are getting so old now.

8123. It might be a subaltern of eight years standing or a captain?—Yes, and I think field officers might go with advantage.

8124. (*Maj.-Gen Wilmot.*) Would it not be a great advantage to the Advanced Class if it were known that at the end of it the officers who had gone through it would have that tour?—Yes.

8125. The original grant of this money was for taking officers abroad at the conclusion of their course in that Advanced Class, was it not?—No; it was to enable the director of artillery studies to take a few of the young officers abroad annually.

Lt.-Col. C. F. Young.

4 May 1869.

8126. Are you not aware that all the officers and men of every brigade going upon foreign service, and a vast number of those stationed in England, do, before going abroad and during the time they are staying in England, come down to Shoeburyness to go through courses?—Yes.

Artillery Advanced Class.

8127. (*Sir D. A Cameron.*) Is the final examination in the Advanced Class competitive?—Yes.

8128. Are the names of the officers published in the order of merit?—Yes. I should like to show the Commission some papers I have here upon the subject. This is the last report (*producing a pamphlet*); it gives the examination and the whole proceedings.

8129. It contains the report of the examiners?—Yes. That was the final examination; these are the officers' names; and those were the marks (*showing them in the pamphlet*), which are very high, 8. They are all independent examiners. Nothing could have been more satisfactory than this class. I will show you the report of Canon Heaviside, who was the examiner in mathematics. He stated "that while all "were far above the minimum of marks fixed by "the Council, three of the students approached "nearer to the maximum than is usual in a high "mathematical examination," remarking "that he had "no fault to find, and no disparaging criticisms of "any kind to make."

8130. (*Chairman.*) There being more than one-half of the whole artillery force in India, are not a great number of young artillery officers attached to the brigades in India immediately on joining?—Immediately on receiving their commissions. Artill... instru... India.

8131. So that a very considerable proportion of the young artillery officers would be deprived of the advantage of these courses?—They remain in Woolwich now for some six or eight months after they get their commissions, for the purpose of receiving some further practical instruction.

8132. Under you?—No; not under me, except for the purpose of two lectures a week.

8133. As far as regards those artillery classes over which you preside, they are deprived of those?—I have nothing to say to them at all on professional subjects; they are supposed to have completed their artillery course at the Academy.

8134. I think, in answer to Major-General Haythorne, you expressed an opinion favourable to the idea of the establishment of some similar classes in India, where practicable?—I think with regard to a School of Gunnery, that might be done; but I hardly think it would be necessary to have classes similar to the Advanced Class in India.

8135. I did not allude to the Advanced Class.—I certainly think there should be opportunities of carrying on artillery instruction in India.

The witness withdrew.

Capt. C. B. Brackenbury.

CAPTAIN C. B. BRACKENBURY, Royal Artillery, examined.

Royal Military Academy.

8136. (*Chairman.*) You are assistant-director of artillery studies at Woolwich?—Yes.

8137. You were formerly instructor of artillery at the Academy?—Yes.

Course of instruction.

8138. And many of the classes in connexion with the department of artillery studies are under you?—Yes.

8139. The officers of the Staff College, when they go to Woolwich, are also under your instruction?—Yes.

Appendix, page lii.

8140. I see you lay great stress upon the advisability of suiting the instruction to be afforded to the cadets and to the young officers to their peculiar capacities?—Yes, certainly.

8141. And you seem to think that mathematics are too much insisted upon?—Too generally insisted upon.

8142. But is not it almost a necessity to an engineer officer that he should have a mathematical faculty?—No; I do not think so, even to an engineer officer; certainly not to an artilleryman. If it were so, nine-tenths of our engineer and artillery officers would not be good engineer officers or artillerymen, because they have not the mathematical faculty, or they have it to so small an extent as is sufficient to carry them through a certain routine of bookwork and a few problems, but not to that which is necessary to enable them to be what may be called mathematicians.

8143. But I apprehend that no *bonâ fide* examination in mathematics could be passed by any one who does not possess that faculty to a very considerable extent?—In that case your lordship is taking rather a lower standard than what I mean by the mathematical faculty. I think that there are many persons who can attain to a sufficient amount of mathematical power to pass examinations, but have so little mathematical faculty that they will forget their mathematics afterwards, and take no interest in them whatever. Nor are they ever, except in a very few cases, called upon to use them.

8144. You would only render such mathematics obligatory as are requisite for the solution of simple artillery and engineering problems?—Yes; I conceive that the common rules and formulæ might become so easily manipulated by a man of very inferior mathematical abilities in a comparatively short time, and with comparatively little trouble, that it is a pity to attempt to carry him on to any great extent in mathematics.

8145. I see also that you would not require the engineers to undertake the manufacturing part of the artillery course?—No.

8146. Nor would you inflict upon the artilleryman the very elaborate military drawing of fortification plates?—No; I should like to say a word about that. I consider that there are two classes of draughtsmen, and two classes of drawings. There is the man who draws very well by free-hand; he is a draughtsman, and will always be of considerable value to the service. And then there is the man who acquires painfully a sort of mechanical method of drawing; he is not a draughtsman, although he may be made to produce neat mechanical drawings. The neat drawings are requisite for an engineer, but they are by no means requisite for an artilleryman. All the teaching in the world will never make a man a free-hand draughtsman; nor is it at all pleasant for a free-hand draughtsman to have to tie himself down to the routine of mechanical drawing unless he has a taste for it also, and the combination is rare.

8147. You would put the artillery and the engineers under the same system of tuition up to a certain period of their course, in fact, as long as they were at the Academy?—As long as they were at the Academy.

8148. How long ought that course to be?—I think 18 months would be sufficient.

8149. Of course you would restrict the course to 18 months upon two suppositions; on the one hand upon the supposition that the curriculum of obligatory studies was reduced?—Yes.

Instru... of you... Artille... officer

8150. And on the other, that the engineer and artillery instruction was continued to the young officers after they left the establishment?—Yes; I consider the greatest desideratum in all military education to be that the instruction should be continued after the cadet becomes an officer.

8151. Some previous witnesses whom we have examined seemed to be very strongly of opinion that it was undesirable to continue the education of an artillery officer in the higher branches of that subject immediately after he had left the Academy, on the ground that a few years later he would be more apt to take an interest in that department of his profession, and more likely to profit by the courses he would be put through at Woolwich; that is rather contrary to your opinion?—My experience is, that unfortunately a few years later he has generally got out of the

groove of intellectual labour of any sort, and looks upon it as a very great task to begin it again, whereas such is not the case with young officers. I speak now from seeing a class of young officers who have just come under me to receive some lectures on military law. I find them very intelligent and very ready to learn. To my great pleasure they ask a great many questions, and are ready with some very acute remarks. I do not think that a few years later I should find the same aptitude for study.

8152. These young officers have come to you immediately after quitting the Academy? — Yes, immediately.

8153. What else do they learn under you in those classes?—In that particular class they learn nothing else under me. I think they ought to do so. I think they ought to go on with some of their studies.

8154. Several witnesses have told us that they considered that the practical application to which officers were introduced after leaving the Academy, especially as excluding further scientific study, was a great advantage to them, and a relief after the severe mental discipline to which they had been subjected at the Academy?—Yes; I wish all their instruction to be practical. I think they ought to have perfectly finished their theoretical education before they leave the Academy. All their studies as officers should be practical.

tary 8155. Have you much fault to find with the Woolwich academy, as it is at present constituted, beyond what you have mentioned?—Not beyond what I have mentioned in answer to the Commission's questions.

8156. Do you wish to enlarge upon any point you have mentioned?—I have only further to say that the officers who come out of the Academy appear to me to be well disciplined, as far as I can see. They are certainly intelligent. I have heard lately at Woolwich that some of the young officers have even complained that they have so little to learn. Having been so long at work and in the exercise of their brains they feel a positive want because they have nothing or very little to learn.

t of 8157. I will now ask you a few questions in connexion with the artillery classes which are under your direction. They are distinct, as I understand, from the Advanced Class?—Yes. In the absence of Colonel Young I have also charge of the Advanced Class.

8158. Do you think that these artillery classes are of practical utility?—Certainly, and I may say of absolute necessity.

8159. Do you think they are conducted on the best system, or could you suggest any improvements?—There might be, possibly, suggestions with regard to some classes, but generally speaking I think that the artillery classes are conducted as well as they should be. With regard to the classes of other officers I should like to make one or two remarks. For instance, militia officers and volunteers are sent down from the Horse Guards.

8160. They are officers of Militia Artillery I think?—Yes. They come in batches of one, or two, or three at a time, and at all times of the year. There is no class into which they can be merged which exactly represents their own capacities. It seems to me that they should be collected together and sent down at certain periods of the year, in which case they would obtain a better and probably more enduring education than they get now. Again, with regard to the officers of the Staff College, who come under me every spring. They are only allowed six weeks, and they are supposed during that time to get a general and fair idea of the manœuvres of artillery, and of the inspection of artillery and various other minor details. They come at a time of the year when it is quite impossible for them to see artillery in the field at all. That is certainly wrong. I also think they ought to be with us a little longer, for artillery is a very large subject.

8161. What should you say is the shortest possible period during which the instruction could be rendered really ample?—Three months. We used to have them for three months, and I think we ought now to have them for as long. But I say especially, they ought not to come until the drills are fairly started in the year.

Capt. C. B. Brackenbury.

4 May 1869.

Department of Artillery Studies.

8162. What month is that?—Practically speaking they begin about this time (May), as soon as the inspections are over.

8163. I think Colonel Young told us that you have something like 100 officers under instruction annually?—Yes; counting the young officers who have lately been placed under our instruction we shall have, I calculate, about 125 annually.

Instruction of young Artillery officers.

8164. What induces the young officers who come to you to come?—They are now ordered to do so.

8165. By the Adjutant-General?—Yes, it must be by the Adjutant-General. An arrangement has been made between the Adjutant-General, the Director of Artillery Studies, and the Commandant at Woolwich as to how the studies of the young officers are to be conducted.

8166. And a certain proportion out of each batch of officers who join are sent to you?—The young officers join the Artillery and Engineers half-yearly in large batches at a time. There are at this moment under my hands, with some absentees, over 20 young officers who joined a few weeks ago, and as soon as they have been six months in Woolwich, or as soon as the next batch is coming, they will go away again. During that time they may be taught a good deal; but my own views go much further, namely, to connect together the Academy and these classes.

8167. You would pass every officer who leaves the Academy through these classes?—Certainly. I should have it perfectly understood what he was to do in the Academy and what he was to do when he got his commission. I am particularly anxious that a young officer should have the chance not only of being set down in a room at a desk to learn something or to be lectured to, but of being called upon to bring forth for inspection some sort of knowledge which he had not before, that is to say, that he should study in his room and be examined.

8168. Is there nothing approaching to a test of his proficiency after he has left you?—I examine them all personally every day. There is plenty of verbal examination, which I believe to be the best system of teaching, especially on a subject of that kind; and I intend to give them an examination when they go away.

8169. That is entirely a matter of arrangement between you and them?—Entirely; in fact, it is left entirely in my hands in this case to do what I like.

8170. Have you the authority in this case to impose any examinations you choose upon them?—I imagine so. I am quite certain if I asked them to sit down to an examination, they would never think of saying No.

8171. You do not give them any certificate?—No, there is nothing to certify for.

8172. Then they are returned to their brigades?—They go for the first time then to their brigades and to their ordinary regimental duties. In the meantime they are attached to different batteries in Woolwich, and they occasionally see those batteries out.

8173. Then who are the young officers who escape this?—There are none now who escape these particular lectures on military law. I should like to see their studies carried further, to a deeper course of military history, and through various other subjects, always being practical military subjects. I imagine that some persons who may have been examined will have brought many arguments to prove how wise it would be to give something like a commission to the cadets at the Academy after a certain time.

8174. That has been suggested to us.—I should be inclined to go only one step further, and say, why keep them at the Academy? and why not give them provisional commissions? Let them be free in their rooms to study or not to study, in other words, to show their capabilities of personal application or not, really as officers.

Capt. C. B. Brackenbury.

4 May 1869.

Instruction of young Artillery officers.

8175. Then you would relegate what is called the final examination at the Academy to a subsequent period, after they had joined the army?—No, I should have a supplementary examination after they had joined the army.

8176. And if they did answer satisfactorily they would gain their commissions? — I should give them provisional commissions before; but until they answered satisfactorily they should not have their permanent commissions.

8177. And if they did not answer satisfactorily?—If they finally failed to answer satisfactorily I should say that the sooner they were out of the military profession altogether the better. But I cannot conceive of the final examination not being answered satisfactorily unless it was from a dogged stubbornness on the part of a young man.

8178. You have been kind enough to enumerate various classes through which all ought to pass, including, besides the lectures on military law, lectures on artillery, on fortification, on practical mechanics, on elementary chemistry, &c. How are those lectures to be dovetailed into the military organization of the establishment?—Such lectures are already given to classes of officers either selected by the Adjutant-General or volunteers who go through particular courses, for instance, the Shoeburyness course.

8179. They are minor departments of that which is known as the Woolwich classes?—Yes, classes of the Department of Artillery Studies.

Staff College officers.

8180. Have you formed a high opinion of the Staff College as an establishment for military education?—I think it is quite as diverse in the nature of the officers who are there as any part of the army on which you might lay your hands. You would find very nearly as different qualities of men represented in the Staff College as in a regiment.

8181. Then you would not say that, as a matter of course, an officer passing through the Staff College is a person of superior mental capacity and intellectual attainments? — Not mental capacity; in intellectual attainments certainly he would be rather better than others, because he has learned a few things, which he might not have learnt otherwise; but as regards mental capacity I think if you were to say that the average of the officers of the Staff College and the average of the officers of the army are about the same you would be right.

Appendix, page lii. Preparatory education for the army.

8182. (*Lord E. Cecil.*) I gather from the printed answers you have sent in to the Commission that you are in favour rather of education before entrance into the army than after?—Yes, school education.

8183. And that you conceive that the education ought to be essentially practical after entrance? — Yes.

8184. And as much as possible before? — The minds of military candidates should first be developed in the same schools as the rest of their countrymen. Then all their military education should be practical.

8185. With regard to the Academy, would you be in favour of anything like a university system, where the professors should have something more of a civilian element in them, and where the cadets should have liberty to attend to those particular studies which they have an inclination for?—There are two choices, I think: one is to make the Academy a school, and the first classes in the regiment a university for that school; the other is to draw your candidates for the Academy from the whole of the country, having the mind of the country, the tone of the country, and the education of the country as much as possible in them; and then put the Academy as nearly as possible upon the university system. Those are the two courses, either of which, it appears to me, may possibly be right. I should prefer the latter, but even then I should make them study in their regiments.

8186. You would like the system of accommodation for lodging and discipline in minor matters assimilated more to that of a civilian university than it is at present?—Yes.

8187. You speak very decidedly as to the abolition of the college at Sandhurst?—Yes, on the strong principle that I do not wish earlier than possible to make a boy into a soldier. I think he had better remain a boy and a young man of the country as long as he can, and then let him become afterwards a soldier of the country, that is to say, the soldier for which the genius of the country fits him.

8188. And if that institution were to be reformed in any way, you think that something approaching to the university scheme I have endeavoured to sketch out ought to be carried out; but on the whole you would be in favour of the abolition of Sandhurst? — Yes, I am in favour of Sandhurst being abolished, because the amount of technical knowledge required is so small before an officer in the line or the Cavalry gets his commission, that I think it is over-balanced by the drawing together of a number of boys, and making them into neither soldiers, nor university men, nor anything else. I cannot quite see how, according to our English modes of thought, the soldiering and the university or school studies can very well go on harmoniously together.

8189. As you express it very shortly and very concisely in your answers, "The army should take its tone "from the nation, not the nation from the army?"—Yes.

8190. You speak of military exhibitions or scholarships being offered to competition at public schools; I suppose you allude to commissions without purchase?—No, I hope it may not be considered too great a lowering of the ideal, but there are very many men who will work if they see something before them really worth having. Now I think that if a man were allowed 50*l.* or 100*l.* a year (as he is from certain schools on going to a university) to take into the army, or into the Academy at Woolwich with him, it would be a very great encouragement for clever boys to adopt the idea of an army life, and I think that many parents who now say, "My boy is clever, he is "too good for the army," would then say, "He is "clever, he will be able to win 100*l.* a year to carry "him through his education for the army, therefore "that is the right place for him to go to."

8191. Would not an extensive endowment of that kind of all the public schools in the country be attended with very great expense?—I daresay it would; but some of the present endowments of public schools might possibly be used for these purposes.

8192. Do you mean civilian endowments?—Yes; they are endowments for the use of those schools, and why should they not be used to spread abroad among boys and young men the love of the defence of their country, which is supposed to be one of the greatest passions of a free man? I do not see anything in the institutions of England at all contrary to that idea.

8193. Then you contemplate an Act of Parliament for the purpose?—Yes, certainly.

8194. But considering the number of commissions which can now be given without purchase, and are given without purchase to candidates passing through Sandhurst, and to sons of meritorious officers, do you not think that if those commissions were distributed amongst the various public schools, that would meet your point?—Yes. I think that would be one very good thing. Perhaps the Commission would allow me at this moment to mention a fact which is within my knowledge on this subject. We know that Austria has been entirely re-organizing herself since the war of 1866. The Minister of War in Austria has entirely the idea I have alluded to, and whatever money he gives for military education, will be given to encourage the schools of the country to bring forward good scholars, who will receive a certain sum of money to assist them in the earlier stages of their military life.

8195. Is the expense to be borne by the State?—Yes. The State is to bear the expense, but the money will be taken away from the old military schools, which were very expensive to the State. It is an economy.

8196. And you think that the whole tone of foreign military thought is rather tending to the abolition of military schools before entrance into the army, and to

the encouragement of military education after entrance into the army?—I think in the moving nations it is. I do not think it is so in France, which appears to be standing very still indeed in matters of that kind. As regards Prussia, I was over there this winter, only for a week, but they told me that they were throwing over as much theory as possible, and teaching their officers as much practice as possible. I am speaking now of the Artillery and Engineers.

8197. But the point is whether they thought that more military education could be acquired after the age of 18 than before?—Yes, certainly.

8198. You think that they felt that strongly?—Yes, and also that those who are acquiring education ought to acquire it voluntarily, that is to say, they should acquire it themselves, though they had to pass examinations; that their work should be their own.

8199. You say very decidedly that one foreign language should be required for the entrance examination to Woolwich, and that a portion of the marks should be given for conversation; do you propose to keep that up in any other way except by a voluntary system during the course at the Academy?—There are very many artillery and engineering books which could very well be read in French. With regard to conversation, I should like to quote the instance of a Hungarian officer whom I asked once, "How is it "you know so many languages?" He said, "I do "not remember the time when I did not speak four "languages." I asked him, "How did you learn "them?" He answered, "It was simply that my "mother and my nurses taught them to me from my "cradle." I believe that the learning of a language, so as to speak it, is perhaps the very easiest of all studies, only it must be taught very early.

8200. In the instance you have named I presume there was a special talent for the acquisition of languages?—It is almost perfectly universal throughout those curious agglomerated races of the Austrian empire. Everybody has to learn several languages, because nobody speaks anybody else's language, and as soon as a thing has to be done, it is done very easily.

8201. What practical courses would you insist upon for every young officer entering the Artillery, before he was pronounced competent to undertake the duties of an officer?—In the first place I should like to strike off some of his study of the details of manufactures at the Academy, thereby shortening the course, before he gets his commission. I find that the amount which is learnt of the Arsenal detail by the officers and non commissioned officers who go for a time into the Arsenal departments to do nothing else is quite marvellous. We have just had the decimal of a class of non-commissioned officers who have been a month in the Arsenal sent up to our office, and it is very nearly unity, it is ·99 in the whole of their examination, and a very large proportion of them have got full marks. Those are merely non-commissioned officers. I think they ought to continue, as they do now, riding; they ought to study, as they have just begun to do, military law; I should like to see them go on with military history, strategy, and tactics, which have been until very lately entirely neglected in our regiment. And then there are all the immense number not only of drills, but more than drills, which are required by an officer who has to know how to handle heavy ordnance. The drills of the field batteries and horse artillery can be learnt afterwards in the field batteries and horse artillery. I should like to show the young officers, as I have done their elders sometimes who have been many years in the service, the details of the different parts of the harness, and so on. It ought to be understood that drill is a very small part indeed of the knowledge that officers should possess.

8202. How long a time would you devote to all these separate practical courses?—They generally receive about six weeks or two months' leave. They could then remain at Woolwich for six months, until the next batch joined. I should then like them to go down to Shoeburyness, to be there for, say, six months, and then, I think, that the year's training which they would have received would have made them, even more than they are now, first-rate artillery officers, and I do not think that a year is too much to ask in order to attain so valuable a result.

Instruction of young Artillery officers.

8203. You think that in that year the arsenal course which is now taught at the Academy, might be taught equally with the other practical courses?—Yes. In that year they should go through the whole of the course as far as it involves going into the arsenal. It would be easy in lectures at the Academy briefly to sketch the general construction of guns, and so on, which would be useful to them, and about which they might make a good many mathematical calculations if they liked.

8204. I suppose these lectures upon guns could be given at any other place than Woolwich, if necessary, and that the practical course at the arsenal would take place after their entrance into the army?—Yes. In the first place the arsenal course of course must take place at Woolwich, there is no other arsenal. Secondly, there is no other such drill place as Shoeburyness, Woolwich being second.

8205. What I am asking you now is, whether the arsenal course could not be better gone through after entrance into the army than at the Academy?—Certainly; and it would be very interesting.

Royal Military Academy. Number of staff.

8206. You mention that the educational staff at the Academy is too strong numerically and too weak influentially; what amount of professors do you think could be reduced, have you ever turned your attention to that subject?—Generally, I have. I was at the Academy once as an instructor, and generally, I think that all, with the exception of one or, at the most, two of the mathematical professors might be done away with, because I do not want the cadets, or only a few of them, to learn mathematics as mathematics; of course the real mathematicians should do so, but none of the others.

8207. You are aware that at present there are 34 professors, and I think 14 executive officers among 222 cadets, which would give one executive officer and professor to about every five or six cadets. Should you propose to reduce this number of 34 professors generally?—Yes; I conceive myself that you might bring it down to very nearly half. I recollect when I was a teacher at the Academy to the cadets, nothing troubled me or disturbed me so much as having a second teacher in the same class-room with me. I could have done the work much better by myself than I could having another instructing in the same class with me.

8208. As to being too weak influentially, do you apply that equally to the military as to the civilian professors?—Yes.

8209. Have you any way of remedying that?—First, in the case of the professors, I should like that the intellectual heads of the Academy should have a stronger opinion as to its government, that they should have more influence, in fact that they should be called into council, which they are not now. I should like to reduce the military staff very much, and to have the lieutenant-governor as really the head of the establishment, having, therefore, immensely more power than he has now, because now everything serious has to be referred. And then I should like one captain to be at the head of the cadets in their military duties; I do not like three captains having all nearly equal power. Then I would give the subalterns as much power as is given by a commanding officer to his captains on service, in fact, what is given by the Queen's Regulations, the right of giving three days' confinement to barracks. I think that a subaltern ought to have the power, if the cadet is to remain a military cadet, of confining him for three days to barracks.

8210. You said that you found that the young officers who came from the Academy had a capacity for learning, and were generally well conducted; may I ask if in your opinion the course of education given at

Capt. C. B. Brackenbury.

4 May 1869.

Royal Military Academy.

the Academy was good, and that they appeared to know thoroughly well the subjects in which they had been instructed?—I think so on the whole. They have complained to me that they have had a great deal too much mathematics. I have asked nearly every one of them, I think, the same question, and they say that they might do in half the time what they do now in mathematics.

8211. (*Rev. W. C. Lake.*) Do the engineers complain of that as well as the artillery?—I have not often spoken to them about it. You will hardly find so many of the engineers complain of it, I think, because on the present system the few who have a real capacity for mathematics will generally belong to the engineers.

8212. (*Lord E. Cecil.*) And hence you are very much in favour of reducing the number of subjects?—Of reducing the number of compulsory subjects.

8213. You think that there would be greater proficiency if there were fewer subjects?—Yes; you want to form an officer, and I think the subjects should be carefully selected with that view, and then those subjects should be carefully studied.

Appendix, page cvii. Artillery Advanced Class.

8214. I see you are also very much against high qualifications in mathematics for entrance into the Advanced Class of artillery officers?—Yes, or rather I am against making them obligatory. I look upon a man of really high mathematical talent as one who should be cherished by every possible means; but it seems to me perfectly ridiculous to suppose that you will sweep men of high mathematical talents into your net in this easy fashion.

8215. You do not think that the inducement or the remuneration is sufficient?—No, I do not. I think if a man has really high mathematical talent, the sooner he leaves the army and goes elsewhere the better for his own sake.

8216. In fact, to use a rather vulgar expression, he might carry his eggs to a much better market?—Yes, I think so. I happened to look last night at the examination of the Advanced Class for April 1867, and two cases struck me very much. The first in mathematics was seventh in mechanism and the steam engine, fifth in metallurgy, second in chemistry, fifth in the professional subject of the royal gun factories, and fifth in the royal laboratory; that is out of seven you must remember. The one who stood next to him on the whole in the class, who was only fourth in mathematics, and therefore below the average of the seven, was first in mechanism and the steam engine, first in metallurgy, third in chemistry, first in the royal gun factories, and first in the royal laboratory. Now these men seem to me to represent the two cases, the mathematician (and he really was something of a mathematician, he really liked mathematics, which is more than most of the Advanced Class do) and the practical man. They have each their separate functions.

8217. You think that the Advanced Class on the whole works well, although you mention that it is a great mistake to have officers so old that fathers of families are treated like schoolboys?—Yes; I do not think that it works as well as it did. I have no fault to find with anybody on that account, but we ought to have eight when we only get six to come in. When out of those six two were disqualified at the last examination, though one of them was allowed to remain because he had been ill, and when there was also a case in which one of the students had to be obliged to leave the class, so that there now remain only four—I do not think that that is quite what the Advanced Class was intended to be.

8218. In short, in order really to render good service to the country, the number ought to be increased, or else the Advanced Class ought to cease to exist?—I think that the number ought to arrive at at least as many as are called upon, that is, the number of eight; and I think it would not be at all difficult to make it arrive at that.

8219. You seem to be decidedly against what I may call the Procrustean system of obliging everybody to come up to a certain standard of attainment?—Yes.

8220. And it is your general impression that a particular talent or excellency in a student ought to be developed as much as possible?—Yes.

8221. (*Lt.-Col. Chesney.*) With regard to what you have said of either abolishing Sandhurst, or retaining it merely for the sons of poor officers, do you not see an obvious objection to a college which is retained only for the sons of poor officers, namely, that those men would probably take a specially low position in the army generally?—I think their place would depend upon their own exertions afterwards. If a man is poor, he takes an exceptionally poor place, but he is able to win a better position afterwards. It is the same throughout all the openings in life.

Adm the I

8222. Do you consider the present entrance examination for a direct commission for the line sufficient?—Only provided that the officer is obliged to study afterwards, otherwise I think it is insufficient.

8223. Would you consider that there was any advantage in having this class of specially trained young men going into the line and Cavalry, or would you prefer having them all come in without having any special military education of any kind?—I should prefer them all to come in without any special education of any kind, but only supposing you gave them a military education afterwards.

8224. Regarding what you have said of the professors at Woolwich, do you see any reason why a military professor should be put in such a position that his authority over the cadets should be less than that of another military man of the same college of the same rank?—No.

Roy Aca

8225. Is not there at Woolwich, or was not there in your time, a good deal of useless petty parading of the cadets for purposes which might be accomplished as well without the parade?—I consider that to be the whole or nearly the whole source of what is called the want of discipline at the Academy. I believe that there is no tendency to a want of discipline among these very fine young fellows as they are, but that a series of petty irritations causes them to be inclined to kick.

8226. May it not be the case also that the existence of these parades is almost the only reason why a separate military staff is required at all?—That is rather a difficult question; I have thought about it, and I am hardly able to answer it. The difficulty to my mind lies in this, that if you put the professors and masters in charge of the discipline, it is apt to bring them down from that very elevated position which they hold over the cadets at present. There is no question that a cadet would ten times rather obey the orders of one of the military instructors than he would the orders of one of the military men not being instructors, simply because he has the highest possible respect for the instructor. He is a man who can beat him at something in fact.

8227. Regarding the system at Woolwich of the constant visiting of the studies by an inspector and an assistant-inspector, who is junior to some of the professors, do you think that desirable?—No; I am for giving the cadets as much free study as possible and testing them at examinations.

8228. Do you not think that if the professors were carefully chosen, the discipline of the classes might be left to them, with the assistance, if necessary, of the senior cadets in the class?—Yes, during study. I never had occasion while at the Academy to put a cadet in arrest or to report him, and I had never the slightest want of discipline of any kind. One had only to say if anything foolish was done, "Do not be foolish, be quiet," and they would be quiet instantly. And that was at a time too when there were some very strong military difficulties.

8229. (*Sir D. A. Cameron.*) Have you thought of any plan for giving education to officers after they join the service?—There is a machinery already in existence for artillery officers.

Instr of lit after the s

8230. I mean for the line, as you are in favour of

abolishing Sandhurst?—Allow me to tell you what is done in Austria, where they have had a terrible lesson. This last summer I met a young cavalry officer in the Austrian service at an hotel in Prague, in Bohemia. He heard my name, and as he happened to have heard it before, he came up and made friends with me, and begged me to come out some miles into the country that night and see his troop the next morning, which I accordingly did; and he told me all about how things were going on. I must tell you that he was a young Englishman, who had been educated for the Academy at Woolwich, but had failed to pass his examination, for he was one of the usual lounging young fellows who fail to pass examinations. What I am going to tell you applies merely to the Cavalry, but if the system can be carried out with the Cavalry I think it may be taken to be able to be carried out with the other branches of the service. The entire Austrian cavalry is now subject to these regulations. First of all a nomination must be obtained from the Minister of War, but the nomination is not at all difficult to obtain. Then the friends of the young man who has the nomination must promise him a small private allowance, 50 florins a month being the amount for the Cavalry, but much less for the other branches of the service. On first joining, or within a year (he is given his choice), he must pass an examination in German (of course he may come from anywhere all over the world), in history, in geography, and in mathematics—not very high mathematics, a very small amount is necessary. Then he has to learn all the duties of a soldier. Among various things he has to learn to clean a horse, and other stable work. But it must not be supposed that he is treated as a soldier, he associates in every respect with the officers. While learning that, he has to be preparing himself mentally for the preliminary examination, if he has not passed it on first entrance. He has his choice of passing it on his first entrance, but if he has not passed it then he must pass it at the end of a year. He afterwards joins a divisional school, where he goes through a two years' course of study to prepare for an examination of a more severe character.

8231. (*Chairman.*) Does he leave his regiment then?—He belongs to the same regiment; he has a choice of two things, he may either remain with his regiment and pass his examination with his regiment, or he may go to what is called a divisional school, where a number of young officers are taken in and taught.

8232. And at that divisional school he remains for two years?—Yes.

8233. (*Sir D. A. Cameron.*) Is the instruction entirely professional there?—I will tell you what it is; I think it is rather too high myself. The subjects which he is taught and examined upon are mathematics (up to trigonometry and including geometry), fortification, history, especially of his own country, and geography, also especially of Austria and Germany. With regard to geography he must know the depth of the rivers at all the more important points in the Austrian empire, the position of fords and bridges, the general geological features, the mountain ranges, and the height of the mountains, the passes, the roads and railways, and all the fortresses in the empire, with their capacities for attack or defence, army organization and tactics of all three arms, especially of his own arm, the particulars of the various weapons in the service, military maps and drawings, military field sketching, pioneer duties, training recruits, exercise of a regiment, the regulations of the army, gymnastics, riding, and some other trifling matters. If you say that that is impossible, I have only to add, that I have since met the young officer I have referred to in Vienna, a very short time ago, and he had passed his final examination with credit, though others had failed.

8234. (*Chairman.*) At what age does an officer join in Austria?—This young man had failed to pass the examination at Woolwich. I think he joined the Austrian service about 19.

8235. How long does he remain with his regiment before he goes to the school?—If he does not come in as a clever fellow and able to pass his examination he studies a year with his regiment, during which time he has to learn certain things.

Capt. C. B. Brackenbury.

4 May 1869.

8236. Then he goes for two years to the school?—First he must be for a time with his regiment; I cannot be sure whether it is a year or six months. Then having got the trick of soldiering, he goes on with his studies; they say to him in effect, "now you "must not let your brains lie fallow, you must work "them too." All this has taken place since the war; because it was considered that there was a want of intelligence shown then which was very often attended with serious consequences.

Instruction of line officers after entering the service.

8237. (*Sir D. A. Cameron.*) Do you think that such a system is adapted to our army?—Not entirely, but something of the same kind. I should like care to be taken that the officers do not leave off studying after they come into the service.

8238. (*Maj.-Gen. Haythorne.*) You say that some of the cadets have told you that they had learned nothing at the Academy?—No; I did not state that they said they learned nothing.

Royal Military Academy. Course of study.

8239. I think you stated something to that effect. I wish to know whether it meant that at the Academy they went over the same ground that they had gone over before?—Yes. In the case of mathematics they very frequently say that they go over the same ground that they had been over before, but it cannot be the case with anything else, because the subjects they are taught are all new to them, except languages and mathematics. The remark would be confined to languages and mathematics.

8240. (*Rev. Dr. Butler.*)—Do you think that there is any reason, beyond the multiplicity of compulsory studies, which leads the young men to get tired of work, and to give up book work after they have gained their commissions?—Yes; I do not think it is because they are really tired of study that they give up book work after they have gained their commissions, but because they have never learned to study of their own individual effort. They have never been called upon to study in their rooms and to bring to anyone the work which they have prepared in their rooms. Their place for study is a lecture hall, or room of some sort with desks in it, exceedingly disagreeable to look at, and associated with many disagreeable things to them, and when they go to their rooms it is simply for pleasure. They seldom connect the idea of their rooms with the idea of work. I think that is quite enough to account for it.

8241. Would you think it desirable so to arrange the hours of compulsory work that there should be a considerable margin of leisure to be either well used or abused according to a young man's disposition?—Yes; I wish to test the disposition of a man as well as his power of cramming a certain amount of knowledge under pressure.

8242. (*Lord de Ros.*) You spoke about the facility with which you thought languages might be taught in a domestic manner, and of a Hungarian officer "who had acquired several languages from his cradle;" do you think that English mothers and nurses could be found to teach foreign languages to babies?—I think that everything must be done by degrees. I have a great belief in the receptive qualities of the English people, and that if once they can be persuaded that there is something for which it is really worth while to learn languages, languages will be learnt, and people will be quite surprised that they never thought of it before. I believe that there are some of the commercial classes in which languages are learnt very much now at an early age.

Instruction of line officers after entering the service.

8243. I have heard of a Polish waiter at Paris, who can talk nine languages, do you think that there is any English waiter in London who can talk three?—I suppose an Englishman has the same capacities as a Pole. I imagine the only reason why he cannot talk three languages is that it has never become worth his while to learn them, or that he has never been put in a position to learn them. A suggestion made by the

Capt. C. B. Brackenbury.

4 May 1869.

Instruction of line officers after entering the service.

former Commission on Education has never been carried out. It was to encourage the study of languages by sending young artillery officers who were linguists to be attached to embassies abroad for a year or two.

8244. As to the comparison between the habits of the English officers and the Austrian officers, whom you alluded to as being sent into the stables to clean a horse and his accoutrements, do you not think that our cavalry and artillery officers know more about stable economy than any foreign officers? Have you ever seen them together?—Yes, but I think English officers have not that superiority over Austrian officers, because some of the races of the Austrian empire are born horsemen; they are born almost outside a horse and they die on a horse; they are all their lives on horseback.

8245. If you go round the stables after a long march will you find anywhere officers so attentive to seeing that their horses are well looked after, so careful in attending to saddles and sore backs, and those little but all important details of stable economy, as our cavalry officers are? Have you had opportunities of seeing that?—Yes. I was for a long time in a troop of horse artillery, and I was in the Crimea. I have made several marches, and I have no hesitation in saying that with the exception of one thing, the saddles being bad, the Hungarian cavalry and the Hungarian artillery would march half as far again as our cavalry or artillery with the same amount of fatigue and suffering. I have seen them do it. I have seen them come in after tremendous marches with comparatively little effect of the march perceptible.

8246. You did not see the saddle taken off, perhaps?—I have seen the saddles taken off; they were not very good (I could tell why, as I have on former occasions), but I never saw a gall upon the back bone.

8247. Or upon the withers?—I have never seen a gall either on the withers or on the back bone of an Austrian cavalry or artillery horse. They were very hardy, and went on just the same, mile after mile, without signs of suffering.

8248. Do you think that an English horse, if he were not attended to as he is with the additional care and attention paid by our artillery and cavalry officers on a march, would be able to bear what you say this hardy Hungarian horse does?—No; because the English horse is not allowed to be hardy.

8249. Do you think it is possible that an officer could acquire more than an ill-digested smattering of knowledge in all the subjects you enumerated as being required for the examination in Austria?—It is very possible indeed, but I am far from saying that I wish us to copy exactly this examination of the Austrian cavalry officers.

8250. You mentioned that the Austrian officers are required to know the depth of all the chief rivers and all the fords in the Austrian dominions. Do you think there is anybody except a bargeman who could tell you all the fords on the Thames between Oxford and London, and do you think that any officers can possibly know all those things?—I think an officer might tell you a great deal more than a bargeman, and the examination is confined to the more important military points. This knowledge of the country has never been neglected in the Austrian service. It was neglected in the Italian army, and the consequence was that in the war of 1866, in Italy, to my certain knowledge, Italian generals with their staffs came to rivers and had to ask the country people where there was a bridge or a ford. Although they had the most beautiful maps in their possession long before the war, nobody had ever thought it worth his while to study the country which they had been trying so long to take. Their utter want of knowledge arose simply from carelessness.

8251. It might be possible to examine an officer upon a given district of country, including the rivers and the fords in that district, but do you think it would be possible, considering the enormous size of the Austrian dominions, that any officer, a general officer or any other, could pretend to know all those particulars with respect to the whole of the countries subject to the Emperor of Austria?—If your lordship saw what has been done there you would be surprised. The change which has taken place in Austria has been very great indeed. I should not have said that it was possible that any young officer could have shown such an intense interest in his profession as this young officer did. When this young Englishman, who had been unable to pass his examination in England, first went out to Austria, he found it very hard work indeed, but it completely took hold of him, he could talk of nothing but his profession—he could talk of nothing but how cavalry ought to attack infantry, and so on.

8252. Do you think that anything but a long experience as a cavalry officer could give a man the least idea how cavalry ought to attack infantry?—I think the more brains can be brought to bear upon that question the better, nor do I think that officers trained under old systems are always the most capable of accepting and investigating new problems.

8253. (*Rev. W. C. Lake.*) You gave some strong reasons against keeping Sandhurst, supposing you had a later examination after entering the army?—Yes.

8254. Do you not think that it might be of advantage, supposing that at Sandhurst everyone could obtain a free commission, that a young man coming from Sandhurst who had been very well educated might be a sort of example, in the knowledge of military subjects, to other young officers in the army, and that the clever fellows, both from Sandhurst and from the Academy, might vie with each other?—I am afraid the vying does not come to much, somehow or other. They do not vie with one another in the knowledge of their profession as a rule.

8255. I do not speak of what Sandhurst is now, but of what possibly Sandhurst would be if cadetships were gained by free competition?—That would be an improvement, but, on the other hand, I very much prefer the studies being carried on hand-in-hand with the duties of the young officer, in which case they are studies which he takes a pride in; in the other case they are studies which he merely learns under tutelage.

8256. Would you be able, upon your plan of giving instruction after officers enter the army, to give much of a high or even good grounding in military history?—I think so. I see no reason why it should not be done in that as well as in any other subject. You would perhaps be obliged to collect your young officers, as officers, in places to be lectured to upon certain subjects for a time.

8257. Would you collect them in colleges?—I do not like the idea of collecting them in colleges. I would rather bring a number of young officers into barracks in a garrison, and let them be doing their regimental duties as far as possible at the same time. The buildings at Sandhurst might be used for that purpose; only let there be a whole regiment, or part of a regiment, or what you might call an educational detachment, or an educational battery there.

8258. Do you mean that you would collect all the young officers of England into several establishments like Sandhurst, after they had served for a short time in the army?—Certainly not. I should like many of them to go abroad everywhere with their regiments. I only mean, let whatever officers are collected be collected in the way I have named, and let there be certain instructors with them when they are with their regiments, to whom they can go if they cannot get on by themselves.

8259. Then you contemplate two systems of instruction, one in colleges and the other by instructors attached to regiments?—I do not like the idea of colleges at all. If you had a great many young officers going in who were unable to learn by themselves, I would quarter them together, not without their men, and have them placed under instruction; but I conceive that if you had an instructor in each regiment, whose credit depended upon whether his young officers passed their examination well or not, you would get not only young but senior officers to learn.

8260. That is the plan you would prefer, namely, having instructors in the regiments?—Yes.

8261. You said something about not wishing to have so much mathematics taught at Woolwich, or at least to have mathematics only for the mathematicians; would you encourage the study of classics for those who showed an aptitude for them at the entrance examination?—I am afraid it would not be of any use continuing classics, you cannot call it a practical subject; but I would encourage them to pass in classics at the entrance examination. I should like to quote one of the best crammers who ever existed, Mr. Taylor, of Woolwich; he passed some men remarkably well for Woolwich; he has retired now. When I was talking to him once, he told me he would rather that a boy came up to him to be taught mathematics who had never looked at a mathematical book in his life, and, provided that he had a year or so to cram him, he would make him pass a better examination than if he had been trained all his life in mathematics.

8262. My question had reference to classics.—Yes; and what I am saying has a bearing upon that. Of course he took it for granted that the boy came up having studied classics; he considered that classics develop the various parts of a boy's intellect.

8263. But supposing you do not think it desirable that after coming into the Academy at Woolwich any of the cadets should learn as much mathematics as at present, would you be disposed for those who have an aptitude for it to substitute classics for mathematics?—I hardly see my way to that.

8264. You might make it the means of developing their minds?—I should like their minds to be developed, but all that should be done before they came into the Academy. I should like them to be 18 or 19 years of age when they come up, and to have passed through the ordinary public school course, with a competitive examination before their eyes.

8265. Do you mean that you would stop then what is generally called the cultivation of their minds, and put them entirely into practical pursuits?—The various practical duties which they are taught, and afterwards called upon to perform, are excellent developments for the mind; they are an excellent means of developing common sense, a valuable possession for an officer.

8266. I thought you were an advocate for a considerable amount of cultivation on the part of officers both of the Artillery and the Engineers?—Yes; before you bring them together in a military capacity at all keep them under instruction as long as you can; I do not care how long it is, provided it does not stop promotion afterwards. Then when you have brought them together let it be to study practical subjects. If you find a few mathematicians among them give them an opportunity of going on with their mathematics; they will be gold to you afterwards, whereas the others will never do you any good in the way of mathematics.

8267. You spoke of free study; what do you apply that notion of free study to?—To almost everything. You cannot apply it to the construction of machinery or anything like an arsenal course. There are some courses in which men go down and see things with the instructor, but with the exception of those I should like to apply it generally. I would apply it to the subjects which are taught by lectures, adopting, as far as possible, the university system.

Capt. C. B. Brackenbury.

4 May 1869.

Instruction of officers after entering the service.

8268. I think you expressed an opinion to the effect that you would not like to have a special class for officers after a few years' service, because you found them too fatigued and inapt for returning to their studies; does not that apply equally to the Staff College?—Yes, it does apply to the Staff College. I cannot properly speak for other regiments than my own; it applies to the Royal Artillery in this way, that, speaking, of course, subject to exceptions, our best men do not go up for the Staff College. Certainly, I have met some of the best men in the army at the Staff College. I need not go further than your secretary for an example; but, on the other hand, there is no question that in my regiment the best men do not go up. When a man has been a certain number of years in the service he has made a kind of name, which he hesitates to risk by failing in an examination against a set of people who have been unemployed and have had time to cram. If the good man in the Artillery fails to pass among the first two Artillery candidates he is rejected, though he may have beaten all the line candidates. Then, everybody says, "My friend, you cannot get into the Staff "College." Such a case has actually occurred. An Artillery officer who passed third out of all the candidates examined, was not admitted because the first two were also Artillery men.

8269. That may be true; but that is a different reason from the one you gave before?—I do not think I ever said there was fatigue.

8270. I think you said they were inapt, or you used some expression insinuating that you thought they got their hands out of study?—Yes, I think they get their hands out of study, and I think you do not want many students at a time; you want only a very few men to be students, but you want to have a general average of fair intellectual development among the whole of your officers. What I strongly object to in our system is that we drive our cadets instead of leading them, and, as soon as they are commissioned, just at the age when young civilians begin the struggles of life for which they have been trained, we leave the young officers a prey to all the temptations of their sudden liberty without demanding anything from their intellects. They learn to be luxurious and self-indulgent, and most of their previous education is as good as lost. On further consideration I should not object to classics being studied at the Royal Military Academy by men who have a decided talent in that direction. But, in that as in all other subjects, you will only get high class work if you offer high class advantages. The encouragements to intellectual men in the army are so small that they may be almost called discouragements. I would also add that there is great danger of Artillerymen becoming too technical in their knowledge. They must be taught that a knowledge of guns, &c., is only the A. B. C. of the military art. The picked men who enter the scientific corps should be encouraged in every way to devote their talents to the study of organization, strategy, and the higher branches of tactics. My recipe for the production of many well-known first-class officers would be "Do not pay "ordinary officers well; you will always get plenty "of them; but offer good prizes for real talent and "energy."

The witness withdrew.

SECOND CAPTAIN A. FORD, Royal Artillery, examined.

Capt. A. Ford.

8271. (*Chairman.*) You are a captain in the Royal Artillery?—Yes.

8272. You have passed through the Artillery Advanced Class?—Yes.

8273. When did you leave it?—In March 1868; I entered the Advanced Class in April 1866, and was two years in it, until March 1868.

8274. What induced you to go into it?—There were certain orders issued, stating that officers who had passed through the Advanced Class would be qualified to hold certain appointments; the hope of obtaining a scientific appointment was my inducement.

Artillery Advanced Class.

8275. Did you receive any appointment?—No.

8276. You had to apply to your commanding officer for leave to enter, had you not?—Yes.

8277. Had you any difficulty in obtaining leave?—

Capt. A. Ford.
4 May 1869.
Artillery Advanced Class.

No, I had none whatever; I merely had to obtain a certificate that I was able to perform my regimental duties properly, and a medical certificate.

8278. Did that certificate include any reference to your ability to ride?—It merely said that I was able to perform my regimental duties properly; as I am in a field brigade it implied ability to ride.

8279. Had you to pass through a preliminary competitive examination?—Yes.

8280. How many officers competed with you?—There were nine officers competing altogether, including one examined in Malta.

8281. Did they all succeed?—No; seven succeeded.

8282. Was it a severe examination?—Tolerably severe for an officer who has had no book work for several years, which was my case.

8283. If all had come up to a certain standard would all have been admitted?—No; I think there were only eight vacancies, but seven were admitted.

8284. But it was incapacity, and not the want of a vacancy, that precluded the eighth from entering?—Yes.

8285. Were you satisfied with the course of instruction that was placed within your reach?—Decidedly so.

8286. Do you feel that you derived great benefit from it?—Yes, certainly; in no other way could I have obtained the same amount of information. I think it is an exceedingly good course. The only difficulty with regard to it is the want of appointments for those who pass through it. I think that men will not be induced to come forward unless there is some provision made for them afterwards.

8287. Was it a disagreeable two years that you spent in the Advanced Class?—No, I enjoyed it very much. At first it was rather disagreeable to put myself under the yoke again in the way I was obliged to do; it was like going back to school.

8288. Do you think that your brother officers took umbrage at your absenting yourself from your regiment for the purpose of entering this class?—No; certainly those with whom I was associated did not.

8289. We have already received from the previous witnesses an account of the course of instruction through which you have to pass; did you take up every subject?—Yes. It is necessary to take up every subject.

8290. Have you any suggestion to make as to any improvement which might be introduced into the course?—I think not. I do not know of any suggestion that I could make.

8291. When the course was over did you rejoin your regiment?—I have never rejoined. Professor Bashforth, who is employed in instructing the Advanced Class, wanted some assistants for his experiments to determine the law of the resistance of the air to the motion of projectiles, and I was one of those who were selected for that purpose. I have been ever since engaged in those experiments, and they are not yet concluded.

8292. There was a final examination at the completion of your course, was there not?—There was one at the end of the first year.

8293. And a final one?—Yes, at the end of the second year.

8294. Was that competitive?—We had to get a certain minimum of marks in each subject, and 6 in the aggregate.

8295. Were the students placed in order of merit?—Yes.

8296. (*Lt.-Col. Chesney.*) In your opinion has the establishment of the Advanced Class caused a good many officers in the Artillery to turn their attention to these scientific subjects beyond the actual numbers who have gone up; we understand about 20 officers in all have entered the class?—I think it has to a very great extent. If there were any certainty of appointments afterwards a great many officers would compete for admission.

8297. You attribute the want of competition that exists at present distinctly to the want of any certainty of advantage from going through the course?—Yes, to the want of certainty of advantage, and the difficulty of taking up book work again, after a lapse of some years.

8298. Are you aware whether it is generally considered that the throwing open of the Staff College has benefited your own regiment, the Artillery?—I think it is the general opinion that it has; I never heard anything to the contrary.

8299. (*Rev. W. C. Lake.*) Do you think that the present habit by which officers, after a few years of service, return to the Advanced Class is a bad one?—No, I think it is a very good one. I think that they can very well go back to work again after they have learnt their regimental duty.

8300. You do not think that practically they have got their hand out of study and find themselves unable to return to their old studies?—I think not, if the intervening time has not been too long.

8301. Do you mean then that you would distinctly prefer the present system, and that you think it has advantages as compared with the plan of their going to the Advanced Class very soon after they have finished their studies at the Academy?—I think it would be a disadvantage for them to go to the Advanced Class soon after they have finished their studies at the Academy, because they would not have had the opportunity of learning their regimental duty properly. I think every officer who goes into the Advanced Class should know his regimental duties thoroughly, and have some certificate to that effect.

8302. Do you think there is anything like a feeling of dissatisfaction amongst those who have gone through the Advanced Class, that they have not gained anything by it?—With one exception the first Advanced Class very soon obtained appointments; but only one member of our class has one, and that of a temporary nature. I believe, however, another is about to obtain one.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 6th May 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart., V.C.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, Esq., M.P.
REV. W. C. LAKE.
LIEUT-COL. CHESNEY.

Rev. A. C. Fraser.
6 May 1869.
Royal Military Academy.

The REV. A. C. FRASER examined.

8303. (*Chairman.*) You are chaplain at the Woolwich Academy?—I am.

8304. How long have you been attached to that establishment?—Between 22 and 23 years.

8305. Would you kindly describe to the Commission the general nature of your duties?—My duties lie within a very narrow range. I read prayers morning and evening. Duties chaplain

8306. Where ?—In the cadets' hall ; and I visit the hospital. I have also a weekly evening service. I may say that that represents the whole of my duties proper.

8307. (*Sir D. A. Cameron.*) You have charge of the library ?—Yes, I have charge of the library. *Ex officio* I am honorary librarian, and besides that I have the general religious supervision of the company. Wherever I find opportunity to act of course I do ; and as a fact, I have once a week a voluntary class of cadets who come to me to read the Scriptures. I have, perhaps, eight or ten or a dozen volunteers, or even more, as the case may be, who come to me once a week for special instruction in religion. That is an entirely voluntary matter on their part and on mine. It does not enter into the detail of my specific duties.

8308. (*Chairman.*) What have you to do on Sundays ?—On Sundays I have evening service in the hall ; but I believe that is about to be modified. I do not speak very positively about it, because I think it is in a transition state. A short time ago there was a sort of fragmentary service. We had a certain number of prayers read, but with no sermon, and the cadets stood at attention during the time ; that was all we had in the way of service. Now there is a real *bonâ fide* service on Sunday evening ; but it is without music, it is very meagre, and under great disadvantages altogether. I think that is about to be modified by curtailment.

8309. Where do the students go to church ?—Lately I have been attached to the duties of the garrison church, but that is a thing altogether distinct from my duties as the cadet chaplain, and it has been attended with great advantages. Of course I need not say that I have been acting under very great disadvantages ; it has been exceedingly difficult to do anything as chaplain.

8310. What I do not understand is this, there is this evening service, but is there no official church ?—There is no church nor chapel ; there is no special religious provision in that way for the cadet company.

8311. (*Lt.-Col. Chesney.*) They go to service at the garrison church, do they not ?—Yes. They go to the garrison church, but there is no special church for the cadets in their own place.

8312. (*Chairman.*) Is there no chapel ?—There is no chapel nor place set apart for religious purposes.

8313. Do they go to church voluntarily ?—They are marched to church.

8314. Is there a parade for going to church ?—Yes, for church in the morning.

8315. And is that compulsory ?—Yes. The regulations of the Academy specify that they are to attend two services a day ; one service is at St. George's and the other service is in the cadet hall. I think that it must be evident to everybody that the duties of their chaplain are attended with immense difficulties ; and that it is a defect at present in the constitution of the cadet company that the chaplain is just in the position in which I imagine an officer of artillery might be who might be appointed to a battery without having the matériel afforded to him. I was sent to the Academy originally under very peculiar circumstances. There was supposed to be great need of a clergyman there, and I was sent at that time under what I was given to understand was a provisional condition of things. We were to have service in the hall, for the time being, until a chapel should be built. I presume that nobody would have undertaken such a charge unless he had understood that due provision for the exercise of his office was to be made in course of time. But time passed over and a chapel was not built. I made representations, and several of the lieutenant-governors did their best one after another, but nothing came of it. The matter was postponed ; and at last the building of St. George's church appears to have put things upon a different footing. We appear to have lost the hope of having a chapel built. Lately, for about two years, I have been attached to the duties of the garrison, and I have found the very greatest benefit from it.

8316. In what capacity have you been attached to the duties of the garrison ?—I have taken part with the chaplains of the garrison in the functions at St. George's Church and the Herbert Hospital.

8317. Has that been a voluntary act on your part ?—No, there has been a certain payment. I have had 50*l.* a year from the War Office for doing it ; but now, quite within the last day or two (I think it occurred yesterday), I received a notice that that arrangement was about to come to an end, and that they would no longer require my services, as there are four chaplains there. So I shall again be placed as I was, without a church and without a congregation, and without any real direct ministerial intercourse with the cadets. I am there to do what I can and to make the most of my opportunities ; but it is not difficult to understand that a clergyman owes very much of his influence to the prestige of being connected with a church and congregation and to the one opportunity thereby afforded. There is nothing of that kind in my case ; and therefore I look upon it as a simple impossibility to carry out efficiently the duties of a chaplain there under existing circumstances.

8318. Is there any place set apart for the cadets in the garrison church ?—Yes, they have seats assigned to them, but I do not think that they are very convenient. The sending them to the garrison church is what you may call a *succedaneum* for something that really is required. It is a substitute ; it is better than having prayers in the hall ; but I do not think myself that it answers the due purpose. The cadets are lost in that great congregation. What they want is, I imagine, a religious establishment for themselves, and the sense of that need was involved in the idea of sending a chaplain to them. It appears to me to be quite an anomaly to have a clergyman attached to them, especially for so many years, without giving him the means of carrying out his duties efficiently. I think I am right in saying that there is no establishment of the same kind in England (certainly there is none that I am aware of) without a chapel. I think everybody would agree that very much of the good effect exercised upon the young men of those other places of education, is due to what is done in the chapels.

8319. You have no opportunity of preaching a sermon then ?—None, except, as I mentioned, in the hall.

8320. How often do you preach in the hall ?—Every Sunday.

8321. Is the attendance there compulsory ?—Yes ; but it is a service held in the same place where they dine and breakfast. They have no music ; there is no mixed congregation. The other members of the Royal Military Academy do not attend, as of course nobody would go voluntarily to a service of that kind unless from a high sense of duty. General Ormsby used to go, but simply from a sense of duty. It is not difficult to understand that a service of that kind, without any of those helps to devotion which are found so useful with other people, is not so efficient as it might be. If those accessories are necessary for people in general, I think they must be doubly necessary for young men of the age and under the circumstances of these cadets.

8322. You visit the hospital, I suppose ?—Yes.

Religious instruction, &c.

8323. I daresay it is principally there that you find opportunities of conversing with the cadets on religious subjects ?—Certainly there, and in my own class. I have a certain number of them who come to me for the express purpose of religious instruction.

8324. How many does that class consist of ?—I should say that about 10 might be taken as the average ; of course it is very variable. I should like to say very distinctly that when I went to undertake the office of chaplain, I undertook it under a distinct impression, which impression was conveyed by authority to me, that a chapel would be provided.

8325. Do you think that a fairly religious tone

Rev. A. C. Fraser.

6 May 1869.

Royal Military Academy.

prevails at the Academy?—It has very much improved of late years, as a consequence of other changes which have taken place with regard to the admission. The cadets are now at an age to assume a more independent standing, and those who are religiously disposed are not ashamed to avow it. I think I may say that some years ago it would have been very difficult for any number of them, however well disposed they might have been, to come to me as they do now for religious instruction. There is nothing in the shape of persecution for opinion now; everyone is free to do as he likes. I do not think that those who are religiously disposed are even laughed at by the others, or suffer in any way.

8326. Do you find that it is easy for you yourself to initiate intercourse with any of the individual cadets?—Not of that intimate kind which might be termed religious.

8327. I suppose you find a little difficulty in remonstrating with anyone who is going wrong?—Naturally it requires a good deal of tact to deal with them; but still I find them very amenable to kind advice and remonstrance, and on occasion they take reproof very well. Of course they are more accessible to me in the hospital than elsewhere.

8328. Do you feel authorized to visit them individually, in the same way as the clergyman of a parish can visit his parishioners?—Yes; I can go to them in their own rooms whenever I like. I do not do it very much, because I am afraid sometimes of hitting upon something that I had better not see; but I do it when necessary.

8329. You would not be received with coldness or incivility if you went?—No, certainly not. Your lordship asked me if the tone is reasonably religious; I may say that there are many of them who are very decidedly religious.

8330. Have you any independent intercourse with any of the cadets as their librarian?—Yes, naturally.

8331. Do you mingle at all in their sports?—I do not exactly do that.

8332. You do not play cricket?—No, I am rather past the cricketing age.

8333. I suppose they have all been confirmed?—Nearly all. Of course whenever there is a confirmation notice is given to them, and any who have not been confirmed, and who wish to be confirmed, form a class with me. We have some Presbyterians and some Roman Catholics.

8334. Is there a Presbyterian minister?—There is one in the garrison; there is not one attached to the Academy.

8335. Does he visit the members of his congregation in the academy?—No, not the Presbyterian minister.

8336. Does the Roman Catholic priest?—No, the Roman Catholic cadets go to the Roman Catholic church, but I never heard of the priest visiting them. The Presbysterians also visit the Presbyterian minister, but I never heard of his coming to them.

8337. Is there much venereal disease?—Not anything like so much as there used to be.

Moral supervision.

8338. To what do you attribute that improvement?—I think it is attributable to the improved condition of things among them, most certainly. Very much is done now to keep them within their own bounds, to keep them from straying into the town; they have everything they could possibly desire in the way of provision for their amusement and occupation in the building.

8339. (*Lord E. Cecil.*) With regard to the last answer that you gave, we have understood from the evidence that has been given here, that there are no bounds to the Academy; is that so?—There are bounds of hours. There are certain hours after which they are not free to go out without leave; there are no other bounds but those of time.

8340. I mean bounds of place?—There are no local bounds at all.

8341. (*Lt.-Col. Chesney.*) Is not the enclosure existing still?—Yes; they may not pass that if they are under punishment.

8342. (*Lord E. Cecil.*) They may not go out at night?—They are not allowed to go out after certain hours at night into the town without leave.

8343. In the daytime they may go where they please?—In the daytime they may go where they choose.

8344. (*Lt.-Col. Chesney.*) To public-houses?—No, they are not allowed to go to public-houses, of course.

8345. They are strictly forbidden, are they not?—Yes, they are forbidden.

8346. (*Lord E. Cecil.*) Are there any other places besides public-houses forbidden to a cadet?—Yes, I imagine that a billiard room would be forbidden by the regulations; but, then, as you are probably aware, they have their own billiard room.

Duties of chaplain.

8347. How much time in the day do you calculate that your religious duties take you?—Very little time indeed. The actual reading prayers in the morning does not take many minutes, and reading the prayers in the evening does not take many minutes. Visiting the hospital does not take a long time, as a general rule, and the rest is as it may be. I may remain, or I may not remain; I do what I can. The library keeps me there very much; at least it has done so lately.

8348. Do you think that the chaplain of the garrison, or the chaplain of the Academy as the case might be, might combine the duties of the two together?—Yes, I do, most certainly. One of two things is manifestly right, either the chaplain of the Academy should have a chapel provided for him, where he might assemble together all the people connected with the Academy, and minister to them as their chaplain (there are about 700 persons in all belonging to the Royal Military Academy, not to the cadet company, but masters, professors, and their wives, servants, and so on), or else the functions should be performed by a chaplain of the garrison. I do not see why they should not be combined. I have already stated that I have found the greatest benefit from having been attached to the garrison duties during the last couple of years; but that is now about to cease. I think that I might perfectly well be attached to the church which the cadets attend. They go to the garrison church, and it seems to me to be absurd to divorce the chaplain from the cadets on Sunday. I think he ought to be attached to their place of public worship. I think the chaplain, whoever he may be, ought to be a chaplain to the forces attached to that particular sphere of duty.

8349. How many chaplains are there now attached to the garrison at Woolwich?—There are three chaplains, and a fourth is about to be appointed to an entirely new district. The dockyard is given up, and is to form a new district; new troops are coming, and the clergyman who will be appointed will be entirely taken up with that division. He could not have anything to do with St. George's Church, so that, in fact, there will be three chaplains to St. George's Church, and one to this other district; that makes altogether four chaplains for Woolwich.

8350. Including yourself there would be five chaplains?—Yes; but you may consider it as two charges; there is St. George's Church; there is the Herbert Hospital, which has three services every week; and there is this new district, which will have its church, and its chaplain, and its hospital for its separate division.

Moral influence exercised by the cadets.

8351. (*Lt.-Col. Chesney.*) In your opinion is there a want in Woolwich, as compared with other public institutions, such as public schools and universities, of some personal communication between the student and a special individual among the authorities?—I think that the subaltern officers mix very freely with them; perhaps that meets the want that you allude to. The subaltern officers, and even the captains, associate with them very freely.

8352. Do I understand that each cadet has some particular officer with whom he especially communicates on private matters?—No; but I mean that the

subaltern officers, as a rule, are on friendly terms with the cadets. A cadet may not choose out any one particular officer, and an officer, I suppose, would certainly not choose out a particular cadet; but, as a rule, they are on very friendly and even intimate terms of familiar communication with them.

8353. But their taking a personal interest in a particular cadet is rather a matter of accident than of any arrangement made with that object?—Yes: they belong to their own divisions so far as matters of discipline and duty go. A subaltern has his own division to which he is particularly attached, just as a captain has.

8354. I mean personal knowledge?—That is not a matter of arrangement.

8355. You are evidently of opinion that it would be a great improvement to the tone of the place if there were a college chapel?—I think so: I have always thought so, and I think so now, even more strongly than ever. I am quite sure that that has been the defect in the constitution of the place; the one thing they want is a chapel.

8356. Putting that aside do you think that there has been a great improvement in the moral tone during the last few years?—Yes.

8357. Can you account for that distinctly?—I should account for it by consideration of the improved condition and intelligence of the cadets, and their age, and the consequently greater power of independent action. A cadet now is not ashamed to avow what he knows to be right and to act upon it. In days of yore they were cowed. I think there is a great difference in these points, in fact I am sure there is. I see a good deal of them in hospital; I hear what they say, and I am able to judge of the tone of their minds, and it is a very improved tone.

8358. We have heard it said that Woolwich cadets have no pride in being or in having been a cadet at Woolwich. In your opinion has that been the case?—That lack of *esprit de corps* has been too much a reality; it has been so, I am afraid, to a great extent. I should attribute that also mainly to this very want of which I am speaking, that the religious principle has not been cultivated among them; they have had no place of devotional reunion. I think if you could have got them to be interested in their church it would have been a very great matter, as giving a point of common feeling, just as such feeling exists in a public school or a college; you know what a great deal of good is done among young men by their being led to take an interest in the chapel.

8359. You do not attribute it in any way to a deficiency in matters of education, but rather to the want of a chapel?—I think they have been too hard worked; the hours are excessive; it has been made too much a place of toil to them. As to interest taken in the Institution, I would say that the beginning of correcting the old evil was made when General Wilmot was captain there. He tried to give them an interest in the place, and particularly in the structure, by putting in those windows in the hall. I think they take much more pride in the building now than they did formerly. You asked me the question historically; my answer is, that I think the former feeling has been very much modified, and that the beginning of their taking a pride in the place was exactly when their hall was made an object of pride to them; when they could contemplate it with interest. Now it is very beautiful, and the plans which were then begun have been carried out; for instance, the arms of the defunct governors have been put up; all that tends to give them an interest in the place and to promote high associations. This is also the tendency of all the recent improvements within the enclosure.

Opportunities for religious instruction, &c.

8360. (*Maj.-Gen. Wilmot.*) I do not exactly understand what advantage to the Academy you said accrued from your connexion with the garrison church?—I think my prestige has been very much improved thereby. The cadets see me on Sunday officiating in their midst. It must be evident that a clergyman's influence is owing very mainly to that. I do not think there is a charm about any one man's mere profession, so that if you send him among a number of people, without any of the accessories of his office, he can exercise among them the influences of a clergyman to the full extent; he may do what good he can privately, but when he officiates in a church he brings into play a great many additional associations of clergyman's office.

8361. As a matter of fact you would consider it part of your duty, and your privilege, in fact, to speak as a clergyman and as a friend to any cadet who from any cause had brought himself by his own impropriety into hospital?—If I could find an opportunity.

8362. Could not you always find an opportunity?—There might be cases which would render it difficult. A young man's disposition might be such as to render it difficult, or his mood at the moment. Watching my time carefully I would try to do it with effect; I should speak if I could and do what I could. Moreover I do not always know about the particular cases, in fact lately the cases to which you allude have been very rare indeed.

8363. (*Sir D. A. Cameron.*) Is not there a general reading room at the Academy open to all the officers and cadets?—There are two reading rooms.

8364. Does that give you an opportunity of conversing with the cadets?—Yes, in a general way I can talk with them, but not distinctly as a clergyman. A general reading room would hardly be the place I think for that. Of course I have to avoid the appearance of sermonizing; I cannot catch hold of a young man at any time, but must watch for a suitable opportunity. There would be objections on that score against talking to them in the library on religious matters.

8365. (*Lord de Ros.*) In reference to what you have said as to the objection to prayers without music and not in a consecrated place, are you aware that the riding school has until very lately been always the place where the service has been performed to the cavalry regiments, and also that the parochial clergy have been invariably much gratified at the attention shown by the soldiers and the decency and order of the service?—I am not aware of that, but circumstances would make all the difference. If a riding school is the best place that can be provided, of course all objection would be at once superseded. There was a time in Christian history when prayer was made by a river's side, and that was found to be highly devotional; but when you can have a church the case is altogether altered.

The witness withdrew.

BREVET-COLONEL T. E. LACY examined.

8366. (*Chairman.*) You are Commandant of the Staff College?—I am.

8367. You were formerly Superintendent of Studies at the Cadet College at Sandhurst?—Yes.

8368. When did your connexion with the Staff College commence?—On the 1st of January 1865.

8369. You have been kind enough to give us on paper a short sketch of the constitution of the college and of the nature of its studies, and I will not ask you to repeat what you have already so satisfactorily communicated to us; but I would put this question: On the whole, are you satisfied with the general operations of the establishment?—Yes I am, on the whole, certainly satisfied.

Admission to the College.

8370. I see that you are of opinion that the certificates which officers are required to present from their commanding officers before they can enter the college might be rendered a more stringent test of their practical qualities, but you have some hesitation in deciding as to how that additional stringency is to be con-

Col T. E. Lacy.
6 May 1869.
Staff College.

trived?—Yes; I am not prepared to say how; it is rather a hint that I throw out than a suggestion. This is, in fact, a question rather outside the college; it is a matter more, I think, for the authorities at the Horse Guards than for us.

8371. I suppose the efficient operation of the college greatly depends upon the efficiency of that preliminary test?—It entirely depends upon it.

8372. It might almost be said to be the key of the system?—I think so, and I have always thought so.

8373. The college, in fact, ought always to be provided with first-class material upon which to work; it ought not to be used as a sieve, through which a number of officers are to be indiscriminately passed, some of whom, though, perhaps, they would benefit to a certain extent from the advantages placed within their reach at the college, yet eventually, on account of their not being sufficiently competent to perform those practical duties which are not taught them at the Staff College, do not turn out the best officers for the particular posts to which they are to be appointed?—Yes; and not only the practical duties, but officers may come in who are not perhaps prepared in their general education to the extent that you would wish them to be on coming into the Staff College. I think that it holds out an inducement to men to come in for certain purposes and for certain advantages in their career, who would not have thought of it if they were not able to see that it is to be done with so much comparative ease. I think that the idea of going to the Staff College may sometimes occur to an officer in the way of personal convenience. I do not say that disparagingly at all. An officer thinks that it affords a good opportunity for bettering himself in his profession. He may be married, or he may have other private views, and that in many instances may be the guiding inducement.

8374. Therefore you attach great importance to the application of some preliminary test before an officer is allowed to compete for entrance to the college?—Yes.

Course of instruction.

8375. Are you satisfied with the period of time appointed for the accomplishment of the course?—It has often occurred to me that if the entrance examination was such as I have referred to the course might be shortened.

8376. What would be the shortest period for it?—A year.

8377. And of course the period being so shortened a great number of objections which are now urged, such as those on the score of an officer being so long absent from his regiment, would be obviated?—Yes, to a certain extent. I think I would increase the time for which the passed officer goes to other arms of the service; as a supplementary course, that time, perhaps, might be increased with advantage.

8378. Has the practical course afterwards been diminished since the college was opened?—Yes, I believe so, but not in my time. The object of that I suppose was to shorten the time during which an officer's services are lost to his regiment.

8379. Do you think that commanding officers look with jealousy upon officers absenting themselves from their regiments in order to go to the Staff College?—No; I am not prepared to say so. I have had no opportunities of becoming informed of it. I have heard indeed of some cases in which a commanding officer has been proud of his officer going to the Staff College, and anxious to aid him in going.

8380. I think that you rather deprecate the intensity of the competition for marks?—Yes, after admission to the college.

8381. And you would substitute a system of classification?—Yes.

8382. I see that you are also very anxious that the idiosyncracies and peculiar tastes and talents of the individual officers should be consulted in the opportunities afforded them for instruction?—Yes; first in the admission examination, and afterwards in the course at the college. I think in the admission examination we probably lose a great number of good men who may be men from our public schools and universities, or men who have had a good deal of continental instruction, or men who have had some other opportunities of acquiring a good education, and who may be dismayed, perhaps, by the purely professional subjects of the examination; although they need not be so, because a well educated man is well able, as we have many examples to show, to master the professional subjects at the college.

8383. Then you would increase the range of subjects in which the competitive examination is to take place?—I would alter them in some respects. I think I would admit the classics and general history. I do not know whether I would not go so far as to include polite literature; but the classics and general history should certainly be included, at the option of the candidate of course.

8384. And after he has entered you would decrease the number of obligatory studies?—I think that a plan of classification and a modification of the system of personal competition in marks would have the effect that I allude to in my paper, namely, that an officer would put his powers on to the one or more subjects to which he had a special bent.

Results ing thr the Col

8385. After an officer has passed the Staff College, he becomes eligible for staff appointments, but the number of staff appointments are not sufficient for all those persons who have thus created, as they consider, a claim to share them; but inasmuch as this education is afforded at the public expense, and as very great benefits are conferred upon the individuals themselves by such advantages, would not the proper principle be that those advantages ought in themselves to be considered a sufficient reward, and that officers to whom they have been communicated should not consider that they have any special claim on the nation?—Yes; I think it is not considered that they have a claim upon the nation, at all events it can only be inferred. There is no doubt that staff appointments have been given very liberally to those who have passed the Staff College. On the other hand, there have been men who have left for other pursuits.

8386. There is no general feeling of discontent amongst those who have passed the Staff College, that after having undergone the trouble and discipline of such a course, they are no better off than they were before?—They naturally look of course to having their, I will not say, claims, but their expectation of a staff appointment realized; I think that is in accordance with the language which the Field Marshal Commanding-in-Chief generally uses when he addresses them at the final examination. He points out to them that they must not all expect to get staff appointments immediately, or soon, or indeed, as a matter of course, at all. I have a short return here which shows the number of staff appointments that have been given since the foundation of the college. It appears by this that the total number of officers who have passed through the Staff College since its foundation in 1858 is 144, and the total number who have received staff appointments is 81, showing a difference of 63; but deductions must be made for casualties and deaths, therefore it appears that a very considerable proportion of those who have passed through the college have received staff appointments. But then it must be recollected that out of the 63 who did not receive appointments there were a number of subalterns who were not eligible for appointments. There are instances of subalterns who passed with very great credit seven or eight years ago, who are still unemployed.

Return page c

Pract after the C

8387. Do you think that it would be possible or advisable that after an officer has passed through the Staff College he should be placed under the eye and superintendence of some general officer in command of a military station, and exercised and tested in the duties of a staff officer, and that that general officer should have the power of finally deciding upon his practical qualifications for employment on the staff?—It appears to me that it would require a long time for

such a test. The various duties of the different departments of the staff are so numerous that it would be necessary that he should be under the eye of the general officer for a longer time than could be afforded. There is something of the sort in the present system; he joins a cavalry regiment for a short time and generally in the camp at Aldershot, but that of course does not satisfy what your lordship means.

8388. I suppose it would be a very onerous and obnoxious duty to impose upon any general officer to communicate his opinion upon so delicate and important a point, and thereby, perhaps, to render nugatory the results of the examination?—Yes.

8389. Is instruction afforded to officers in the Staff College with respect to the ambulance, the military train, and all the accessories of military organization?—To a certain extent, but by lecture only. As far as such instruction can be given by lecture, it is given.

8390. (*Lt.-Col. Chesney.*) Combined with examinations?—Yes, with examinations; I mean all instruction other than practical.

8391. (*Chairman.*) What is the term for that instruction?—That is the department that we call military administration.

8392. That is one of the most important departments of all, is it not?—I think it is almost the most important.

8393. Are you satisfied with the amount of instruction given in that branch, or do you think it might be extended and improved?—It might be improved by practice after the lectures, in the way of visiting certain objects, the military train for instance. And perhaps enough has not been taught in regard to the late improvements in military communications, railroads, telegraphy, and so on. Any instruction of that kind, combined with some actual practice and visiting the objects themselves, I think would be an improvement.

8394. Is the commissariat included in the department of military administration?—Yes.

8395. (*Lord de Ros.*) You alluded to the probability of officers obtaining a good deal of improvement by continental excursions; do you not apprehend that many of those officers who go to the Staff College would have been led by their natural ambition to improve themselves in their profession by excursions to the continent?—Undoubtedly.

8396. There is no expense at all incurred by the students at the Staff College, is there?—No personal expense.

8397. I observe you say in your answers that "It "is to be inferred that success at the college is certain "to lead to a staff appointment;" you did not quite mean that, did you?—I think that that may almost be said. I think that if this return I have here were analysed, it would be found that every officer, with the exceptions I have mentioned, and deducting casualties, that is to say, every officer who was in a position to be appointed, has been appointed.

8398. I think you said in your answers that the power of the college was lost, and the public money wasted, in teaching a grown-up man the rudiments of a language; you would think it no hardship that an officer should bring the qualification of a couple of languages to his entrance examination, would you?—No; and I think that in languages especially he should come in prepared to a high standard, and that he should not be encouraged to take up a new language, and to be studying the grammar of a language at the Staff College.

8399. He should keep up what he already knows in languages?—Yes; in that branch particularly. I think that the object of the Staff College should be rather to perfect him in what he already knows, and therefore the examination on admission should be more searching.

8400. Might not that principle be very well carried out by the use of more foreign books in the instruction at the Staff College? As so many excellent French and German books exist upon all military subjects, would not that be a very good means of keeping up his knowledge of French and German?—Yes; the college possesses a library, which is very well supplied with all those works.

8401. I mean that you might actually instruct him through these books in a foreign language, in order to keep him up in his knowledge of it?—In that case it would be necessary that the instructor of that branch of military science should also be a perfect linguist.

Instruction after leaving the College.

8402. Do you think that there is any real practical advantage in officers being sent specially to regiments to study regimental detail? Suppose a staff officer takes an order to a regiment of infantry to form a square, or takes an order to a cavalry regiment to make a flank movement by fours, it is not at all necessary that he should explain to the regimental officer how he is to execute such an order, and would it not be a great interference with the regimental officer in his performance of his duty if he were to attempt to do so?—Your lordship alludes to the supplementary course subsequently to his leaving the Staff College; that would only apply to the case of a cavalry officer who would go to an infantry regiment. I cannot speak positively, but I do not think that it would be such details of drill as your lordship refers to that he would seek to know there. In the first place the time is very short indeed; the mere observation of the system of an infantry regiment would be all that he could be expected to acquire.

8403. Would he not acquire more useful knowledge for his own purpose by attending the movements on a field day at a large camp; would not that more practically represent what he would have to do eventually?—Undoubtedly.

Instruction suitable for staff officers.

8404. You are for keeping up the classics on the general principle of mental cultivation?—Exactly.

8405. Do you not consider geography the most important subject of all for a staff officer?—I consider it one of the most important subjects.

8406. Geography in its military detail?—Not solely; general geography, physical and political geography.

8407. It has been stated to us in evidence that the young Austrian officers are acquainted with all the fords of all the rivers in Austria; as there are about 5,000 miles of rivers in Hungary alone, do you think that that acquisition is at all possible?—No.

8408. As regards the preparation afforded by the Staff College you used the expression "various depart-"ments;" the truth is, the Staff College is intended, I apprehend, to prepare for the Quartermaster-General's department and the Adjutant-General's department, is it not?—I think the Staff College has even wider views than either of the two departments, the Adjutant-General's or the Quartermaster-General's department. I think you look to the Staff College for educating your future general officers, your military administrators, your service in the colonies, and all the varied duties which fall to the share of an officer in our service. I think the objects of the Staff College are of a wider scope than a mere education such as you allude to; at the same time a knowledge of administration belongs to the Adjutant-General's department, at least many branches of administration, as well as military correspondence, and, of course, military history.

8409. Do you think that even the Adjutant-General of the army at the Horse Guards requires any knowledge of military history?—No; but I think that if you are to have a college for the encouragement of these sciences, every officer of the staff would be benefited by a knowledge, first, of general history and geography, and then of military history.

8410. The chairman asked you a question with reference to the details of the commissariat, and whether that subject was at all studied; you, of course, consider it one of the most important parts of the Quartermaster-General's business, since he is in constant communication with the Commissary-General, and can do nothing without him?—Yes.

8411. I should also like to know your views upon the instruction in embarkation and transport by rail-

Col. T. E. Lacy.

6 May 1869.

Staff College.

Results of the College instruction.

way, and the duty of putting troops on board ship?—That forms part of the instruction in administration at the college, in fact it is the principal part of it.

8412. Would any officer of the Staff College know actually how to put men on board ship in the quickest way?—No, nothing more than can be taught by theory.

8413. Would he know how to arrange for the transport of seven or eight battalions of infantry, five or six batteries of artillery, and a squadron of cavalry by railway?—Not without a certain amount of experience; but he would be prepared to profit immediately by any practice he might get.

8414. Do you not think that the principles of these matters might be taught by instruction at the Staff College?—It is taught as far as it can be taught by lectures and examinations on paper. The only practicable extension of it would be by sending the officers away to see what is actually required.

8415. Supposing I told a staff officer who had just gone through the Staff College that I wanted to send three batteries of artillery and a regiment of infantry to any particular place by railway, would he be able to tell me how many carriages would be required, and what arrangements would be necessary for putting the artillery upon the trucks, and all those details?—With regard to railways I think that the instruction in that particular point has not been extensive enough to enable him to do so.

8416. Do not you think it might be made so?—Certainly.

8417. With advantage?—Certainly. I have just alluded to it; I mentioned railroads and telegraphy particularly.

8418. As regards the inclination of some officers not very fit for the staff to go to the Staff College, there may be many who, without any blameable or interested motives, may prefer a studious to an active life, is not that so?—Exactly.

8419. But then they would not be the most fit persons for staff officers, would they?—I do not know whether they would not be very well adapted for certain branches of the staff. I think there is room for all qualities. For studious habits, as well as for the more active duties of the staff. Our officers are employed in many positions in which knowledge so acquired may be turned to good account.

8420. But ought it not to be combined with what we may call efficiency in the field?—Certainly.

8421. If you called upon one of these officers to quit his desk and take his proper position as Quarter-master-General he ought to be able to do it, ought he not?—Certainly; and therefore the course of instruction is made as comprehensive as it is.

System of admission.

8422. (*Major-Gen. Haythorne.*) I see in your written evidence you say that the certificate which is given to officers by their commanding officer should be amplified?—Yes.

8423. In what way?—I confess, as I have just stated, I am hardly prepared to say in what way; it is rather a question for the authorities outside the Staff College than for the Staff College, but my idea was that at all events there should be a more full report upon the officer.

8424. Stating his antecedents in all respects?—Yes, and I have even thrown out the suggestion that there might be a board.

8425. A board consisting of the three senior officers of the regiment?—Yes; or at all events it should be something that would give the certificate less of a formal character.

8426. Do you think that there is any objection thrown by commanding officers in the way of a regimental officer going to the Staff College?—No, I never heard so. The number from each regiment is limited.

8427. Do you not think that they rather encourage an officer in going who has the attainments necessary to carry him through the competitive examination?—I should think in almost every case they do; but of course that is not a subject upon which I can speak.

8428. I would ask you as an old officer of the army?—As an old officer of the army I should say so most certainly, and I have been told by the students at the Staff College that there are cases in which the commanding officer has encouraged them and been proud of their success.

8429. Is it not often the case that the officers who have those attainments and who go up to the Staff College are not so valuable in a regiment as captains of companies as others of a more ordinary kind?—That would be a point which the commanding officer should mention in his report. If he is not a good regimental officer the commanding officer should point it out, as he is encouraged by the certificate to do.

Reports officers a College.

8430. I see you have to send in a confidential report upon the officers on their passing out of the college?—Yes.

8431. Does that comprise a report of their physical fitness and special fitness in other respects for the staff?—It is quite of a general nature. There are besides the reports of their examinations, and monthly reports during the time they are at the college. This confidential report is of a general nature, not in the shape of a return.

Course o instructi

8432. (*Sir D. A. Cameron.*) If the period of residence at the Staff College were shortened, as you suggest, would it be absolutely necessary to give up instruction in some of the subjects now taught at the college?—If more advanced knowledge was required at the admission examination it would not.

8433. Would it be desirable, do you think, to give up instruction in languages?—I think so, to a certain extent certainly.

8434. Is not the system of marking in languages very unequal, because some examiners mark more liberally than others, and is not injustice sometimes done to a student in that way?—Very possibly it may be so, but that remark does not apply to languages only.

8435. For that reason you would give up the system of marks at the final examination altogether, and classify the students?—Yes, and throughout the course. The marks, I suppose, would still remain the machinery by which the professor would make his classification, but they would not be published either to the individual or to the other competitors. They would be recorded as a justification of the place that was given to the candidate in the class, but they would not be communicated, as they are now, almost from day to day.

8436. Do you think that instruction in geology might be abolished with advantage?—You will recollect that in the first report on the Staff College in 1857, it was proposed only to have evening lectures on geology and experimental sciences, given by the professors at the other college. They appear afterwards to have grown into branches of instruction.

8437. I am thinking particularly of the period of residence being shortened. There are now so many subjects that it would be most difficult to include them all in one year's course; therefore, might not the instruction in geology be abolished?—I must say that I have not a very decided opinion about a one year's course. I merely mentioned it in reply to the Chairman.

8438. Are the officers in the Staff College practised in sketching on horseback?—No; at least only so far as they may do it themselves.

8439. Would it not be advisable to give them practice in sketching on horseback?—Yes. I presume you mean instruction in it.

8440. Or make them execute sketches actually on horseback?—In reconnaissances it is supposed that in many cases they must use their horses.

8441. Is not it the fact that some of the officers of the Staff College are not on horseback six times during the whole of their period of residence?—I will not say six times, but many of them are not on horseback often, except at a particular season of the year. At the season of the year when the reconnaissances are going on they are more frequently on horseback.

I should also except the riding school, of course. The reason is, in fact, that they have not horses.

8442. Is not there a great deal of time spent in teaching the officers when they join the college the elements of military drawing and geometrical drawing, and would it not be advisable that they should come to the college with a certain amount of knowledge on those subjects?—I have just alluded to that in part of my evidence. I think the time occupied over the desk in line drawing, and so on, is a very great waste of time indeed.

8443. That could only be remedied by obliging them to come to the college with a knowledge of those subjects?—Yes.

8444. (*Mr. Parker.*) You think the competitive examination at entrance an important part of the mode of admission?—Yes.

8445. And you think it would be better in it to do more to encourage general education?—Yes.

8446. And to test natural ability?—Yes; it would be better to test natural ability rather than to draw out certain professional knowledge which can be acquired, as is well known, with great ease by a system of preparation for a few months before the examination.

8447. And for that purpose you would give a wider choice of subjects?—Yes; I should like to see a wider choice of subjects.

8448. Especially in the direction most encouraged in the public schools, particularly classics?—Yes.

8449. You think that if you laid the foundation, with such qualities as general education and natural ability, the Staff College itself ought to build on that foundation rather than to expect a special preparation in professional subjects?—Yes.

8450. On one or two points I understand that you make an exception to that rule; for instance, in the matter of drawing, which you want as a special preparation for the studies in the college, you would require a tolerably high standard?—Yes.

8451. And in modern languages, you would decline to receive a man who had not qualified himself in the elementary knowledge of modern languages?—Yes.

8452. So as not to be embarrassed with the teaching of elementary drawing or the elements of modern languages?—So as not to be embarrassed with that teaching in the subsequent course.

8453. In the final examination, if I understand rightly, you would follow rather the Oxford system than the Cambridge, the system of placing men in certain classes rather than placing them individually?—Yes; rather than placing them in an individual order of merit. I think that is more adapted to men of that age.

8454. Would you object to leaving it to the discretion of the examiners to effect that classification by such means as they found most practicable, or would you tie them down to produce, in case of inquiry, the number of marks?—I would tie them down to producing the marks to justify the places they have given.

8455. Are you aware that at Oxford in classifying candidates in some subjects the examiners make no systematic use of marks, but simply place a candidate in the first, second, or third class, according to their general estimate of his work?—I was not aware of that; but, as I said before, I should prefer the other method.

8456. Of 144 officers trained at the Staff College 81 have received appointments; can you say how many are still subalterns, and therefore could not yet have been appointed?—I have a return here, in which one column states, "Number and present rank of officers now in the service who have passed through "the college, colonels, lieutenant-colonels, majors, "captains, and subalterns, 126," which corresponds with the 144, with some casualties excepted. Then in the next column there is the number of those in the last column who have received staff appointments, colonels, 3; lieutenant-colonels, 5; majors, 17; captains, 46; and subalterns only 2 out of the whole number, that is, out of the 126 officers.

8457. Upon the whole, do you consider that a fair proportion of those who have passed through the college have already received appointments?—More than a fair proportion. I believe that if the return were analyzed it would be found that every officer, except those who has been in a fair position to receive it, with the exception of the subalterns, has either received a staff appointment, or has declined it, or has given up the opportunity.

8458. (*Lt.-Col. Chesney.*) Or he may have gone to India?—Yes; but staff appointments are given there.

8459. (*Mr. Parker.*) Would you say that the expectation of staff appointments should be not so much considered as a reward for labour which they have gone through at the college, but should rather result from recognition of their fitness for such employment?—Yes.

8460. Would you think it desirable to leave always a certain number of staff appointments for persons who have not passed through the college, to meet the case of fitness being shown otherwise than through the Staff College?—I do not think that that would be possible, or consistent with the system by which staff appointments are given. There is already an exception for proved ability in the field.

8461. With the exception of proved ability in the field you would be disposed, in course of time, to confine the staff appointments to those who have passed through the college?—I think that that is in the regulations. This is the regulation: "As soon as the "college shall be in a position to supply all vacancies "in the staff of the army no officer shall be appointed "to the staff who shall not have passed the final exa- "mination at the college, with the exception of those "of the Royal Engineers and those substantive field "officers who attained, before the 1st of January 1860, "the rank of lieutenant-colonel" (that is a terminating exception, of course), "and in every case excepting "officers of proved ability in the field."

Examination without residence.

8462. (*Maj.-Gen. Wilmot.*) Can an officer who has not been educated at the Staff College come up for examination competitively with those who have been educated at the college?—Not now, that was the case at its foundation.

8463. Do you think that that was an undesirable arrangement?—I was not well acquainted with the college at the time it prevailed, therefore I cannot speak with confidence, but I imagine from its having been abandoned that it was not found desirable.

Course of instruction.

8464. With regard to the riding, I think the officers at the Staff College ride three times a week?—Twice a week.

8465. During the whole period of their course there?—Yes.

8466. Could not one of those days be utilized in the way that has been spoken of with regard to field sketching?—It is only for an hour in the day that they ride, but I think a great improvement might be made by an alteration in the mode in which riding lessons are distributed throughout the course.

8467. Looking at the present circumstances of the country, and all countries, are the officers taught the construction of locomotives so as to be able to work one?—No, certainly not.

8468. Would you not think it a desirable thing that an officer should be able to do so?—There are so many things desirable.

8469. It is one of the great means of transport now?—Of course one may say that everything is desirable, the difficulty is to get it within the limits of a course.

8470. (*Lt.-Col. Chesney.*) There are occasional failures, are there not, at the final examination, and also at the first year's examination?—Occasional, but rare.

8471. Would it not be rather a hard duty to put upon the Commandant of the Staff College, to make

Col. T. E. Lacy.

6 May 1869.

Staff College.

him the personal means of rejecting an officer for physical disability?—Yes.

8472. Might not that object, however, be attained if each officer was tested by an acting appointment on the staff, for three months of the summer season, under a divisional general?—Certainly.

8473. Do you see any great objection to that course being pursued, just as officers are now attached to other arms of the service?—The only objection is the general objection to removing an officer for so long a time from his other duties, or from his regiment. You have a supplementary course at the end of the course at the Staff College; you would then have another course at the beginning.

8474. Did we understand from you that some of the officers have a difficulty as to keeping horses while at the college?—Yes.

8475. Supposing that a college of this kind is continued, would not it be very desirable that each officer should have from the Government the means of keeping a horse?—Yes.

8476. And that he should be positively required to do so?—Yes.

8477. (*Lord de Ros.*) He is allowed forage at present, is he not?—Yes.

8478. (*Lt.-Col. Chesney.*) Is it not the case that the present servant's allowance is so totally inadequate for the maintenance of the servant, that that constitutes the difficulty in keeping a horse at present?—That constitutes the principal difficulty, and the original purchase is the other great difficulty, because it must be recollected as is evident from the principles laid down at the foundation of the college, that the college was intended to be open to officers of all means, and officers have joined to whom it was perfectly impossible to keep either a horse or a servant.

8479. Regarding the proportion of married men in the college, could you give the Commission any idea of about the number of married men out of the 30 students there are now?—From a guess I should say from a fourth to a third, but there are rather fewer than usual at present. The proportion is never less than a fourth, and seldom greater than a third.

8480. Do we understand that you consider that the practical course, after the college course, of six weeks with the other branches of the service is somewhat too short for its objects?—In the first place it is too short, and in the next place it is at the wrong season of the year.

8481. It should be in the summer, in fact, always?—Yes; it is at a season of the year when so little is doing.

8482. Supposing the Staff College continued without any promise or understanding held out that any advantage should be derived beyond an educational one for officers who had passed through it, do you think that there would be any competition for entrance into it in the army generally?—Little or none.

8483. Might there not with very great advantage be a small allowance made for the increase of the practical instruction at the college, by way of larger reconnaissances and surveys than there are at present?—An increased allowance has been applied for every year for the last three our four years, and on the last occasion the answer was that the question could not be decided until this Commission had made its report.

8484. For what amount did you apply?—190*l.*

8485. That 190*l.* was intended to enable you to teach the senior half of the students more reconnoitring?—Yes.

8486. Is your library much used at the college for purposes of private reference by the officers?—It is very much used.

8487. The only expense charged upon the officers at the college is for the library, is it not?—Yes; there is an entrance subscription to the library of 3*l.*

Final examination.

8488. Of late there has been a change introduced in the college examinations, by which no personal mention is made by the examiners of any officer for extraordinary proficiency in a subject; do you consider that desirable?—That is so; there was a change about three years ago.

8489. Would you give your opinion as to the effect of the change, was it desirable or not?—I think it was desirable.

8490. You think it desirable that there should be no mention made of an officer for extraordinary proficiency?—Yes; there should be no mention made, or at all events if mention were made, it should be in very exceptional cases indeed. It grew to this, that every man wanted and expected to get some mention made of him.

8491. If your system of classifying were adopted, would it not be the case that putting men in the first class would supply that want which there seems to be?—Yes; I suppose that in a system of classification the classes in each particular branch would be combined afterwards at the final examination for a general classification.

8492. You consider that the system of classifying into distinct classes would be better than any system of personal mention and the use of marks?—Yes, I think so. As to the use of marks, I mean in that particular way; the marks would be still useful to the professor as a machinery for judging of the relative merits of the candidates.

Appoin to the

8493. Do you consider that it is any grievance to the class of officers at present going through the college that the general staff of the army is open to them only and not the personal?—No.

8494. They do not look to the latter?—No; as to the personal staff, the individual general officer must always have a great deal to say to that.

8495. Have any of the students from the Staff College found employment as mentioned in the last paragraph of the warrant in the topographical department of the War Office?—Yes; there is seldom a final examination, I think, without one or more being recommended; one, at all events.

8496. Is there any time fixed at present as to when the college will be considered in a position to supply all vacancies in the staff of the army, except as concerns officers distinguished in the field?—No; it has often been wondered why that particular sentence should still occur in that paragraph of the regulations.

8497. Regarding the general effect of the institution of the Staff College upon the education of the army, are you of opinion that it has been the means of promoting the general desire for education among a certain number of the younger officers of the army?—Most certainly; and I speak not only from my experience of the Staff College, but from my experience as a staff officer at one of our great military stations, in which I several times acted as an examiner under the Council, and I had an opportunity of observing that an incentive to study had been supplied by the Staff College.

8498. Can you conceive of any system by which in time of profound peace officers nominated to the staff can be supposed to be chosen efficiently by nomination for the junior branches of the staff?—I can conceive of a system of nomination to be followed by a system of education at the Staff College. I do not say that I advocate it, but I can conceive of such a modification of the present system, as that there should be selection in the first instance and then a college examination, as is the case for many of the civil departments of the State, I think. There might be selection in the first instance instead of open competition. I do not advocate it, but such a system is possible. There might be a recommendation from commanding officers or general officers, and then a selection might be made by the Field Marshal Commanding-in-Chief, to be followed afterwards by a qualifying examination at a college like the Staff College.

8499. In that case you would follow the selection by a stringent qualifying examination?—Yes; but I do not say that I advocate that as against the present system.

8500. (*Sir Charles Russell.*) Have you any opportunity by confidential or other reports of informing the Commander-in-Chief when any officer studying at the Staff College is not likely to prove a useful staff officer, though he may have been diligent there and have obtained his certificate?—We forward monthly reports of the progress that officers have made in their studies and the degree of attention that they have paid, and their attendances; but there is nothing of that kind.

8501. There is nothing analogous to the system of confidential reports that exist in regiments?—No, it is confined to one report only at the end of the course.

8502. And is that report at the close of the course of a confidential nature?—Yes, it is entitled a confidential report.

8503. It contains, I presume, allusion to the general fitness of the officer?—It does.

8504. Do you think that without doing away with the test examination, if, instead of an officer coming only by the certificate of his commanding officer, he were attached to the staff of one of our large camps for a short time in order to test his riding and his capacity for carrying a simple order in an intelligible manner, you would probably relieve the Staff College of some officers who fail in these particulars?—It appears to me that that would be a very good thing. I think I have answered that question before in the affirmative, my only remark being, that it would prolong, of course, the time during which an officer would be removed from his regimental duties; that is the only objection I see to it. It would be in other respects most excellent: it would stand in the place of the commanding officer's certificate.

8505. Do you not think that a month would be quite ample time to test such capacity; I should myself think a week would do?—Yes, if taken up seriously by the person whose business it would be to report upon it; I should think a month would be ample.

8506. (*Lord E. Cecil.*) Are you quite satisfied with the position of the Comandant of the Staff College in his relation to the Governor of the Royal Military College?—Perfectly satisfied.

8507. You would not have any Board of management to decide questions of study or discipline over which the Commandant should preside, and which should report to the Governor, or to any other authority that might be pointed out?—As regards study, I think that it might be a useful thing to have a Board which would be a kind of Council of Education on the spot, but that would probably supersede the functions of the Council of Military Education to a certain extent.

8508. Has the Council of Military Education much to do with the Staff College?—It has the entire control I should say of the educational branch of the establishment.

8509. Then do all matters of education go from the Governor of the Royal Military College to the Council of Military Education, because I see from your printed answers, that on all matters as well of study as of discipline the Commandant reports to the Governor of the Royal Military College?—Yes.

8510. Do such questions as may be proposed by the Commandant to the decision of the Governor of the Royal Military College go afterwards for approval to the Council of Military Education?—Yes; on subjects of study.

8511. So that the decision of the Governor of the Royal Military College is not final?—No, not upon these subjects.

8512. Do you not think that it would be far better that the Commandant under such circumstances should report direct to the Council of Military Education?—I see no advantage in that course.

8513. You think there is no disadvantage in all matters of detail on education going through so many hands?—No, I think not.

8514. Would you tell the Commission what the duties of the adjutant at the Staff College are?—In the first place the adjutant has all the usual duties of the adjutant of a regiment as far as officers are concerned; then he gives assistance to the commandant in every point, both with regard to discipline and to studies; then there are general matters of discipline connected with the building and the social arrangements of the officers, their mess for instance. The officers have a mess as large as a regimental mess, and it is very difficult, indeed impossible, to find an officer under the Commandant, except the adjutant, to perform the functions performed by a mess committee in a regiment.

8515. Might not the students themselves form a mess committee?—It has been attempted, but it takes too much of their time, and not only that, they have not a sufficiently permanent interest in it; their residence being so transient they have not the same interest in it that officers of a regiment would have.

8516. You speak of the disciplinary duties of the adjutant; do you mean that there are parades of the students and that he drills them?—No.

8517. Would you describe precisely what his disciplinary duties are?—They are nothing whatever in the shape of parade or drill. It is his business to look to the order of the establishment, and of the building.

8518. (*Lord de Ros.*) Is not it rather the quartermaster's business to look after the building?—There is no quarter-master to the Staff College.

8519. (*Lord E. Cecil.*) You speak of the order of the establishment; do you mean that in case there was a riot among the officers he would be the person to look after them?—No.

8520. (*Lord de Ros.*) He in reality performs the quarter-master's duties?—Partially.

8521. (*Lord E. Cecil.*) I think it was stated in one of the papers that the quarter-master of the Royal Military College attended at the Staff College and did the duties of quarter-master?—Yes.

8522. That being so I suppose none of that kind of duty would fall to the lot of the adjutant?—Some only.

Staff of professors.

8523. You state in your paper that there are "eight "professors, one for each branch of instruction, with "an additional instructor for mathematics, instruction in "natural and experimental sciences being supplied by "the professors of those branches at the Royal Mili- "tary College." Do you see any possibility of reducing the staff of professors?—The staff of professors can not be reduced without reducing the subjects, for there is only one professor for each branch, with the exception of mathematics where there is an additional instructor.

8524. Was not it the case in the old senior department at Sandhurst that one professor gave instruction in two different subjects at once?—I believe so, and more than two.

8525. Have you any reason to suppose that the officers who passed through the senior department at Sandhurst were worse educated than the officers who pass through the Staff College?—I have certainly no reason whatever to suppose that; I take it that the question is whether they were as well qualified for staff officers or not. They were not so carefully or so elaborately instructed, but they may have shown themselves as well qualified for staff officers.

8526. Do you see any possibility of reducing the number of non-commissioned officers and civilians attached to the Staff College?—There is only one non-commissioned officer.

8527. There is a quartermaster-serjeant I observe?—He is the only one.

8528. Might not that duty be done by the quarter-master-serjeant of the Royal Military College?—I think not.

8529. Then as to men servants, do not the officers bring all their own servants with them?—Yes.

8530. Their regimental servants I mean?—No, they do not bring them.

Col. T. E. Lacy.

6 May 1869.

Staff College. Expenses.

8531. Are the students at the Staff College in any way better provided with allowances than they would be in their regiments?—No.

8532. Are they not so well off?—No; In the first place they are deprived of their soldier servant. To be sure they get in lieu of it a very inadequate allowance to supply his place, but that is a considerable loss to them.

8533. Is it not true that in former days in the senior department at Sandhurst officers contributed to their own expense?—They contributed a considerable expense fee, I think it was 30*l.*

8534. Do you not think that the advantages of a good staff education, with the prospect of a staff appointment in the future, would be a sufficient reason for recurring to the old system of officers bearing a certain portion of the expense of their own education?—I have never well considered that subject, but I can imagine that it might be done without any great hardship to the officers in the service; I think it is a fair claim on them.

8535. In short, the State at the present moment offers very considerable advantages, and in return for these advantages officers might naturally be expected to pay some small contribution?—I think so, but then that would exclude certain officers (and some such have joined the Staff College) who could not bear that expense.

Accommodation.

8536. The accommodation in the Staff College buildings is much larger than the students require at the present moment, is it not?—It is.

8537. Is the whole of the building used?—No.

8538. What is done with the remainder?—It remains vacant. The whole of the rooms for educational purposes, the halls of study, and the mess rooms, and so on, are used; it is only the personal chambers of the officers which are vacant to a certain extent.

8539. What number of students do you suppose the building would hold if it were full?—40.

8540. Only 40?—Only 40.

8541. I see in the estimates there is an item of allowance in aid of mess funds, 170*l.*?—That is the regimental Regent's allowance calculated for the Staff College.

Foreign tours.

8542. The allowance to a professor travelling on the continent was 26*l.*, according to the estimates?—Yes.

8543. Do you not think it would be extremely beneficial if a larger number of officers were allowed to travel, and if this particular item were increased for that purpose?—There is only one professor of the Staff College concerned in that allowance, namely, the professor of military history, and his time, of course, is limited to the vacations.

8544. What I want to know is, whether you think it beneficial that a large number of officers should travel, and that the expenses of a professor should be provided for in the estimates, in order to enable the students at the college to travel with that professor?—I think it is very desirable, certainly; it is a matter of expense.

8545. In short, you think that the sending abroad of a class yearly under the charge of a professor or an officer of the establishment would be attended with advantage to the State?—I should be afraid that the time would hardly be found for it in the course. The professor to whom that allowance is made goes abroad during vacation time, but as I understand your lordship, this would take away the students during the term time.

8546. I should propose that they should travel during their vacation time?—Then it would be no longer a vacation. I have no doubt they would like it. I make no question whatever that it would be an advantage; it is a matter of expense.

Entrance examination.

8547. Do you consider the entrance examination to the college hard or not, for I observe that half the candidates who come up fail?—I do not think that it is a hard examination.

8548. Do you account for the failures from competition, or from a defective military education?—I should think from the competition. It does not assume that they have had any previous military education. Whatever military education they may have had must have been either at the cadet college at Sandhurst or at the preparing schools.

8549. From your present knowledge and previous experience of the students, are they in the habit of going to cramming establishments before they come up to the Staff College?—I believe in almost every case. I would not call them all cramming establishments, but every officer intending to be a candidate for admission to the Staff College finds it necessary to go for a short time to one of these schools for preparation.

8550. So that in point of fact he must be absent from his regiment two years, as well as the time that is necessary to enable him to read up for the examination at the Staff College?—Yes; and then a quarter of a year is the time necessary for him to be attached to other branches of the service afterwards.

8551. In all it makes his absence from the regiment three years or more?—About three years.

8552. I see there is no English composition required at entrance, do you not think that it is very important that an officer should be able to write a good report before he is admitted into the Staff College?—Certainly. It is provided for in the admission examination by the essays on military history that are called for.

8553. And do you not think that it would be a great improvement if military correspondence was taught in the course at the college?—I think that the instruction in military history is sufficient to supply that; it gives the habit of writing on military subjects freely.

8554. I see that military geography is mentioned as one of the subjects at entrance, does that include more especially the military geography of the United Kingdom?—No, it does not.

8555. Do you not think it very important that an officer should know the military geography of his own country before that of any other?—I think that at the age at which an officer is admitted, he should hardly present himself at all for admission if he has not a competent knowledge of the geography of his own country, and a good deal more than that.

8556. I am speaking of military geography, because that is, as you are aware, one of the subjects for the entrance examination?—Yes.

8557. You take it for granted that an officer knows the military geography of his own country?—Yes.

8558. And he is simply examined in that of other countries?—Yes.

8559. You say in your printed paper that the C instruction is not calculated to bring out special in talent; do you think that that arises from the method of instruction now followed, dividing the day into minute portions, and obliging the officers to occupy their minds on a variety of subjects in the course of each day?—Yes; the remedy that I imagine for all that is the doing away with personal competition for marks.

8560. I see Captain Schaw is in favour of students being attached after leaving the college to the Royal Engineer Establishment at Chatham to go through a course of field works, &c; do you think that that would be advisable?—Very advisable as far as their military education goes. There is still the question of the loss to the army of their services during that time.

8561. Is any allowance made for a man who has a special proficiency in one subject at the examination, in languages, for instance, or mathematics, always presuming that in the other subjects of examination he is not so proficient?—No, there is not.

8562. Do you not think that if you had a very good linguist, or a very good mathematician, it would be of advantage to encourage excellence in that particular study by passing a man simply for his great proficiency in that one study?—Yes, certainly, supposing him to

have a moderate knowledge of several other subjects, but a proficient knowledge of that particular subject.

8563. Even if he had an elementary knowledge of other subjects?—Yes, a moderate knowledge of other subjects.

8564. Do you agree with what has been stated in some of the answers to the Commission that telegraphy would be a good thing to be taught?—It is difficult to say what branch of military knowledge it is not advisable to teach. Most certainly it is advisable to teach telegraphy.

8565. If officers generally come up tolerably well prepared in the general subjects of education, would it not be possible to give more instruction in the practical subjects of their profession during the two years' course they have at the Staff College?—Yes.

8566. Are you quite of opinion then that a great improvement might be made in giving more practical education of that sort?—Yes.

8567. (*Rev. W. C. Lake.*) Are you entirely satisfied with all the arrangements for the domestic and social convenience of the students at the college?—Perfectly satisfied.

8568. (*Sir C. Russell.*) Are camp duties at all practically taught in the course?—To a certain extent; they are taught in the first place by lectures from the professor of administration, and then, during the period of reconnaisance in the autumn, an exercise is given in the laying out of a camp.

8569. The practical laying out of a camp?—No, the posting of the quarter guards, and the rear guards, and so on.

8570. Does it go as far as the construction of a simple field kitchen?—No, it does not go into those details.

8571. (*Lt.-Col. Chesney.*) Are not the vacant quarters in the Staff College at present partly utilized by the government in some way, for instance, for the Royal Military College?—Yes, one or two rooms, by the Governor's kind permission, have been given temporarily to officers of that College, and there is another that, with the Governor's sanction, I have allowed to be used as a room for landscape drawing, which is taken up as a subject out of the course.

8572. Then the college is not very much too large for its actual purposes as it stands at present?—No.

8573. Referring to the period when the senior department gave certificates to officers qualifying for the staff, is not the variety of military subjects studied at the present day by military men greater than it was at that time?—Much greater.

8574. (*Chairman.*) I suppose you have had no difficulty in maintaining discipline?—None whatever; the occasions on which my interference is called for in matters of discipline are extremely rare.

8575. You have had no cases of drunkenness?—Never.

8576. Nor quarrelling among the young officers?—Nor quarrelling among the young officers. There may be occasionally disputes which it may be necessary to arbitrate, but these cases are extremely rare.

8577. I do not quite understand what is the limit to the Staff College. How many vacancies are there in the Staff College?—Fifteen occur every year.

Col. T. E. Lacy.

6 May 1869.

Staff College.

8578. Is that a limited number?—Yes, the establishment of students is 30, and 15 go out at the end of every year, and 15 are admitted to succeed them. There is a slight variation in these numbers from the fact of officers of the Marines and Marine Artillery coming in. They come in as supernumeraries; therefore, instead of 30, it would be more correct to say that it varies from 30 to 33.

8579. What is about the proportion of candidates for admission to the number admitted?—I have it here (*producing a pamphlet*). The Council say in their last report, with reference to the admission examination, "On the present occasion 28 candidates "presented themselves for examination, of whom 21 "were examined at home and seven abroad. Three of "the above failed in an obligatory subject; of the "remaining 25 two officers of the Royal Artillery and "13 of the Cavalry and Infantry who stood highest on "the list, have already been recommended to his "Royal Highness for admission to the college."

8580. What became of the others?—The others failed; we do not hear of them again.

Reports on the students.

8581. You send monthly confidential reports of the individual officers in your charge?—Not of their individual conduct or progress, only of the frequency or infrequency of their attendance at study, to give a general view of their application or otherwise.

8582. In those confidential reports you do not enter into the question of an officer's efficiency or capacity?—Not in the monthly reports; the monthly report is rather of the nature of a return.

8583. Are you required at any time during the course to forward a report in which allusion is made to these special subjects?—At no other time than at the end of the course.

8584. Of what nature is your report at the end of the course?—It is of a very general character.

8585. It does not enter into the general qualifications of the officer?—Yes, it does, as to whether his tastes are in any particular direction; whether his proficiency at the examination has been in languages or any other branch; whether he is of active habits; whether he has popular manners. It is a report of a very general nature.

8586. If you had occasion to entertain misgivings as to the general qualifications of an officer, and if you were to mention that fact in this report, would it have any effect upon his subsequent appointment?—I should think so. It must be recollected that every officer has come with a very high character in the army, and with a certificate from his commanding officer that he is perfectly qualified in certain respects, so that it ought to be on very rare occasions indeed that such a thing would occur.

8587. We have had it in evidence from previous witnesses that not very much reliance is to be placed upon these certificates of commanding officers?—Yes.

8588. Inasmuch as it is part of your instructions to send this report, you have no choice left to you?—No.

8589. Any opinion you have formed of an officer's intellectual capacity you do report?—Yes.

The witness withdrew.

Brevet-Colonel E. B. Hamley, C.B., Royal Artillery, examined.

Col. E. B. Hamley, C.B.

8590. (*Chairman.*) You are a member of the Council of Military Education?—Yes.

8591. And you were formerly the professor of military history at the Staff College?—Yes.

8592. For how long did your connexion with the Staff College endure?—Upwards of six years; from its establishment to 1864.

8593. Previous witnesses have insisted upon a point on which you lay very great stress in your answers, namely, the want of a *bonâ fide* character, which too often attaches to the certificate supplied by the commanding officers to those who compete for admission to the Staff College, and it would appear that the strict and *bonâ fide* character of that certificate is almost the keystone to the whole system. You have suggested that the certificate instead of being granted by the commanding officer should be granted by a board of officers?—In addition to that of the commanding officer.

Appendix, page cxix.

8594. Perhaps you would explain that idea a little more fully, for it is a very important suggestion?—The commanding officer is very often averse to parting with his best officers; he would rather keep them in his regiment; and, on the other hand, if there is an

Col. E. B. Hamley, C.B.

6 May 1869.

Staff College.

officer whom he would rather not have in his regiment, he would promote his departure in any way he could I think advantage is sometimes taken of the Staff College to answer that purpose.

8595. Would a board of officers have opportunities of ascertaining the character of the officer to whom they were to grant a certificate?—They would certify nothing whatever as to his character and habits, only as to his regimental qualifications.

8596. The board of officers would be members of his regiment, I presume?—No; I would prefer that they were not. I would prefer that they should be members of some other regiment or of the staff.

8597. But their previous acquaintance with him or opportunities of forming an opinion about him would be very slight, would they not?—Yes; none whatever. He might be a perfect stranger to them.

8598. Are those qualifications capable of any test, except observation?—They are capable of absolute proof. The board might examine him as they do now examine officers for promotion; and they might further, if it was thought proper, test his qualifications by seeing him placed in charge of the movements of troops.

8599. So that it would amount, in fact, to an examination?—Yes, to an examination, independent altogether of personal knowledge.

8600. And in that examination there would have to be included his horsemanship?—That might very easily be tested. He could be sent to a regimental riding school, if it were thought necessary, beforehand. But I do not think that that is of very great importance, because they are taught riding at the Staff College.

8601. Then the Staff College and the successive tests to which an officer is subject may be supposed to be a very sufficient and accurate proof of his intellectual qualifications. Do you think that after he has passed through the college there would be any possibility of submitting him to a still farther test as to his then practical qualifications as a staff officer?—I think that that would hardly be desirable; it would have a tendency, I should think, to lower the college.

8602. It has been suggested that they should be put in the position of staff officers under the eye of some officer of superior rank in the army, and that he then should be called upon to express an opinion as to their qualifications after they have passed through the college, and before they obtain their final certificate; you do not think that that would be desirable?—I should be quite content myself with those guarantees that I have suggested.

8603. But you attach great importance to them?—Very great, because the most formidable objections that have ever been made to the Staff College are that it allows officers to pass through who have proved themselves incompetent in matters in which their incompetence might have been and ought to have been ascertained before they ever joined it.

8604. I see that you state, that in your opinion a certain proportion of those who pass through the Staff College are in no respect above the average level of the army?—That is my opinion.

8605. That of course argues a very great defect?—I think so. I think none should be admitted to the college who are not above the average.

Course of instruction.

8606. You are of opinion that more extensive instruction should be imparted in what may be called the administrative branches of military instruction?—Yes.

8607. That would include the commissariat and the organization of the transport for the sick, &c.?—No; I do not know that. That is attended to at present under the branch of military administration. I am not aware that there is any deficiency in that respect.

8608. Then your remark refers more to the transport of troops and matériel, and to embarking and disembarking troops?—In trains by railway; it has special reference to railways. That can only be known by experiment, and I think the students ought to see those experiments performed.

8609. And you are also anxious that the students should have the opportunity of being employed as staff officers while they are passing through their course?—I should think, if there is no military objection to it on the part of the authorities, it would be a very great advantage.

8610. And, in common with the previous witness, you are also rather inclined to doubt the expediency of introducing a personal competition amongst the students at the Staff College after they have entered it?—There is now a great deal of competition. I should like to see that in a great measure abolished.

8611. The substitute of classes has been suggested. You would, I suppose, agree in that?—That is, I imagine, the only alternative.

8612. But the entrance examination must be competitive?—The entrance examination must be competitive, as it is now, because there are always more competitors than there are vacancies.

8613. Would you be inclined to increase the subjects of the entrance examination, by introducing amongst them such as form part of a liberal education, for example, the classics?—I think a sufficiently wide field is already offered.

8614. With reference to Woolwich; on the whole, are you satisfied with the system and the organization of the Academy?—I am very well satisfied. I think it is working very well at present.

8615. (*Lord E. Cecil.*) You mention in your printed paper that you think subordination, activity of mind and body, industry, urbanity, habits of observation, and promptitude of thought and of decision are all elements of the character of a good staff officer. Is it not most difficult to test these qualities by any system of examination?—Yes; but the commanding officer's certificate would provide for some of them, subordination, for instance.

8616. But further on you suggest that the certificate of the commanding officer may not be quite full enough or quite correct enough, and that a board of field officers would be perhaps a better authority to test the qualifications of a staff officer than a commanding officer himself?—I did not propose that the board of officers should refer at all to those qualifications of character, but only to the regimental qualifications. I proposed that the Commandant at the Staff College should decide as to the matter of character from his own observation.

8617. Would you be in favour, under such circumstances, acknowledging the difficulty of testing these particular qualities, of having a report sent from time to time by the Commandant of the Staff College of the individual qualities of each officer?—No; I should think one term would be quite sufficient to satisfy him; it had better not be kept hanging over the officer, I think.

8618. But does not the selection of staff officers for those particular qualities you have named suppose a certain amount of talent, of which a commanding officer is not always possessed, in the way of an appreciation of individual qualities?—The commanding officer does not select; he gives his sanction to those who themselves wish to come.

8619. But is it not in itself a very difficult thing, without prejudice, favour, or affection, to choose a man out, and say that he possesses such and such qualities?—Very often it would be very difficult, because commanding officers do not always know all their officers. A commanding officer may have been so short a time in command of a regiment that he may be very imperfectly acquainted with all his officers.

8620. Has it not often happened that a man under difficult and trying circumstances has developed such talents as you have named, which were never supposed to exist in him beforehand?—I can give no opinion upon that any more than anybody else; it is very likely.

8621. Instances have been known in warfare of

men who were generally unpopular in their regiments turning out exceedingly good commanding officers; is not that the case?—I do not know. I cannot tell you, really; I should think it was rather against a man.

8622. Are you generally satisfied with the system of instruction at the Staff College as it was during the time you were there?—It has been much amended since I was there. I have left some time now, five years.

8623. I am to understand, then, that you were not satisfied with it at the time you were there?—I do not know that I was dissatisfied with it altogether, but I think the alterations which have been made since are for the most part improvements.

8624. Do you think the education sufficiently practical at the present time?—I have suggested some particulars in which I think it might be made more so. Two very important improvements have been made in the system of instruction since my time; the one is, allowing the students to dispose of subjects finally, or parts of subjects, at the end of the first year; and the other is, limiting the number of the subjects in which they are finally examined.

8625. I see you mention that the construction and use of the field electric telegraph as taught at Chatham is of immense advantage; would you be in favour of students going through such a practical course as is taught at Chatham altogether? — No, certainly not; it is applicable only to engineers.

8626. You do not think it is applicable to the staff?—No; they are taught quite enough of engineering, I think, at the Staff College.

8627. In the matter of encamping troops, do you think that the students at the Staff College understand the practical duty of pitching a tent?—More than that; I think they have been taught the mode in which encampments are formed.

8628. Do you think that at present they understand those practical duties so as to be able to perform them?—No, they have no opportunity of doing it to a great extent; for that reason I have suggested that a brigade should come there, as it does sometimes, and that the students at the Staff College should be exercised in encamping, among other operations.

8629. (*Lt.-Col. Chesney.*) You do not intend by your remark made in the first paragraph of your suggestions, to say that the average students of the Staff College are on a level with the average of officers in the army, but that a proportion of them are?—A proportion of them are.

8630. You are decidedly of opinion that such a course as is gone through at the Staff College would improve men in their qualifications for the staff, supposing the standard high or only moderately high?—In any case it would make them much more valuable as staff officers.

ali- 8631. Do you consider that there would be much difficulty in testing a man who had got a staff certificate under a general officer as to his physical fitness and energy, those having been the qualities referred to by most of the witnesses as having been found wanting in some staff officers?—I think it would be found practically very difficult, unless there were some general officer selected for the purpose as being specially reliable in such a case, and who had ample opportunities of judging.

8632. Do you not think that at a place like Aldershot they could be attached to the general in command, in the same way as they are now attached to the cavalry and the artillery after finishing their course?—I think a goodnatured man would always give an officer his certificate.

8633. It has been mentioned in evidence that a good many of the students do not keep horses, owing to the want of assistance received from Government for the purpose; do you think it would be an advantage that every officer at the Staff College should not only have the means allowed him, but be made to keep a horse?—I think they should be encouraged in every way to keep horses, and that they should not fail to do so merely from want of private means.

Col. E. B. Hamley, C.B.

6 May 1869.

Staff College.

8634. Another suggestion which has been made is, that every candidate for the Staff College should be tested for a month or thereabouts under a general officer, to see if he is likely to prove efficient in carrying messages; would you attach any importance to such a matter as that before entrance?—No; I think it would be rather a cumbrous mode of proceeding. If you create too many of these complications, I think you might create also a prejudice against the Staff College.

8635. At present there can hardly be a doubt that particular men do leave who are not very useful, say, as brigade majors, and who are not what they ought to be in physical qualifications; can you suggest anything by which that physical fitness and energy which are so much desired can be tested, beyond the board of officers you have spoken of?—That, combined with a strict certificate from the Commandant subsequently.

8636. Has the Commandant at the Staff College at present, or as you knew it, sufficient means of judging of that physical fitness and energy?—I think he has abundant means of judging of the industry and the mental energy of those who come under him.

8637. I spoke of physical energy?—You can hardly separate the two at the Staff College. You can hardly imagine a man there physically indolent and mentally active.

8638. Then you would prefer rather the continuance of that than to seek the same opinon from a certificate of a general officer given after leaving the college?—Yes; I should much prefer the plan I have proposed; in fact I think if it were properly carried out it would be a sufficient guarantee, and the simplest you could have.

8639. Regarding the present system of attaching officers to regiments, we have heard that to attach a cavalry or an infantry officer for six weeks in the middle of winter to the artillery at Woolwich is a mere waste of time; what is your opinion upon that point?—No doubt it is utterly insufficient at present.

8640. You look upon the diminution of the time in those courses as an evil?—As a rule. I am aware that there are objections to extending the time in point of expense and in point of keeping men longer away from their regiments.

8641. (*Maj.-Gen. Wilmot.*) With regard to what you are saying about the physical qualifications, there are a certain number of horses, are there not, attached to the establishment?—They are only for the use of cadets and Staff College officers for riding in the school.

8642. If that system was extended so that the Commandant might make use of those horses to take the officers at the Staff College sketching on horseback, and riding about the country, would not some means be given of judging of the physical qualifications of the officers?—You mean, I suppose, that the horses should be public property; I have not considered that. I think it would be upon the whole preferable that the horses should be the property of the officers at the college themselves.

8643. Are there not cases in which an officer could not afford to keep a horse of his own?—Yes; then you must give him the means of keeping a horse. There are arrangements in the Artillery, and I believe also in the Cavalry, for buying troop horses on joining at a certain price, and returning them again when the officer leaves; possibly that arrangement might be extended to the officers at the Staff College, but I cannot say, as I have not thought about it. This is merely an impromptu observation of mine.

8644. But you think if it could be done it should be?—Yes, I think there would be great advantage in it. I should like to see every officer not only keep his horse, but use it and hunt.

Qualifications for admission.

8645. With regard to the certificate of the commanding officer which is required before entrance to the Staff College, do you think it would be of any

Col. E. B. Hamley, C.B.

6 May 1869.

Staff College.

assistance if, instead of the regulation being that a certificate should be sent, certain specific and carefully prepared questions were issued by the Horse Guards, and were answered by the commanding officer?—I think that would come to exactly the same thing in the end.

8646. Then, in fact, upon this particular point, which is considered the keystone of the whole, there can, in your opinion, be no guarantee at all?—No guarantee at all, or a very trifling one.

8647. It depends upon the qualifications of the commanding officer himself in fact?—Yes, exactly; some commanding officers will give an honest opinion, and others, perhaps, who can, will not in that particular case because they want to get rid of their least efficient officers. Of course, a commanding officer can scarcely prevent a man from coming to the Staff College; all he can do is to discourage it.

8648. If the commanding officer were obliged to answer certain specific questions, would it not be more difficult for him to avoid giving the information which is required to the Commander-in-Chief?—He would have to evade a greater number of questions in such a case. According to the present plan he gives it all in a lump.

8649. (*Mr. Parker.*) Do you think it would be possible to shift the responsibility from the commanding officer to the authorities at the college by receiving information in detail from the commanding officer on the candidate's fitness, and then letting the authorities of the college decide whether, upon that information, he was a fit person for a student or not?—The authorities at the college would have no means of testing his regimental qualifications; that is my object in suggesting a board of officers, that they might test the regimental qualifications of candidates. It would be better that those qualifications should be reported upon before he joins the Staff College than after, because else you may have some men come in who would be sent away, and the numbers of the Staff College would be constantly diminished. Whatever you can get a guarantee for before the student joins, it is better to have that guarantee.

8650. According to the present system the certificate must either be given or withheld by the commanding officer; but such a board as you propose might give information upon which the authorities of the college would either give or withhold the admission; would that work well?—If your meaning is that the board should give detailed information and leave the authorities of the college to judge whether they would have the man or not, I must say no. I think it would be rather a roundabout way of arriving at the same result. I would leave the board to decide upon the regimental qualifications.

8651. Then the board must either say Yes or No, that the officer is or that he is not fit for admission?—Yes, regimentally. It would be better, of course, that you should be able to accept the whole certificate as it stands before the candidate joins; but as you cannot do that you must supplement it in some way. I propose to supplement it in the matter of habits and character by the observation of the Commandant.

8652. Would such a certificate as you propose be of any further use, except just as a means of passing him into the college?—Not at all.

8653. Would you put it on record at all?—No, it should only be for his admission.

8654. Then it would make a board in the regiment share with the commanding officer the responsibility? Not a board in the regiment.

8655. It would make a board of officers share with the commanding officer the responsibility?—Yes, and they would have no such interest in the matter as the commanding officer may be supposed to have.

8656. How are they to ascertain the regimental qualifications of the officer, by an examination?—There is an examination for promotion which might be extended; he would be examined before a board at a table, say, but he might also be tested by being seen with a regiment in the field.

8657. Do you think that the plan of the three classes which you have suggested for the final examination would be applicable to this examination in regimental qualities?—Not at all.

8658. Then the report would simply be either that he does or that he does not possess the requisite qualifications?—Yes.

Course of instruct

8659. (*Sir D. A. Cameron.*) Under the present system the officers at the Staff College are absent from their regiments more than two years. Do you think it would be possible, by reducing the number of subjects taught at the college, and by raising the entrance examination, to shorten the period of residence to one year?—I hardly think it would, I think that two years is necessary to digest all the information. I daresay you might cram a sufficient quantity of information into an officer in one year, but I think it better that he should have two years to digest it.

8660. Do you think that it is absolutely necessary to teach languages at the Staff College?—No, I think not.

8661. If the instruction in languages and in geology and chemistry were abolished, and if the instruction were confined to purely military subjects, do you think that more than one year would be required?—I think it is very short already. There are many officers who have already passed in languages and do not take up either chemistry or geology, but I do not think they find they have a great deal of time to spare more than the others.

8662. (*Lord de Ros.*) Sir Duncan Cameron put a question to you in which he pre-supposed a good deal of information to be brought to the college in the first instance, and on that ground he proposed to reduce the period of residence there; did you quite follow that?—Yes, I understood that. In that case the entrance examination must be raised very much. I doubt whether you would get the requisite number of officers to come and compete in that case.

8663. Do you not think that it would be better to have a few compete who were far advanced in useful information, than a great many smatterers?—I do not think they are smatterers now.

8664. Referring to your remarks with respect to not making languages a necessary part of the examination, do you think it would be possible, if an officer brought a certain knowledge of French and German, to teach some subjects in French and German so as to keep him up in his knowledge of those languages, for instance, reconnaissance and reports?—I do not think it at all desirable. I think it would be a complication which would have very little result.

8665. As to the field reports, do you not consider that it is an absolute necessity that if an officer is to make a good report of tracts of country of five or six miles it must be done on horseback, and that he could not do it in any other way?—He can do it in another way if he takes a longer time about it, but it is better that he should be taught to do it in the way in which he will do it on service.

8666. And on service he cannot do it in any other way than on horseback?—He will do it on horseback.

8667. You would consider time to be of great value in reconnaissance in an enemy's country?—Certainly.

8668. As regards mounting the officers, I believe at present the horses are detached from the regiment of cavalry at Hounslow?—I can hardly tell you that. I believe, indeed I know, they are taken from several regiments.

8669. Do you not think it would be much preferable to take them from the general depôt of the cavalry at Canterbury, and have them selected there properly, and have them inspected by the officer who inspects at Aldershot, so as to have useful horses sent to the Staff College; not the worst horses from every regiment, but such horses as it would be an improvement to ride?—I think that is a matter for the consideration of the cavalry authorities. I cannot give an opinion upon it.

8670. I think you made some observation about the necessity of teaching transport by rail; you think

that very important, do you not?—I do; very important.

8671. You think it important that a staff officer should know how much railway plant would be required for moving a battery of artillery?—I think that that is known already.

8672. Do you think they would all know that?—It would be generally known. I think he should see troops embarked and disembarked in trains; he should see platforms made in places where there were no platforms before; he should learn the rate at which successive trains can be despatched with safety, otherwise it would be impossible to call upon him to make arrangements for a great movement by rail.

8673. As regards embarkation in vessels, would you have them instructed in the tonnage, and the amount of accommodation, and the stowage, required for a certain number of men on board ship?—He is taught that already in the branch of military administration at the Staff College.

8674. Do you think that if you sent one of these officers to embark a squadron of cavalry he would be able to put the horses on board ship in a great hurry?—That is generally a matter upon which there is no such pressing hurry as there is in the matter of railway transport; it is not necessary to be so exact. I have no doubt that any intelligent officer could very soon learn it.

8675. Are you aware that a difficulty was found on the occasion of the embarkation from Varna in finding officers who could do it well?—Yes; but that was because of the want of material. They had nothing but a few Turkish boats that they could lay hands on and fit up for the occasion besides the men-of-war's boats. But if you had the cranes, and wharves, and all the appliances which are to be found at Woolwich it would be simple enough.

8676. Is it not very improbable that you would ever find those things abroad where you wanted to embark or disembark?—Yes; there you are very dependent, I should think, upon the sailors.

8677. Do you not consider that it should be part of a staff officer's education to know the practical points necessary for the quick and orderly embarkation of troops?—He is taught all that theoretically, but whether it would be of any very great practical value or not to see it done I cannot say. It would be better, perhaps, that he should not sacrifice much of his time in learning that.

8678. Would you call it a sacrifice of time?—If you sacrifice anything else for it it is.

8679. You have suggested that a brigade of infantry, a battery of artillery, and a regiment or part of a regiment of cavalry should be placed for a time under the Commandant as brigadier, and the duties of the staff performed entirely by the students; would it not be preferable to send the students to the camp instead of bringing the camp to them?—I do not think so, because you would be very dependent upon the ability of the brigadier.

8680. A man who might be very competent to be Commandant at the Staff College might not be perfectly familiar with the handling of all kinds of troops?—He might or he might not. I think he would be all the better for having the knowledge.

8681. Would it not be a great disadvantage if he was not; would he not in that case be a blind leader of the blind?—It would be much better to run the risk of the Commandant not being able to do such things, than to trust to the chance of the brigadier being the right man to instruct the officers of the Staff College.

8682. (*Rev. W. C. Lake.*) Do you think that the Staff College is, on the whole, a very great benefit to the army?—I think so.

8683. Will you briefly state the general grounds upon which you think so?—Because I feel sure that any general officer who was called upon to choose his staff would much rather take officers who had studied the subjects which are taught at the Staff College than others who had never done so. He would find it an incomparable advantage, for instance, to employ staff officers who were accustomed to topographical drawing in making reconnaissances. A man who could do that, who had studied military administration, who had read military history, and learnt all these other subjects would be of infinitely more assistance to him than any officer he might select without knowing his qualifications.

Col. E. B. Hamley, C.B.

6 May 1869

Staff College.

8684. Are you or are you not aware of any facts which materially qualify that advantage?—You mean that the officers who pass through the Staff College are not so good as they might be. I have said that I think a certain proportion are not above the average of officers in the army.

8685. When you were at the Staff College did you notice many or any officers who passed the Staff College with credit, but who were obviously deficient in some practical qualities necessary for staff employment?—Yes; I have noticed some who passed with credit, and who were at the same time deficient in some of the qualities necessary for a staff officer.

8686. Do you know of any means that now exist by which the authorities could indicate, either publicly or privately, that they considered any officers who had passed the Staff College to be unfit for employment upon the staff?—No.

8687. You know of no means by which that could be indicated now in the case of officers who have already passed through?—I suppose the character of those officers will be pretty well known from the reports of the generals under whom they have served.

8688. It is not a question of general character, but as to the possibility of indicating any physical defect or any quality which might unfit an officer who was able otherwise for service on the staff?—Service in time of peace is so different from service in the field that the one is hardly a criterion of the other. Consequently it will always be difficult, even when you get the general's report, to know the real value of a staff officer in war.

8689. Are you aware whether there are any communications made by the authorities of the Staff College indicating in some cases want of fitness for employment on the staff?—I have never seen a report made by a Commandant, but they do make such reports, and of course it is quite open to them to state the defects of the officers.

8690. Do you believe that such reports are made?—Yes, I believe that these reports are made by the Commandant.

8691. (*Lord E. Cecil.*) Much has been said of the anomalous and even invidious position which the Council of Military Education holds as regards its relation to the authorities at the War Office and the Horse Guards, the military colleges, and the Staff College. What is your opinion—do you think that its authority in educational matters should be curtailed or increased?—I think it works very well as it is.

Council of Military Education.

8692. Is it not the fact that with regard to the colleges there are several channels through which every communication goes before it is finally placed before the Council of Military Education or the Horse Guards, as the case may be?—No, I think not; I think everything comes direct from the college authorities to the military secretary, and thence to the Council. Formerly everything came direct from the college authorities to the Council, but it was at the request of one of Sir Duncan Cameron's predecessors, I think, that the military secretary was interposed as the channel between the two. He did not wish to communicate directly with the Council.

8693. We have in the printed answers which have been supplied to us by some of the witnesses such sentences as these:—"The Academy groans under "the weight of a triple government; one (itself "heavily loaded) at Woolwich, a second at the "Council of Military Education, and a third at the "Horse Guards." It has also been stated in evidence that the Commandant of the Staff College before he makes any changes in matters of study is obliged

Col. E. B. Hamley, C.B.

6 May 1869.

Council of Military Education.

to send a report to the Governor of the Royal Military College, who sends it on to the Council of Military Education, and it is supposed that even the decision of the Council of Military Education is not final, but that it has to go on to the Horse Guards and the Secretary of State for War. What I should like to know is, whether the facts I have stated are correct or not, whether the Council is or is not supreme in educational matters, and what is the number of channels through which everything passes before it is finally decided upon?—The positive recommendations of the Council are almost invariably attended to upon such subjects.

8694. To whom does the Council of Military Education owe allegiance, to the Horse Guards or the War Office?—The Council communicates in the first instance always with the military secretary for the Commander-in-Chief, and the Commander-in-Chief on certain subjects passes on the recommendation whatever it may be to the Secretary of State for War; but I do not recollect any case in which any obstruction has been thrown in the way of improvement by either the Horse Guards or the War Office, except on the ground of expense.

8695. Then you are of opinion yourself that there is no disadvantage attending these constant communications to different authorities before a matter of study or discipline is decided?—No further disadvantage than a little loss of time; beyond that no practical disadvantage has occurred, because I am not aware that any obstacle is thrown in the way. Discipline is not under the Council unless it is specially referred to it.

8696. I presume that the professors of the various colleges are selected by the Council of Military Education; is not that so?—Yes, that is the case generally; it is not the case altogether at the Academy.

8697. Perhaps you would explain where it is and where it is not the case?—As regards Woolwich, the Council of Military Education make their recommendation on the previous recommendation of the Lieutenant-Governor of the Academy. A great many of the officers employed are officers of artillery and engineers with whom he has personal acquaintance, and of whose qualifications he has more knowledge than, perhaps, the Council could readily obtain from any other quarter. The usual course is for him to make his recommendation, which the Council generally, after inquiry of some sort or other sufficient to satisfy them that it is a good appointment, themselves recommend.

8698. What is the mode of selection pursued by the Council generally?—In the first place a notification is issued that a certain appointment is vacant, and that officers or others will be wanted to fill it. The applications come to the military secretary from the candidates, who generally also forward their testimonials. These are all forwarded to the Council, who deliberate upon them and select the person they think the best qualified, generally after a personal interview, and thereupon make their recommendation to the Commander-in-Chief through the military secretary, and it is presently confirmed.

8699. In the event of the incompetency of any one individual professor being reported, what body is it, or what authority is it, that decides upon his dismissal?—It is very difficult to procure the dismissal of incompetent people, that is one of the great defects of the system. Just now we have obtained some facility for doing so, by limiting the period of service of those officers who are professors either on full or half pay to six years. They can be reappointed at pleasure on special grounds of qualification, consequently you have only to abstain from reappointing them, allow them to leave, and then get rid of them. You are not now saddled for life with an incompetent professor. That relates to officers. With respect to civilians, we have no means of dismissal that I know of.

8700. Have you any suggestions to make to the Commission by which the simplification of such a proceeding might be effected?—Yes; I think that where the authorities of the college are decidedly of opinion that a professor is incompetent, either from length of service or from want of ability, and whenever they satisfy the Council of Military Education on fair evidence that it is so, the removal of the professor might thereupon take place.

8701. I will just ask you one or two questions with regard to the especial duties of the Council; what amount of time is devoted to educational matters which concern the military colleges and the Staff College, and what amount of time is devoted to the army schools by the Council?—These are different departments which are taken by different members of the Council. The process is, the questions connected with the colleges come to one member, we will suppose, and questions connected with the schools to another, miscellaneous business to another, and whenever anything out of the ordinary routine comes before any member he confers with all his colleagues, either by a minute paper or more commonly personally. There is not a certain number of hours of each day told off for each department, because the work is uncertain, it is not constant.

8702. How many times a week do the Council meet?—They meet every day, they are sure to be in conferences of some sort together, either formal or informal, every day.

8703. And there is sufficient business to occupy them?—There is always some business before us that could not well be neglected.

8704. From official correspondence, which is in print and has been supplied to the Commission, it appears that the number of members of the Council was increased in 1858 and that shortly afterwards the army schools were placed under its control. The inference is that before that time the business was not nearly as great as it is now; is that so?—I cannot give you any information about that. I know nothing about what the state of the Council was at its first constitution. App page

8705. The Council is composed principally, is it not, of military members?—Yes.

8706. But there is one civilian?—There is one civilian.

8707. Does he attend constantly?—He does not attend constantly; he does not live in London. We send papers to him occasionally, and he comes up to the examinations.

8708. How often do those examinations take place?—I mean all the examinations for admission either to the army or to the Military Colleges.

8709. How often do they take place?—They are uncertain. Sometimes there are examinations for direct commissions, three or four a year, the Woolwich examinations are twice a year, the Sandhurst examinations are twice a year; that makes eight; the Staff College examinations once a year; that makes nine.

8710. So that the civilian member does not, as a rule, come up more than nine times a year?—Yes, I think he comes up oftener than that; we see more of him than that.

8711. I suppose there is no compulsory obligation to attend upon the members of the Council?—In this way there is, there are memorandums to be signed every day which are generally signed by all the Council who are not on leave.

8712. Is there a secretary to the Council?—Yes.

8713. Will you tell us the number of clerks?—There are eight.

8714. I suppose their duties are principally connected with the army schools?—No, not altogether; there are the military libraries and the recreation rooms, one clerk attends to those; and there are the colleges. Then there are copying clerks who copy whatever matter has to be written out. They are not all specially connected with the army schools. There is probably not more of actual writing to be done about the army schools than about the other branches. I could not off hand say whether it is less or more, but I can

say that there is a great deal of business to be done by the clerks irrespective of the army schools.

8715. Does the Commander-in-Chief preside on any special occasion or at an ordinary meeting?—The Commander-in-Chief told the Vice-President that he would always be happy to come if his presence was required on any occasion, but we have not hitherto requested His Royal Highness to do so.

8716. He bears the title, does he not, of *ex officio* President of the Council?—Yes.

8717. You have no suggestion to make in any way as to the Council of Military Education, either as to its powers or its relation with the authorities?—No; I do not think that the Council have any reason to complain of obstruction in any way.

8718. You think that it works thoroughly well?—Yes, I think so.

8719. (*Rev. W. C. Lake.*) I understand you to say that the civilian member of the Commission attends about nine or ten or a dozen times in the year?—Yes; perhaps a dozen times in the year.

8720. What is his salary for that?—I think it is the same as the others, 600*l.* a year.

8721. Was he appointed on the distinct understanding that he was to attend only nine or ten times a year, do you know?—He was appointed long before I came to the Council; I cannot tell you what the understanding was. He has been a long time a member of the Council, and a very long time a member of different educational establishments in the kingdom.

8722. The tenure of the other members is five or six years, is it not?—It is now said to be limited to five years.

8723. Do you know whether the civilian member was appointed on the same footing in that respect as the others?—Certainly not.

8724. It was an unlimited tenure in his case?—The five years rule was not in operation at all at the time he was placed upon the Council.

8725. Is there no understanding then that the civilian member is expected to attend more than nine or ten times a year?—Whenever we have any measure upon which we should like to take his opinion, or upon which we think we ought to take it, we send the papers to him, if it is a matter that admits of that delay, and he writes his opinion upon the subject.

8726. That I presume is of only occasional occurrence?—Yes, only occasional.

Col. E. B. Hamley, C.B.

6 May 1869.

Council of Military Education.

8727. In fact you occasionally send him papers, and he attends nine or ten times a year?—I cannot exactly tell you the number of times; he may come to the office to see the Vice-President at times when I am not present. I should not like to say how often he comes.

8728. And for that amount of work his salary is 600*l.* a year?—I believe so. That you can see in the estimates.

8729. (*Lt.-Col. Chesney.*) Regarding the appointments and the promotion of professors at the colleges, is not it the case that at Woolwich there has been a claim to promotion from instructorships to professorships by seniority which has not existed at Sandhurst?—I do not think so. I do not think the Council of Military Education would recognize any such claim. Whether any such claim has been put forward or not I do not know, nor is it much to the purpose, because it would not be admitted.

8730. But the appointments at Sandhurst have been made in a more open way than those at Woolwich, have they not, they have been thrown more widely open to competition?—Yes; because the military professors at Woolwich are all taken from the two scientific corps, but that is not the case at Sandhurst.

8731. Although there is no claim recognized at Woolwich, is not it the practice that the senior instructor is made professor?—No, I cannot say that it has been the practice since I have been at the Council. If it has been so of late it must be because the senior instructor was fully competent. There is no question but that seniority forms a very fair ground for promotion if there is not incompetency, but if there were undoubtedly some other man would be taken.

8732. But you do not recognize any claim to promotion by seniority as a matter of right?—We do recognize seniority as a claim, or rather as a ground, for promotion.

8733. Not a positive claim?—No, it is a ground for promotion.

8734. With regard to removing the civilian professors, is not there a special difficulty arising from the fact that they come under the Civil Service Act?—That I do not know.

The witness withdrew.

Captain H. Schaw, Royal Engineers, examined.

Capt. H. Schaw.

Staff College.

8735. (*Chairman.*) You are professor of fortifications and artillery at the Staff College?—Yes.

8736. How long have you been connected with the Staff College?—For five years.

8737. You were formerly instructor at the Royal Engineer Establishment at Chatham?—I was there for six or seven years.

8738. You have made two criticisms in regard to the Staff College in the replies you have sent to us; you say that "Some who enter are not fitted "for staff duties, and some who would make excel-"lent staff officers are deterred from competing by "the present system;" can you suggest any remedy for the first of these defects?—The remedy that I have suggested is, if possible, to make the certificate signed by commanding officers a little more distinct, and to supplement that by a committee of the senior officers of the regiment recording their opinion of the probable fitness of the candidate as replies to queries; I think that would be the most definite way of putting it.

8739. But the very qualities with respect to which you desire to test him are those which are rather to be discerned by observation, than by any questions on paper?—I mean that the questions should be for the senior officers to reply to, not for the candidate.

8740. It has been suggested that an officer, after passing through the Staff College, should be placed under the inspection of some general officer of the army in command of troops, and required to perform the duties of a staff officer, and if he failed to satisfy the officer in command, a report to that effect should be made to the Horse Guards; do you think that that would be a practicable method of testing him?—I should think it would be practicable, but it appears to be rather late to decide upon this point. I should think that his probable fitness might be decided before his entering the college. After he had passed through the college, and the country had been at the expense of educating him, it would seem almost late to find out whether he was fit for the duties of a staff officer or not.

8741. You would give to the officers a greater choice of subjects, and try to give a larger scope to their special idiosyncracies, rather than subject them all to one system of examination?—Yes, that is my idea. I think you could bring out individual gifts more strongly in that way. It would be better to try and improve what a man has got than to try to give him what he never can have.

8742. (*Lt.-Col. Chesney.*) One objection that has been raised to certain officers placed upon the staff from the Staff College has been a want of activity; do you think that that kind of thing could be tested before they entered the college?—I do. I think that in the regiments they came from their degree or activity of mind and body must be pretty well known, and that the opinion either of the commanding officer alone, or the senior officers, or perhaps even all the officers of the regiment, would be quite sufficient upon

Capt. H. Schaw.

6 May 1869.

Staff College.

that subject if one could get at it pretty clearly and honestly.

8743. It has been represented that the officers have not the means universally of keeping a horse, and that there is a loss in that respect as regards their riding, except in the school?—I think that that is a very great defect; I have mentioned it in my replies. I think in doing their out-of-door work they ought all to be mounted.

8744. In fact, to have a perfectly efficient Staff College you would have every officer provided with the means of being mounted, and make him be mounted?—Certainly.

8745. (*Mr. Parker.*) I wish to understand exactly the effect of the replies to these queries which you propose should be signed by a committee of senior officers; do you contemplate that the authorities of the college should exercise any discretion in the matter, or that the result of the queries should be that they must definitely take the man or not according as the officers reported; would you leave any discretion to the authorities of the college in judging of these queries?—Yes, I would, certainly. One might suppose that there might be a case in which a valuable man was not a favourite in his regiment, and that the replies were unfavourable towards him, and from some other source it might appear that he was a man who would be likely to make a good staff officer; therefore I do not think that these replies should be made absolutely binding, but only a guide for selecting the best man.

8746. Do you think that both for commanding officers and for this board of senior officers the responsibility of selecting would be rendered less invidious if the authorities of the Staff College could take part of the responsibility; might the board say in such and such respects he is fit, and in others not so fit, and leave a part of the responsibility to the Staff College?—It is difficult to answer that question. If one had implicit confidence in the judgment of the commanding officer, it would be best to leave the responsibility entirely with him, but as that is not always the case, it would be best to reserve some right of selection, and only to take the opinion of the commanding officer and the senior officers as very strong evidence in favour, or the reverse, of a man who proposed himself as a candidate.

8747. Do you think it would be an advantage that they should report more in detail upon the qualifications of a candidate in answer to definite questions?—Yes, I do, because I think the answers might be very vague; in fact, the present certificate signed by commanding officers does not appear to me to be sufficiently distinct. A commanding officer might sign that certificate with a very little stretch of conscience, and yet the man so certified might be really inefficient for the staff. My object in proposing queries is to make it as definite as possible, in order that the replies both from the commanding officer and from the board of senior officers should be so clear as to leave no doubt of their own opinion, at any rate, as to the fitness of the man for the staff.

8748. If the answers are both definite and perfectly *bonâ fide*, it follows, does it not, that some one must exercise a discretion upon those answers?—I suppose the Commander-in-Chief would exercise a discretion.

8749. That would be part of the scheme you would suggest?—Yes, that would be part of the scheme.

System of instruction.

8750. You speak in your paper of allowing officers to take honours on subjects of study selected by themselves; would you approve of doing that, as some other officers have suggested to us, by instituting classes, so that the candidates should be put into the first, second, or third class according to merit?—Yes, I think that is the best system. I think I used the word classes, that was my idea. The first remedy I propose is that they should be classed in different subjects, and that the best of them should take the first class in mathematics or the first class in French or German, or whatever might be the subject they excelled in, or if they excelled in a number of subjects they might take the first class in all those subjects.

8751. Do you think it would be desirable to accept a limited number of first class places in lieu of a larger number of lower ones?—I should very much prefer to have men who were really good in some one thing or in several things, if possible, rather than men who knew a little of a great many things.

8752. You would, therefore, encourage a man to pass out knowing a good deal of a few subjects?—Yes; knowing a good deal of a few subjects, rather than a smattering of a great number.

8753. You think that would be practically advantageous for the purposes of the service afterwards?—I do; I do not think you will alter a man in the Staff College. He was either fit for a staff officer or not before he entered. He may improve himself in certain particulars at the college, but you cannot form a man. All men are not cast in one mould; you can only improve a man in what he has got; you will do more for him by trying to do that than if you try to form him according to a certain mould which you consider the best for a staff officer.

8754. In other matters which are necessary you would have only a qualifying examination, as I understand?—Yes, only a qualifying examination.

Qualif of can

8755. (*Sir D. A. Cameron.*) Would it not be likely to produce discord in a regiment if the officers were called upon to pronounce upon the fitness of a fellow officer for the staff?—Yes, if all the officers were called upon to do so; I only proposed that a portion of them should do it.

8756. (*Lord de Ros.*) Would they be field officers?—Yes, field officers; I do not think it would do to extend it to the junior ranks so as to include men of a man's own rank. I think it would be better for it to be kept in the hands of the senior officers for fear it should create discord. If it were carried down to the lower ranks of course the vote would have to be by ballot, which would be introducing rather a republican principle. I do not suggest that.

8757. (*Maj.-Gen. Haythorne.*) In fact, if the certificate was worded in proper language, containing specific answers as to specific qualities by the commanding officer, that would generally be sufficient, would it not?—Yes, no doubt it would generally; it ought always to be sufficient.

8758. In its present shape it merely states the general opinion of the commanding officer?—Yes. If that were made more definite it ought always to be sufficient if you had the opinion of the commanding officer; but inasmuch as commanding officers are not always men whose judgment you can depend upon, I thought it would be an additional check to bring in a board of senior officers.

8759. It says at present that he is to report upon his possessing the chief qualifications of a staff officer. Many different commanding officers would have different views as to what the chief qualifications of a staff officer are?—Yes; I suggested putting in "energy of mind and body, personal influence with "his men and his brother officers, and good manners "and address," instead of "character, habits, and "disposition."

8760. (*Lord de Ros.*) In reference to ascertaining the fitness of an officer before he quits his regiment, what would you say to the proposition that in every half-yearly confidential inspection report made by every commanding officer to the district general, he should be required always to name one or two officers whom he thought suitable for the staff. Would not that be a kind of check upon any compromise, and would not the repetition of the same name in several successive confidential reports rather insure its being a safe selection?—I should think that it would act as a check upon it.

8761. Do you not think that it would also rather exonerate a regimental officer from any invidiousness in the selection, if this rule were adopted?—I understand your lordship to mean that the same person, namely, the commanding officer of the regiment,

would make these continual confidential reports, and would also when he was called upon, in the special case of a candidate for the Staff College, make a report upon his fitness.

8762. Referring at the same time to his former reports; do you think that that would answer?—I do not see any objection to it.

8763. Your remarks show that you know how great a variety of qualifications are necessary for a staff officer, and that no bed of Procrustes would do to lay him down upon. Do you not think that it would be an advantage, as compared with the present plan, to have a very decided separation of the studies in the Staff College, and to let one man go upon languages, another upon fortification, another upon reconnaissance, and so on?—That is quite my idea—that a man's peculiar qualities should be brought out; that you should not try and form every man in the same mould, but that you should try and bring out the peculiar qualifications each man already has and cultivate them to the utmost.

8764. As regards the advantage of foreign languages to officers, do you think it would be possible in your own branch to teach the theoretical part of fortification partly in the French language, and to require from the officers short essays or notes on fortification in French; would that work well?—It would require a good knowledge of French in the professor to begin with, and as there is an instructor in French it would seem perhaps to be taking part of his work. The officers do at present read books on fortification in French and German; they are referred to French and German books to study the subjects in, and if they have any knowledge of the language that tends of course to assist them in keeping it up.

8765. Do you not think that it would be an advantage to have a regular tour made abroad by a few of the Staff College officers to study the application of fortification to the suburbs and additions which present difficulties in the case of almost every town that has to be fortified?—I think it would be a very great advantage, the expense of course is the only objection.

8766. Might not the expense be brought to something very small if the tour were among the towns in Belgium, and other towns within a very short range of this country?—I do not think it ought to be an insurmountable objection at all; the expense need not be so very great, and the advantage would be very considerable.

8767. I observe that you say in your answers that you think more practice in rapidly executed projects for defence and attack of posts, reconnaissances, and surveys would be of advantage. You consider that the officers must be mounted, do you not?—I do.

8768. Do you think it would be an advantage to have a set of horses belonging to the college instead of borrowing the worst horses from the different regiments, and to have those horses regularly inspected from Aldershot and supplied from the depôt at Canterbury?—I believe that that is the system on the continent, that the officers are mounted upon the horses belonging to the college. It seems to work well there, and I can see no reason why it should not work well with us.

8769. There is a difficulty at the Staff College in that respect, is there not?—Yes, there are no horses provided. The officers have to find their own horses, and as they are only there for a short time and have to sell their horses on leaving, and as many of the officers are not monied men, there is a practical difficulty, no doubt.

8770. Might not there be some arrangement for them to buy their horses at a certain price when they come and return them when they go; do you think that that would be feasible?—That would make the horses their own for the time being. I think that would be feasible.

8771. (*Rev. W. C. Lake.*) I think you laid down the principle with regard to education at the Staff College that it would be a good thing to cultivate each officer's peculiar talents and qualities, did you not?—Yes, I did.

Capt. H. Schaw.

6 May 1869.

Staff College.

8772. Would you extend that to keeping up the study of languages?—Certainly, because some very good officers have a great genius for languages and not for anything else.

8773. Is not the main business of the Staff College to form a staff officer, and, therefore, might it not be said that the work at the Staff College should be almost entirely practical military work?—Yes; but to be a good linguist is a very practical advantage, for a staff officer might be placed in positions where a knowledge of languages would be most useful, and where he might not require a knowledge of military drawing, for instance, at all.

8774. Might you not say that nine-tenths of the work at the Staff College should be of a practical military character; I mean that rather as a sort of deduction from the rule which you laid down, as it seemed to me rather too generally, that you should cultivate each man's particular qualities?—I believe you ought to have in each man who is a staff officer a competent knowledge of military subjects. I think in the present state of military knowledge you might almost ensure that at his entrance; at any rate you might insist that he should acquire it whilst at the college.

8775. Are you not stating the necessary military requirements which you imagine the Staff College to bring out at a very low point?—I do not think that I am; I think that every officer in the service ought to have a sufficient knowledge of military duties generally. A staff officer, perhaps, ought to have them pre-eminently, but every officer in the service ought to have them, and if you have a selected body of men for the staff, it would be better that you should be able to find amongst them men who are really good at particular subjects, than that you should have men who are only mediocre at a number of subjects. It must be more valuable, I should think, to a general, to have such men at his command.

8776. I only mean this, when you lay so much stress upon developing the various talents of the officers, and amongst them (what undoubtedly is essential) the knowledge of languages, must you not always bear in mind that the special object of the Staff College is to give distinct practical military teaching?—The root of the answer to that question is to know what are the duties of a staff officer,—what he is really required to do. On service his duties are very various, and I believe that you might select men for those various duties according to their qualifications, and get the work better done, than if you tried to get every man up to a certain standard.

8777. (*Lord de Ros.*) You are aware that that is what is done. A general officer on service always appoints his staff for the particular purposes for which they are most useful; for instance, the staff officer sent with a flag of truce would necessarily be a linguist?—That is my idea, and that should be carried out as far as possible.

8778. (*Chairman.*) Are you of opinion that the course at the Staff College could be shortened at all?—I think it could; I have not considered the matter very fully.

Length of the course.

8779. What is your general impression upon the subject?—I think it could be shortened.

8780. To what extent?—I think it could be shortened to one year, but I am not quite sure that it would be advisable to do it always.

8781. Would that be done by omitting some of the subjects which are now taught?—By omitting some of the subjects, by omitting languages, for instance, which I do not think can be taught very well at a college.

8782. And by requiring those subjects which you omit from the course to have been acquired previously?—Yes, previous to coming there, or by omitting part of my own subjects, not making it obligatory upon every officer to go through the whole of the course they now go through with me, that is to say, forti-

Capt. H. Schaw.

6 May 1869.

Staff College.

fication and artillery. There might be a limited course for them all, and a more extended one for those who have a genius for that sort of work and prefer working at it.

8783. (*Rev. W. C. Lake.*) I understood you to say some time ago that you would wish languages to be taught at the Staff College?—If the time remains as it is at present, I believe that a portion of the time might be advantageously devoted to the study of languages; but if it were considered, for other reasons, better to shorten the time, I suppose that languages could be better omitted than any other subject, because they could be acquired no doubt better abroad than they could at the college.

8784. (*Lord de Ros.*) Supposing that these varieties of qualification are admitted to be necessary, do you think it would answer to have two periods for which officers might stay, so that some would stay for one year and some for a year and a half, those who went into the more abstruse subjects remaining longer, and those who picked up quickest the practical subjects going away sooner?—I should think it would lead to practical difficulties in the working of the college if you had officers there for different times. But it would require a good deal of thought to see how far it could be worked out.

8785. (*Chairman.*) What per-centage of officers who have passed through your hands would you designate as not being so well fitted for staff duties as you would have desired to see them?—My impression would be, about a fifth, or 20 per cent.

The witness withdrew.

Adjourned to Tuesday next at twelve o'clock.

Tuesday, 1st June 1869.

PRESENT:

THE RIGHT HONOURABLE LORD NORTHBROOK IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	MAJOR-GENERAL HAYTHORNE.
GENERAL LORD DE ROS.	C. S. PARKER, Esq., M.P.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart., V.C.	REV. DR. BUTLER.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.	REV. W. C. LAKE.
MAJOR-GENERAL EARDLEY WILMOT.	LIEUT.-COL. CHESNEY.

Maj. C. Adams.

MAJOR C. ADAMS examined.

1 June 1869.

Staff College.

8786. (*Chairman.*) You are Professor of Military History at the Staff College?—I am.

8787. How long have you been in that office?—Just one year.

8788. You were formerly in the Austrian army?—Yes.

8789. For how long?—13 years.

8790. Did you see any service with the Austrian army?—Yes; I saw comparatively a good deal of service there. I was present throughout the operations in 1848 and 1849 in Italy, and I was connected with all the other principal movements of the Austrian army during the ensuing years in Holstein and the Danubian Principalities.

8791. You also, I think, commanded a regiment in the German Contingent?—Yes, eventually. I went out to the East as senior major, but succeeded to the command before the regiment was disbanded.

8792. You were also at the Military College at Sandhurst?—I was.

8793. In what capacity?—First as instructor of Military History, and afterwards I succeeded Colonel Chesney as Professor of Military History.

Appendix, page cxxii.

8794. You have given us the benefit of your observations on paper upon the subject of the Staff College?—I have.

Qualifications of candidates.

8795. I gather from them that you do not see any way of introducing a more stringent form of certificate for officers before they are admitted to the Staff College?—I should lay no stress whatever upon the certificate. I should make the matter one of stern military duty.

8796. On the part of the commanding officer of the regiment?—Yes.

8797. Do you mean that there should be more responsibility placed upon him with respect to recommendation than there is now?—Decidedly.

8798. Do you mean that some step should be taken by which he should be made to feel the matter to be of more importance?—Unquestionably. That it should be insisted upon as a duty.

Course of instruction.

8799. You are in favour of restricting the course of instruction at the Staff College?—I am.

8800. Would you exclude languages?—I think languages most important, but I doubt whether they are acquired to any very great extent at the College itself.

8801. You would probably make the knowledge of languages a condition for entry?—Yes; the knowledge of one language certainly; and I would advocate a different mode of cultivation of language subsequently.

8802. What mode would you propose?—Residence for a certain period in the country for European languages, France or Germany.

8803. You would not attach importance to the knowledge of a foreign language which was acquired at the Staff College itself?—I think that very little is acquired there in the way of languages. I think that it is very difficult to acquire them at the Staff College.

8804. Some of the remarks in the paper with which you have favoured us seem to show that you are opposed to personal competition by marks?—Very strongly.

8805. But further on you say that you would advocate competition for honours in the several subjects. Why do you suppose that the same objection would not apply to one as well as to the other?—I fancy that men are brought into personal contact, and that they struggle for place. You find that different men excel in different subjects, and they have no objection to compete in one subject against each other, or to compete for class. But if you mass a number of subjects together, and so form one general system of personal competition, I think that it is practically open to many objections.

8806. Is your objection on account of the interference which is produced with the education, that is to say, that under the present system a man applies his attention to a subject merely for the sake of getting marks, and without any other benefit to himself; is that the great objection which you have, or is the objection more from the bad feeling which is produced between officers?—That is partly so, and I think that it diverts the attention of a man from a

special subject for which he has a natural taste to a great many other subjects which under the present system he must take up, so that he cannot so much concentrate his thoughts upon the one subject for which he is fitted as he would do under a competition for honours in several subjects.

8807. You suggest that officers who have passed through the college should be attached to the staff of the several camps?—Yes.

8808. For how long would you attach them?—It would depend very much upon the course of exercises pursued at the camp.

8809. For example, under the present system at Aldershot, what advantage would be derived by an officer being attached to the staff there?—I do not think that the Staff College gives any training for the staff of Great Britain in time of peace; I think that practical training is necessary to acquire the special duties demanded of staff officers in our camps. An officer is now taken from the Staff College and placed on a peace staff appointment, and is very much judged of by his immediate capacity for that office. I have heard opinions expressed as to the ability of men who have left the Staff College for the post which they have undertaken, as though they had been specially prepared for it; the training of the Staff College is for war, and not for peace. The staff appointments in the field are the exception and not the rule.

8810. What they would learn in the camps would be the duty of a staff officer during peace?—Yes, no doubt.

8811. Do you consider that the instruction in field fortification at the Staff College is sufficient at the present time?—I am hardly in a position to judge of that.

8812. Are there any other observations which you would like to make to the Commission with respect to the Staff College which are not contained in the written answers which you have sent to us?—I have not my mind upon any special subject at present.

8813. (*Lord E. Cecil.*) Are you thoroughly satisfied with the course of instruction at the Staff College; do you think it sufficiently practical?—It depends upon the length of staff training which is permitted to an officer during his service. If you restrict the course of training to two years probably you ought to introduce more practical subjects. I myself consider that the period for training staff officers is very much curtailed in this country. I think that you would find in other armies on the Continent that they consider it very difficult to condense into so short a period so many subjects and such a variety of knowledge as a staff officer requires. If you commence a course, and wish to devote a certain portion of it to theory and a certain portion of it to practice, you must act and legislate in the matter accordingly. For myself I do not think at all that the course at the Staff College at the present time is too much devoted to theoretical subjects, provided that you afterwards give an officer an opportunity of learning those practical subjects which are undoubtedly necessary.

8814. From your experience abroad of a staff officer's education, are you in favour of extending the time for the instruction of an officer at the College. I refer to his total period of training?—I should unquestionably give him more time to master the peculiarities of other arms of the service, and for training in other subjects. I believe that an officer is now attached to artillery and cavalry if he happens to be an infantry officer.

8815. How long do you think that the practical course should be?—I should say that an officer would require fully six months, in addition to the period already allowed to him, for the study of telegraphy and railway systems, and other modern appliances.

8816. (*Sir C. Russell.*) Would you prefer that the education at the Staff College should be almost entirely theoretical, and that afterwards at the camp or at some similar place, for a portion of the duty, instruction of a thoroughly practical kind should be given?—I think that some of the subjects are now more or less of a practical character, my own subject is the only essentially theoretical subject. Field fortification is already professed there, and you have hand drawing and surveying. I think that the proper purpose of the Staff College is to instil the principles of these various subjects which are professed, but if you can connect them with practice, so much the better. Some of the other duties which I have specified in my written evidence I think would be much better practised where you have instruments for doing so than where you have not. I think that all the practical duties of a staff officer would be much better practised in camp if the theory is previously understood.

8817. Then you do not propose to separate the course of instruction, making it at the Staff College of a shorter period than it is at present, and confined almost entirely to the book part of the knowledge, and having the actual open air duties of a camp taught afterwards?—I am quite certain that you cannot curtail the present course at the Staff College with advantage. Take my own subject: A man comes to the college with a very poor knowledge of military history, and he has to master a portion of the subject in the course of two years; it has taken me ten years to learn very little of it.

8818. You are not for shortening the period?—Distinctly not.

8819. (*Lt.-Col. Chesney.*) I understand that you think that a great want is more practical training after leaving the college?—Yes.

8820. Do you think that it has been an evil that the time with each arm has been shortened to six weeks? Do you consider that time too short?—It would depend upon the period of the year at which the officers were attached to these arms; whether they were in full exercise or not. I think that an officer who has learnt a good deal of his profession may learn a great deal in six weeks if he is attached to an arm of the service at a proper period of the year.

8821. You are in favour of excluding a class of men who are deficient in activity and energy upon certificates before entering the college?—Yes; I look upon the commanding officer as being the only judge of a man's ability and fitness for the staff.

8822. (*Sir D. A. Cameron.*) Would you recommend any change in the examination for admission? Are you satisfied with the present character of the examination?—To speak honestly, I am not thoroughly acquainted with it.

8823. Do you generally find the students of the Staff College, as far as your subject is concerned, highly educated men?—Some of them are very able men indeed.

8824. Does that apply to the greater portion of them?—I can hardly say that.

8825. (*Rev. W. C. Lake.*) Do you consider that within your experience there have been many officers at the Staff College who, supposing that the commanding officer had exercised a strict selection, would not have been there?—I have only been at the Staff College for one year, but I certainly think that there are officers in the different batches who have barely sufficient claim to the important offices which they may be called upon to occupy.

8826. And you think that in this respect the plan which you have suggested in your answers to Lord Northbrook would have a beneficial effect upon the general results of the Staff College, I refer to the commanding officer exercising a strict judgment as to the officer recommended by him?—I have no doubt of it. I have seen the system exercised more or less practically.

8827. If I understand you rightly, you object to competition between officers upon more than one subject?—Yes; I object to making a general competition.

8828. In that case, how could you have any competition at all at the Staff College?—You might have an examination to classify the men.

Maj. C. Adams.
1 June 1869.
Staff College.

8829. Would you allow a choice of subjects?—There are compulsory subjects.

8830. Would you allow any choice of subjects besides the compulsory subjects?—I should not myself do so.

8831. Do you think that the education given in the Austrian army to staff officers is a high and good one?—It is excellent.

8832. Comparing it with our present education, as given at the Staff College, do you think that the English system of teaching is as good?—I do not think that we have yet had time to establish a course of sufficient value. I think that it is a very difficult matter to establish a permanent training institution for staff officers; it takes time, and you cannot expect to do it at once; you require, perhaps, another generation of instructors to get the full value.

8833. Is the Austrian system of education for staff officers based upon the system that they should rather acquire an acquaintance with the duties of a staff officer in time of peace than in time of war?—No; it is essentially a war training. The capacity of our officers, I think, is very much judged of by the peace appointments which they hold. I view the Staff College itself as entirely a training institution for war.

8834. (*Lord de Ros.*) With reference to the superior training which you allude to of the officers of the Austrian staff, do you suppose that that superior training has been a system organized in consequence of their great failures against the Prussians, or do you think that they possessed at that time officers of great capability who were in those armies which so signally failed?—It is notorious that they possessed officers long ago in the Austrian army of very great ability; their system of training is not dated from 1866, and no operations could have been more skilfully performed than those in Italy in 1848 and 1849, in which I took part; they were worked entirely by the Austrian staff.

The witness withdrew.

The Rev. J. F. Twisden, M.A., examined.

Rev. J. F. Twisden.
Staff College.

8835. (*Chairman.*) You are Professor of Mathematics at the Staff College?—Yes.

8836. How long have you held that appointment?—Since the Senior Department received its new organization, and was called "the Staff College;" that is, from February 1858.

8837. You were, before that time, at the Cadet College?—Yes; I was for about seven years at the Cadet College.

Appendix, page cxxi.

8838. You have given us your opinion in writing upon several points connected with the Staff College; those points seem to be principally, as far as I understand your views, that you think that the knowledge of mathematics which is possessed by an officer when he enters the Staff College is not sufficient?—As a rule, not by any means, but quite the reverse.

Mathematical instruction.

8839. In order to obviate that objection, would you propose to raise the minimum of mathematics required when an officer enters?—I should question whether you could do it; the amount of mathematical knowledge required to obtain a commission is so extremely small that I doubt whether it could be done. I believe that the Council of Military Education has found it difficult to insist upon more than the first four books of Euclid, arithmetic, and algebra to the end of simple equations.

8840. Then you propose to make an acquaintance with a certain portion of mathematics compulsory upon officers during their course of study?—Yes, I think so.

8841. At present it is not so?—It is not. There is a very brief course which is compulsory, but it is so brief that it need not be considered.

8842. Will you state to us exactly what you would consider should be the first course, and which you would make compulsory?—The principal elements would be these, certain parts of algebra beyond simple equations, the doctrine of similar figures equivalent to the sixth book of Euclid, the mere elements of solid geometry, and sufficient of trigonometry for solving triangles and calculating heights and distances, the principal rules of mensuration, and the elements of the laws of force, what you might call the elements of natural philosophy. "Mechanics," is what it is called, but it is much more properly described by the name which I have given to it.

8843. Will you explain a little more fully to us in what manner you think that mathematics require protection, as you express it, in the examination?—I think that among officers, and particularly among officers whose scientific acquirements are slight, there is a very great tendency to say "so and so is of no use," and under the notion that practical work is more useful, to put it on one side; whereas I conceive that no officer can study such subjects as surveying and fortification, and artillery, unless he has somehow or other received a previous grounding at all events in the elements of mathematics.

8844. Then do you consider that to make that first course compulsory would be a sufficient protection for mathematics, or would you propose something more?—I should hesitate to propose more, but I may mention that Sir Howard Douglass (whose evidence I have referred to in my memorandum) would undoubtedly have considered that more was necessary. I think that looking at the acquirements of the Staff College officers, as they have been since I have noticed them, it would be unwise to insist upon more, but I think that every encouragement should be given to their acquiring more, particularly the branch of practical astronomy.

8845. In what way would your proposal that the subjects in which the officers were instructed should be taken as a whole be of advantage in respect of mathematics?—I do not think that it would be of any advantage in respect of mathematics simply. If I remember rightly the following case occurred very shortly after the Staff College was reorganized, namely, that one officer had passed in everything else and had failed in one subject, which I think was mathematics, and, in consequence, he was considered not to have passed through the Staff College, and it was felt to be a very great hardship. Now I think it very undesirable that a case which is looked upon as a hardship should not be avoided if possible. It is plain, too, that under the proposed rule a slight acquaintance with one subject would be compensated for by proficiency in other subjects.

8846. Then you would not require any minimum in each subject, but a minimum in the aggregate number of marks?—I think that that would be found to work better.

Exam

8847. With respect to the examinations, your opinion is that the examinations should be conducted by examiners independent of the professors?—Decidedly. The public examinations on which the final classification depends should be entirely in their hands. Or if not entirely, certainly very much more than is at present the case.

8848. Will you explain to us how the examinations are conducted with regard to your own subject, namely, mathematics?—Speaking with regard to the first or lower course of mathematics:—There is a college examination at the end of the first half year; this is conducted by the professor and has no influence on the public examination. At the end of the second half year there is a public examination; if an officer makes more than a certain minimum in it, he carries forward his marks and drops the subject; if he fail to make the minimum he is examined by the professor at the end of the third half year, and by the public examiner at the end of the fourth half year. Exactly the same is true of the advanced course; and of astronomy except that in astronomy the professor acts as public examiner. The examination in the instrumental work in astronomy depends upon fine weather,

and therefore perhaps it could not be done by a public examiner, but the paper work could certainly be done by him.

8849. How is the final examination conducted?—The two Christmas examinations are the final examinations.

8850. Are there any marks for the examinations at the end of the first and third terms?—No.

8851. Are there marks for the first Christmas examination?—Yes; as the arrangement now stands if a certain proportion of marks are obtained at the first Christmas examination, the marks are carried on, and the subject is dropped.

8852. Is the officer allowed to continue his mathematical studies under those circumstances, after having got the minimum number of marks?—He is allowed to do so, but he never does so; if he has passed in the lower course he might go on with the advanced course, and possibly would do so.

8853. Would he then get marks on the second Christmas examination?—Yes, if he did not take up more than seven subjects, but it would be otherwise if he did take up more than seven subjects. The first course of mathematics would count as one subject, and he would be allowed to take up the second course as a second subject, but if this made his number of subjects more than seven the marks would not count. What an officer would generally do who passed his lower course at the end of the first year, would be to take up the course of astronomy in the second year.

8854. In your own branch, as far as I understand your evidence, the examination, with the exception of astronomy, as regards the instrumental work, is conducted by independent examiners?—The whole of the examination in astronomy is in my hands.

8855. But the whole of the rest of the examination is conducted by independent examiners?—Yes.

8856. Then your observations in the paper which has been sent to us refer rather to the other subjects than to mathematics?—Yes.

8857. Do you see any objection to the marks at the first examination being carried on to the second?—I am afraid that it would not do to give all the marks at the final examination, the subjects would be numerous, but still I should think as a rule that a single examination at the end of the whole course would work better, but there would certainly have to be exceptions made.

8858. Looking at the matter broadly, it would appear that to test the efficiency of officers at the end of their study by an examination conducted by independent examiners would be desirable, and that that principle would be a sound one?—Yes, I think so; but there might be special exceptions made.

8859. Are there any other subjects besides the first course of mathematics which are dropped at the end of the first year?—Any language may be dropped, provided more than a certain minimum of marks has been made at the first Christmas examination, but so far as I am entitled to an opinion I should say that that is an extremely undesirable regulation. Even if an officer's knowledge of French or German be considerable, it is still an advantage to him to have an opportunity of practising conversation and composition under the professor to the very end of his course.

8860. In your paper you recommend that the marks should not be communicated to the officers; for what purpose is that?—Because when a professor is the examiner who assigns marks he is very subject to pressure. The tendency of an examiner, however impartial he may wish to be, is to make as good a case as he can for the persons whom he knows and is in daily contact with; and without supposing for one moment that any professor has ever consciously given wrong marks, still I think that it is very undesirable that the marks assigned should be made the subject of conversation at all.

8861. That relation between the professors and the pupils at the Staff College would appear to form an additional reason for having independent examiners?—Very much so. I may mention that in my own case I once marked some of my officers for their practical work in astronomy, and I talked over with them my marking, but I found that it was so extremely objectionable that I have never communicated since anything more than the bare marks assigned, for the purpose of avoiding the pressure which I have mentioned.

Rev. J. F. Twisden.
1 June 1869.
Staff College.

8862. Do you give marks for the notes taken in lectures?—Certainly not; to do so is most objectionable.

8863. Are there any observations which are not contained in the paper you have sent to us, which you would wish to make respecting your branch of the studies at the Staff College?—No. I think that I have given in that paper the heads of all that I have to say.

8864. (*Lord de Ros.*) You are of course aware that the military engineer requires a far more thorough and detailed education than can ever be obtained in two years at any college?—Yes. Mathematical instruction.

8865. Do you see no risk at the Staff College of forming an inferior engineer instead of a useful officer for the Quartermaster General's Department? If you attempted to form a staff officer in two years, and to teach him so much of the engineer's province, would you not be trenching on that province, and forming a bad engineer?—I do not know to what extent our course runs level with the course of instruction of engineers.

8866. If astronomy be regarded as a part of the military art, should we never have heard of officers failing on service for want of it?—I do not know whether you might, or might not, but I may mention that I believe that officers in Australia have been employed who were trained for that particular department at Sandhurst.

8867. Are you aware that Sir George Murray, who was probably the best Quartermaster General who ever distinguished himself in the British army, knew nothing whatever of astronomy?—All that I know of Sir George Murray is, that he was a student in the Senior department.

8868. Did he learn astronomy there?—I am not quite certain of the course as it then stood, but I think that astronomy was a part of the course.

8869. (*Sir D. A. Cameron.*) I think you have stated that the officers at the Staff College enter with a very insufficient knowledge of mathematics?—I think that in very many cases they do.

8870. And you think that it would not be desirable to raise the qualification for admission?—I think that the Council of Military Education have considered that practically they could not do it; but that would be a point for the Council of Military Education.

8871. Do you think that it could be done gradually? Has it not remained the same since the establishment of the Staff College?—No. The very elementary parts of mathematics have been struck out of our course since the formation of the Staff College; that is to say, the first four books of Euclid, arithmetic, and algebra to the end of simple equations; that is done because the Council consider that they can insist upon every officer who comes in knowing so much.

8872. Is it not the case that at present an officer may obtain very nearly his qualifying number of marks before he goes up for his final examination?—I have understood so; namely, that officers frequently go up with a perfect certainty that they cannot possibly fail; that they have made so many marks during the course of their two years study, and that the final examination is a matter of comparative indifference to them; so I have understood, and I believe it to be the case. Examinations.

8873. Do you disapprove of examinations by the professors at the college in every subject, as well as in your own?—Yes, meaning examinations for final competition, but there may be one or two exceptions. For instance, one clear exception would be in the instrumental work in astronomy, and there might be one or two others, but I think that the function of the

Rev. J. F. Twisden.

1 June 1869.

Staff College.

teacher and the function of the public examiner should be kept as distinct as possible.

8874. You appear to think a single examination at the end of the course preferable to the present periodical examinations by the professors; supposing that the latter were carried on by independent public examiners, would you then object to them?—Not so strongly, but I think that then there remains the objection that you prevent a man who can keep a large amount of knowledge together, and has it all well in order and can produce it, from having the advantage which he ought to have.

8875. (*Lieut. Col. Chesney.*) On the whole, do you see any objection to laying down the principle that there should be simply the two public examinations during the course, and that all these small examinations should be omitted?—I do not see any objection to that but quite the reverse. I understand, of course, by small examinations, those that occur from time to time during the course and are made to count as part of the final examination. The only two exceptions which I think might possibly be made, would be that chemical manipulation must be done in the laboratory, and therefore I do not see how the professor could be dispensed with there; and as regards the instrumental part of the examination in astronomy, I may mention that the instrumental part of the examination in astronomy, when I have a moderately large class, takes pretty well every fine day during the months of August and September; it necessarily extends over a very long time, and I think that it would have to be done by the professor.

8876. You would object, I presume, to the system of giving marks for notes taken down of lectures?—Most strongly. If there is anything which belongs to the work of a teacher, as distinguished from that of an examiner, it is looking into notes taken at lectures.

8877. Has it struck you that the amount of practical work which is done by the senior class is a very small proportion of the whole—I refer to the practical work which is done away from the college in the way of reconnoitring; has it ever struck you that it is very small as compared with the length of the college course?—That is one of those points which I should not be likely to notice, but I consider that it is, perhaps, comparatively small.

8878. You would not let the system of the first year's separate examination interfere with the instruction in mathematics. You would have the instruction carried on through the whole year or two years?—I think that if every officer were obliged to go through the lower course of mathematics, it might be desirable to allow that course, when passed, to be done with. I suppose that a perfect arrangement would be that every officer coming into the college should bring the lower course of mathematics with him; but I have always understood that that cannot be insisted on.

8879. Are you not aware that there is some practical difficulty in getting a man to work steadily for a whole year in a subject in order to come up for examination at the end of that year?—Yes; but I think that that would be met by college examinations, which would be reported upon, but which would not be counted in the final competition. I think that if such examinations were well conducted and reported on, and that if, where the work of an officer was ill done, it were severely commented upon by the proper authorities, a sufficient importance would be given to the examinations to induce officers to prepare for them. Besides there is nothing better, with a view to the final examination, than to have practice in examination work during the course of the year.

8880. Then possibly you would retain a part of the intermediate examinations, but would make them merely qualifying?—Yes. I may mention that my own practice in teaching has always been this,—before the final examination, for some six or eight weeks, I have discontinued lecturing, and have practised the officers in answering questions, and then have talked over their answers with them, in order to prepare them for the examination; and I think that that is a most useful part of the work.

8881. Do you see any difficulty as regards the Staff College in sending out men classed instead of placed; for instance, giving certificates of the 1st, 2d, and 3d class?—I see no objection to it, provided that there is a sufficient number of classes to discriminate. I think it would probably be better than assigning an exact number of marks to each officer. I ought to add that in that case it would not be necessary in a bad year to have a first class at all.

Mathe instruc

8882. (*Lord E. Cecil.*) Did you say that an officer might drop mathematics altogether if he passed a good entrance examination in mathematics?—No; I propose that at the end of the first half year he might drop that subject if he passed his examination.

8883. Do you think that there would be any advantage in allowing an officer to pass once for all in mathematics, on entrance into the college?—I should think that it would be better to let him have an opportunity of going rapidly through those subjects with the professor, before the examination, but if he had no taste for mathematics, I think that it would be better that he should pass, and have done with it, provided that he could do so.

8884. Would not it give him more time to devote to other studies?—Yes. I think that the higher branches of mathematics should be voluntary.

8885. Provided that an officer passed in the highest course of mathematics which you have named, you would be quite in favour of his dropping the study altogether during the time that he was at the college?—Yes.

Syster marks

8886. There is one portion of your paper which I do not quite understand, perhaps you may be able to throw some light on it. You state that the best way of preventing anything like a smattering of knowledge would be by striking off a proportion of marks from those gained upon each subject, and basing the classification on the remainder?—Yes.

8887. Can you explain at greater length what you refer to?—Perhaps I should explain a little more clearly what I intended to convey if I took it with regard to a single subject. Supposing that the lower course of mathematics counts for 400, and supposing that the rule is made that when the examiner has assigned his marks, the clerk should then strike off 100 from every sum total, the remainder would represent much more accurately the relative merit of the work sent in, and of course any one who fell below the 100 would simply count nothing. Every person who has conducted an examination knows that the first 100 marks in any subject are very easily obtained, and that the last 100 marks are obtained with very great difficulty. It is quite plain, if you strike off the first 100 marks, that if one student gets 150 marks and another gets 350, they will then stand in the relation of 50 to 250, and that will very much better represent their knowledge.

8888. Would not it depend very much upon the system on which the examiner examined?—I do not see that it would, because an examiner invariably assigns his marks to each individual question. The object of using marks, as I conceive, is that the examiner may confine his attention to each individual question, and estimate the value of it, and not form a sort of general idea of the whole, which he might otherwise do. I may mention that the suggestion was in use two or three years ago, and I believe is still acted upon, in the Indian Civil Service Examinations; they strike off, I forget whether a proportion, or a definite number of marks.

8889. You have taken the idea from the Indian Civil Service Examinations?—Not only from them but from seeing how very unfairly the present system works. For instance, the following case occurred at the last examination: two officers were passing an examination in the same subject, and in that subject 240 marks were required to be made; one officer made 235, and the other 266, the officer who made 235 simply dropped his marks,

and the other counted the whole 266, which was clearly a grievance of the most serious kind.

8890. You state in the last page of your remarks, "Any officer who cannot get through the Staff "College is clearly a man of inferior ability." Do you not think that that is rather a sweeping assertion?—No, I think not.

8891. Surely an officer might have practical military talent who perhaps might not be able to pass a good examination?—Such a case has never occurred in the last 11 years.

8892. That is from your knowledge of the Staff College, but I am talking of your knowledge of the profession generally?—Every officer is a man of education to begin with. The assertion might possibly require qualification if men were promoted from the ranks, and if you had men who were not men of education at all, but being men of education, I cannot conceive of any man with the most moderate ability not getting through the Staff College if he steadily applies himself for the two years.

8893. Does it not often happen that there are men who have not the smallest mathematical talent but who are very distinguished in other branches of military science?—But then there is no reason why an officer who is virtually ignorant of mathematics should not pass, and pass very high. You are not obliged to take up mathematics in the Staff College at present. The first four books of Euclid and simple equations are required, and I believe that they are required for getting a commission at all.

Rev. J. F. Twisden.
1 June 1869.
Staff College.

8894. (*Sir D. A. Cameron.*) Three are required?—The first three books of Euclid are required, not the first four.

8895. (*Rev. W. C. Lake.*) Do you mean that, as regards the entrance examination into the Staff College, any officer of very moderate abilities who applied himself to the subject would be able to pass it?—I have had no experience of the entrance examination, but I should think, judging from some of the officers who from time to time have got in, that the mere fact of passing into the Staff College does not prove very much as to an officer's abilities or acquirements.

The witness withdrew.

Captain E. M. Jones, 20th Regiment, examined.

Capt. E. M. Jones.
Staff College.

8896. (*Chairman.*) You were in the Prussian service for some time?—Yes; I was in my earlier career in the Prussian service.

8897. You passed through the Staff College?—Yes.

8898. In 1858?—Yes.

8899. You were also adjutant?—Yes; I was adjutant at the Staff College.

8900. And you are now the Professor of Military History?—Yes, at the Cadet College.

8901. I suppose that you are in constant communication with the Staff College?—Yes, I see a good deal of it.

8902. You have given us in writing your opinion upon certain improvements which you would suggest in the working of the college?—Yes, I ventured to do so.

8903. Are there any other points which are not contained in your written answers which you would like to bring before us?—I do not know that there is anything more than I have told you already. I have not gone much into things. I have given my answers very generally.

8904. First you say that it would be worth considering whether the selection should not be restricted to officers who had been doing duty with their regiments for a considerable period immediately before the examination. Do you think that the conditions which are now laid down under the regulations, namely, that an officer must have had five years' service, and if he is a subaltern must have passed his examination for his troop or company, are not sufficient?—I think that they are sufficient in the direction in which they go; but they do not seem to me in any way to meet the great objection which there is to cramming. The object of the suggestion which I make is to prevent officers having an advantage by cramming which others have not. For instance, officers abroad have not the same facilities which officers at home have.

8905. Do you think that an officer would get leave from his regiment in order to cram for an entrance examination into the Staff College?—They undoubtedly do so, though I believe that leave is never given when applied for *for that purpose*.

8906. And you think that that is an evil?—I think that it is a very great evil.

8907. On the same subject, touching the examination, you, I presume, from one of your answers, would raise the minimum standard in lower mathematics, so that an officer who had passed the examination at entrance need not study mathematics any more during his time at the college?—I did not propose to go into the exact standard which should be made, I did not consider that that came within my competency, but I think that it is desirable that there should be no occasion to study mathematics at the College, except for those officers who wish to pursue the higher branches of the study.

8908. That would involve including a greater knowledge of mathematics at entrance?—I do not know that it would require to be carried much further, but I confess that I think that the knowledge of lower mathematics which is now required before a man can pass out of the College might be required at entrance, and that the qualifying minimum should be very high.

8909. You think that every officer should have a good knowledge of riding before entering the Staff College?—Yes.

8910. You state that some knowledge of French should be required of candidates; but is it not the case that, at present, some knowledge is required of candidates either of French, German, or Hindustani?—Yes.

8911. Do you think that that knowledge is not sufficient; would you raise the minimum?—I would slightly. My intention in that answer was to point to the degree of knowledge, which I do not consider of any great consequence to a staff officer as bearing directly on his duties, but which is a part of the general education which anyone ought to have; that is to say, the ability to read with facility an easy French book.

8912. You recommend the institution of a Staff Corps: what do you mean by the term "Staff Corps"?—I mean something like the Indian Staff Corps: that a man should not be kept on the strength of a regiment, supposing that he has passed through the College with distinction, but that he should have then the option of being something like what is at present called unattached.

Institution of a Staff Corps.

8913. What work would you give him to do under those circumstances?—That is rather a broad question, but I cannot help thinking that a great deal of work might be found which is not found at present. For instance, I suppose that we look forward to certain changes in the Reserve Forces. I think that there is a very large field there which does not at present seem to be at all worked. In foreign countries, in France and in Prussia, staff officers are employed to a very great extent in ways in which they are not employed in England; there is a great deal of work connected with the War Office, and, without going more into particulars, I think that there are a variety of ways in which men might be usefully employed. I omitted to allude to India, where there is a large field.

8914. Then you think that as soon as a man had passed through the Staff College he should leave his

Capt. E. M. Jones.

1 June 1869.

Staff College.

regiment, and join some Staff Corps which should be formed for all staff purposes?—I should recommend that going into the Staff Corps should be optional with an officer, and that he might do so if he liked, but that it should not be compulsory. It seems to me that the great difficulty under which we are at present is to afford sufficient inducement for the best men in the army to go to the Staff College, and if entrance into a Staff Corps were made compulsory, I think that it would to a certain extent prevent good men, who have a chance, for instance, of purchasing in their regiments, getting on as well if they went into a Staff Corps as if they stayed in their regiment; therefore, I do not think that it would be well to compel them to go into a Staff Corps, and to sacrifice their prospects. I think that the great thing is to give every possible inducement to the best men to go to the Staff College.

8915. For instance, the knowledge derived at the Staff College would be exceedingly useful on service to a brigadier, and so on?—I think that in Prussia the great majority of the officers who are taken for regiments are those who have been through the Staff College. I do not think that every one is fitted for the post; I think that it requires very peculiar qualifications to enable a man to be a good commanding officer. If we ever come to, what has been suggested, the selection of officers for command of regiments, I think that the Staff College would give very valuable data as to what were the qualifications of an officer.

Examinations.

8916. Do you think that there are too many examinations at the Staff College?—No, I think not on the whole; but I speak with a good deal of diffidence with regard to the work which is now actually going on at the Staff College, because I have not been directly connected with it for about a year, and of course I do not accurately know the immediate details in those respects; but, as far as my experience in teaching goes, I think that the examinations are exceedingly valuable to the teachers themselves, as showing what the men whom they are teaching want.

8917. Do you think that the annual examinations should be carried out entirely independently of the professors, or that the professors should be associated in any way with the examiners?—I do not think that that is a very material point. I think that the opinions which professors are enabled to form of officers who are under their tuition are very valuable, and I think that some means ought to be found for getting their opinions; but at the same time I think that, as regards the principle, the examination on which a man's marks and the report upon him depend should, at all events mainly, be conducted by independent examiners.

8918. Do you think that the system of carrying on marks from preliminary examinations to the final examinations, is a good or a bad one?—I think that it is a very bad one.

8919. What objection have you to it?—I think that it tends to make the work superficial. A man works up a thing just for the moment, and he does not care to have got it thoroughly into his mind,—as long as he gets sufficient knowledge of it to pass for one particular examination, he then knows that he can drop it; and I think that it necessarily affects the study very much. A man should learn at the Staff College what he does learn in such a way as to last him for the remainder of his service.

Duties of the adjutant.

8920. (*Lord E. Cecil.*) You held the office of adjutant at the Staff College, did you not?—Yes.

8921. Do you think that the office of adjutant is necessary?—That is a very large question. I think that at times it is necessary. I think that the duties which fall upon the adjutant at the Staff College are duties which it is very difficult to describe in words; but I think that there is a field there for a man of tact, and especially under certain circumstances which do not arise every day, but which may arise any day, to do a great deal of good, or perhaps I should rather say to prevent a great deal of evil.

8922. What are his principal duties?—His duties, as one generally understands his duties, are simply to keep all the official correspondence and records of the place.

8923. Could not a clerk do that just as well?—He could do a great deal of it; but it has always been my principle, when dealing with officers, that anything of a confidential nature should not go through the hands of a clerk. Now things of that sort do occur at the Staff College, and I think that they ought not to be done by a clerk.

8924. In instances of that kind I presume that the commandant would write the necessary reports himself, would he not?—He certainly might do so; as far as the amount of work goes there is no reason why he should not do so; but I think that there are certain things which another man cannot do so well as the adjutant, from the manner in which he is brought into contact with the students.

8925. With the exceptions which are mentioned in St the Regulations, would you oblige everybody who is m qualified by examination for a staff appointment to go through the Staff College?—Am I to understand by your question that you refer to all staff appointments, including the personal staff?

8926. No; I merely speak of staff appointments with the definition which I think is applied to them in the Regulations, namely, the Adjutant General's and Quartermaster General's departments, and brigade majorships?—I think that every staff officer ought to have the qualifications of a man who had passed through the Staff College, but I do not think that it is absolutely necessary that those qualifications should be gained at the Staff College.

8927. Supposing, for instance, that the military education of the army generally was very much improved, and that something like the Prussian War Schools was instituted, would you not allow officers to qualify once and for all for the staff service?—I should be inclined, if it were possible, to have a system of qualification at the Staff College, without going out in honours, and without taking distinction in any particular subject, but a system of simply qualifying and showing oneself to be a competent officer in all points which a staff officer ought to know, and which I do not think could fairly come within the instruction given in a War School. I think that the teaching at the Staff College ought to be higher, and that anybody who was about to hold the responsible position of a staff officer ought to qualify himself for a superior appointment.

8928. You are in favour of an officer being allowed optionally to go into a Staff Corps. Do you not see some objections to a Staff Corps in keeping officers a long time away from their regiments?—If there were no other occupation for officers but what they could find in their regiments I should see very great objections. I think it a very great objection, and a very great pity, that a man should be idle for a long time. But if work can be found for him I do not see any great objection to it.

8929. I do not know whether you are at all conversant with foreign military opinion, but one has heard it stated that in France military opinion is rather against a Staff Corps. In your opinion is that so, or not?—I think that what you have stated is the case in France, but I think that there is a great deal of prejudice in France.

8930. What is the opinion in Prussia?—I have not any late experience of Prussia.

8931. As to inducements towards entering the college, do you not think that it would be a good thing to allow every officer who had passed through the Staff College to join his regiment, giving him some extra reward in the shape of increased pay where a staff appointment could not be found for him?—That is a difficult question to answer on the spot, but I must say that I think that there are very great objections to it, and I do not see the advantage of it. I should wish to be understood as speaking with extreme diffidence, because it is a point which I have not previously considered, but I think that it is

exceedingly objectionable to put an officer in a regiment, giving him certain distinct advantages over his brother officers while he is doing exactly the same duties.

8932. The advantage that would accrue from such an arrangement would be that an officer, by rejoining his regiment, would be in no danger of forgetting his regimental duty?—I think that if an officer goes to the college thoroughly well disciplined, and thoroughly conversant with his regimental work, it is not of so much consequence that he should be doing his regimental duty.

8933. You have no other form of reward to propose which might induce officers to compete for the college more readily?—I cannot say that I have given attention to the subject.

8934. It has been suggested that officers might pay something towards the expenses of their education at the Staff College considering the boon which they receive from the country; would you be in favour of that plan or not?—I am inclined to think that it would be a good thing so long as the payment was not so large as to debar those from coming whom otherwise it would be desirable to have.

8935. You look upon the boon as being very considerable?—I think that it is unquestionably very considerable.

8936. (*Lt. Col. Chesney.*) It has been stated that there is a great want in the college in as much as a number of officers go through it without being mounted during the whole, or a part of the time. Would you oblige every officer to keep a horse while he was there?—I think that every officer ought to be mounted; I will not exactly say that he ought to keep a horse, because I think that it is possible that cases might arise in which an officer might receive some assistance in providing himself with a horse; but I think that every officer ought to be mounted, and I think that all the reconnaissance work should be done mounted.

8937. Then the fact that officers are dismounted you so far consider a loss to the service?—I think so.

8938. The servant's allowance given to officers in lieu of their regimental servants is considered very inadequate, is it not?—It is inadequate.

8939. (*Sir D. A. Cameron.*) Is it not the case that the officers at the Staff College live at a greater expense than they would if they were with their regiments?—I do not think so.

8940. When they are with their regiments they have the advantage of a soldier servant?—In that respect they are at a greater expense at the Staff College; but otherwise I do not think that they are so; the messing is very much about the same I think as it is in the majority of regiments, but undoubtedly the expense of a servant is considerably more.

8941. If officers had to pay for admission to the Staff College, would it not shut out a great many poor officers, and perhaps very good officers?—I think that it might occasionally make it difficult for a poor officer to go through the college; but I think that that would not apply to many officers.

8942. What would be the advantage of making an officer pay for going to the Staff College?—I think that if an officer seeks to go through the college it is not unreasonable that he should show his willingness to make some sacrifice for it, and more particularly if the fact of having gone successfully through the college is to carry with it some advantages, which I think it decidedly ought to do. In my opinion an officer ought then to show himself ready to make some sacrifice.

8943. Is it not exceedingly difficult with two-thirds of the officers in the army to live with their regiments on their present pay?—It is so notorious that I think that officers of the army do not go into the army to support themselves.

8944. Is that not an argument against making them pay for going into the Staff College?—Yes; but I think that the advantages of making them pay something (not too much) are greater than the disadvantages.

8945. (*Mr. Parker.*) In selecting officers for the college you say that certain definite questions might be put to the commanding officer, and the field officers of the regiment. With whom would you place the responsibility of judging of the answers to those questions, so as to say whether or not they should entitle an officer to be admitted?—I fancy that the responsibility of the thing must eventually rest with the Commander-in-Chief.

8946. You contemplate that the officers of a regiment should not say merely whether the candidate in question was qualified or not; but that they should give a detailed report of what he was, and that the authorities at the college, or the Commander-in-Chief, should judge of that report?—I think that the questions should be definite on certain definite points, and that the answers should be definite on those points.

8947. But to gather the total effect of those definite answers, a discretion must be left with some one, and you think that it would be with the Commander-in-Chief?—I am not sure that I quite understand what the object of the question is.

8948. Under the present system the commanding officer reports either that a candidate is or is not fit for admission to the college, and therefore the responsibility rests with him?—Yes.

8949. But you propose that there should be definite questions, and definite answers in detail; and then the question arises who should judge of those answers, in order to say whether the candidate should, or should not, be admitted; does it not?—Yes. I suppose that it would rest with the Commander-in-Chief.

8950. Practically, who would be the person under the Commander-in-Chief to carry on that routine?—I hardly think that I can answer that question. I suppose that it would depend upon the Commander-in-Chief himself.

8951. You would have it transmitted to head quarters; you would not have it decided at the Staff College?—No, I think not.

8952. (*Lord de Ros.*) As regards the best means of arriving at the fact, whether an officer was fitted or not for admission to the Staff College, what should you say to having a regulation in the service that the half yearly regimental confidential reports should always contain the names of certain officers whom the commanding officer considered suited to go to the Staff College; and that no one should be recommended whose name had not appeared in such confidential reports for less than two times?—I think that one of the suggestions which I have made is very nearly that. I think that that is a very good plan.

8953. As regards a suggestion which has been made of putting staff officers into regiments as commanding officers, do you not think, considering the habits of our officers, which are so different from those in any foreign services, that it would be thought a most intolerable hardship to a major who had been in his regiment for 25 years to be told that he was to have a staff officer put in over his head on account of his mental qualifications. Put yourself into the position of a major?—I do not suppose that it is very satisfactory for an officer, under similar circumstances, to be purchased over.

8954. When he enters the army does not he bargain for that; is not it a part of the understanding upon which he enters the army that the system of purchase does exist? But would the injustice of the selection of a staff officer to be put over his head ever have been contemplated by him as a possibility?—I do not think that it would be fair to introduce a change of that kind *without some notice.*

8955. Do you think that there is any real analogy between the Prussian service and ours as to the habits and brotherhood of officers? For instance, at this moment we see in the papers every day accounts of regimental dinners where all the officers who have

Capt. E. M. Jones.
1 June 1869.
Staff College.

served in the regiment for years meet; could any such system as that be carried out in the Prussian service, or in any foreign service?—In the Prussian service I think that it could.

8956. Have you ever heard of its being done; that is to say, the officers of a regiment in Prussia within the last 40 years meeting together in a body and entering into that sort of convivial gathering?—I cannot say that I know an instance of it, but I know sufficient of the Prussian service to say that it is not improbable.

8957. Admitting that the mess system is a mainspring of our regimental system, a great source of harmony, and a preventive of quarrels, does not it present a great contrast to the frequent duelling and quarrelling which takes place among the officers in the German service?—The mess system exists in Prussia.

8958. Is the duelling system altered?—The duelling system exists in all the European armies, but during three years there was only duelling once in the regiment in which I served.

8959. Is not duelling a common practice among the officers in Prussia?—No, it is not common.

8960. Is it not common among the men?—No; I never knew an instance of it. Among the students in the German Universities it is, I believe, common to a degree, but then it is very different from duelling in England.

Instruction for the staff.

8961. As to general staff instruction common to all, are you not aware that the duties of Quartermaster General, Adjutant General, and Military Secretary are completely and essentially different?—I think that up to a certain point the instruction to prepare for all duties which may devolve upon a staff officer may be the same, beyond that certain point they branch off.

8962. To what extent do you consider that the duties of the Adjutant General and the Quartermaster General run parallel? I propose to you an army on service with the Adjutant General's department and the Quartermaster General's department; do the duties in any way run parallel?—I did not apprehend that that was the meaning which the question that I answered just now bore. I thought that your question bore more upon the instruction given at the college.

8963. Yes; but if the instruction given at the college is a preparation for service, which I apprehend it is intended to be, I wish to know in what respects you see any parallelism between the duties of the Quartermaster General, who has entirely to do with the geographical movements of the army, and the duties of the Adjutant General, who has entirely to do with the discipline of the army?—In the first place I do not think that any instruction can actually represent *all* the duties which officers may be called upon to perform on the staff; but I cannot help thinking that the object of a staff college is in a great measure to prepare an officer to undertake *any* duties which may fall upon him.

8964. Do you think that it would ever occur that the Adjutant General's staff should be converted into the Quartermaster General's staff?—I think that many officers have acted both upon the Adjutant General's staff and the Quartermaster General's staff.

8965. Are you aware that in the French service General Officers constantly take what are called "officiers d'ordonnance," that is to say, orderly officers, from the regiments to supplement the deficiencies of their Staff Corps officers?—That is new to me.

8966. (*Rev. W. C. Lake.*) Speaking generally, should you give it as your opinion that the Staff College has encouraged a good deal of the study of military art amongst officers in the army?—So far as I have the means of judging, I think that it has decidedly done something in that direction; I am not prepared to say how far, but to some extent I think that it unquestionably has done so.

Res Col

8967. It has awakened a certain amount of competition?—Yes.

8968. Do you also think that the officers who have been through the Staff College have themselves been materially benefited in their knowledge of military matters by doing so?—I should think that they unquestionably must have done so. It is a thing of which one can hardly speak except from one's own experience, and I can say for myself that I found the Staff College very valuable.

8969. You think that it has given officers a knowledge of their profession?—I think that it has given them a knowledge of their profession in certain things which they would not otherwise have had.

8970. By "certain things" you mean bearing upon their profession?—Bearing on their profession, and in other ways.

8970*a*. (*Chairman.*) Were you on the staff in India?—I was on the personal staff. I never held an appointment on the general staff. I repeatedly acted for officers of the general staff who were attached to the division where I was, but I never held an appointment regularly. At one time I acted as Assistant Adjutant General, and on two or three other occasions I acted as Assistant Quartermaster General.

The witness withdrew.

Capt. A. L. Walker.
Staff College.

Captain A. L. Walker, 99th Regiment, examined.

8971. (*Chairman.*) You have very recently left the Staff College?—Yes, at the end of last year.

8972. Did you pass through the whole course?—Yes.

8973. How did you pass out at the end?—Fourth, I think.

8974. What benefit do you think you derived from the two years during which you were in the Staff College, did you derive much?—Yes; I think that I had my attention directed to a great many military subjects, and parts of military education and science which I should never have heard of probably unless I had been there, at any rate I should never have got a knowledge of them.

Course of instruction.

8975. In what branches particularly do you think that you derived most advantage?—I went in myself chiefly for military subjects. I left mathematics entirely alone, and I devoted most of my attention to military history, what is called military administration (which includes a great many things), surveying and military drawing, and fortification. I paid most attention to those subjects, and it was in consequence of the attention which I paid to them that I got the marks which I did, because I only took up one extra subject.

8976. Did you take up any language?—I failed to pass in German; I passed in French, but I was three marks under what would pass in German.

8977. What knowledge of mathematics did you acquire?—I did not do any at all except a short course which one is obliged to do, and which is absolutely necessary to enable one to perform certain things in surveying and fortification.

8978. Did you find that sufficient to enable you to carry out the elementary subjects?—I fancy that I knew those particular things before quite sufficiently. I did not do any astronomy for instance, and it is absolutely necessary to do astronomy in order to take a high place. I beat one man who took up astronomy; but you are allowed to count astronomy for a place beyond any other extra subjects.

8979. Do you think that the system by which officers who pass through the Staff College are placed according to the results of the marks which they get in the examination is a good or a bad one?—I do not like it at all. I should do away with marks altogether. I should have a system of classes, putting officers in the published lists according to the seniority of their regiments, and then if they had passed in any particular subject I would have it put

after their names, if they had passed a good examination in French, or geology, or mathematics, or whatever extra subject it might be.

8980. Would you divide them into more than one class on passing out of the college?—I would have first and second classes in passing out for each subject. If an officer did not get into the second class, I should not have a third for him. I think that the first class should only include those who passed an excellent examination in those subjects.

8981. You would divide them into first and second classes?—Yes.

8982. As regards the examination, so far as we understand it, the marks which determine the place of an officer on passing out of the college are partly composed of marks given by professors?—Yes.

8983. Do you think that that is a good system?—I should think that the professors must have a great deal of trouble in giving them. I would rather see it done otherwise.

8984. Would you think it on the whole better that the examination should be conducted by independent examiners?—I think so.

8985. Was there sufficient instruction in riding at the College when you were there?—I do not think that there would ever be sufficient instruction to a man who could not ride if he went there at the age of 28 or 29, which is the average age. In the case of those men who could ride, I think that their time was very much interfered with by having to go to the school when their time could have been otherwise occupied.

8986. Is a good horseman obliged to go to the school?—Yes, during the whole time, and he practically loses two mornings every week whilst he is at the Staff College. That applies to the infantry men, the cavalry and artillery men do not do so.

8987. Would you say that a man who could not ride ought not to go to the college at all?—Hardly, as there are certain duties on the staff which do not require riding.

8988. Or at any rate you would say that a man should show a knowledge of riding beforehand?—A certain knowledge of riding. How much riding is necessary is a very open question. The riding consists in trotting round the school, and a little sword exercise. It is no fault of the riding master, but you cannot teach riding in the school unless it is a daily matter. You can go through a similar course of riding in three months by riding daily; but if it is spread over two years, lessons being given twice a week, as it is now, you may not have a full attendance of officers, and you cannot do those things which otherwise would be done; you cannot do a double ride for instance.

8989. Have you joined your regiment?—No, my regiment is now on its way, or about to be on its way from the Cape.

8990. Do you think that officers who have passed through the Staff College would be able, or would be glad to give assistance in some way as regimental instructors to officers in their own regiments in certain subjects for examination; or do you think that that would be unpopular?—I dare say that many of them would be very willing to do so. I do not think that it would be a very popular thing, and I think that it would be extremely difficult to carry out.

8991. (*Lord de Ros.*) How many years have you been in the army?—Twelve.

8992. (*Chairman.*) Assuming that the instruction to which I have referred was voluntary, do you think that it would make a difference?—If the men held a paid position in the regiment, I think that it would be extremely difficult; it might be done, but I think that they would be open to so much criticism afterwards, that few men would be able to fill the post; some would be able to do so, but they would afterwards be in a different relation to men to whom they had lectured two hours before.

8993. My question was based on the assumption that the examinations for promotion should be more strict than they now are in entirely military subjects, such as field fortification for example?—Certainly I should not care for such a post myself; I would sooner give the instruction voluntarily; some men would do it, but I certainly should prefer to have nothing for it; I do not believe that we are at all ready for it at present.

Capt. A. L. Walker.

1 June 1869.

Regimental instruction of officers.

8994. In what way do you mean?—I think that officers would laugh at the instruction; the feeling of the army is not yet sufficiently turned to those points of education to listen to these things; the lecturer would lecture sometimes to two or three people, or possibly to nobody at all; officers would not take sufficient interest in the matter.

8995. Do you mean that officers do not take interest in knowing how to fortify buildings, or to protect their men?—A great number do not. I fancy that many men would read it up, and would be inclined to criticise the opinion of the lecturer, and to say that their own reading would teach them a good deal more.

8996. (*Rev. W. C. Lake.*) Had you studied a good deal before the examination for the Staff College?—I had the advantage of having been a cadet at Sandhurst at the time when I went to the college and that made my work easy.

Staff College.

8997. Did you go to a crammer?—Yes; before going to the college, as I had such a very short time to prepare, and as they go very much into elementary subjects, you are obliged to do so, if you want to make sure of passing.

8998. In what position did you pass out of Sandhurst?—When I was there it was a perfectly different system from the present.

8999. I suppose that you found the knowledge which you had obtained at Sandhurst sufficient, without gaining very much more, to enable you to pass the entrance examination?—No, because there were so many years between that I was obliged to be brushed up again. Of course I found that the knowledge which I had gained at Sandhurst was of a great deal of use to me.

9000. You said that your study at the Staff College had induced you to turn your attention to a great many things, such as Military History?—Yes.

Course of instruction.

9001. Do you think that the same effect has been produced upon your brother officers who have been at the Staff College?—I certainly think so.

9002. Then you think that the Staff College tends to promote a good deal of study in the army generally?—I think so.

9003. With regard to mathematics, have you any opinion as to whether mathematics are too far studied at the Staff College or not?—I should let people study as much as they liked, but I would not give any advantage to people who studied mathematics over those who did not. I think it a great loss of time for a man of 30 years of age to be solving problems.

9004. But you think a certain course of elementary mathematics necessary?—Yes.

9005. You would be disposed to say, let the examination in mathematics be confined to the entrance examination, and let nothing be done in that subject afterwards?—Yes.

9006. Except in the case of officers who had a taste for mathematics?—Yes. Passing a sufficiently high examination for the topographical department now necessitates a previous knowledge of mathematics, and so it would in any different system.

9007. Is the amount of mathematics which is now insisted upon as a necessity felt to be rather a nuisance amongst the officers at the college?—I do not know that. You are not obliged to do any at all. I was not obliged to do any; but I do not see why those who do it should have any advantage over those who do not.

9008. (*Lord de Ros.*) With regard to foreign languages, you said that you passed in French and failed in German?—I just failed in passing in German.

Capt. A. L. Walker.

1 June 1869.

Staff College.

9009. Do you think it desirable to teach French or German at the Staff College?—No.

9010. Would you say that it would be sufficient that an officer should come to the Staff College with such a knowledge of French or German as would enable him to make his way as a traveller?—Yes, but you cannot have a *vivâ voce* examination. I think that it is undesirable to teach languages to officers who have no previous knowledge of them.

9011. You would require as part of the entrance examination a certain knowledge of the language in order to enable an officer to make his way abroad?—Certainly. He must make up his deficiency in speaking by very good writing.

9012. At the Staff College was there any theoretical instruction as to putting horses aboard a ship, and as to embarkation and disembarkation?—Yes, theoretical instruction.

9013. Was there any instruction as to the arrangements for conveying troops by railway?—None.

9014. As regards reconnaissance, from your experience in the army do not you consider that it is almost impossible to have a good system of reconnaissance except by mounted persons?—Quite so.

9015. Would you suggest that there should be a staff of horses expressly for the use of the students, or would you give them forage for their own horses?—I should certainly be inclined not to give them a staff of horses, I would let them provide their own. You might possibly increase their allowance in order to provide themselves with them.

9016. As regards the necessity of a knowledge of riding for a staff officer, do you not consider that when we recollect that in any foreign expedition the English army when it lands is almost immediately in the face of the enemy, and that the field officers and adjutants have not their horses carried for them, but are obliged to buy whatever they can get hold of on the spot, a little manége instruction could be of great use to them, as enabling them to train the raw horses which they acquired in this way, so as to make them available for riding with the troops?—I would not do away with the manége instruction, but it does not produce any advantage as carried on now.

9017. You object to the manner in which it is carried on, but not to the thing itself?—Yes.

9018. Would you make the actual question of being able to ride tolerably a point for examination at entrance?—I certainly think that that ought to be done, or else that the certificate ought to be more explicit as to riding.

Regimental instruction of officers.

9019. With regard to the question of instructing officers, you appear to be rather of opinion that it would be the blind leading the blind, that the instructors might be criticised, and that the officers might think that they knew better than their teachers. Have you not observed in your regimental service that officers who pretend to have a very high knowledge of drill are often criticised by others?—Yes; but they are not paid in any way for teaching drill to their brother officers, so the criticism loses its sting.

9020. You think that it would expose the officers to criticism?—Yes, at present. In the course of a few years it might be otherwise.

9021. Do you think that officers would be found to act as instructors of persons of their own age, and who were on the same footing as themselves, and whom they met on the same footing in every way?—I do not think that they would now. They pay very little attention to the musketry instructors. They do not pay much attention to the lectures.

9022. Do you not think that the higher and more mental instruction proposed to be given by the instructing officer would be very different from the more mechanical work, such as musketry instruction?—Musketry instruction is mechanical; but there is a certain amount of theory in connexion with musketry instruction which I do not think is listened to.

Staff College.

9023. (*Sir D. A. Cameron.*) You disapprove of the present system of marking?—I do.

9024. Is it not the case that the examiners in languages mark very differently, and that it is easier for an officer to get a number of marks in one language than in another?—Different examiners in languages mark differently. I think that some mark very low and that some mark very high.

9025. Is it easier to get marks in languages than it is in military subjects?—It depends upon what your previous knowledge of languages is.

9026. Is it not the case that some officers neglect military subjects for the sake of getting marks in languages?—I certainly think so.

9027. Is it not the case that unless an officer comes up very high in mathematics he has no chance of a high place in the final examination?—That is the case.

9028. With regard to the officers of the Staff College giving instruction in regiments, supposing that an officer's promotion were dependent upon his passing an examination in military subjects, would he not then be very happy to attend the lectures of the instructor?—If those examinations were carried out as they are put down in the Queen's Regulations, the officers would be very glad, I think, to receive such instruction.

9029. (*Dr. Butler.*) Is one of your objections to competition at the Staff College that it leads to overwork among the officers?—That certainly was not my objection, but I suppose that that is the reason why officers do overwork themselves.

9030. You would say that overwork is one feature of the officers in the Staff College?—I think that many of them certainly do overwork themselves.

9031. You think that their health seems to suffer, and that they appear to lose spring?—It is not an objection which I have made myself, but I believe that some officers certainly do overwork themselves there.

9032. Do you speak from your own observation of your own contemporaries?—Yes; I have been there with 45 officers, so that I have had a tolerably good chance of seeing them.

9033. And it struck you that a certain proportion of them were overworked?—Yes, and I can suppose no other reason than competition. I do not know what other reason they had. Some certainly ruined their health; two men who came with me, for instance, and so much so, that I think one has left the service and the other is going to do so; they have not done any active service since. I presume that competition made them work.

9034. (*Maj.-Gen. Eardley Wilmot.*) You have stated that it is necessary to take a high place in mathematics, in order to take a high place in coming out?—It is.

9035. Do you mean by that that a man can take a high place in mathematics and a low place in military subjects and can yet come out high?—Certainly.

9036. (*Lt.-Col. Chesney.*) Supposing the system of marks to be done away with, you would prefer a first and second class, as a matter of principle, to having a qualifying certificate?—I think that if a man passed very high he should be placed in the first class; that is the reason why I should have a first class.

9037. You would reserve the first class merely as a special distinction?—Yes.

9038. Would you besides that put a notification against the name of a man if he was specially distinguished in a single subject, say knowledge of a language for instance?—Certainly, as regards every extra subject which he took up besides the military subjects; if he passed a good examination in it I should notify it after his name in the list.

9039. You are aware that in the Indian army list if a man passes a high examination in one of the native languages it is always noted against his name for life?—Yes.

9040. Supposing that each officer at the Staff College was obliged to keep a horse during the whole time of his service, would it be unfair to ask the

commandant specially to report upon his riding qualifications?—I do not think so, but you would be obliged to give the commandant some opportunity of seeing him.

9041. (*Sir C. Russell.*) Did you go through the course of musketry instruction at Hythe?—No.

9042. When you spoke of the feeling which was entertained as respects the system of musketry, you alluded to the musketry instructors being rather looked upon with a want of respect?—I do not think that officers pay attention to their lectures.

9043. Do you attribute that to a want of knowledge in the instructor, or to an insufficiency of real interest in the subject in which he is called upon to instruct?—No fault of the instructors, probably, but want of interest in their hearers. It depends upon the men. Some men know as much as the instructor, and they lead others to think that they do also, who know nothing about it. Others think that they can read it up as well, and that it is not worth while to listen to the instructor. Generally officers, as cadets, do not work more than they can avoid.

9044. Do you think that that is owing to officers who have been for a considerable time in the service objecting year by year to be put through the A B C of the musketry instruction, whether they know it thoroughly or do not?—The longer an officer stops in the service the less inclined, I think, he is to listen to the musketry instruction.

9045. That is because he has been over and over again in each year through the same course?—Yes; it is so simple, and the officer knowledge of the subject already, and it leads the best men to be very apathetic when they hear a lecture.

9046. Supposing an officer of high attainments, say of the rank of captain, was appointed to a regiment to instruct in field fortification and practical military subjects, together with a modern language or something of that sort, do you think that he would be treated in exactly the same manner as the musketry instructor now is?—I think that he would at present.

9047. Can you explain why such a feeling does not exist towards the adjutant of every regiment?—The adjutant does not teach theory. Practical work is so very different from head work; people are always inclined to think that in the latter they know as much as their neighbours. I suppose that that is the only reason to which it can be put down.

9048. Taking that view, I suppose that you imagine that no system which could be devised for the instruction of officers of the army after they entered the service would improve the feeling?—I do not go so far as that; I think that one might be introduced with great advantage.

9049. You have evidently thought over the subject, have you any idea how it could be introduced?—I do not think that there is any better way than Sir Duncan Cameron suggested, namely, making the examinations for lieutenants and captains more real.

9050. Would you give them, beyond that, no aid to acquire the instruction, or how would you suggest that they should acquire the practical instruction?—If it was found necessary to give these men assistance in obtaining instruction, I think that it should be done; but the regular duties might be too much, and the commanding officer might make a fuss about it. I should ask colonels to co-operate. I do not think that we are at present quite ready to appoint these instructors, and to pay them.

9051. You have a decided opinion that it would not be worth the cost of appointing a captain instructor to every regiment?—I think that it would be so eventually, but not at present.

9052. (*Lord E. Cecil.*) Have you ever turned your attention to garrison instruction; do you think it possible that officers could go through a practical course of instruction at camps?—It would possibly be the best place to begin with paid instructors.

9053. You think that that plan would be more feasible than regimental instruction?—It would certainly be the best plan to commence with.

9054. (*Chairman.*) You have seen many officers who have been through the Staff College?—Yes.

9055. Is it the general feeling among the officers who leave the Staff College, that they have a fair chance of obtaining staff employment?—They know that they shall get it at some time or other. I do not fancy that they look very hopefully to it; they know that they must get it sooner or later.

9056. Is there any feeling of dissatisfaction against that state of things?—Yes; I think that it keeps officers from coming in; they have some sort of idea that they are not certain of employment. In one of the first paragraphs in the Queen's Regulations, under the head of "Staff," you will see that if a vacancy in the Staff occurs abroad the appointment is "in general" only to be given to an officer who has passed through the Staff College, but not always, although eligible in point of rank; but it appears to me that the appointment should always be given to an officer who has passed through the Staff College, if eligible.

9057. Do you think that a military secretary and an aide-de-camp should pass through the Staff College?—I think that every staff officer should do so.

9058. Is there any other way besides staff appointments in which you can suggest that advantages should be given to officers who had passed through the Staff College?—No.

9059. Do you think that it would be right to give an increase of pay to officers who had passed through the Staff College, or do you think that it would be considered invidious by other officers in the regiment?—I think that you might lighten their expenses in the Staff College, or that you might give them something when they came out, it does not matter which; but I do not advocate a regular increase of pay; it costs them a certain amount of money, there is no question of it.

9060. Have you your own servants?—We have private servants.

9061. (*Lord de Ros.*) Supposing that there were at the college pensioner servants, say one to every three officers, would not it answer better?—He could not look after horses as well.

9062. A cavalry pensioner would be perfectly competent to do so, would he not?—Perhaps he might. I think that that would be rather too much for him to do.

9063. (*Lord E. Cecil.*) Would not such a boon be very small?—I do not think that it would be quite sufficient to cover all one's expenses.

9064. Would not officers look to some remuneration or reward in the future rather than in the present?—I do not think that officers would care so much as to the money which they spent at the college, so long as their position was certain when they passed out of the college.

9065. (*Lt.-Col. Chesney.*) Are you aware that there has been an instance, very recently, of an officer leaving the Staff College to take up an aide-de-camp's appointment in Ireland?—In Dublin. I think that I did hear of it. I think that the present examination for aides-de-camp, if it was carried out strictly, should be a difficult one for aides-de-camp to pass. The examination is not carried out, as everybody knows, neither that examination nor any of the others.

9066. The examination outside the college you think is made too easy at present to be any serious check to officers going upon the personal staff?—Yes.

9067. (*Rev. W. C. Lake.*) With reference to a suggestion which has been made that the officers at the Staff College should contribute something towards the expenses of the college, your own opinion would be strongly adverse to it?—My opinion is certainly against it. It costs a man a certain amount of money to go through it now, taking the whole thing in one way and another.

9068. And you think that many officers would be deterred from going to the Staff College through being

Capt. A. L. Walker.
1 June 1869.
Staff College.

unable to pay the expense?—Yes. I do not see how a man can at present go through the Staff College under 100*l.* over his pay.

9069. (*Lord E. Cecil.*) You include the preparatory course of education?—Yes; I should think that very few got through with that amount; it is impossible for it to be done under that. It is a very difficult thing to show how the expenses are incurred.

9070. But under an improved system of education, cramming for entrance into the Staff College would not be necessary, would it?—It would in some subjects. I fancy that it would be necessary in the grammar of languages, and in arithmetic, and mathematics.

9071. Then you do not see your way to doing away with cramming?—No, if you have a competitive examination, you must always cram for a competitive examination. If you get 50 marks beyond your neighbour you get in, and you can do so by getting a smattering of geology, or a smattering of chemistry.

9072. Then do you think that cramming is one of the results of the competitive examination?—I should say that there is no doubt of it.

9073. (*Lt.-Col. Chesney.*) You are aware that officers have entered the Staff College direct from India, Burmah, and other very distant stations?—Yes, but that is rare now. In many instances they are trained in England before going abroad. A man of course may have opportunities out there to learn particular subjects.

9074. (*Maj.-Gen. Wilmot.*) In the case of cramming do you mean to say that they go to crammers?—If you go to a crammer it is a much easier process; you are directed to the thing in which you are weakest.

9075. You would not call it cramming if a man without the assistance of any crammer got up a subject which he had learnt before?—Hardly, but there is an advantage in going to a crammer.

9076. (*Lord E. Cecil.*) Is it fair, under such circumstances, to look upon cramming as one of the necessary parts of an officer's competitive examination?—An officer of course can get into the college without going to a crammer, but if you are in England it is the best thing for you to do.

9077. I understood you to say that a considerable part of the 100*l.* which was spent went in cramming?—Half of it probably would do so. I put 100*l.* as the very minimum of extra cost in passing through the college.

9078. (*Rev. W. C. Lake.*) The cramming which you are now speaking of you do not consider to have been an injurious intellectual process, do you, but merely a means of getting together knowledge which you had a good deal lost?—I do not think that it does one any particular harm; as a rule it is carried on for a very short time, only a month or two months, before going to college.

9079. Does it do any harm at all?—Yes, occasionally. There are two officers who came to the college with me who have certainly lost their health from over work.

9080. I am not speaking of it as bearing upon health, but as being a bad process for the mind altogether. It is sometimes objected to cramming that it does harm, and in some cases it does, but I apprehend not the cramming which you went through before going into the Staff College. What is your opinion upon that point?—It was the only way of getting that knowledge altogether.

9081. (*Lord de Ros.*) I suppose that the principal object of your going through the operation of cramming was to find out by the experience of the crammer whether you were competent to go up at the time?—Yes, and to pick up anything which one had forgotten. Some men have to pick up a great deal of fresh knowledge.

The witness withdrew.

Adjourned to Friday next, at 12 o'clock.

Friday, 4th June 1869.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., in the Chair.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart. V.C.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, Esq., M.P.
LIEUT.-COL. CHESNEY.

Major G. D. Barker.
4 June 1869.
Staff College.

BREVET-MAJOR G. D. BARKER, 64th Regiment, examined.

9082. (*Chairman.*) You are Deputy Assistant Quartermaster-General at Portsmouth?—Yes.

9083. You passed out of the Staff College first on the list in December 1866?—Yes.

9084. And you were adjutant of your regiment for two years and a half, and interpreter for upwards of four years to three regiments in India?—Yes.

9085. Do you consider that you derived great advantage from the time which you passed at the Staff College?—I do.

9086. Have you any suggestions to offer to the Commission with regard to any alteration which you think desirable in that establishment as regards either the course of studies or any of the arrangements connected with it?—I consider that it might be an advantage if a little more attention was given to practical subjects,—for instance, eye sketching and reconnoitring,—than is the case at present; beyond that I do not know that I have any suggestion to make.

9087. You obtained an appointment in consequence of having passed through the Staff College?—Yes.

9088. And I gather that you entirely approve of the Staff College as an institution?—Quite so.

9089. (*Lord E. Cecil.*) Are there no alterations of any sort which you can suggest, which you think would be of benefit to the service, except those which you have mentioned?—I think that as regards the admission to the college some alteration might be made with advantage as respects the men who are admitted. I do not think that under the present system, in all cases, the men best fitted for the staff are admitted into the college.

9090. Upon what ground do you say that?—Partly from my own observation of the men who have been there, and partly from what I have heard in regiments of the opinion which is held by regimental officers regarding some of the men of their regiments who have gone to the Staff College, and have not been looked upon as the best regimental officers, who, I consider, are always the best officers for the staff.

9091. How would you propose to remedy that?—The only way which I can suggest is by making the certificate which is required from the commanding

officer rather more stringent and definite. There is now a certain vagueness about it, which enables a commanding officer to sign it in cases where he otherwise would not do so. I also think that a longer period of service should be required before officers are admitted into the college.

9092. What number of years after entering the army do you think should be the limit for competing for the Staff College?—I am inclined to fix it as high as 10 years, or almost double the number of years at present required.

9093. Would not that act rather badly by making the staff officers generally older in the higher ranks than they are at present, and is it not one of the first qualifications of a staff officer that he should be active and young?—Yes. As a rule an officer enters the army at about 17 or 18, and perhaps 10 years may be a little too high to fix as a limit. I should say that perhaps eight years would be better; adding the two years for the course at the college, this would enable an officer of from 10 to 12 years service to get a staff appointment; he would then be about the age of 30, which I think is a good age for an officer to commence his staff service.

9094. Would you alter the system of examination in any way?—It is difficult to see how it could be avoided, but limiting the competition to one officer of a battalion is, I think, sometimes prejudicial; and, as was the case in my own regiment, not allowing an officer to go from a regiment to the Staff College when two officers are already upon the staff is, I think, disadvantageous. A regiment may contain the best man in the army for the staff, but yet as long as two officers are holding staff appointments he cannot even compete for the college. It is not now pure competition in the whole army, for there are many who in this way are debarred from competing.

9095. Surely in the regiment itself, to supply those two vacancies, there must be a sort of competition before the commanding officer recommends an officer as fit to enter the Staff College?—Yes, if they happen to be all three together, and simultaneously thinking of becoming candidates; but for many reasons this will frequently not be the case.

9096. Have you any suggestion to offer as to the system of marks given for examinations at the college. Do you think that it is as perfect as it should be?—It is not quite perfect, but I have no particular suggestion to make upon it. I was very well content with the system while I was there.

9097 Do you think that the system of instruction at the Staff College in riding is good?—No; I think that it requires amendment.

9098. Would you require an entrance examination in riding?—I think that it would be very desirable. At present the certificate which is required from a commanding officer is worded "good, fair, or indifferent rider;" and, quite irrespective of whether he is good or indifferent, he is allowed to enter the college. The good and the indifferent riders enter the college as such, and probably leave the college much in the same way.

9099. As to the manner in which languages were taught, were you satisfied with it?—I was not quite satisfied with it.

9100. Do you not think that it is one of the first qualifications of a staff officer that he should be able to speak one foreign language well?—Certainly.

9101. Do you think that that is provided for at the Staff College?—I do not.

9102. What would you suggest as a reform in that study?—The chief thing which struck me was that there was not sufficient attention given to colloquial instruction in the languages.

9103. You would have the examinations more *vivâ voce* examinations than at present?—Yes.

9104. We have had some evidence with respect to the adjutant of the college. Do you think that there is any necessity for such an office?—I think that there is a necessity for an officer subordinate to the commandant; whether he is second in command or an adjutant is perhaps immaterial.

Major G. D. Barker.

4 June 1869.

Staff College.

9105. You think that there are sufficient duties in correspondence and discipline to employ such an officer?—Yes; since he also gives assistance to the commandant in the general superintendence of the institution.

9106. (*Lord Northbrook.*) Does your opinion of the certificate of the commanding officer, which is given to an officer who is admitted into the Staff College, imply that officers go to the College who are hardly fit for the staff?—Yes.

9107. Would you think that it would be a good thing to give the commandant of the Staff College a power to report, after a certain time, whether an officer is fitted for the Staff College or not?—Yes, I am quite of that opinion.

9108. Are you in favour of the system of competition by which officers pass out in the order of merit determined by what they have done at the Staff College?—I am individually in favour of it; but I have heard a great deal of discontent, and it is a question whether it might not be better to have a competition for classes, three or any number of classes, on leaving the college, instead of having individual comparison. I think that it would perhaps lead to less jealousy than the present system of individual competition.

9109. From your experience when you were at the college, did you know any cases in which the fact of there being competition induced men to study subjects for the sake of getting marks which really did them no good?—I should hardly go so far as that, but I think that it is an objection to the system of competition that an officer is perhaps liable to look more to what will give him marks than to what would be most for his benefit.

9110. Do you think that the system of examinations at present is good, or that the examinations should be entirely by independent examiners, and that no marks given by the professors in the course of study should be allowed to count?—I am in favour of the present system of giving marks by the professors. During the time that I was at the Staff College it generally gave satisfaction. I seldom heard of dissatisfaction.

9111. For instance, we have been told that in some cases a man at the Staff College would, in consequence of the number of marks which he had received in the preliminary examinations of one sort or another, have little or no inducement to study for the final examination, inasmuch as he would be certain of passing. Do you know of any case of that kind?—No, I have not known that. I think that the system has been altered since I left, but I am not aware to what extent.

9112. Do you think that sufficient inducements are held out to officers who pass through the Staff College with respect to giving them staff appointments, and, if not, do you think that any change might be made in the Regulations in order to employ such officers more?—I think that it would be a great advantage if officers were obliged to pass through the college before obtaining any staff appointment, including those on the personal staff, aides-de-camp and military secretaries.

9113. Do you think that the limit of rank is too stringent in the Regulations?—If the required term of previous service was increased, I should say that the limit of rank might be modified, that is to say, that a lieutenant of 10 years standing would be quite as good a staff officer as a captain of the same standing in the army.

9114. You would rather take service in the army than rank?—Yes.

Garrison and regimental instruction of officers.

9115. If the present requirement, as laid down in the Queen's Regulations, which requires an officer before he is qualified for promotion to the rank of captain to pass an examination in field fortification and reconnaissance, was strictly carried out, thereby necessitating more instruction to be given to officers for the purpose of passing that examination, have you ever thought how that instruction could best be given, whether by having an officer for each regiment as a captain instructor, with an increased rate of pay, or

Major G. D. Barker.

4 June 1869.

Garrison and regimental instruction of officers.

by having instructors at the camps, or by any other mode?—I think that at camps it would be better to have a school of instruction, as is the case at Aldershot; but there are many positions in which a regiment is liable to be situated where they would not have the benefit of a school, and where I think that such instruction might be given with great advantage by any officer who had passed through the Staff College. As a rule, where a school of instruction may be available, I should say that it would be preferable to giving the instruction regimentally.

9116. From your knowledge of the army do you think that the office of regimental instructor would be one which officers would like to hold, and that it would be well looked upon by the other officers of the regiment?—Quite so.

9117. You anticipate no difficulty in that respect from officers not liking to take that position?—Not at all.

9118. (*Sir Charles Russell.*) Do you think that the average number of men who pass through the Staff College would be capable of imparting such instruction as has been suggested by Lord Northbrook?—Yes, I should say so, but not all. The average would be capable of doing it.

9119. The average, but not the bulk?—Yes.

9120. By the average you, I suppose, mean half?—Yes, or perhaps more than that. I know some whom I should hardly like to recommend for such a post.

9121. Supposing that a modification was introduced into the certificate, you are not aware of anything in the instruction which is now given which would prevent the officers who passed through the Staff College from being so qualified?—No.

Staff College.

9122. (*Lt.-Col. Chesney.*) It has been suggested that either the certificate of a board of field officers, or separate certificates from each field officer, should be required to certify to the physical fitness and character of a candidate for the Staff College. Do you think that that would be an advantage as an addition to the commanding officer's certificate?—I think that there would be some objection to carrying that out. It would be difficult for the majors of a regiment to give a contrary opinion to that of their commanding officer in such a matter.

9123. Then would you rather incline to an independent board of field officers?—I should be more inclined to that.

9124. In such a case a staff officer might form one of the board?—Yes, I think so.

9125. You see no objection to that?—I see no objection to it.

9126. From what you have said are we to gather that you see no objection to an officer, if nominated for the personal staff, being obliged to go through the whole course, or a short course, at the Staff College; you think that it would not be unfair to require him to pass through the Staff College?—Not at all. I consider that the personal staff should be chosen, not merely with reference to times of peace, but with reference to actual service in the field, and that it is equally necessary that men on the personal staff should pass the Staff College as well as others, and that they should be prepared to assist in any of the duties of the staff when required.

9127. And you think that that would be a decided advantage to the service?—Yes.

9128. With regard to the instruction of officers in their regiments, if it took place at any time before the rank of captain would there not be an opportunity of almost every officer meeting with such instruction in some large garrison?—I hardly think so, because a regiment, as a rule, stays at a camp for one summer, or for a year, and it is only a limited number who can be spared at one time from their regimental duties. There is, I think, no certainty that all could have an opportunity of passing through a school; though it might be the exception where they had not an opportunity of doing so.

9129. Would it not be an advantage to the service generally if the Staff College certificate was recognized in India as well as out of it?—Decidedly, but I am of opinion that in the last few years it has been very much recognized. There is a paragraph in the Queen's Regulations which, I think, applies equally to command in India as to all other commands as regards the selection of Staff College graduates for the staff. It is, I think, a paragraph on the first page of the Staff section.

9130. (*Major-General Eardley Wilmot.*) With regard to riding, it does not appear that the intention of the certificate was to reject a man because he is a bad rider?—No, it appears not.

9131. In the case of a man being looked upon as an indifferent rider is more attention paid to his instruction than to those who are considered good or fair?—I imagine not.

9132. With regard to the certificate of the commanding officer, what do you think of a system by which a great number of very distinct and definite questions would be asked of the commanding officer, and by which there would be a printed form which he had to fill up?—I think that that would be a very good plan. Under the present system the commanding officer has to sign either to everything or to nothing, and he hesitates a long time before he will destroy an officer's prospects by refusing to sign the certificate.

9133. (*Sir Duncan Cameron.*) Do you think that the subjects of military administration and legislation are well taught at the college; is not a good deal of time lost in lecturing upon the details of the subjects?—Yes, I consider that time is lost.

9134. Some of the lectures might be printed, and circulated among the students, and read in their rooms?—Yes I think so, with great advantage, especially the lectures on military administration.

9135. I think that there are five subjects which every student at the Staff College is obliged to take up at the final examinations; but he is not obliged to get marks in each of those subjects; is there not some inconsistency in that rule?—Yes.

9136. He is only obliged to obtain the aggregate number in the five subjects, but not to get marks in each of the subjects; but he is obliged to take them all up at the examination?—The system has been to a certain extent altered since I was there; my impression is that formerly it was not so, but that a certain number of marks were necessary to be obtained in every subject before they were counted.

9137. Do you think that the aggregate number of marks, namely, 1,800, is sufficient for a qualification out of an aggregate of 3,900; it is not quite one-half?—It is not too high; I should be inclined rather to raise it than to lower it.

9138. (*Maj.-Gen. Haythorne.*) Are you satisfied with the entrance examination?—Yes, with the exception that I think that the minimum standard is fixed too low; for instance (although it has, I believe, never yet happened, owing to the number competing), an officer might procure entrance to the college by simply obtaining five-eighths of the marks in mathematics and one-third of the marks in some language, say Hindustani or German. He need take up no other subject whatever, and yet he would be qualified for admission to the college, and would obtain admission if among the first 15 on the list.

9139. Do you think it advisable to require a thorough knowledge of one European language in the entrance examination, so that it should not be carried on in the after course at the college?—Yes, I think that would be very advisable.

9140. (*Lord de Ros.*) As regards the expenses of the college, did you find any difference, one way or the other, from your regimental expenses; did you find that you were put to more expense or less expense during your residence at the college?—I was put to rather more expense, but to no very great extent.

9141. As regards providing a horse, did you feel that expense much?—Being a field officer, I had my own horse.

9142. As regards the allowance for servants, would you approve of having a certain number of selected pensioner servants who had served in the cavalry regiments attached to the college as grooms and servants, for instance, one to every three officers?—Yes; I think that it would be very desirable; at present that is one of the great expenses.

9143. Private servants are very difficult to get there, and are difficult to manage when they are there, are they not?—Yes.

9144. As regards foreign languages, I believe that you have stated that you do not think that they can be originally taught at the Staff College although they can be kept up; you could not commence French at the Staff College, could you?—The classes are so arranged that it can be commenced there, but it is very desirable that a man should go to the college well grounded in languages.

9145. Is there any instruction given at the college, either theoretical or otherwise, in the embarkation and disembarkation of troops?—Yes.

9146. Such as you have found an advantage at Portsmouth afterwards?—Yes.

9147. You found yourself prepared for it to a certain degree?—Yes.

9148. With regard to the movement of troops on railways, was any instruction given on that subject, namely, as to the quantity of carriages required, and the mode of getting cavalry, infantry, and artillery on to the railway; you have had to do that at Portsmouth, have you not?—Yes, and I have gone thoroughly into the subject; but I can hardly say whether the instruction was given at the college, or whether I acquired it since. I think that it is not part of the course.

9149. Would you reduce the mathematical instruction at the college to a less amount?—No. It is optional to take it up, and I do not consider the course too high.

9150. As to admission, you think that the commanding officer's certificate cannot always be quite depended upon. What should you say to having it a part of the half-yearly confidential reports from regiments (which confidential reports you are familiar with), that certain officers should be named in two successive reports before they should have any title to enter the Staff College, and that the inspecting officer should at his inspections, to a certain degree, examine those officers. Do you think that that would relieve the commanding officer of some of his responsibility, and ensure more certainty?—Yes; I think that it would be a very good plan to resort to.

9151. Do you not think that it would be very inconvenient to take a number of officers from a regiment; to strip a regiment, for instance, of several captains on foreign service?—Yes; that is one of the objections to our system.

9152. Of what use do you think that the Staff College education can be to a brigade major or an aide-de-camp; what duties which they perform would require any high amount of education beyond languages?—They might often be called upon to do things which are not exactly within their special province. I consider that any officer on the staff might, at any time, be required to reconnoitre and to send in a plan of reconnaissance, although that is a special duty of the Quartermaster-General's department.

9153. In the same way as any regimental officer might be called upon to do it?—Yes.

9154. Not more?—I think that the general would look more to his staff officers for it.

9155. How would he supply their places if he applied them to those extraneous purposes?—I was only speaking of short work; but as regards brigade majors I consider that all vacancies in the divisional staff should be filled by selection from among them, their posts being filled in turn by regimental officers who have passed through the college.

9156. As regards the duty of an aide-de-camp, I suppose that writing a good letter, and carrying a correct message, and riding tolerably well, and a certain amount of discretion and judgment, would be the principal qualifications for which you would look in him rather than any high science?—Yes.

9157. As regards the admission of officers to the college, in the case of an officer who has never had a pencil in his hand, is it not a very uphill business to instruct him in field drawing and reconnaissance?—Yes; I think that that ought to be one of the obligatory subjects at the entrance.

9158. As regards riding, do you not consider that the principal object should be to teach the officer the first handling of a horse, and the earliest elementary matters connected with it, inasmuch as when an adjutant of infantry, for instance, lands in a foreign country, he is obliged to provide himself with a country horse, and it would be an immense advantage to him to be able to train that horse to his own purposes?—Yes.

9159. More than trotting about a riding school?—I quite agree with you.

9160. (*Mr. Parker.*) If the personal staff should be required to pass through the Staff College, do you think that they should pass through the whole course?—I should recommend it.

9161. And do you think that their certificate should be made dependent upon competition?—Yes, I am of that opinion.

9162. If a power were given to the authorities of the college to dismiss any officer from the establishment on the ground of unfitness, do you think that practically it would be used; do you think that they would resort to such a measure after an officer had received a certificate of fitness from his regiment?—It would probably be only done in extreme cases.

9163. (*Lt.-Col. Chesney.*) Are you aware that officers at present occasionally fail at the probationary examination at the end of the first year?—I am aware that the power to dismiss officers, who so fail, exists, but I do not at the present moment recollect any such cases.

9164. You are aware that there is the power, and that it may be exercised occasionally?—Yes.

9165. (*Lord E. Cecil.*) Did you go to a crammer before you passed into the Staff College?—I was a candidate for entrance into the Staff College twice; on the first occasion I did go to a crammer for two months. On the second occasion, two years afterwards, I did not go to one but studied by myself.

9166. Do you think that that is a very general practice among candidates before they go up?—I think that it is.

9167. Would not one of the advantages of superior instruction to be given in camps or in regiments be that the necessity for going to crammers would be done away with?—Yes; to some extent.

9168. (*Maj.-Gen. Haythorne.*) It has been stated by an officer that it cost him nearly 100*l.* to go through the Staff College, including the preparation for it; did you find that the expense of an officer was greater there than in the regiment?—I have already answered the second part of the question, namely, that it was slightly more expensive; but the great increase of expense which was incurred in the case to which you allude must have been in the preliminary education before going to the college, probably the payment to a cramming school.

9169. And, as a rule, that is a general expense incurred by officers going into the Staff College?—As a rule I should say that it is by those at home.

The witness withdrew.

Lieut. E. Baring.

4 June 1869.

Staff College.

Lieutenant Evelyn Baring, Royal Artillery, examined.

9170. (*Chairman.*) You are a lieutenant in the Royal Artillery?—Yes.

9171. And you are at present at the Staff College?—Yes.

9172. You entered the Staff College second on the list in February 1868?—Yes.

9173. Are you satisfied with the general arrangements of the institution, as regards the instruction which you are receiving?—I think that it might be very much improved.

9174. Will you mention to us the respects in which you think that it might be improved?—In the first place I think that it would be a very good thing to do away with competition.

System of competition.

9175. On entrance?—No; not on entrance. I am merely talking of the system at the college. Officers do not like to compete against one another, and I do not think that there is sufficient reason for making them do so. It is certainly no practical test, and I do not think that it is any sure intellectual test. I think that men might be mentioned for honours in different subjects. When they had passed out it might be said that so and so had passed a very good examination in military history, or in any particular subject. I am further of opinion that in the event of the competitive system being continued at the college, officers should only be allowed to compete in the same subjects. At present each examiner takes a different relative standard of merit; it is thus impossible to compare one examination with another.

9176. Would you object even to a division into classes according to merit?—I have heard that suggested, but I hardly think that it would be a good thing. I think that it would be an invidious distinction.

9177. You would abolish competition altogether?—I think so. I would let the names be published to the army in the order of their seniority, and with notes to say what any particular man distinguished himself in.

Course of instruction.

9178. Is there any other suggestion which you have to make?—I think that the whole of the instruction might be made very much more practical.

9179. Will you explain that answer a little further?—I think that everything which does not bear in some way upon the actual duties of an officer in the field ought to be done away with. For instance, as regards mathematics, I think that the entrance examination is a guarantee that a man knows as much of mathematics as he is ever likely to want. I have with me the examination paper for mathematics; a great many of the questions are purely theoretical, and do not bear in the least degree upon any practical duties. Mathematics take a great deal of time and trouble, and when learnt, I do not think that they are of much use to a Staff officer. The study of that subject is certainly voluntary.

9180. If it is voluntary, and if there was no competition, of course you could have no objection to its introduction?—If it was entirely voluntary, and if there was no competition, and if officers had not to qualify for the topographical department by passing the higher course, I do not think that you would find an officer to do it. Out of my own lot there are only two officers doing it, namely, myself and another, and as far as I am concerned I should certainly not do it except that I want to qualify for the topographical department.

9181. For the topographical department you would consider that it would be necessary?—I do not exactly know what are the duties in the topographical department, but I should imagine that it is not necessary. The only part of higher mathematics having a direct bearing upon anything practical is that portion which relates to the scientific part of a very accurate survey. If such a survey was ever made I think that you would always have a trained staff of engineer officers to do it. It does not, I think, come under the duties of a staff officer.

9182. The marks obtained in this subject are allowed to count towards the final result in the present competitive examination?—Yes.

9183. And therefore there is a direct inducement to officers to devote a considerable portion of their time to it?—Yes; there is a stronger inducement in mathematics, because in mathematics we get 500 marks and in everything else 400 marks. Mathematics is more difficult; but the chief special inducement to do higher mathematics is that we cannot get recommended for the topographical department unless we do them. If you took that inducement away I think that you would not find any one to do them.

9184. Is that the only study which you would describe as being unpractical?—No. I think that geology might with advantage be entirely done away with, as well as a certain portion of chemistry. For instance, telegraphy, I think, ought either to be taught at the college, or else officers should be sent to Chatham to go through a course of it; but I look upon all the time spent in analysing compounds in the laboratory as wasted, that is to say, that a man's time might be more usefully employed.

9185. Is there any other subject upon which you wish to make any remark?—As regards military administration I do not think that nearly sufficient attention is given to that subject.

9186. Can you give us an idea as to the amount of attention which is given to military administration?—There is only an hour a week. There are two classes, the senior and the junior classes, and each of them receive one lecture a week of an hour.

9187. What kind of examination have you to pass in military administration?—We have to pass several examinations entirely upon the notes of these lectures. We pass three of those examinations each year, and at the end of the year we pass an examination which is set by the public examiner, and has not special reference to the lectures which we have received, but to military administration more generally.

9188. Does military administration include the commissariat department?—Yes; but as there is only one lecture a week of an hour we cannot go very much into it. For instance, railway transport is not touched upon, yet it is one of the most important subjects.

9189. Are you taught anything connected with the administration of the sick and the wounded in the train of an army?—Very little. For instance, last year the arrangements of the Prussians were just alluded to, but it is a very large subject, and it is quite impossible to teach it in one lecture a week for nine months in the year. The constant examinations in this subject I do not think are of much value. Officers cram up for an examination just a few hours before it comes on, and then forget all about it. I think that the system of writing essays which is pursued in military history might be very well adapted to military administration, and that it would give a more thorough knowledge than is obtained by the cramming which is now resorted to.

9190. I suppose that military administration is one of the most important subjects for a staff officer to be acquainted with?—I should think that it is the most important subject. I cannot fancy anything more important.

9191. Have you any other suggestion to make?—As regards making the study more practical, we do schemes for the defence of villages and houses and positions, but I do not think that we do nearly a sufficient number of them; we only do three of them, and they are not rapidly enough done. For instance, the other day I was told to defend myself against an attack which was to be made in six hours, and I had a whole month to do it in.

9192. Are you exercised in the points connected

with the entrenchment of an army in the field, such as was practised during the American war?—Yes; in those schemes which I speak of. Some sappers are attached to the Staff College, who show us how to throw up fieldworks, stockades, &c.

9193. Is the practical instruction which is given in those subjects really useful?—Yes, I think that those schemes for defence are excellent, but that there should be more of them.

9194. Are you exercised in outdoor work?—I have not done much of that; I only began it last February; it has been all artillery work. I think that it is very good of its kind, but there is very little of it. If mathematics, geology, and so on, were cut off, I think that a great deal more time might be devoted to the other subjects. For instance, in military topography the only thing which we have to do this half year is to make three eye sketches with a pencil and a ruler, without any instruments, and besides that we have to make a road joining two points at a certain distance apart. I think that there ought to be, instead of one road, half a dozen. All the printing and getting up of plans carefully is time thrown away, and instead of three eye sketches I think that fifteen or twenty might be done.

9195. There seems to be a pretty general opinion among the witnesses whom we have examined that a certain proportion of the officers who pass through the Staff College are persons who in certain respects are hardly qualified to prove efficient staff officers, even though they pass a good examination; do you coincide with that opinion?—Certainly.

9196. Various suggestions have been made in order to winnow the applicants for admission, such as a more stringent certificate to be required from the commanding officer, and that opportunities should be given after the officer has passed his examination, of testing his capacities as a practical staff officer, and that if his qualifications should prove unsatisfactory there should be facilities for returning him to his regiment. Have you any suggestion to make upon this head?—I have written out an answer upon that subject. The questions sent to me by Mr. Hozier were practically divided into three heads, first, the desirability of a Staff College; secondly, the system of admission to the college; and thirdly, the system of instruction pursued at the college. In reply to those questions which relate to the first and second heads I beg to offer the following remarks:—

1. I entertain a very strong opinion that the Staff College, imperfect though it be, is much better than no college at all. A large proportion of the officers of the army receive their commissions direct; they know nothing of their profession beyond the ordinary routine of military duties; not only is it not insisted on that they should obtain some theoretical knowledge of a soldier's duty, but, with the exception of the Staff College, scarcely any opportunity is afforded to them of gaining such knowledge should they be willing to do so. It is indeed often the custom to regard such knowledge as of little value. In answer to this, I can myself bear witness to the fact that during the recent war in America almost all the men who rose to distinction in the Federal army, either as generals or as staff officers, were well-educated men, most of whom had been through West Point, and who to sound practical experience added a considerable knowledge of the theory of their profession. That some knowledge beyond that gained by ordinary regimental duty is necessary to a staff officer scarcely, I think, admits of argument. Did no Staff College exist we should be forced to fall back upon the old system of selection for staff appointments. No less an authority than the Commander-in-Chief has stated that to select officers to command regiments would be almost impossible in the English army; the difficulty of selecting untried men to be staff officers would at least be as great as that of selecting officers to command regiments.

2. If then a Staff College is necessary, it becomes a question whether the present system of admission is the best possible. I regard this as the most difficult, and, at the same time, as the most important part of the whole question, for if a man when he enters the college already possesses the natural qualities which would render him a valuable staff officer, I have not the least doubt that he will be much improved by a course of study at the college; but if he does not possess those qualities, the best system which can be devised will never supply the want of them. The present system has one great merit; no suspicion of favouritism can be attached to it; a man is judged fairly by a certain standard, although that standard may be an imperfect one. On the other hand, it must be admitted that an officer may pass a good entrance examination; an excellent education may subsequently be given to him, but still there is no sufficient guarantee that he will not form an inefficient staff officer. I have been thrown on duty with a good many staff officers who have passed through the college, some very good, better I should say than the average of officers who would be employed under a system of selection; others, on the contrary, very bad. Since I have been at the college, I have been thrown intimately with about 50 officers destined for future staff employment. If I may presume to pass an opinion, I should say that about one third of these would make excellent staff officers, about one third mediocre, and about one third would from one cause or another be unlikely to form useful staff officers. Taking this view of the case, although the system cannot be called a perfect success, it cannot, on the other hand, be termed an absolute failure.

3. The question is, how can those who are admitted to be incompetent be excluded? If the Commission can devise a system by means of which this can be done they will undoubtedly have conferred a great boon on the service. I do not believe that any certificate will have the desired effect; means will always be found to evade it. My reason for saying so is that the certificate which is at present required most explicitly states that, in the opinion of the commanding officer, the officer about to compete possesses the qualities likely to form a good staff officer. If colonels can be found who will sign this certificate with reference to some of the officers who have passed through the college, I say that it is hopeless to think that a certificate can be framed so as to afford a check such as that which every one who has considered the subject deems necessary. In default of any better system, I should be inclined to think that it would be as well for the present to allow officers to enter the Staff College by competition, that is to say, under the existing system, and that it should be left to the commandant of the college to form his opinion, and to report confidentially on the probable practical worth of each individual officer. His estimate of each man would be independent of a purely intellectual test, and would probably be a correct one. What a staff officer wants is a large amount of common sense, and a fair amount of professional knowledge; on the latter he may be judged by an educational standard, and on the former, the commandant, after an acquaintance of two years, would be competent to report. Many might object to such reports being confidential; neither do I see any absolute reason why they should be so, but every officer when he comes to the college should fully understand that if the commandant thinks fit to report unfavourably of him, without alleging any particular act which would tend to disqualify him as a staff officer, he would have no ground for complaint. If it be urged that such a system would place an undue power in the hands of one man, who may of course err unintentionally in individual instances, I would answer that in taking untried men on trust it is unavoidable to have recourse to the opinion of those who are acquainted with them, and that it would be better to trust to the opinion of one man of known ability than to many who might take wholly different views of the qualifications necessary to form a good staff officer. The latter would be the case if the commanding officers of regiments were called on to

Lieut. E. Baring.

4 June 1869.

Staff College. Inducements to enter the College.

report more fully on each officer who presents himself for admission to the college.

4. It is often urged against the Staff College that the best men in the army do not offer themselves for competition, and that many of those who do so only wish to shirk their duty, or avoid going to an unpleasant station. Some few are doubtlessly actuated by some such motive, but I think they are in a decided minority. At the same time I freely admit that the Staff College is unpopular in the army, and that many of those who would be the best qualified to make efficient staff officers do not offer themselves for competition. This is certainly the case in my own regiment. There are, however, particular considerations on this point which apply to the artillery, and not to the rest of the army. The chief reason why so many good officers refrain from competing is, in my opinion, the uncertainty of the reward. As long as a chance remains that an officer can receive a staff appointment, either by interest or merit, without going through the college, many of the best officers will prefer to take their chance of getting an appointment by these means, rather than go through the two years' work at the Staff College. The fact that no officer can hope to get a staff appointment in time of peace unless he passes through the college is not even yet sufficiently recognized throughout the army. It is very desirable that it should be so; nothing would so much tend to improve the class of men who come to the college. Again, it is a very general opinion amongst officers of the army, that on service the system would be disregarded, and that staff officers would be appointed by selection, as was formerly the case. Now I think that even on service it should be distinctly understood that no officer who has not been through the college should be appointed to the staff unless he be considered by authority as decidedly superior to any Staff College man who may be available. In deciding the claims of two candidates equally fitted for an appointment in the field, I think that the preference should always be given to the Staff College man. Unless this be done, officers will always imagine that in the event of war their individual personal qualities will supersede any claim resting on Staff College education.

5. I would also suggest that officers for the personal staff of generals should be chosen from amongst Staff College men. I am aware that there are objections to this, and that it would meet with considerable opposition, but on the whole I think it would be a very good thing; it would certainly tend very much to improve the class of officers who offer themselves for competition. If thirty instead of fifteen officers yearly were allowed to enter the college, I see no reason why in a year or two general officers should not be able to choose as good and even better officers, to act on their personal staff, from those who have passed through the Staff College, than they can get at present by the system of selection from regiments. I think that to oblige the personal staff to pass through the College would be an excellent reform. I should like to refer to the evidence which was given in 1855 before a Committee of the House of Commons with regard to the personal staff. Sir George Wetherall and Sir Howard Douglas were both of opinion that some special education would be of the utmost use to an officer serving on the personal staff of a general.

9197. (*Mr. Parker.*) If you increased the number of officers who were sent to the Staff College in that way, do you think that each one could look as confidently to an appointment as at present?—I think so. If the personal staff were sent to the Staff College, it would very largely increase the number of appointments at the disposal of the Commander-in-Chief.

9198. You connect your plan of increasing the number in the College with your plan of including the personal staff?—Certainly; otherwise I do not see any object in increasing the number; fifteen officers a year are quite enough to supply the present staff of the army.

Qualifi of can

9199. If you laid on the commandant the responsibility of judging of the personal qualities of officers, would you assist him by certificates from the regiments?—Yes. These certificates might also be given, but I have little confidence in them. I have never heard but of three instances of officers being refused certificates.

9200. Do you think that if the proposal were adopted that instead of a general certificate there should be a system of detailed answers to questions it would get over that difficulty?—It might do so to some extent, but I have no confidence at all in certificates.

9201. (*Lord de Ros.*) You have stated that you have no confidence in personal certificates; but supposing that upon every half-yearly inspection of a regiment, in the confidential inspection report the names of certain officers were returned as suitable for the staff, and that when the inspecting officer made his inspection he questioned those officers, do you think that it would be a good thing?—I think that it would be an excellent thing. I do not think that the certificates should be done away with, but I think that the commandant should be called on to report fully on each officer. The commanding officer's certificate may possibly help the commandant in arriving at a fair conclusion.

9202. Are you aware that the confidential report has been a thing in existence in the army from all time?—Yes.

9203. And also that it is referred to constantly at the Horse Guards, with reference to the character of officers; for instance, upon courts-martial?—Yes. As regards the staff officers, I think that the confidential report on each individual should be very much more detailed than as regards officers who are not appointed to the staff.

App to th

9204. As regards the selection of the staff from regiments, are you aware of the great advantage which has always been found on service of being able to apply to a division, or a brigade, for an officer competent to act as quartermaster-general, and that after fair and reasonable trial of three or four weeks, or so, it has been the practice either to retain the officer on the staff, or to return him to his regiment, with a civil acknowledgement, without hurting his feelings, and at the same time avoiding incumbering yourself with an unfit officer for the staff?—That has been the practice.

9205. Do you see any objection to it? Is not there an advantage in being able to take an officer, and try him, and see whether he can do, and either to return him or to keep him?—I certainly think so; but I think that he ought to be chosen from amongst those who have passed through the Staff College.

9206. I am speaking of a period when you are on service; the practice has hitherto been to take an officer from his regiment and to try him, and if he is not fit to send him back, and if he is fit to keep him?—Certainly. I think that the first appointment of any officer after he leaves the Staff College should be probationary, and if he was not found to be a good officer that he should be sent back to his regiment.

Inst the

9207. You have very properly mentioned the necessity of a great distinction between preparation for a staff officer and preparation for an engineer. I apprehend that you mean by that that the staff officer would be sent to take a general view and notion of a position, and that then the engineer would come into play, the same as in the Torres Vedras Lines, on some occasions?—Certainly.

9208. But you do not see any reason for a staff officer being made into a half-bred engineer?—Certainly not. I think that some part of the instruction in fortification at the Staff College tends rather too much to the training of an engineer officer. For instance, a good deal of time is lost in drawing plans of permanent fortifications. If in practice such plans

had to be executed, they would be drawn by engineer and not by staff officers.

9209. You think that a staff officer should be able to take a view, and to report upon the general features, but that he should not go into details?—Yes.

9210. Would you be in favour of the system which was at one time proposed, of sending parties of officers to go round the foreign fortresses, in Belgium, for instance, and to make notes and reports upon those fortresses?—I think that it would be a very good thing to send officers abroad, but I would hardly send them to the fortresses. It would, I think, be an excellent thing to send officers to Bohemia or Italy, for example, and let them bring back reports and plans of what they saw.

9211. What would you say to sending out two or three officers to a neighbouring village, and make them give, in five or six hours, a rough sketch of what they would do to strengthen that village against an attack upon a particular side?—That is what I wish to advocate; that is done now; but instead of its being done in five or six hours, much more time is taken about it.

9212. Would you not also approve of its being done by successive parties of officers, who should make their reports of their views, and thus ascertaining who were in error and who were right. Would not that be a check upon it?—I think that it might be done, but I do not see any particular advantage in the plans being made separately.

9213. With regard to American officers, were not those comparisons made with men who had been attorneys, apothecaries, horse-dealers, schoolmasters, and men extremely unlikely to be suited to the situation?—I rather think that there were officers of the regular army who did not go through West Point, but I am not quite certain of that. There were a great many officers whom I used to meet out there who seemed to know well their regimental duty, but nothing more. The staff officers, on the contrary, were mostly men who had studied their profession.

9214. (*Maj. Gen. Haythorne.*) Do you recommend any change in the entrance examination; do you not think that a fair knowledge of one European language would be desirable?—I certainly think that it would be much better than a smattering of two or three languages.

9215. Do you not think that simple geometrical drawing ought to be previously acquired with the view of saving time afterwards?—Yes; but I think that almost all officers know it.

9216. But it is not required in the entrance examination?—It is not.

se. 9217. Do you find that there is a greater expense in living at the Staff College than with your regiment?—A little, but not very much. If an officer keeps a horse he is rather at a disadvantage; he gets neither a groom nor an allowance in lieu of one.

9218. Do you not think that every officer should keep a horse?—I think that every officer ought to be obliged to keep a horse.

9219. (*Sir Duncan Cameron.*) Would you approve of some cavalry pensioners being employed at the Staff College?—I think that it would be a very good thing. In fact, some way of giving grooms to officers cheap should, I think, be adopted.

9220. When you spoke of the topographical department, did you refer to the department which has its office in London?—Yes. When an officer goes to the Staff College he is told that if he passes an examination in higher mathematics he will be recommended for the topographical department.

9221. Are the duties of the officers who are employed in the topographical department of a nature which requires a very high knowledge of mathematics?—I do not know whether they are or not. I do not know what their duties are; but I imagine that a knowledge of the calculus, or of conic sections, is not absolutely necessary.

9222. It is hardly worth while giving instruction in the higher branches of mathematics for the purpose of qualifying officers for the topographical department?—I should think not. I do not know whether the knowledge has ever been found useful to anybody in the department; but I should think that it is quite useless.

Lieut. E. Baring.
4 June 1869.
Staff College.

9223. (*Lt.-Col. Chesney.*) If your proposal that every officer should actually keep and use a horse were made essentially a part of the college system, do you think that it might tend to cure the defect with which the college has been charged of turning out men not able to ride?—I think that it would do so to a small extent. There is a riding school at present, and I think that fewer complaints of bad riding would be heard if officers were required to go to the riding school every day at first, instead of extending the course over two years, as is the case at present; those who were good riders might be dismissed, and those who were bad riders might be kept on for the two years.

9224. At present it is the simple matter of expense which prevents a great number of officers keeping a horse?—Yes; it is entirely that. It must be a great inconvenience not to keep a horse.

Qualifications for admission.

9225. (*Sir Charles Russell.*) Do you think that it would be a check to the inefficient men to whom you have referred getting into the college if they were attached for a short time previously to admission to the college to the staffs at the camps, so as to test their power of riding, and their power of conveying a message intelligibly? My object would be to test whether a man had naturally that gift, which he could hardly acquire from being taught, namely, the power of conveying messages intelligibly during a field day, for instance?—When he came, who would have to say whether he was qualified or not?

9226. He would simply be attached to a division, and the general commanding the division or brigade would certify that having employed him on so many days he was a fair rider, and could convey messages intelligibly, and had no defect of eyesight; in fact testing him in those subjects which are at present supposed to be covered by the commanding officer's certificate?—I think that that would be a very good thing, if you were perfectly certain that the officers who report upon those who wish to enter the Staff College would be quite sure to state their opinions freely. When an officer comes, and asks his colonel for a certificate, he does not like to refuse him, and I imagine that it would be very much the same if an officer was attached, as you say, to a brigade or division. At present, if an officer cannot obtain a certificate, he is probably exceptionally inefficient.

9227. Would not the same difficulty apply to the commandant at the Staff College, if commanding officers generally, in such a responsible position, feel a difficulty in giving a veritable report of the officers?—I think hardly so much so, because the commandant would feel that it was his special duty to do this, and that he had no other duty.

9228. I presume that the general commanding the brigade, having tested in the way which he thought fit the capacity of the officer, should send up a confidential report stating under various heads what he found?—I think that that would not be at all a bad thing. If you can only get officers to report fairly and conscientiously on the capabilities of whoever is going to compete for the Staff College, that is all one wants; but it is a very difficult thing to do. From good nature, or from one cause or another, officers very often do not like to report unfavourably.

9229. Of course you are aware that a great many commanding officers have not really an opportunity of testing officers in the way which I propose?—No; but I think that every commanding officer really knows what each officer in his regiment is worth. I can hardly believe that some of the men who have come to the Staff College have not been known by their commanding officer to be men who would be likely to form inefficient staff officers. It is from that circumstance that I form my bad opinion of certificates. I have seen men who have come with

Lieut. E. Baring.

4 June 1869.

Staff College, College course.

certificates, and it is in some instances impossible to reconcile the certificate with the man.

9230. (*Lord Northbrook.*) Would you propose, in striking out certain subjects from the course, to make the course shorter, or to leave it as it is?—I think that it ought to remain as at present, namely, two years. When I first went to the Staff College I thought that it was rather too long, but I do not now think that it is.

9231. Have you any observations to make upon the present system of examination; do you think that there are too many examinations?—I think that there are far too many. I think they tend to make the knowledge acquired superficial, and that they encourage cramming rather than sound study.

9232. Do you think that the position of a man in passing out, or his certificate on passing out, if the change which you propose was adopted, should depend entirely upon an examination independent of the professors of the college? I mean that no marks given by the professors should be allowed to count as a part of the qualification in passing out?—I think that no marks at all should be given by the professors at the College. I think that as much as can be should be done by the public examiners.

9233. You think that the examination should be independent of the professors?—Yes.

9234. In respect of your own corps, are not many of the subjects which are taught at the Staff College subjects which a man must learn at Woolwich?—Certainly; that applies, for instance, to the course of artillery. I should strongly recommend, that instead of going through a course of artillery at the Staff College, where there are very few opportunities of learning it, every officer should be sent to Shoeburyness for about a month. It is impossible to learn anything about modern artillery without seeing the actual guns. I think that the time occupied in that way might be much more profitably employed at the College, and that after the officers had completed their course they should be sent to Shoeburyness for a month, and should also be attached for a month to a field battery.

9235. Do you think that men who had gone through the examinations for the artillery should be exempt from the Staff College?—No; I went through all those examinations, and I found that when I went to the Staff College there was a great deal that I did not know.

9236. (*Lord E. Cecil.*) I understood you to say that in some subjects the theory was better taught than the practice; do your remarks apply to pontooning and bridging?—I think that that is very well taught indeed.

9237. Practically as well as theoretically?—Yes; but there is not enough of it. If you cut out mathematics, geology, and chemistry, which are the subjects which more than anything require hard study, I think that you would have much more time to devote to those other subjects.

System of admission.

9238. Do you think that the officers of the army become candidates for the College too soon, and would you increase the length of service before they were allowed to compete as candidates?—That is rather a difficult question. They have now to be five years in the army before they enter the College. It is very difficult to get a man after he has been, say 10 years, in the army, to come back to his books again. Perhaps the time might be increased with advantage by a year or two, but not more than that.

9239. Would not that objection very much apply to five years as well as to ten? A man may lose all his knowledge in five years?—So he may, but I think that a man of 25 would be more likely to take up his books again than a man of 30. I had not done anything of the kind for 10 years when I went to the College, and I found it very irksome beginning to learn mathematics again.

9240. It has been suggested in one of the papers which have been sent to us that officers should be allowed before coming to the College to elect whether they would serve on the adjutant general's staff or on the quartermaster general's staff, and that having so elected an officer should be especially brought up for that branch of the staff; would you be in favour of that suggestion or not?—I have never thought of the subject at all; but at first sight it seems rather a good thing.

9241. You say in the paper which you have read to us that many of the best qualified officers in the army do not offer themselves?—Certainly.

9242. Supposing the military education of the army to be very much improved, would you allow officers generally to compete for staff appointments without going through the Staff College, that is to say, would you allow them to pass the final examination, and to compete with the students at the College, without going through it?—I do not see why an officer should be forced to go through the College if he can at once pass the final examination. Great care should, however, be taken that his standard of knowledge does actually come up to that of an officer who has been through the course of studies at the College. The papers published at the end of each year represent imperfectly the test to which an officer at the Staff College has been subjected. Many of the subjects, from their practical nature, cannot be embodied in a paper. Every officer then who passes direct for the staff, should be called on to show that his knowledge of these subjects is as great as if he had passed through the College. On the other hand, I think that if this were done, few officers would pass the examination. A few years ago officers were allowed to pass the final examination without going through the Staff College, but I believe that I am right in saying that only one did so.

9243. Would not such permission give some inducement to officers to prepare themselves for the staff without going through the College?—Certainly.

9244. Do you think that the subseqnent inducements for going to the Staff College are sufficient?—Hardly; because the certainty of getting anything is not sufficiently clearly understood in the army.

9245. (*Lord de Ros.*) With respect to the practical testing of the fitness of an officer to compete for the Staff College, supposing that it was part of the qualification that an officer should be named in two successive half-yearly confidential reports as fit for the Staff College, would it not be a great security that the inspecting officer should also call out that officer, and examine him in the handling of his troop or company, and give a real certificate, after examining him in the presence of the other officers, who would be able to judge whether the particular officer acquitted himself well, or not, in what he was called upon to do by the general officer?—You refer to drill?

9246. Yes?—I think that that would be a very good thing, but it would not be sufficient.

9247. Would it not show him to be a good regimental officer?—I have known many a man who is very good at drill, but who at the same time would not make a very good staff officer.

Ins the

9248. (*Chairman.*) Have you any suggestions to make with regard to the teaching of languages at the Staff College?—I think that at present there is not nearly sufficient attention given to them. At present there are 12 hours a week during which the professor of French attends, and nine hours a week during which the professor of German attends, who lives at a distance. It is very desirable to teach officers separately, because they are very differently advanced. I think that either languages should be taught very much more at the Staff College, or else hardly taught at all, and that officers should be sent abroad to learn a foreign language. Of course there is a good deal of difficulty in sending them abroad, because you must take care that it is not made an excuse for officers going abroad and learning nothing at all; but I think that some arrangement might be made to prevent that. In India officers get what they call a moonshee allowance, that is to say, if a man passes

his examination in Hindustani, he gets his expenses in learning paid according to the scale in which he passes. I believe that even fair examinations are very difficult, and that as much as 100*l.* is paid if an officer passes a very good examination. If officers were sent abroad, after passing the Staff College, and were made to give reports upon any subject which presented itself abroad, and then came home, and passed a very difficult examination, I think that it would be fair to compensate them for any expenses to which they had gone, and it would do away with the professors at the Staff College, and thus cost the country no more. A man may now pass a very fair examination, and yet be almost useless if sent to the Prussian or any other foreign army. At present the standard of knowledge in languages is not high.

Lieut. E. Baring.

4 June 1869.

Staff College.

The witness withdrew.

Brevet-Col. W. O. Lennox, C.B., V.C., Royal Engineers, examined.

Col. W. O. Lennox, C.B., V.C.

9249. (*Chairman.*) You are at present instructor in field fortification at the Royal Engineer Establishment, and you were formerly upon the quartermaster general's staff at Aldershot? When you were at Aldershot I believe that you superintended the classes which were established there?—I superintended the Survey Class till November 1865.

9250. For what period of time was that class in operation under your superintendence?—I was there for three and a half years, but I cannot quite say how long the classes were going on, and how many classes there were. I have not a record of the number of them.

9251. Will you describe the nature of the classes?—The officers once a month applied to join the class and they received instruction for one month; they were relieved from all duties, and they learned surveying (without theodolites); I afterwards got the time extended from one to two months; sometimes there were two officers, and sometimes there were as many as ten or twelve—I am speaking of a good many years ago.

9252. Do you remember how many officers passed through your hands?—No.

9253. Were there some dozens?—Yes; a great many more than that, I should think, during the whole time. Regular reports were sent up monthly to the Horse Guards, and the officers' work was sent up.

9254. Did you consider that two months was sufficient to enable them to acquire what you thought was requisite?—I think that two months was very fair.

9255. You thought that at the end of two months, with ordinary attention, an officer could become a practised field sketcher?—He would have sufficient knowledge of surveying to be able to go on and improve himself; he would know how to improve himself.

9256. Were the classes popular?—I think that it depended a great deal upon the commanding officers.

9257. Were the commanding officers at all jealous of their officers being detached?—No; but it threw heavier duty upon others. We had sometimes quietly to talk over the commanding officers.

9258. During the interval for which those officers were relieved from their regimental duties, did the officers apply themselves zealously to the studies on account of which they were relieved from duty?—Yes, as a rule, they decidedly did so.

9259. It was a genuine proceeding?—Yes. I will not say that there were not exceptions, but, as a general rule, I decidedly think that it was so.

9260. The instruction administered to these classes was solely in field sketching; it did not comprise any instruction in throwing up field works or entrenchments?—Only in surveying.

9261. I suppose that instruction in those branches might have been introduced pretty much on the same system?—Decidedly.

9262. Do you think that it would be advisable to attach a military instructor to the regiments in the service, for the purpose of teaching the rudiments of field fortification, &c.?—I think that it would be better to have officers at certain large stations to do it, who would not only teach surveying, but also what is popularly known as spade drill, and field-sketching and field-works, and who could assist officers in carrying on their education upon any points.

9263. In fact you would be glad to see the classes over which you presided at Aldershot extended in their operations, and established at various large stations?—Yes; but I think that the system might be improved. At Aldershot, although an engineer officer, I was on the staff, and not under the Commanding Royal Engineer. I think that if the instruction was to include engineering work it would be better that it should be carried on under the Commanding Royal Engineer.

9264. Of course if the idea was developed it would have to be systematised much more than was done at Aldershot?—Yes. I could not have done anything in field-works, for I had no tools or materials, they being in charge of the engineers.

9265. As you are connected with the Royal Engineer Establishment at Chatham, I will ask you whether you have any improvements to suggest in that establishment?—I think that the Royal Engineer Establishment might be much more utilized than it is, for the instruction of the army generally. Up to last year there were three depôt battalions at Chatham; I imagine that they were originally placed there because all the drafts for India were embarked at Gravesend, and all the time-expired men and invalids came to Gravesend; circumstances are now altered, and drafts embark at Portsmouth, and invalids land there; if there were regiments at Chatham, instead of depôt battalions, our instruction would be better, and we should also be able to instruct the army in many things which would be very useful in the field, namely, in sketching, in escalading, in siege and field works, and in many other things. This could be done if there were regiments instead of depôt battalions, or if the system were adopted which was in operation some eight or ten years ago, of having detachments from regiments sent down to Chatham to be instructed in siege or field works. I should like to pass as many regiments through the course as possible, or as many detachments from regiments as possible. I, myself, think that the plan of having regiments at Chatham would be the best. I should prefer Chatham not being a drill station at all; Aldershot and other garrisons should be drill stations, and regiments while as Chatham should be specially employed on siege and field works. I should like to see siege works carried on as the Prussians carry them on. We are for instance, very deficient in knowledge of the best disposition for guards of the trenches; in our service nothing of that sort is laid down, but in other services it is laid down. Our army has never any opportunity of learning their duties at sieges, &c.

Royal Engineer Establishment.

9266. (*Lt. Col. Chesney.*) With reference to the practical service which you have seen in the field, will you give us your opinion as to whether a candidate for the staff ought to have any training at Chatham as a part of his education for the staff?—I think that it would be very advisable. The more the services are thrown together, and see of each others' work, the more knowledge is gained by all parties.

9267. From your knowledge of Aldershot, you see no practical difficulty in establishing classes at all large stations for teaching officers, if the authorities were so inclined, so that both field sketching and field engineering might be taught, up to the point mentioned in the Queen's Regulations?—Just so.

Instruction of officers in the service.

9268. And I understand that you think that that could be much more effectively done by some sort of station or garrison schools than regimentally?—Yes,

Col. W. O. Lennox, C.B., V.C.

4 June 1869.

Instruction of officers in the service.

I decidedly think that that would be better, at present. I do not think that at present an instructor would have sufficient work among the officers of one regiment, until the desire for instruction became more extensive.

9269. (*Maj.-Gen. Wilmot.*) How would you meet the case of a regiment abroad? Would you in India form such stations as you speak of, as well as in England?—I have not thought of that point; but it would be certainly more difficult in India, on account of the weather and the heat. They are not in the habit of doing anything in the middle of the day. One might easily manage it, I fancy; but I have not thought of India or the colonies.

9270. Have you been in Canada?—No.

9271. You would like to see the same system in all places where the army was stationed, and not only in England?—Certainly.

9272. (*Sir D. A. Cameron.*) In your opinion how long would it take to put an officer through a useful course of instruction in all those subjects which you have suggested? Would you excuse him from all regimental duty during the time that he was under instruction?—Yes. I think that the officers want a little encouragement to do anything out of the way.

9273. How long do you think that it would take?—I think that two months would be enough for survey, and twelve months would be quite enough for a full course of useful subjects, including field works; but if we had a system of instruction carried on at large stations, I fancy that the generality of officers would gain quite sufficient information about field works and entrenchments, because their regiments would have thrown them up.

9274. (*Maj.-Gen. Eardley Wilmot.*) What arrangements would you make at Chatham for the instruction of officers and men in regiments, if possible?—I think that there are two ways of doing it at Chatham, either to have entire regiments, or else detachments from regiments, as was once the case under Sir Thomas Trowbridge. I should like to see a siege carried out every year, in which the infantry would take part as the covering party and guards of the trenches, and also as working parties throwing up batteries, parallels, &c. This would all be in connexion with the instruction of our own men in siege works, in sapping and mining. By that means I think that three regiments a year, if not six, could be instructed in field and siege works. It would be hard work, but I think that we might even have two sieges a year at Chatham; it would enable a greater number of regiments to be passed through a course. If the army is to be instructed in siege and field works at Chatham, it would be advisable to have an Engineer general in command of that district, as he would naturally take more interest in such works than an infantry general.

9275. (*Sir D. A. Cameron.*) Do you think that it would be advisable to compel every officer of the army to go through a course of instruction in field sketching, and field fortification and bridging, and those subjects?—No; but the regiments, I think, should be ordered on working party for siege and field works as a matter of duty.

9276. But you would make the instruction to officers voluntary?—Yes; I would make voluntary anything (survey, for instance,) which was not done as a part of the regimental instruction.

9277. (*Maj.-Gen. Haythorne.*) Do you see any reason why there should not be a Staff College established in India, in which all officers should go through a modified course before receiving a staff appointment in India?—I do not think that a Staff College is required; I think that all officers might be instructed without it.

9278. Do you mean in India, or generally?—Generally.

9279. Then you think that the Staff College is of no use?—I do not think that it is necessary. A great deal of the knowledge required by a staff officer might, I imagine, be gained by the officer himself, and tested by examinations. I have not been at the Staff College myself, so I do not know exactly what is taught there.

9280. Do you see any other objection to the establishment of a Staff College in India; is there any difficulty in point of climate?—There would, I think, be no difficulty in carrying on instruction for the staff. The question is whether you are to congregate a large number of officers together to gain it, or whether it is to be gained by themselves.

9281. There is no reason why a course of thorough instruction in subjects in which officers have to qualify should not be given in India in the cold season, or are there places where it could be done all the year round?—I do not think there is the slightest reason against it. I was only in India for two years, and I found no period at which I could not go out during the daytime. I was for five years in Ceylon, so that I have been for a fair time in a hot climate.

9282. (*Lord de Ros.*) You have alluded to the question of officers educating themselves. I think that you dwell a good deal upon the principle of an officer instructing himself, rather than making him too much of a mere schoolboy?—Yes, if there is an instructing officer who can assist him, and can point out where he can get any information he requires, and can tell him what books are the best; I think that it is desirable that an officer should be able to avail himself of such assistance.

9283. It has been proposed to have in each regiment a captain attached as a sort of general instructor. From your knowledge of the service, are you not of opinion that there would be very great difficulty in getting the officers to accept such a person as that? Would there not be a distrust of him, would he not be criticised, and would it not be considered that it was the blind leading the blind? Would you not rather prefer instructional establishments at the principal stations, consisting of two or three officers, rather than having it done regimentally?—I should prefer station instruction to regimental instruction.

9284. You probably think that there would be a difficulty from the officer's familiarity with his comrades at the mess, and his possible inequality to them at drill and in the field. Although he might be a very good and clever man, he might possibly be inferior in many points, and would therefore lose the advantage of those points in which his instruction would be effectual. Do you think that it would be possible to have in the regiments a captain attached as a regimental instructor? Would it be possible to give him sufficient influence to render his instruction of sufficient effect, or would it be better to have instructing establishments at stations?—I think that it would be better to have station instructing establishments.

9285. Would you not keep up the distinction which now exists between the staff and the engineers? Do you consider that the two should be mixed together. Do you not think that you might have a very bad engineer, although you might have a very good staff officer, and *vice versâ*? Do you think that within two years at the Staff College you could train a staff officer so as to be both a staff officer and an engineer?—No. Two years at the Staff College would not make an officer into an engineer.

9286. As regards the proposed stations for instruction, there would of course be some exceptional parts of the world where you could not establish them; but if you had them in most of the great stations, would it not be reasonable to expect that the army would be innoculated with this system?—It might reasonably be expected to be so.

9287. As regards an officer who is taken to be instructed in field surveying, would you not have some test applied to him in the first instance as to whether he had an aptitude for it? Would you take any officer at random to instruct him in surveying?—I would take any officer.

9288. Might you not throw away a great deal

of time in instructing an officer who had no aptitude for looking at the country generally?—It would only be a portion of the time which was wasted; one officer out of a class, perhaps.

9289. Would not the proportion be rather large of those officers who had not an aptitude for it?—I do not think that people who had no aptitude would apply for it.

9290. As regards the siege works which you propose to be undertaken, I suppose that you think that it would be of very great value to introduce more communication between the line and the engineers in regard to siege works?—Yes; it would make them understand each other. Our men on service have to direct working parties. At Chatham at present they are simply employed in throwing up works themselves; as each of our men is supposed to be able to direct, it would be advisable that they should have opportunities of doing so.

9291. With reference to the improvements in gunnery, and particularly as regards guns in fortresses, I suppose that that matter is more than ever important? I suppose that the trench works are now more than ever difficult?—Yes; you decidedly want entrenchments which must be thrown up rapidly. I should like frequently to get parties of infantry at Chatham to see how quickly they can get cover; one of our men has got cover in five minutes. I can get cover for a single rank of infantry in a quarter of an hour. With our own men, for a single rank, we got cover in five minutes, and for a double rank in eleven minutes, and we got a perfect trench under the hour. Infantry should be practised at obtaining cover.

9292. Must not the parallels in future be more sunk in the earth against these heavy guns?—Yes; and the parapets of batteries must be thicker.

9293. For that reason you would wish to have more communication between the engineers and the line?—Yes.

Col. W. O. Lennox, C.B., V.C.

4 June 1869.

9294. (*Mr. Parker.*) Do you think that practically any officers would by self-instruction qualify themselves as highly as the Staff College now qualifies them for the staff?—I think that they could qualify themselves to the extent which is necessary.

Instruction of officers in the service.

9295. If, for instance, they were to be examined together with officers who had been in the Staff College, do you think that any of them would stand as well as those who had gone through the course at the college?—I presume not.

9296. They would not have had the same opportunities of studying these subjects?—I do not think that a staff officer need be a good mathematician. I think that the points which are necessary the officers could learn quite sufficiently by themselves, with assistance, without going to a Staff College to acquire them. It does not require an extraordinary mathematical knowledge to make a staff officer.

9297. Do you think that it is necessary to carry mathematics for a staff officer to the calculus and conic sections?—I do not think that it is necessary for a staff officer. I think that it would be a very great advantage if officers of all branches of the service were allowed to come to Chatham to learn things there, and to see what was going on. Officers are allowed and are encouraged to go down to Shoeburyness, and to see all the experiments; but there is no encouragement for officers to come to Chatham.

9298. The staff and the appliances at Chatham would be sufficient to do a good deal more work?—There might be a little extra staff required, but very little.

9299. The extra expense would not be considerable?—It would, I think, be very little.

The witness withdrew.

Major-General Sir E. C. Warde, K.C.B., Royal Artillery, examined.

Maj.-Gen. Sir E. C. Warde, K.C.B.

9300. (*Chairman.*) You are now, I believe, in command of the Woolwich District?—Yes.

of

9301. The young artillery officers after they have left the Academy at Woolwich are for some time under your observation?—Yes, for six months.

lery

9302. Will you have the kindness to explain to the Commission the nature of the instruction which they receive, and your general impression with respect to it?—They go through a course of instruction in the Repository, which includes all artillery machines and gun drills of every description; they attend lectures on military law and on other subjects under the direction of the Instructor in Military Studies, Colonel Young, and during the other periods of the day, when they are not thus engaged, they are instructed in their military duties as officers in whatever branch of the service they may be for the time attached, either mounted or dismounted.

9303. Do you approve of the system?—I think that it is an admirable one; it is really reverting to the old system. Officers have been in the habit for some twelve years past of joining wherever their particular battery was stationed, and it might probably happen that a young man on joining found his battery at Hull, or at any other out of the way place, where there was but one battery, and where it was impossible that he could get any professional instruction, and the result has been that officers have sometimes been for years in the service and have learnt next to nothing.

9304. Have you any suggestions to make as to any improvements which could be introduced into the system of the artillery classes during these six months? For instance, do you think that six months is the best period?—I should myself very much prefer its being extended to 12 months. I think that six months is quite the minimum.

9305. Would there be any regimental objections to extending it to 12 months?—There would only be this difficulty, that possibly the services of those officers might be required with their batteries elsewhere, but I do not think that that difficulty ever existed in olden time. There is another very material object gained by these men joining at head quarters, and remaining there for some time, namely, that they get some little notion of military discipline, which otherwise they would not have the means of learning. They join the Academy now at such an age that they cannot get the education which they used to do in olden time, when they came younger; and we find that when they join, as they now do sometimes at the age of 21 or 22, it is very difficult to instil military discipline into their minds; they come with preconceived ideas, and they do not really know what military discipline means.

9306. (*Lord de Ros.*) As regards the period of their entrance, do you see any difficulty in limiting it to an earlier age, and not allowing them to join the service after 19, for instance?—That would be the best arrangement which could possibly be made.

Royal Military Academy.

9307. What age would you name for entrance to the Academy?—From 15 to 17. I certainly would not extend it beyond that. The worst thing, on every account, which has ever been done for the ordnance corps has been increasing the ages of the lads joining. If you get a boy of 14 or 15 you can teach him anything; he is a boy, and he feels that he is there for the purposes of instruction; but if they are men of 18, or 19, or 20, as they sometimes are, it is a difficult thing to instruct them as boys.

9308. If you reduced the age you would reduce the qualification?—Yes, that would be an immense advantage.

9309. In that case would not a lad be better taught in that which he now brings?—Yes. There is one evil, and I think that it cannot be otherwise as long as the system of competitive examination lasts. Before that system was introduced young lads who

Maj.-Gen Sir E. C. Warde, K.C.B.

4 June 1869.

Royal Military Academy.

it was known were to come to the Academy received what is considered a liberal and a general education for an English gentleman. They went to a private or public school, and they learnt classics, history, geography, and languages, and every branch of instruction; but now the moment that it is known that a young man is to join the ordnance corps or the Academy at Woolwich he takes up five subjects. They look for those subjects in which they think that they can get the greatest number of marks, and they work them up, to the total neglect of every other branch of education. We have had instances of young men joining the regiment who knew no more of history than the child unborn, and when they meet other people in after life in general society they meet them at a very great disadvantage, and I think that that is a very serious thing.

9310. What means would you propose of obviating that objection?—I would have the examination general. They go chiefly into mathematics before they enter the Academy, and still more so afterwards, to an extent that is of no use to an officer in his profession, and the result of officers being obliged to give so much time to the high mathematics is that they neglect other subjects which would be of far more use in society and in their profession also.

9311. You would, I suppose, think that a more general and liberal education would be less likely to injure the health by over-study of abstract science?—Yes; and it would do away with those places which are called cramming schools.

9312. Would you see any objection to such a system?—None whatever. I would give a boy an advantage who had passed in the highest position in all those points of education which it is generally understood that he should know.

9313. Would you include the classics?—Yes.

9314. Both Greek and Latin?—Yes. There are very many reasons why that knowledge opens a man's mind, and enables him to read, and gives him information upon Roman and other history which otherwise he would know nothing about.

9315. You think that that classical training has the effect of turning his mind afterwards in a desirable direction?—Certainly.

9316. (*Sir D. A. Cameron.*) Would you abolish the system of competition altogether for admission into the Academy?—Yes.

9317. Then upon what principle would you admit young men into the Academy?—I would have a qualifying examination.

9318. Whom would you nominate as candidates; would it not be a matter of interest altogether?—It must be so to a certain extent.

9319. Was not it the case formerly that the cadets at the Academy were the sons of officers of the artillery and the engineers, or the greater proportion of them?—Certainly not.

9320. Do you think that the cadets at the Academy at present, make worse officers than they did formerly?—Most undoubtedly they do. I do not mean to say that their attainments are not as high or higher, but I think that they have a want of that military discipline which soldiers require, and I think that in endeavouring to obtain a higher degree of mental proficiency there is a loss of military discipline; they do not understand it. If a lad gets an order he questions it, and cavils at it, and turns it in his mind as to whether it is right; formerly such a thing as questioning an order never entered a man's head. If they join the service with those ideas they can never each discipline if they do not know it themselves.

9321. Do you not think that there might be some difficulty in reverting to the old system of nomination?—Possibly; but I have not sufficiently considered that subject, as it never occurred to me until I knew that I was coming here to be examined.

9322. (*Maj.-Gen. Eardley Wilmot.*) Do you not think that with the present age many of those things to which reference has been made might be included at the Academy?—I think that it would be very difficult. They possibly might, but I do not think that there would be the same facility as at an earlier age.

9323. We have it in evidence that the young men who now join the Engineers do not show the want of knowledge of discipline to which you refer?—If such is really the case, the Royal Engineers are more fortunate than the Royal Artillery; but, without wishing to impugn in the slightest degree any evidence that you may have had before you, I strongly suspect that as these young men are all brought up together, we run pretty much in the same track.

9324. Regarding the discipline which you have spoken of as formerly existing at the Academy, do you think that that very strict military discipline is calculated to make better officers in after life?—Considerably. I regard it as the best training for a soldier.

9324*a*. (*Lt.-Col. Chesney.*) A very frequent objection which is made to the admission to military academies at an advanced age, is that officers get discontented afterwards?—Yes.

9325. Is it not the case that that is not so much an objection at the time, but rather a difficulty in dealing with the officers after they leave the Academy?—That is a very great objection; but it is not so great an objection as the one which I mentioned in the first instance. The great evil of the ordnance corps is in the age of which men are before they arrive at rank. I got my commission when I was only 17 years of age. Young men are now getting it at 22.

9326. As regards the real training and the actual practical education for a young artillery officer, is it not much better to give it chiefly at Woolwich after he has got his commission?—I think so, certainly.

9327. You would continue his education at Woolwich very much in the same way as that in which a young engineer is trained at Chatham?—Yes.

9328. (*Lord de Ros.*) With reference to what is taken up at the competitive examination, supposing that instead of the quantity of subjects and the amount of learning taken up, the test was to be how well what was taken up was executed; for instance, in taking up the history of England, if a boy who should thoroughly well understand the very elementary history were allowed more credit than one who had gone deeper into history, but who had not such a knowledge of the elements, do you think that it would be an improvement?—I certainly think so.

9329. Do you think that that system could be more introduced into the competitive examination by having fewer subjects?—The competitive examination now only takes up five subjects.

9330. Does not it go deep into some of those subjects?—Yes.

9331. Do you not think that if it went less deep into those subjects, and that if the test was how those subjects which were not so deeply taken up were executed, it might be an advantage?—I should think that it might.

9332. (*Chairman.*) When you allude to the questioning spirit in which the young officers are supposed to receive an order, is it actually observable in the young artillery officers who have come under your observation?—Certainly.

The witness withdrew.

Adjourned to Monday next at 12 o'clock.

Monday, 7th June 1869.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., in the Chair.

GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart., V.C.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, Esq., M.P.
REV. DR. BUTLER.
LIEUT.-COL. CHESNEY.

LIEUT.-GEN. WILLIAM F. FORSTER, K.H., examined.

Lieut.-Gen. W. F. Forster, K.H.
7 June 1869.
Royal Military College, Sandhurst.

9333. (*Chairman.*) You are Military Secretary to His Royal Highness the Duke of Cambridge?—I am.

9334. One of the first duties of this Commission was to inquire into the constitution and management of the Royal Military College at Sandhurst, which we have done. Have you any recommendation to make with regard to Sandhurst?—As far as I am able to judge (I was brought up there myself), I should say that it is a very excellent institution. I do not mean to say that it could not be improved, but I think that it is very well adapted for the purpose for which it is intended.

9335. One of the chief difficulties at Sandhurst arises apparently out of the element which is composed of those lads who come up to Sandhurst, and after a few weeks residence find that they have no chance of obtaining a commission without purchase, and who then give it up as a bad job, and lapse into idleness, and it appears that it is that element in some degree which vitiates the institution. If that element could be got rid of, one of the principal defects in the institution would be removed?—I do not see how it is possible to rectify it, because in the same institution there will always be some boys superior to others, both in intellect and assiduity. You will always have some idle boys. It is only the idle boys who are complained of.

9336. That peculiar unsatisfactory element seems not to exist at Woolwich?—I will not draw any comparison between Woolwich and Sandhurst; I am not sufficiently acquainted with the system at Woolwich Academy to do so. But I should think that that difficulty would be very much overcome by making it a matter of necessity that the boys should make certain progress every half-year, and if they did not come up to the mark, I should say give them their *congé*; that would be, I think, the best mode of proceeding; but as to legislating upon an assumption that there will not be a certain number of idle boys at any establishment, I am afraid that it is an erroneous argument altogether.

9337. The idleness, where it exists, seems to result rather from the absence of a proper inducement to work?—There may be something in that. On the other hand, I think that certain improvements might take place in giving the rewards at Sandhurst. For instance, we will say that the first twenty boys on the list as competitors will get commissions without purchase. It is very hard that the twenty-first boy, who may be within one mark of the one above him, should pay 450*l*. Therefore I think that it is perfectly possible to have a graduated scale; the question is where the money is to come from. Taking those boys who come out with the greatest number of marks short of what we call the A list (which is the list to which commissions are given gratis), I think that the first ten or twenty boys, or a certain proportion of the A list (those who qualify for commissions by purchase), might be allowed to obtain commissions at a reduced price, the remainder to pay the full value of 450*l*. I do not know that this point has ever been mooted before. It may be an original idea, or it may not; but in thinking it over I have always considered it to be a very hard thing that a boy who had really deserved well of the college should find that by losing one or two marks such a very great hiatus should be created between him and the boy above him.

9338. Do you think that supposing it were possible to insure to every cadet who entered Sandhurst a free commission, provided that he passed the requisite examination, the prospect of that advantage would be sufficient to enable us to require from the youths who entered such an establishment obedience to the necessary discipline and the amount of application which it would be desirable to impose upon them?—I think that there should be a difference. I think that I would make this sort of distinction, that I would hold out to those boys who had shown zeal and assiduity and attention, combined with good character, during the time that they were at the college, the inducement that on leaving the college their commissions should date from their becoming cadets. I think that that would be a great stimulus.

9339. But you would consider that the prospect of obtaining a commission would be a sufficient advantage to induce youths to enter Sandhurst, even though strict discipline were insisted upon, and a pretty severe examination required?—Certainly.

9340. Do you think that if that character were given to the constitution of Sandhurst it would deter the sons of gentlemen from entering it?—That is a part of the business which is now inexplicable to me. When I was there it was very aristocratic, compared with what it is now. Boys constantly came from Eton; and we were allowed to remain at the college for a certain time, say six months, after obtaining a commission, and, as well as I can recollect, there were about 25 youths who were absolutely officers of cavalry, guards, and the line so situated; which had a very good effect, for this reason, that they had a very great interest in the other cadets, and set them an example in conduct, because they knew very well that if they transgressed they would lose their commission. I am sorry to say that I had a brother who did lose his commission for throwing stones at a professor who had offended him, and he was immediately superseded. Very strict discipline was kept up, probably stricter than there is now. Why it has fallen off with regard to the number of the sons of the aristocracy I cannot say; but it appears to me that it is not the establishment it was. We were 412 in those days.

9341. If by the alterations which we should be inclined to propose we succeeded in infusing into the establishment an atmosphere of greater industry, and a higher system of education, it might perhaps act quite in the opposite direction, and might be an additional inducement?—I think that the more difficult we make it fewer people will send their sons there, because they will have recourse to the examination for direct commissions at Chelsea.

9342. At present a cadet who has given up all expectation of obtaining a free commission, if he is withdrawn from Sandhurst, is no worse off than he was before, because he can then get a direct commission?—Yes; he is worse off. In the first place he has lost the time passed at the college; 2ndly, he will have to purchase his commission; 3rdly, he will have to pass an examination for a direct commission, and may possibly be too old for the army when it comes to his turn.

9343. The question is whether any advantage which could be offered to a cadet at Sandhurst would be

Lieut.-Gen. W. F. Forster, K.H.

7 June 1869.

Royal Military College, Sandhurst.

sufficiently great in itself to render its loss a matter of concern to the individual?—Any advantage offered to such cadet would be a very serious matter if lost.

9344. The loss of a free commission would be thought a serious matter? It would be considered a very great prize by a very large proportion of the British public?—Certainly.

9345. Of course you are of opinion that it is very desirable that officers of the army should have an acquaintance with one or other foreign language?—Yes, most decidedly.

9346. Undoubtedly no foreign language is learnt very colloquially, unless the person learning it is abroad?—No.

9347. Do you think that it would be possible to allow officers, or to allow the cadets, either at Sandhurst or at Woolwich, to go abroad to learn a language as they do in India? We have had evidence from a witness that in India an officer is detached from his regiment, and that he is allowed a certain sum of money in consideration of his acquiring a native language, and the payment is graduated according to his proficiency?—You must look at the reward which they get from that. They get staff and civil appointments in India. They must understand Hindustani before they are put upon the staff in India. There is there a great object to gain; but unless we hold out an advantage to young men, I think that it must entirely depend upon themselves and their parents as to whether they will go abroad to study languages or not. A great many go abroad upon my recommendation to themselves and to their parents and friends. They say "We shall have six months to "spend abroad to be taught the language." I think that there is great room for improvement in the knowledge of languages.

Staff College.

9348. Do you think that that could be done with regard to the officers who pass through the Staff College?—When an officer has passed through the Staff College he will be guided by what he considers most beneficial to himself, if he has the means and inclination to pursue the study of foreign languages. A great number of officers would do it, but I think that it might be abused, because I am not sure that at the Staff College itself persons have not the object of getting away from their regiments; and I think that it must remain with the young men themselves, but that you might hold out some lure to them. That would be a matter for consideration. It would be a very great advantage to a man; good linguists amongst officers of the army are the exception, and not the rule. I do not think that our officers are, generally speaking, well instructed in that respect.

Appendix, page lxxx. Instruction of officers in the service.

9349. I see, from the replies to the questions with which you have been good enough to favour us, that you are of opinion that officers, even after they have joined the service, might have facilities extended to them for instruction in military subjects?—Yes.

9350. You do not anticipate any difficulty in the establishment of such military classes at the great stations, such as those to which you have referred in your evidence?—No; I should strongly recommend them, but I think that it should be taken in hand with a great deal of care, and that there should be a very sufficient investigation, because in some regiments there would be no necessity for an instructor, inasmuch as he would not have anybody to instruct; it must be all voluntary, inasmuch as, in my humble opinion, it cannot be coercive.

9351. A certain amount of instruction at present is obligatory?—Yes; that is on promotion.

9352. Might not the other branches be rendered obligatory under the same conditions?—I think not; when an officer is examined for his company, if the examination is a *bonâ fide* one, I think that he is a very respectable member of society in every way as far as education goes. Perhaps there might be the addition of one or two subjects. I think that I have mentioned in my paper, strategy and military drawing. I do not think that an officer requires more; I think the army is rather an idle profession, excepting in the field. I am afraid that officers do not take a great deal of pains with themselves after they have left the Staff College unless they get employed. Young men entering the army do not read sufficiently; they generally speaking have no thirst for knowledge.

9353. In such practical subjects as the placing of a house in a state of defence, and the fortification of the head of a bridge, and practical subjects of that kind, which are essentially connected with the military profession, would not instruction be received with avidity if the officers had a chance of obtaining it?—Possibly so. The Regulations require when a lieutenant is examined for the rank of captain that he is to have a sufficient knowledge of fortification.

9354. (*Lt.-Col. Chesney.*) Fortification and reconnaissance?—Yes.

9355. (*Chairman.*) Is it not very vague?—Yes; you cannot go very deeply into fortification in a limited time, but every one should, in a very short time, obtain sufficient knowledge to know how to throw up a *tête-de-pont* or to fortify a house.

9356. We have it in evidence before us that a distinguished officer in our service found himself with a considerable body of officers and men in India, and the safety of himself and of the officers and men under his charge depended upon the security of the head of a bridge, but there was no officer but himself who knew how to fortify it?—I think that that is very extraordinary; I daresay that there would not be another case where the same ignorance would be displayed; it would depend very much upon the circumstances of the case; one question is how long ago it was.

9357. It was during the mutiny. Another point which has been suggested to us, is that, in addition to the instruction afforded at the military stations of which you yourself approve, there should also be attached to each regiment in the service an officer who should stand in the situation of a military instructor. That proposal has been made both in lieu of the classes at the stations, and also in addition to the classes at the stations; what would you say to that suggestion?—That would depend upon contingencies. As I said before, there are some regiments in which I daresay you would find more officers who would receive that instruction, and in others less. It would be of no use having military instructors if you had nobody to instruct. The question is what number of officers should be required to send in their names as being willing to receive the instruction; because it would not do to go to expense, with very little benefit; but I think that it would take.

9358. In the first place it would constitute a considerable number of prizes in the army?—I think that it would produce great emulation, because some people do not like to be at a discount when other people, by employing their time, have shown a great degree of knowledge and information; it would give a great degree of superiority, which I think would create a spirit of emulation amongst those who were inferior in knowledge.

9359. Of course a great deal of the success of any system, whether the present system, or an amended system, would depend upon the *bonâ fide* character of the examinations to which these officers were subjected, and there seems to be a great difficulty there. I daresay that you could give us some useful suggestion upon that head?—We have no examinations beyond the rank of captain; and I must say that if the duties of the board are properly fulfilled I do not see that there is much more to be required.

9360. Do not the boards act very unequally?—I do not know how the word "unequally" applies.

9361. I should imagine that the standard of efficiency required would vary according to the constitution of the board?—You mean to say that one board might consist of three very intelligent officers, and another board might consist of officers not quite so intelligent. Of course there must be different characters of officers.

9362. And it would be desirable to establish some system whereby an absolute uniformity, both in the standard and in the rigour of examination, should be introduced?—Yes, I think that that would be very desirable.

9363. We will now come to the Staff College. The great defect in the circumstances connected with the Staff College would appear to consist in the fact that the examinations which are required by the Staff College course are not a complete test of an officer's fitness for a staff appointment; that he may pass a brilliant examination, and yet may practically turn out to be a very inefficient staff officer in the field?—You mean from physicial disability.

9364. From the want of presence of mind and from not being able to ride, and so on. How is that difficulty to be got over?—I do not know how it is to be got over; but a man with a certain quantity of education must be superior to a man who has not it. If they do not derive a vast deal of information at the Staff College it is their own fault. I must say that if I knew an officer's character and that he possessed knowledge and was active and intelligent and a good horseman, with a good eye for a country, I should not make it a *sine quâ non* that he had been at the Staff College. One man may possess more energy than another, and he may be more zealous. There may in my opinion be a great many clever fellows who may be book-worms, but nothing beyond, and who would not make good staff officers.

9365. There is the difficulty. Everybody would be inclined to admit that after an officer has undergone the discipline of the Staff College he has a *primâ facie* claim for employment on the staff?—Yes, that is so.

9366. But of course if that fact merely implies the possession of only a quantum of the qualifications necessary for staff employment it is very clear that a more complete test of efficiency ought to be applied?—If an officer passes through the Staff College creditably, he fulfils the purpose for which he went there.

9367. It was not at all in deterioration of the Staff College that I addressed the question to you.—I think that the Staff College is a very excellent establishment, and that a great deal is to be learnt there, but I do not consider that it is an absolute requisite. Lord de Ros and myself remember what an outcry there was, after the Crimean war, regarding the inefficiency of staff officers.

9368. (*Lord de Ros.*) It was a most senseless outcry.—Having been at the senior department of Sandhurst myself, I do not see any very great improvement in the Staff College now over what was the senior department of the college. Still we must submit, more or less, to popular opinion.

9369. (*Chairman.*) At present I believe that no staff employment is given except to an officer who has been through the Staff College?—That is not quite so, because staff employment is given to those officers who have proved themselves efficient in the field, and who have established a good character as staff officers. They are not very often employed, but they are available, and every now and then they are employed. The Commander-in-Chief is desirous of employing officers who have been to the Staff College; but there are cases in which officers who have proved themselves efficient in the field, and have proved themselves to be good staff officers, are employed without having been there; they have established a character, and are available for such employment.

9370. Another objection which has been put very strongly before us is the fact that very often the best officers in the army, and those who will probably make the most efficient staff officers, have a repugnance to enter the Staff College?—That is possible.

9371. And the reason why that is the case is stated to be the uncertainty of obtaining a staff appointment after the Staff College has been passed?—There is no uncertainty as far as regards the lower grades, that is to say, the captains. There are no appointments on the general staff of the army for subalterns. There are very few field officers who will go to the Staff College, but it must be remembered that we have very few staff appointments for them; it is a very limited field. I think that the captains have all, sooner or later, been employed, and I think that, very justly, the Duke of Cambridge takes them all according to their standing on the list as they pass their examination. If a regiment is abroad you cannot bring a man home to take his turn, but he would take his turn if a vacancy offered at the station where he might be, or when the regiment came home again. There must always be some little of what are called grievances, but that is in consequence of the nature of the service altogether; and I believe that there is as much impartiality as possible, and if they are reduced before completing their term of five years they are always re-appointed for the purpose of doing so.

Lieut.-Gen. W. F. Forster, K.H.

7 June 1869.

Staff College.

9372. If we were to constitute these station classes and these regimental instructors there would at once be created a considerable number of appointments, perhaps not of a very valuable character in themselves, but which would probably soon be considered as very coveted prizes, especially for subaltern officers?—I do not know how they are to teach languages. I do not think that you would find officers to undertake it, and I do not think that you would find officers capable of doing it. There is a great difference between a man having a general knowledge himself and conveying that knowledge to others. I doubt whether you would get a sufficient number of officers to become teachers of fortification and military drawing.

Garrison and regimental instructors.

9373. I think that we must leave languages out of consideration for the present?—I am afraid that you must entirely give them up.

9374. I do not think that that subject of instruction was in my mind when I addressed the question to you?—It would not come within the category.

9375. That is of instruction in purely military subjects?—Yes.

9376. To how many would the staff of instructors at the great military stations to which you have alluded amount?—There would be Dublin, Portsmouth, Plymouth, Chatham, Aldershot, the Curragh, and Malta and Gibraltar.

9377. (*Lord de Ros.*) And Canada?—There will be very few troops in Canada.

9378. (*Chairman.*) And India?—I cannot offer any opinion as to India.

9379. How many instructors would you have at each of those stations?—That would depend upon the number who were to be taught. You must have one superior man, and there must be some discipline at the large stations; and then I do not see that you should have more than one if you had regimental instructors besides.

9380. We will say in round numbers, including India, that there would perhaps be 20 instructors?—I am very unwilling to offer any opinion upon that point, but I should think that ten would do for our own purposes, out of India.

9381. Supposing that these appointments were constituted, do you think that it would be possible to obtain the services, we will say of 100 officers who had qualified themselves for such situations by passing through the Staff College, and who would be willing and capable of acting as military instructors?—That question requires some consideration. Of course as time advances, and as you keep up the Staff College, you will have a greater facility.

9382. I mean taking that probability into account?—I should say that the difficulty would be less as time advanced, because of course you would have a greater field to select from.

9383. And would not the prospect of obtaining such appointments act as an inducement to officers to qualify?—I think so. I take a broad view of these matters. If a young officer gets a staff appointment of that sort, which would be permanent, the first thing which he does is to marry, which is the very worst

Lieut.-Gen. W. F. Forster, K.H.

7 June 1869.

thing which can happen to a young officer. He naturally begins to think of his family, and how to provide for them.

Garrison and regimental instructors.

9384. (*Lt.-Col. Chesney.*) Is it your distinct opinion that there would be a difficulty in introducing any regimental system of instruction?—There is no difficulty if you get students. The difficulty is in getting the students. In some regiments I think that you would be more successful than in others. I do not know that the cavalry will study. They are generally men who have the means of employing themselves in other pursuits, which may not be so beneficial, though more agreeable, and they are generally better off in a pecuniary point of view.

9385. If the number of places of instruction which you propose were gradually increased would it not be almost certain that every officer would have an opportunity, before he wanted to qualify as captain, of attending at one of those places?—He would have every opportunity, but the question is whether he would take advantage of it. I think that to give officers a stationary appointment is a great a lure.

9386. The objection has been made that, if the instruction was only given at stations, officers would not get to those stations. But supposing that the number of schools which you have recommended were established, and perhaps a few added, would not every officer in the army in a few years be quartered at one of those places?—Probably so; but some regiments might never have such an opportunity. In case of emergency in time of war you could not do it at all, and it must be given up. That was the objection which was held to having *only* garrison military instructors, namely, that a regiment, for instance, in Ireland is for three or four years detached, and you can do nothing there. If you are detached you must have one regimental instructor.

9387. Looking at the matter in another point of view, do you not think that such instruction would be rather more valued, or sought after, if it was given at a general garrison school than if it was attempted at a regimental school?—I do not see why they should not go together; I do not mean to say that it should be by one and the same instructor, but there might be the two systems. You might give it a trial in garrisons, and might have your regimental instructor, and then the question is, as I said before, whether the regimental instructor would have enough to occupy him; but it might be managed, I think, by a little arrangement.

Royal Military College, Sandhurst.

9388. (*Sir. D. Cameron.*) You have alluded to the decrease in the numbers of the cadets at the Royal Military College; may not that be accounted for in this way, that in your time and in my time the cadets remained there for three years, and sometimes four; whereas now they remain for only three half years; and in fact a greater number of officers pass now into the service through Sandhurst than was the case in our time?—Yes; that is of course the case, because more free commissions are given; I think that in one year we gave upwards of 80. As the army is reduced the requirements are naturally not so great. In those days of which I speak, and when there were 412 cadets, the army was much larger than it is now, and it was during the time of a war; there were bloody engagements every now and then which swept off a great number of officers.

9389. But the number who passed through the college was actually not so great then as it is at present?—I do not know; I do not mean to say that the 412 cadets all got commissions.

Instruction of officers in the service.

9390. With regard to giving instruction to officers after they enter the service, supposing that that instruction was of a very simple practical character, would you think it unreasonable to make it compulsory upon an officer?—I am quite against it, because I think that if it is voluntary every man will enter into it with much more heart than if it is compulsory. A good deal is compulsory now; for instance, the examination for a company is compulsory; but it should be strictly carried out.

9391. (*Maj.-Gen. Haythorne.*) Nothing more would be required than that, if it was properly carried out, and therefore making it compulsory is no new thing, if the instruction is confined to those subjects which are contained in the Queen's Regulations for promotion?—You have an object in making it compulsory, because a man cannot get his promotion without it, as stated in the Queen's Regulations now; but the other must be voluntary, because, as far as I now understand, we do not see any particular reward which is to be given for officers studying; it is more for their own immediate benefit and gratification than anything else. If you hold out a reward to an officer, and say that an object is to be gained by studying, it will naturally be a stimulus, but I think that there must be something of that sort; I tried it without it, but of course everybody has his own interest in view, and you will do more if you hold out a reward than without it.

9392. Does it ever happen that officers fail to pass this examination, and are passed over in promotion?—Yes; they fail, and they are passed over. There are instances of it. There are very many instances in which they do not qualify, but it certainly is a strong case to pass them over. They are often given, if possible, a little time to improve their knowledge and then to pass.

9393. I suppose that a man must be very wanting indeed before so stringent a measure as that is applied to him?—Yes; but notwithstanding that, there are some instances in which men are passed over. One cannot account for it, but they do happen, although not very often.

Staff

9394. With reference to the certificate of the commanding officer with regard to the entrance to the Staff College, it appears in evidence that, in spite of that certificate, many officers do enter who are not fitted for the staff?—I think that that is a matter which requires the greatest consideration. In my opinion the certificate ought to be enforced to the fullest extent.

9395. Do you think it desirable to make the certificate more stringent, and containing replies to more questions?—I do not know that I would have it more stringent, but I would see that nothing required was either slighted or overlooked.

9396. Are the general officers of the district concerned in any way in the certificate?—The general officers do not examine the parties. The certificates are sent through the general officers.

9397. But the general officer is in no way responsible for the certificate?—I think not. You are now alluding to the certificate for entrance to the Staff College. I have heard of officers being sent there who were near-sighted, and that has been considered a disqualification.

9398. Do you think that if general officers reported in their confidential reports on the officers who were recommended for the Staff College, it would be an assistance in any way?—The Commander-in-Chief gets a report of all the various qualifications of these officers who have passed the Staff College. Some may be more adapted for one position, and others for another. Some men are better at the desk, and others are better in the field; some are good at both. There is a very elaborate report.

Royal tary Sandh

9399. (*Lord de Ros.*) When you were at Sandhurst were not the cadets very much younger, and more susceptible of early training?—Yes; and I think that it was a great improvement.

9400. Did not the Peninsular war draw off many cadets within a few months of their going to Sandhurst?—I do not recollect that. They could not get a commission at Sandhurst until they had arrived at a certain stage of study, and then they might have got it by interest or by purchase.

9401. When you were at Sandhurst there were no special prizes or inducements to study, as has been lately proposed?—In those days they gave commissions as they do now, but they give a great many more now than they did then. There are no

commissions without purchase in the army given now excepting to boys who pass through Sandhurst, and those who rise from the ranks, and therefore the Commander-in-Chief has no patronage as regards commissions without purchase.

9402. Would not the promotion of cadets by antedating, as it were, their commissions, and by their being actually considered to be in the army before they joined their regiments, be thought rather a hardship upon those who had direct commissions?—It depends upon whether your object is to make the officers of the army go through Sandhurst or not, because it would very naturally have the effect of filling the college if you gave them those advantages.

9403. What should you say to subjecting Sandhurst, in the same way as a regiment, to a half-yearly confidential inspection by a selected general officer, not as to the studies, but as to the discipline and riding, and all the outdoor work, the accommodation in barracks, and the management and delinquencies of the young men?—I do not think that the governor, who has always been a general officer of high rank, would approve of that; I certainly should not.

9404. Would it not be something analogous to the case which has constantly occurred of the Inspector-General of Cavalry inspecting a regiment in a district commanded by an officer very far superior in rank to himself?—That certainly does happen, but you must recollect that cavalry officers and infantry officers are not exactly brought up in the same school, or in the same drill. An infantry officer may be a very good officer, but he might not understand cavalry practice.

9405. As to the possibility of instruction in languages, would it be possible or desirable that that should be a point of examination for admission into both Sandhurst and the Staff College; and might not that induce parents and guardians to send their sons *en pension* abroad for a short time, by which they would acquire a greater insight into the language, and at much less expense than in any other way?—I certainly think so.

9406. As regards Sandhurst, the French master positively stated that colloquial instruction was not allowed him; he said that it was not a part of the instruction?—It is not laid down.

9407. He said that, according to the instructions, he could not occupy half an hour in colloquial teaching?—It is not laid down in the regulations.

9408. I understood him to say that it was not permitted?—I think that there must be some mistake. If the professor and a student converse together, what is to prevent their discussing matters in French?

9409. To go to the Staff College; as there never has been on service any difficulty it finding staff officers from the regiments, does not that fact imply that many officers employ their leisure for purposes of study and improvement more than is generally supposed?—I do not think that they do so. I think that practically there are just as good staff officers who have never been in the college as those who have; and I would not lay much stress upon the education at the Staff College.

9410. Supposing a riot to break out at this moment in Ireland (not a very unlikely thing), do you think that any regiment employed would find itself destitute of officers capable of strengthening a bridge or defile?—I should hope not.

9411. As regards the prizes which are supposed to be necessary to induce officers to go to the Staff College, do you not think that emulation in the army leads our officers more forward than any actual idea of gain? does not it even lead the common soldier to acts of courage and endurance in the field? he does not calculate upon his pension at the moment of action, but he is led on by emulation?—Yes; but there is not the same ambition in a common soldier as there is in a high-minded gentleman.

9412. Would not the ambition be the greatest inducement to an officer, and much greater than any money reward?—But ambition carries a great deal without. Ambition carries the desire to have a high post, and a high post is better paid than a minor one.

9413. As regards the engineers and the staff, do you not think that there ought always to exist a completedistinction between their respective requirements?—Yes; officers of the engineers should possess more scientific knowledge.

9414. As regards the unwillingness which is supposed to exist on the part of officers to join the Staff College, may not a man prefer trusting to the education which he has given himself to such as he believes to be given at the Staff College, and may he not also be reluctant to quit his regiment, if he is a good regimental officer and is devoted to it?—Yes; but you must have a proof of his education. A man cannot know how far his own knowledge goes until it is put to the test.

9415. The regiment, you will agree, must always be the grammar of a good officer?—Yes.

9416. Supposing an excellent regimental major to be well qualified for any duty, would you not think it a great hardship that a staff officer should be preferred to him merely because he had studied specially for two years?—I think not; the other man might have done it if he had thought proper; it is optional and it in fact is open to all, and if certain men take special care to prepare themselves in the qualifications of a staff officer I think that they should have an advantage. It depends entirely upon themselves.

9417. As regards the scheme which has been suggested of regimental instructors, do you not apprehend that a military instructor in a regiment would often find himself in a false position? Would the captains accept such an anomalous member of their mess? Would not the officers prefer to place themselves under a station establishment, rather than under an individual with whom they were living in familiarity?—I do not myself see any difficulty on that subject.

9418. As regards the examination papers for promotion to the rank of captain, if the questions are supposed not to have been stringent enough, is it not sometimes the practice of the Horse Guards to return them to the regiments, and to require the questions to be carried further?—Yes; that now rests with the general officer of the district or the adjutant-general.

9419. Do you think that you could get a better assurance as to the qualities of an officer who desired to enter the Staff College by having him mentioned twice running in the confidential inspection report of the inspecting general, and also examined at the regimental inspections not only in moving a company but in posting a company, say for the defence of a village or farm buildings? The proposition is that no officer should be recommended simply by the commanding officer as fit for the Staff College, but that he should be able to show that he had been twice mentioned in the half-yearly confidential report as fit to enter the Staff College?—It would very much amount to the same thing, because he would be equally recommended by the commanding officer.

9420. But would not the inspecting officer test the opinion of the commanding officer?—It would be very necessary and very proper that he should be perfectly satisfied in his report of the officer, but I think that he might take his own means of ascertaining it.

9421. (*Mr. Parker.*) We have had a proposal that instead of commanding officers certifying candidates as qualified for the Staff College, the commanding officer, as at present, and with him also the field officers of the regiment, should reply to certain definite questions which bear upon the qualifications of the candidate?—That would infer that the statement of the commanding officer, *per se*, is not sufficient; it is done by the commanding officer now, but perhaps you would like to have it strengthened by a further opinion.

9422. (*Lord de Ros.*) That was the object of my question, namely, the strengthening of that certificate.—I do not see any objection to it. If there is any idea that in the present recommendation the qualifi-

Lieut.-Gen. W. F. Forster, K.H.

7 June 1869.

taff College.

cations are not enforced or kept in view to the amount to which they should be, I should have no objection to the other two persons being joined in it. But that would very seldom happen; it would only be for a certain portion of the year. Excepting in the drill season there are only two field officers present with a regiment, and you must take into consideration detachments and so forth; but where it could be carried out I do not see any objection to it; it might perhaps give a greater security.

9423. (*Mr. Parker.*) Some of the proposals which have been made to us, I think, contemplate that the responsibility of decision should be transferred either to the Horse Guards or to the Staff College, and that these departments should have before them a detailed report coming from the regiment. At present the commanding officer simply certifies that the candidate is fit to enter; but according to these proposals, without deciding whether he was fit or not fit, the details of his qualification in various respects would be given?—There might, perhaps, be questions which would be answered in detail. I do not think that there can be any objection to that.

9424. In the parallel case of the civil service, the Civil Service Commissioners collect information in detail in that way, but they are themselves responsible for deciding whether the answers are satisfactory or not?—Yes.

9425. Do you think that it would be possible in the case of the Staff College to make any one, either at the Staff College or at the Horse Guards, responsible in the same way for deciding, upon that information, whether to receive or not to receive a candidate?—Do you allude to the certificate as far as qualifications go?

9426. Yes.—I suppose that unless the instructions were carried out the certificate would not be considered a valid one; that is my impression.

9427. That is to say, the answer to each separate question must be satisfactory, or otherwise the document would be refused?—I think that, as the matter at present stands, categorical questions are not put, but that a general statement is made. If you are going to alter that, and to have a string of questions to be answered, it will alter the present arrangement. The present arrangement is that the commanding officer gives a general statement with regard to his opinion of the candidate, and that is not questioned by anybody; there is no reference beyond that; it must be taken for what it is worth, and of course it is always accepted.

9428. If the system were changed, and if these answers in detail were given, who would be responsible for deciding upon them?—I do not know whether it would or not be the Council of Military Education. I daresay that they would be consulted if there was any suggestion of this sort made; they would, I think, have to be referred to.

9429. Do you think that the limitation to receive only two officers from a regiment at one time works well?—It is only one from each regiment; but you must recollect that probably that regiment has other officers on the staff. It may be employed on hard duty in a bad climate, and absent officers throw additional duty on those present with the regiment.

Regimen instructi

9430. (*Sir Charles Russell.*) You are generally favourable to the system of regimental instruction?—Yes.

9431. And you see no difficulty in its being generally carried out in the army?—I think that it would be rather bold to establish it at once. I would try it first. Before you decided that every regiment should have a regimental instructor I would try the effect in great garrisons, and see how it worked. If it was a failure it would then not be a very serious thing, if it was a success you could advance it. My hope is that it would be a success.

The witness withdrew.

Lieut.-Gen. Right Hon. J. Peel.

7 June 1869.

Amalgamation of Woolwich and Sandhurst.

LIEUT.-GEN. the RIGHT HON. JONATHAN PEEL examined.

9432. (*Chairman.*) At one time there was a very strong feeling entertained by persons who interested themselves in the subject of military education that it might be desirable to amalgamate Woolwich and Sandhurst. Has such an idea ever occurred to you?—I think that it was submitted to me by the Council of Military Education during the time that I was Secretary of State for War, and it was thoroughly gone into by the committee on military organization in the House of Commons, of which Sir James Graham was the chairman, and of which I was a member. The proposal went, I think, much further than a mere amalgamation of Sandhurst and Woolwich. The question was, whether all candidates for admission into the army should not pass through one great military school. That would do very well in time of peace, when you have a fixed establishment, and an average number of vacancies every year. You might so regulate your school that you might supply the number of officers required, but of course it would break down the instant that a war occurred, and it would also have this disadvantage, that it would prevent any persons who did not originally select the army as their profession from entering it afterwards. Any person who was intended for another profession, and who had become older than the age for the first admission to this school, would be excluded. At the same time, (though I do not believe that your Commission could enter into the subject), I think that it might be a desirable plan to do away with the purchase of first commissions, and make every candidate for admission into the army pass through a military school.

Staff appointments.

9433. One of the great difficulties which has struck us, is as to what kind of practical test you can apply to an officer who is a candidate for admission to the Staff College, that he not only possesses the intellectual qualities which will enable him to pass a good examination, but that he also possesses those practical and physical qualifications which are equally necessary for the discharge of his duties on the staff. Nearly every witness whom we have had before us has made suggestions upon the point, and some have proposed one thing, and some another; but to all of them there has appeared a very considerable difficulty in providing any means of testing those particular qualities?—I think that there are a great many qualities in a staff officer which no lessons can teach, and one officer is naturally more fitted to be a staff officer than another, although they may be equal in point of education. The only improvement which I think I could suggest would be this. It appears to me that the Queen's Regulations lay down everything which is necessary, if the commanding officers of regiments do their duty in instructing the officers in the manner laid down by them; and if the examinations for promotion, instead of being carried out by a board of field officers or others, were carried out by examiners specially appointed for the purpose, the examination would be very different. I look upon examination for promotion as merely qualifying, and therefore I should make it perfectly obligatory; but I would go beyond that, and allow a man to say, "I wish to go up for "honours," or "I wish to be examined in some-"thing much higher, and to become a candidate for a "staff appointment." I think that then you might have regimental officers who, from their character as regimental officers and from their attainments, might very fairly be selected as staff officers, without any Staff College at all.

Instruc officers service

9434. Although, according to the Queen's Regulations, a certain amount of technical and practical knowledge is required of the officers before they attain their promotion, yet it has come out very

clearly, from the evidence which we have had, that with regard to those particular subjects the regulation is almost practically a dead letter. The question is whether an examination on these subjects might not be rendered as obligatory as an examination in those points which solely apply to regimental duties?—I think that it would be unfair to make anything obligatory which goes beyond a man's duty. If he volunteered to be examined, and if he went up for a higher class, and was in a position to go through a higher examination than was requisite for mere promotion, I would give him an opportunity of doing so. It is so long since I was in the army, I perhaps am not so competent to speak upon the subject as others, but it appears to me to be almost impossible to reconcile the two requirements of the day. There is a great outcry (in the House of Commons, particularly) for an increased number of promotions from the ranks. There would then be two classes of officers, one a very highly educated class of men, and the other a set of men who would be much older, and perhaps superior in knowledge of mere regimental duties, but would not be so highly educated. I cannot see how you could ever expect those two classes to amalgamate well together, and it would be a very hard case if those men who had risen from the ranks were to be submitted to an examination in field fortification and field sketching, for promotion, and it would be equally hard if they were not submitted to the same test as other officers.

9435. Might not regimental officers, even subaltern officers, find themselves in a position, in Ireland, for instance, where they might be required to fortify a house or village; would it not be advisable that they should receive instruction in such elementary matters as that?—I consider it to be the bounden duty of the commanding officer to see that it is so. I should think that he had very much neglected his duty if he had not so instructed his officers. I consider that a man who has to command even a section of a company should be able to place that section in a state of defence.

9436. Do you think that the Council of Military Education works pretty well?—Yes, in fact I was very much indebted to them for their services.

9437. With regard to Sandhurst, would you recommend that a recurrence should be had to the old system under which cadets held commissions while they were still resident at the college?—I do not know that I should do so. During the time of war there was a great pressure for officers, and many cadets obtained commissions when they were very young, and when peace was proclaimed remained at Sandhurst; but I think that there are many commanding officers who would prefer a good Eton boy or a good public school boy for their regiment to any other. A good regimental system is preferable to any previous technical knowledge.

9438. A knowledge of military administration is a very essential part of a soldier's education?—I was a member of the Royal Commission on Courts-Martial, and there we recommended strongly that officers should be instructed much more than they now are in all points of courts-martial and evidence.

9439. When I used the term "administration" I meant especially to include the commissariat and the care of the sick?—The system appears to me to change every day. I do not know what the present system is with regard to the commissariat.

9440. At what period of his career does a young officer acquire a knowledge of how the party under his command is to be fed, and how the sick are to be transported?—He must depend a great deal upon the quartermaster of his regiment. It is very seldom, I should imagine, left to him to provide for it.

9441. But still is it not a thing which he ought to know?—If there was no provision made for it, I should think that he was a very bad officer if he did not take immediate steps to procure what was necessary. It is his duty to see that his men are well provided for.

9442. It is not as if the administrative branch was a totally separate arm of the service like the engineers or the artillery?—No. You must recollect the very delicate position in which an officer would be placed; he is under regulation, and he cannot go one step beyond that, without having to pay the expense of everything which he does. He has no authority for it. If I were a commanding officer, I should advise an officer to be very cautious as to how he went beyond the Regulations.

Lieut.-Gen. Right Hon. J. Peel.

7 June 1869.

Instruction of officers in the service.

9443. The reason why I have asked that question is because we have had it in evidence before us that in foreign armies they appear to pay very great attention to those subjects?—Perhaps they have not War Offices. I am only judging of my own experience in this country as to the effect if anybody goes one step beyond the Regulations; but I think that he is a very poor officer who will not take the responsibility upon himself when he is placed in a position which requires him to do so.

9444. (*Sir Charles Russell.*) Have you ever considered whether it would be expedient to give commanding officers in regiments any assistance in the way of a military instructor in a regiment, to be an officer of his own battalion, with a view to teaching practically some of the duties which are laid down in section 4, and especially paragraph 161, of the Queen's Regulations, such as the duties of outposts, patrols, a knowledge of field fortification, and of reconnaissance generally?—I think that, as I have before suggested, if one of the officers of the regiment said "I will go in for a higher thing than mere qualification for promotion, and for being one of the military instructors," it would be holding out an inducement to officers to try and obtain a higher class than they would do for mere promotion. I think that it would be a very great advantage if you had an officer in the regiment in whom the commanding officer had confidence, but I would never relieve the commanding officer from the responsibility of being answerable for his officers being properly instructed.

9445. If you were given the choice between on the one hand having such an instructor, an absolute officer in the regiment and under the control of the commanding officer, and on the other hand detaching officers from their battalions to garrison establishments of instruction, which of the two plans would you prefer?—I would make the examiners perfectly independent. I would make them officers selected by the Council of Military Education or by the Commander-in-Chief, or whoever it was, to examine the officers for promotion, more particularly those who had a greater ambition and wished to go through a stricter examination than mere promotion required. I think that you would obtain more from that than from having instructors, as has been proposed, at some of the garrison towns. Very much would depend upon whether a regiment had that opportunity. They might have it at some places, but I think that there are places where they would not have such an opportunity.

9446. Then, upon the whole, you think that it would be better to let such an instructor be a regimental officer, than to deprive officers of the advantage of such instruction in case of their being quartered as you have pointed out?—Yes. I would never relieve the commanding officer from the responsibility, and if he had an officer of his own, in whom he had confidence and who had passed the examination, and if he wished to depute the instruction to him, I would give him the opportunity of doing so. I think that now the *cadres* of regiments are so strong that there might be supernumerary duties.

9447. You would not think it necessary to have an additional officer to the regiment, but you think that a captain might be deputed to conduct this instruction, and that the senior lieutenant should for the time being act?—He might be a regimental officer. I think that the second major, if he was qualified for it, might be very well deputed to carry that out.

9448. Would you consider that additional pay should be given, and if so, have you any idea whether it should be in the proportion which is given accord-

Lieut.-Gen. Right Hon. J. Peel.

7 June 1869.

Instruction of officers in the service.

ing to rank for staff pay and allowances?—I think that every person who does his duty well ought to be well paid for it; and I should consider that the very circumstance of a person having passed the examination, and having been appointed an instructor, if he performed his duties well, would be a qualification for a staff appointment. I think that there should be some small addition to the pay, the same as you make to an adjutant or anybody else in that respect.

9449. In about the same proportion?—Yes.

9450. (*Lt.-Col. Chesney.*) In these days of camps of instruction, with the general tendency which there is to concentrate our troops in masses, do you not think that there are facilities generally speaking for teaching most officers all that they require better at the large garrisons or camps?—Yes, if you could always insure that all regiments had the same advantages. I consider a good officer to be a man who goes wherever his regiment is ordered. A regiment may be in the West Indies or at some other place, and may be excluded from those advantages, and it would be very hard to say that those officers should be worse off than others.

9451. (*Sir D. A. Cameron.*) I think you said that you thought that officers might educate themselves in a great measure for the staff without the necessity of a staff college. What facilities would you give to officers to obtain a higher kind of knowledge so as to qualify themselves for staff situations?—Do not officers now go to staff situations from their regiments without that first year at the Staff College?

9452. (*Lt.-Col. Chesney.*) That was the practice formerly, but not now. It is done away with.—I am answering questions of which I have no knowledge. I think that we have had some very good staff officers without any of that extra knowledge.

9453. (*Lord de Ros.*) You have suggested the second majors as assistant instructors in the regiments; is not that from the opinion that a captain would hardly be accepted by his comrades on account of his familiarity with them, and that the rank would rather disqualify him from being an instructor to his comrades?—I should look upon the officers as being anxious to obtain knowledge. It would be necessary for their promotion for them to obtain a certain amount of knowledge, and if they went in for the higher honours which I have mentioned, I do not think that it would much matter who was the instructor, because I would not make that obligatory, but it would be voluntary, and there would be no hardship whatever.

9454. Do you not think that the first condition of the value of an officer is that he should command the confidence of those who come to him?—Certainly.

Council of Military Education.

9455. Referring to the Council of Education, there is one civilian at 600*l.* a year attached to the Council; do you not think that an equally good man could be got from the army without going to that extent, or appointing a civilian at all?—As I was the person who appointed the civilian I will tell you the circumstances under which Canon Moseley was appointed. At the time when Canon Moseley was appointed there were I do not know how many vacancies for commissions in the cavalry and for commissions in the army, because of the number of rejections which had been made by the severity of the examination. Canon Moseley was at that time one of the examiners at Woolwich, and I sent for Canon Moseley and pointed out this to him, and the first thing which he said to me was, "You buckle your belt too tight." He said, "You should spread the subjects in which you "examine over a greater area, so that boys at a "public school should be able to pass the examina- "tion, and that it should not be necessary for them "to pass through the cramming schools, which I "think are the greatest blot in the existing system of "examination." That was one of the reasons which induced me to appoint Canon Moseley, having been a great supporter of competitive examination, and I certainly never regretted having appointed Canon Moseley.

9456. You have alluded to the difficulty of the promotion of men from the ranks on account of their having had a different class of education altogether from that of other officers. Are you aware that in the French service a very great inconvenience has arisen from what are called the *parti du sous-officier*, who set themselves against the officers?—No. Instruct officers.

9457. In confidential inspection reports the general certifies as to the fitness of the senior officers of each rank for promotion?—Yes.

9458. Might he not certify in the same way as to the fitness of the next officer who was about to be recommended for entrance into the Staff College?—Yes, he might express an opinion.

9459. With regard to the examination for promotion, do you think that it would be better to have it conducted by garrison boards instead of by regimental boards?—Yes. I think that it would be better to have fixed examiners. It appears to me that now there must be a very different examination to which one man is subjected from that to which another man is, and I think that there is very great difficulty in carrying on the examination.

9460. You have alluded to the difficulty, and the great objection when regiments are at detached stations, of giving them the advantage of attending these instructing boards. But supposing that instead of leaving the station, an officer who wished to acquire that instruction was attached to another regiment in one of the camps or garrisons to do duty with it, do you think that there would be no objection to it; that is to say, that supposing instead of giving him leave and taking him altogether off regimental duty, he was attached to another regiment where there were these advantages, and that he should do actual duty, according to his rank, in that regiment?—I should see no objection to it if there was an opportunity of doing it, but the regiments themselves are very much detached, and they are split up into different companies; it is not as if there were regiments together.

9461. As regards a general school, would it not cut out many officers who would be valuable for war purposes, and is not the admixture of a certain class of officers, for instance, the elder sons of country gentlemen, a very great regimental advantage as regards habits and manners, and regimental *esprit de corps*, although they may not be men who intend to make the army their actual profession?—Yes; but I do not see that they would be at all precluded from going through this military school. General tary sch

9462. Supposing that an officer had been at the university, and was 21 years of age, and that a war broke out, would you not be uncommonly glad to get him?—Yes.

9463. But would he not be shut out if he had to go through a school at the age of 17?—Yes; but any peace establishment must break down upon the occurrence of war, just the same as upon the breaking out of the Crimean war, or any other war; you would extend the age and do away with the examination, and you would alter the standard. My suggestion only applies to the time of peace, with a fixed establishment and an average number of vacancies; and I think that if all officers passed through a military school they should be admitted at from 13 to 14 years of age by an examination which might be passed by boys direct from the public schools; that at the end of a year and a half there should be another examination, quite equal in severity to the present one, for admission to Woolwich; and that the number of vacancies at Woolwich should be filled up by those who passed the highest, the remainder to be passed into another college for admission into the other branches of the service.

9464. With reference to what you have said of commanding officers having a general preference for a well-conditioned Eton boy, would you not give every encouragement which you could for continuing that system? If you obliged everybody to go through a college, would you not take away this boy from

Eton in order to pass him through the college?—Yes, if you had a military college at all; but the question is whether you would have a military college at all. I believe that a musketry instructor would much rather have a man who could not shoot at all than one who could shoot a little, he having to teach him.

9465. Am I to understand that you think it advisable not to force every man through a military college, into which he must come at a certain age?—I have not a decided opinion, I only mention what was recommended by the Council of Military Education, and what had been discussed before the Committee on Military Organization.

9466. (*Mr. Parker.*) If you placed boys at so early an age in a military school I suppose you would not make the examination for admission technical, but more general?—Just so, as regards the examination for admission. The examination from the military school into the college would be purely technical.

9467. If you took them at an early age would you give them time at the school to continue their liberal education?—Yes; and that was always the case. At Sandhurst they were taught French and German and the classics, and they had every opportunity of learning those subjects; but they naturally confine themselves to those points which are more likely to secure their obtaining their commissions, such as mathematics.

9468. On the other hand, at Woolwich you would have the instruction, I suppose, if it were retained as at present, purely professional?—I should have the examination out of this Military School quite equal to the standard for Woolwich, and they should go through exactly the same as they do at Woolwich now. I do not suppose that you could improve that education.

9469. If Woolwich were retained as it is at present, would you make the examination there also of a liberal kind, such as boys from a high class in a public school could pass with ease?—I should propose to take them younger, and that there should be a longer time. I think that the examination for Woolwich is now so high in mathematics and other subjects that a boy could not go from a public school without going to a cramming school in the meantime, which I think is objectionable. At one time there was one college in Dublin which was almost the only one which passed anybody, and I think it very objectionable.

Lieut.-Gen. Right Hon. J. Peel.

7 June 1869.

Preliminary Military Education.

9470. Would you think it a sound principle to lay down in general, that the education at the public schools and the examinations at these military colleges should, in one way or other, be made to meet each other?—Yes; I think that the public schools ought to study and would study to teach youths what was necessary for their wants.

9471. If they were giving such an education as they ought to give there ought to be no necessity for going to an intermediate crammer?—No.

9472. A boy at present entering at Woolwich takes a high place from his knowledge of classics, or from his other liberal education; and under the present system he loses that advantage when he leaves the college, because no marks are given for proficiency of that kind. Do you think that might be a little modified?—I think that what you want to know when he enters is that he has a certain amount of capacity, whether it is shown in mathematics, or in classics, or in anything else; but that afterwards, when he goes out of the college, you want professional knowledge. Allowing him in the first instance to count his classics when he goes in there is not quite the same thing. That shows that he is a clever boy, and that he is just the boy whom you want; but when he goes out of the college what you want to know is that his education can be applied to his profession.

9473. I think it has been generally admitted, as a principle, that the leaving examination should be almost entirely professional; but one or two witnesses have suggested that a youth should be allowed some credit for his marks on coming in, in order not to make so much contrast between his coming in and his going out?—He goes in with these high qualifications, and it shows that he is a clever boy. What you want to know when he goes out is, with what amount of professional knowledge he goes, say, into the artillery. I should think that a clever boy would very likely distinguish himself more than another.

The witness withdrew.

Adjourned to Saturday next, at 12 o'clock.

Saturday, 12th June 1869.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, Bart., V.C.
LIEUT.-GEN. SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, Esq., M.P.
REV. W. C. LAKE.
LIEUT.-COL. CHESNEY.

GENERAL THE RIGHT HONOURABLE LORD STRATHNAIRN, G.C.B., &c., examined.

Gen. Lord Strathnairn.

12 June 1869.

9474. (*Chairman.*) The Commission are very anxious to obtain the benefit of your opinion upon several points which have been brought to their notice. I do not propose to trouble you with any of the minute details which are connected with the various educational establishments existing in the country, but I will ask you generally whether you think that it would be possible and desirable that a greater degree of instruction in such practical subjects as field fortification, &c., connected with the profession, should be communicated to young officers after they have joined the army?—Yes; It is most desirable, and perfectly feasible. The Duke of Wellington, with his usual sagacity, introduced field fortification as part of the examination, qualifying officers for first commissions. This examination was done away with, I am at a loss to imagine on what grounds, when the competitive system was introduced. A knowledge of field fortification is indispensable for officers; instruction in it, founded on *practical* principles, should be re-introduced and form part of military education. When I say "practical," I mean as connected with the duties of cavalry and infantry officers in the field. For instance, the defence of a bridge, which must be held; of a house, or houses flanking it; protection of a position by entrenchments, traced according to, that is, taking advantage of, configuration of ground, with the view to cross or cumulative fire; and engineering obstacles to render a road impassable, or protect a position, bridge, or houses.

Examinations for promotion.

9475. From the evidence which we have received, it would appear that, although by the Queen's Regulations officers are required to pass an examination on their promotion in what might be called certain

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

practical subjects, yet as a matter of fact that examination has become a dead letter ; and even according to the letter of the Regulations the examination does not appear to be so extensive as might be desirable. Therefore we wish to know whether in your lordship's opinion that examination might be extended to the elements of field fortification, field sketching, and such matters as are connected with the defence of a house, or of a bridge, &c. ?—I perfectly agree with the Commission that the examination of officers, even according to the letter of the Regulations, is not, by any means, so extended as it should be in "practical "subjects," and that it has become a dead letter. That this is the case is proved by the inability of numerous officers, although there are many favourable exceptions, whom (on inspecting their regiments) I call out to perform movements in the book—to say nothing of their ignorance of the object or strategy of these evolutions. For this deficiency there *is* the excuse that strategy, the practical illustration of these evolutions, is not to be found in the book.

There can be no doubt on this head ; I myself and my staff, general and personal, observe the mistakes as they occur. Memoranda are sent, after the inspection, to the commanding officers of the regiments for their instruction, and copies are kept in my office.

It is needless to remark that these officers have passed the first and successive examinations, and that, therefore, they must either have been improperly passed, or that they have not kept up, or been made to keep up, the requisite instruction.

These mistakes consist in officers giving wrong words of command, and being unable to execute necessary and often the simplest movements. Some officers of long standing, and even commanding officers, are ignorant of the simple, but important detail—the difference between a change "*of front*" and a change "*of position.*"

I have observed some improvement latterly, which, I think, is owing to officers having compared notes as to my system of inspection, and also to a General Order of 1868 embodied in the new edition of the Queen's Regulations, enjoining general officers to be more minute in their inspection.

General officers should not limit their test of officers at inspections to merely, as is the custom, calling on them to drill the regiment "as they like." The consequence of this is that movements are learnt by rote *for the occasion.* Inspecting generals should also *name* movements for execution which would ensure a general knowledge of them.

The fact of examinations having become a dead letter, as regards utility, arises from the instruction being theoretical in place of practical, and from the general relaxation on the part of the Boards of Examination. I know of a case when a commanding officer would not recommend an officer for promotion, on account of inefficiency of drill, in which the Board had passed him as efficient. There are other cases of officers passing in the written examination as to evolutions, but failing when called on to execute them practically in the field.

As regards successive examinations, qualifying officers for promotion, I am of opinion that, on the principle of increased knowledge being exacted for increased rank and experience, they should be required up to the rank of lieutenant-colonel commanding a regiment. This system would very much put a stop to the pernicious practice of "cramming," as it is called, for *one* examination; and to the necessary consequence of officers imagining that their education is completed, and gradually forgetting the knowledge which they have acquired so hurriedly, and with so little interest. Successive examinations lead the officer to carry his thoughts and studies to the highest grades for which his capacity qualifies him—a tendency which will be encouraged and strengthened when strategical is combined with theoretical and mechanical instruction. The great desideratum is to excite an interest in the subject of instruction.

Amongst "practical subjects" stands prominent strategy—that is, the art of war—which from its first to its highest grades is more indispensable, but yet more neglected, than any other subject. A practical experience of 10 years' chief command of the armies in India and Ireland has proved to me that this requirement is almost wholly lost sight of in our service. The reason is clear ; strategy, even to its lowest grades, is not taught in the book of Regulation Instruction for all arms ; nor is it an element in either the first or successive examinations of officers for entrance into, or promotion in, the army. The book of Evolutions teaches the mechanism of military movements for the field ; but, fully as it enters into the details of their execution, it is, with a few unimportant exceptions, wholly silent as to their object—that is, strategy, without which mechanism is useless. No strategical reason is assigned in the book for movements, whose sole object is the reality of war, in its lower and higher grades. For instance, no object is assigned for "deployments," "changes of front or position," "retreats by alternate bodies," "firing volleys by companies from the centre," &c. The vast advantage of the earliest fire is not explained, much less inculcated ; and as the military student is *not taught the object* of these movements, he is necessarily left in the dark as to their adaptation for war.

Want of quainted with practical

Hence, at my inspections, in India as well as in Ireland, of regiments, when I have asked officers the object of evolutions in the book, or called on them to perform simple strategical movements adapted to them, I have found that they are ignorant of their use, or the advantage to be derived from them in operations. I have seen good and clever officers move a regiment in a superior manner during a whole inspection ; but every evolution was disconnected with the other—not combined with, or covered by light infantry movements and skirmishing, which are the *sine quâ non* of field movements—and not enlightened by a ray of service object. In changing a front, they think only of the execution of the movement, not its most important object in the field—that is to attack or resist an enemy, endeavouring to turn a flank. Consequently, officers often open fire from the wrong, that is, the last formed flank, of which the result is, that the enemy is not opposed by the earliest fire, that of the company of formation ; and valuable volleys are lost which might have caused destruction to an enemy, the loss of their commander, or, at any rate, have checked their aggressive movement. A further disadvantage of this tardy fire is that the successive formations of the new front are not covered by fire. I need not say that the fractions, coming into the new line, are comparatively defenceless—infantry more so than cavalry.

I will cite two cases of the want of practical strategy in officers of artillery. It is clear that if it exists amongst the officers of a highly educated and scientific arm, the absence of it in the line is not to be wondered at.

In the first case I requested a clever officer of artillery to change, diagonally, the front of a brigade for action, on its centre. He did so : but instead of commencing the earliest fire from the two guns of formation, he gave the latest fire from the outward flanks. I observed to this officer that he had sacrificed the valuable fire of 10 guns. He acknowledged his error, which now, for the first time, occurred to him.

Exactly the same mistake was made by an officer commanding a brigade of artillery at home.

As regards retirements, officers—never having been taught in their drill book that the retreat of a whole body before, and with their backs simultaneously turned to, an enemy is a fatal error, which invites attack—*retire* a line without the protection of skirmishers, or alternate bodies who front, and oppose the enemy, while the other half retreat. It is almost as great and ruinous a mistake to *advance* to an attack without support, which suggests an attack on the flanks, and deprives the first line of support, moral

and physical. I say moral, because the importance of the soldier's *morale* is an indispensable element of strategy, and must ever exercise a great influence on its combinations. And although it should always be present to the mind of a commander, it is not mentioned or inculcated in our books of instruction. The French, as I saw in the Crimea, attach great importance to this essential, avoiding carefully all causes which lower, and promoting those which raise it. The *morale* of the best troops is affected when an army is compelled to retreat; and it suffers still more when they see that they are unprotected, and in the weakest position possible, that is, with their rear turned to the enemy. Officers and soldiers should be taught that they only retreat to turn again; and that if the first line is checked in its advance, the second carries them through the difficulty. In the same way, troops advancing to storm a work or a breach, require the material aid and confidence inspired by a support.

How important are these simple precautions, and how disastrous is their omission, is proved by the records of our wars. Every reverse we have had in India or elsewhere may be traced to the neglect of the rules of simple, rather than of high strategy—troops advancing or retiring in suspected hostile ground, without reconnoitring it; or unprotected by advanced or rear guards, or skirmishers; attacking a strong or fortified house with infantry only, when artillery was at hand.

As officers are uninstructed in the first principles of practical, or field operations and movements, they are equally in the dark as to those of a higher order, or which are *connected with ground*—such as the second line, or support, changing front to repel an attack on the flank of the first and attacking line; covering the retirement of a broken army with artillery and cavalry, so placed on *favourable ground* as to enfilade and attack one or both flanks of a pursuing enemy; turning movements by a second line, covered by *ground* which neutralizes the long range of scientific artillery and fire arms. These destructive arms give a vast additional importance to ground and strategy, which protect troops from the fire of an enemy's front, and bring them upon a flank; whilst a well-devised "feint" attracts the attention of the former.

As regards échellon, very rarely a junior, and not often a senior, officer explains to me its advantages, and yet there is no movement which strategy requires more frequently in the field.

Abroad as well as at home, at my inspections, time after time commanding officers, and officers called out by me to drill their regiments, have executed a variety of movements, sometimes with perfect mechanism, but without combination or object. This was not limited to regimental movements, but extended also to those of brigades and larger bodies.

One movement, which was at that time in the book, was invariably practised as the test of regimental efficiency in drill, "a change of front to the "rear on the centre of a battalion in line." It still exists in the cavalry, but has been discarded from the infantry drill book. The service—the war—object of this movement is to resist an enemy who suddenly surprises the rear of a line; the defence, therefore, should be as instantaneous as the attack. But it is difficult to say whether this ancient movement, which dates from the days of Dundas, is more characterized by its slowness and complication, than by its entire absence of the means of defence. All the fractions of a regiment cross each other in helpless confusion, rendering defence or attack impossible, and presenting a flank to an enemy. Right about face, and a volley, are the only remedies against such an unpardonable surprise.

I left in England, in 1857, another movement, a cavalry one, although not in the book, in universal favour and practice—the attack by successive squadrons from the front of a column. This movement is, like the former, utterly opposed to every rule for the employment of cavalry, and has no other recommendation but its picturesque effect. It is in column, which is forbidden under fire. It has to go over obstacles insurmountable to cavalry, and which throw them into wild confusion—dead and wounded men and horses. As soon as the attacking squadron reaches the enemy it wheels outwards and retires—bad training for the man, and still worse for the horse. The training of cavalry to wheel outwards, when attacking squares, was one of the causes of the loss of a great battle, which for the time entailed the fall of a kingdom.

Instruction of officers in the service.

With respect to field sketching, I am a great advocate for its cultivation—but with practical adaptation; some officers sketch very well, others moderately; but, in neither case, do they combine the portraiture of ground with a description of the military positions which that ground affords. Without reconnaissances war cannot be carried on; but they lose much of their value if they are unaccompanied by a correct field sketch. Ground is strategy—that is to say, the latter is dependant on the former.

9476. What machinery would you be inclined to employ for the communication of instruction in the subjects to which you have referred?—After a mature consideration of this query, the solution of the important question, which it involves, appears to me to be perfectly feasible.

Defective state of professional instruction at present.

I think that the first step should be to remedy the deficiencies which I have pointed out in the Book of Infantry Evolutions, that is, the almost entire absence in it of strategy or object.

This fault, which leads officers to confine their ideas to the barrack yard and the parade ground, and not to elevate them to the great realities of war, would be remedied by unfolding to them that knowledge which, hitherto, has not been imparted to them. I am bound to answer, frankly and fully, the questions of the Commission as to the inefficiency of military instruction. But it is only fair to officers whose deficiencies I mention, to state my belief that they are to be traced to a mistaken education. I except, of course, officers who have neither liking nor capacity for the service. As I say more fully further on, British officers possess inherent qualifications for the army, with which those of other nationalities are not gifted.

The error of mechanism, unaccompanied by object, appears in the very commencement of the Infantry Book, in the Bayonet Exercise. No application is assigned to its numerous thrusts, guards, &c. This weapon, always important, has lately become more so. Our regiments go through this drill particularly well; but neither officers nor men are taught its object, or that dexterity in it renders broken infantry or surprised skirmishers more than a match for cavalry. A practical position is not included in the exercise which renders the *sword arm* of the cavalry soldier useless, and enables his infantry opponent to give him a dangerous thrust in the *near side*. In foreign armies infantry practise this exercise against cavalry, or a figure on horseback, and are taught all its utility and advantages. The French have brought it to a high degree of practical efficiency; and their army, since the experience of the Crimean campaign, have acquired great confidence in the sword-bayonet as a war weapon. Their patrols used it, with much effect, in nocturnal encounters, in defence of their trenches against surprise. At Vienna I saw an infantry soldier who had received the gold medal for killing with the bayonet in action two cavalry soldiers, and wounding and capturing a third.

The desideratum then, in the sense of the proofs I have given of the insufficiency of the book for war, is to assign to its evolutions a service application and object, which a system of byegone days had not taken into consideration, at a time when parade movements, and military organization altogether, were not tested in the field. Every movement in the book has its object. When both are combined, strategy is taught. This combination should be supplemented in the present book with appropriate diagrams. The

Gen. Lord Strathnairn.

12 June 1869.

artillery and cavalry have each their book of Field Exercise. But, like that of the infantry, they are equally deficient in strategical adaptation to service.

Instruction of officers in the service.

In reply to the query of the Commission, which I am now answering, I would propose "to employ for "the communication of instruction in practical sub-"jects," the following plan.

Suggestions for an improved system of instruction.

The improved system of instruction should be organized under the following heads:—

I.—Simple strategy.
II.—Combined movements of the three arms—tactical and strategical—with turning movements, feints, surprises, reconnoitring, and field sketching, &c.
III.—Hill warfare, camp organization, and duties in the field.
IV.—Field fortification.
V.—Military administration.
VI.—Geographical strategy.
VII.—Military *morale*.

Head I. should comprise the three present books of Field Exercises and Evolutions for the three arms, thoroughly revised, and *supplemented*, as I have described. Some false movements in them should be eliminated. These three books might remain, as at present, distinct; but as they only teach isolated drill, special to each arm, they would come under Head I.

I would compile the remaining heads in one or two additional volumes; the subjects of them, generally speaking, being common to all arms.

I would make the "Heads" the text-book for purely military subjects, for *first* and *successive* examinations. The Commission, of course, distributing the subject of each examination, as they might deem best, and supplementing languages, &c.

I.—*Simple Strategy.*

Simple strategy.

The following queries under Head I., relating to the infantry, will exemplify the new system of strategical evolutions and instruction, and of the test, to which the candidate would be subjected. The queries will, of course, be made applicable to the other two arms.

Examples.

(A.)—Outflank an enemy in front of your battalion, showing the intention as little as possible, and without exposing a flank.

(B.)—From the last movement turn the enemy's flank, without exposing your own to enfilade.

(C.)—A battalion, covered by skirmishers and supports, changes front the 8th of a circle to a flank. State the objects of this manœuvre, and its execution.

(D.)—A regiment in line has to retire over a causeway in rear of its extreme left. State how this should be done, and cover it with all available fire.

(E.)—The regiment has debouched from the causeway into the open. Show the best and quickest front, and cover the formation with the *earliest* fire.

(F.)—The right flank of a battalion is threatened; state the requisite defensive and offensive formation, with the earliest fire.

(G.)—A battalion has to march through a suspected or hostile country; what precautions should the commanding officer take?

(H.)—Cover a brigade retiring with a battalion in skirmishing order.

(I.)—When skirmishers approach cover, what should they do?

(K.)—How does an officer commanding a small infantry escort clear a crowd of rioters obstructing his passage through a village?

(L.)—How should he disperse the rioters, when they assault him violently and close on him?

(M.)—How should an escort effect a passage through a defile, blocked up by a barricade, and the commanding sides held by rioters?

For brevity I will not multiply these examples. I have said sufficient to show the advantage of adapting theory to war.

These are clear examples of *simple* strategy, with which every officer ought to be acquainted; but before finishing this head, I shall, with the view of making the instruction as clear as possible for a young, and not very apt, intelligence, put it in what may be called a *negative* form.

It may be hoped that when a student has learnt what he *ought not*, he will be led to reflect on what he *ought*, to do. For instance,—

1. *Never retire a regiment, simultaneously, before an enemy; or without cover.*—Disregard of this principle was the cause, not many years ago, of one of our greatest disasters in India.

2. *Never expose a flank to an enfilade.*—Disregard of this principle, on the part of his antagonist, enabled the Duke of Wellington to win one of his greatest battles.

3. *Never attack in column.*—Disregard of this principle caused the annihilation of the Russian columns at Inkerman.

To add an interest to the instruction, I would adduce from campaigns instances of the utility and success of the strategical movements of a battalion in war. The following are instances of the success of a batallion:—

1. The battle of Maida is an old but excellent example.

2. The success obtained at Vimiera by the change of front of a wing by a British regiment.

3. Lord Clyde's celebrated change of front on the centre of a regiment, which did so much to retrieve the day at Chillianwallah.

II.—*Combined Movements.*

Combined movements of the three arms.

The same absence of object or practical utility which characterises the three books of exercise for artillery, cavalry, and infantry, accounts for the total absence of instruction for the "combined movements "of the three arms," although it is superfluous to say that, in war, operations cannot be carried on without their combined action, and that the want of instruction on this head must place the army, which is without it, in a very disadvantageous position.

The instruction also for movements in two lines is meagre and insufficient.

Therefore, both in India and on my arrival at the camp of instruction at the Curragh in 1865, I had to organize combined orders of battle, positions, and movements for the three arms in *two lines*. A general officer, who had been at the Curragh for more than two years, told me that he had never seen or heard of two lines. I need not say that an order of battle in one unsupported line is unpardonable, in a strategic sense.

The following were the characteristics of those field days:—

There was no real, only a *supposed* enemy, and without a real one it is impossible to represent the reality of the field. The field days were without object or plan. Nothing was taught, therefore nothing could be learnt. False and unpractical movements were performed, which, if before an enemy, must have been followed by disaster. As no book or code of instructions existed for combined movements of the three arms, they acted frequently irrespectively of each other—the infantry advancing and performing continual changes of front; the artillery unsupported in its original position, and without escort, remaining in action against the first enemy; the cavalry moving against another, but now abandoned front. The results of these changes of front and enemy, and movements without cohesion, were that the three arms attacked in opposite directions, and fired, only too often, into one another.

The representation of war was rendered still more unlike reality by the irregular position and movements of the military train. Instead of being in rear of the second line, ready to administer the "first cares" to the wounded, it placed itself in the most dangerous position, between the cavalry, covering the retreat of the main body, and the

supposed enemy. When I addressed the officers before the next field day, on the mistakes of the preceding one, I observed that amongst them were the novel movements of the military train, which were such that instead of performing their special duty to the wounded in a place of security, they would have been knocked over by projectiles, or taken; unless the cavalry had neglected their orders to cover the retreat, and at great risk to themselves, taken care of them.

One of the false movements practised was the position assigned to cavalry in rear of, and close to, the first line, which became engaged and exposed to a heavy fire from the enemy, which it returned with an incessant fire. Thus, unnecessarily, exposed to the enemy's fire, the cavalry, to assist the infantry, were brought through its intervals, breaking its own formation, as well as that of the infantry, and attacked to the front in one line, without, 1st, the freedom of action on its flanks, which is the *sine quâ non* for cavalry, and 2ndly, without a second line in support.

These errors may also be attributed to the absence of all instructions for the combined movements of the three arms for an order of battle, or for manœuvres in the field in *two* lines.

I would, therefore, recommend—

1st. That a book of Field Exercise, movements, and manœuvres, most used in war by large bodies of the three arms in two lines, with strategical adaptation, should be compiled with appropriate diagrams.

2nd. That officers should also be examined for qualifying examinations in this book, of which the next queries may be taken as examples.

3rd. One of the military ameliorations most required is the assimilation, as far as possible, of artillery, cavalry, and infantry words of command. So great and useless is now the difference, that it causes the same difficulties which result from foreign languages. And the best officers of the three arms constantly tell me of the disadvantages to themselves and the field days which ensue from their being placed in command of an arm of which they do not know the words of command, that is, the language. They say, and I agree with them, that this diversity in the words of command is likely to cause the failure of an operation. When an order is to be transmitted, it has to be given in two or three different ways. The assimilation would obviate another essential difficulty—that the infantry words of command are so unnecessarily long, that some of them are rarely, if ever, correctly given. A long word of command is a great disadvantage in a critical moment. The infantry commands are frequently double in length those of the cavalry, although the arm is simpler.

Queries under Head II.

(A.)—State the conditions for the distance of the second from the first line, as well as those for the formation and position of a second line.

(B.)—What is a good evolution for a battalion, which, for an attack, has all the advantages of a line, without the drawbacks of a column, and at the same time none of the disadvantages of a single line—affording supports, reserves, &c.?

(C.)—State the conditions for the relative positions of the three arms in two lines, with reference to horse artillery, field batteries, cavalry, and infantry, and the reasons for these various positions?

(D.)—If the object is to concentrate the greatest amount of fire, or a converging fire on a particular point of the enemy's position, how should the artillery in the first line be disposed?

(E.)—How should artillery be placed on rising ground so as to obtain cover from it?

(F.)—The enemy's infantry has been broken by artillery and infantry fire: how should the cavalry, being as much as possible under cover from fire, be disposed so as to fall on the flank of the enemy, and in what formation should they attack, their right wing being "en l'air"?

(G.)—How should horse artillery, cavalry, and field artillery, cover the retreat of the main body in two lines?

(H.)—A force has to advance across a suspected plain or unenclosed country: dispose it with advance and rear guards, skirmishers, and videttes, making use of the three arms?

(I.)—How should a force in two lines best oppose a front attack and another on its right?

(K.)—How should a beaten first line retire on a second?

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

The following are instances of the utility of a second line:—

1. When part of the first line at Waterloo was driven in, it retired, and made a stand on the second. If there had not been a second line, it is impossible to tell how far the first might have retreated.

2. The support of the second line of the allied army ensured their success at the Alma.

Negative Examples.—1. Never attack without a support or second line. Disregard of this principle was the main cause of the failure of a great assault in a recent campaign.

2. Never leave a village or cover on the flank of your position unoccupied. Disregard of this principle was the cause of a disaster which brought on the siege of Lucknow.

3. Never attack an enemy's position without skirmishers, or reconnoitering it. The non-observance of this axiom compromised half a battery of horse artillery in the Central Indian campaign.

4. Never leave the approaches to the position of an army unsearched, and unwatched, by cavalry patrols and videttes. Neglect of this precaution was the cause, on a recent occasion, of the loss of a kingdom; and on a subsequent one, of an unfortunate peace.

Feints, Turning Movements, Surprises, Reconnaissances.—It is needless to enter into the advantages to be derived from these elements of strategy, so recognized are they by the ablest generals, and by historical records of wars; but no instruction regarding them exists in the English service.

Minor operations of warfare.

It may be well to make a few brief remarks regarding them, adduced from my own experience.

I was first made aware of the practical effect and advantage of feints, when serving with the French army in the Crimea. No movement, however distant or improbable, was made by a body of Russian troops without causing corresponding sensation and precautions in the French camp. This taught me to consider the real advantages of feints. They are, that, as it is impossible for a general to know whether the movement is a feint or real attack, he must take precautions to meet it—that is, he must weaken the parts of his position, not threatened by a feint, to protect the one threatened, which, of course, renders attack on the parts denuded more feasible. For instance, if his right is threatened, he is tempted to weaken his centre and left.

The conditions for the success of feints are the following:—

1. To give an air of reality to the feint in order to promote the weakening of the points of the line or position which are to be the objects of the real attack. For example, to cause a movement to be made in the centre as if in support of the feint.

2. A feint should not so disconnect itself from the main body as to cause it to be cut off.

3. The moment of the feint to be so timed that advantage can be taken of the weakening of the enemy's line, and that the real attack be made before the discovery of the object of the feint.

4. Should, however, the enemy have divined the real object of a feint, and consequently have strengthened the point of the real attack—thus weakening their line opposite the feint—the feint may be converted into a *real* attack.

As I have gone into this instruction as to feints, in consequence of none being given in the books of

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

instruction, it will not be necessary to adduce queries in illustration of them.

Turning Movements.—As I said before, in treating this head, the advantages of turning movements are so fully recognized, that they require no illustration. But it may be well to note a special one. They involve the enfilade and attack of the enemy's weakest point, his flank and his rear.

For the same reason, as in the case of feints, I shall omit illustrative queries and merely make a few observations respecting turning movements, in the shape of conditions.

1. They are equally advantageous for all arms, and one condition is as indispensable for them as for feints—*secrecy*, and correct information.

2. As a rule it is better to make a turning movement from the second line, because it is concealed by the first line, and able to take advantage of the features of ground.

General L'Admirault, commanding at Châlons, told me, and I saw myself, that the French usually made their turning movements from the second line.

3. The first line should be prepared, without making any ostensible movement, to co-operate with the attack of the turning movement, which necessitates the next condition.

4. The watches of the officer commanding the turning movement and his staff, should be set exactly with those of the general commanding, and of the quartermaster-general and staff, when the turning movement is made at a distance, and out of sight of the main body.

I experienced in India, and at the Curragh, that non-simultaneousness of action between the movement of the main body, and the turning movement, compromised not only the success of the manœuvre, but also the safety of the turning column.

5. The turning movement to be so concerted and combined that its safety shall not be endangered.

I owe valuable instruction on the subject of turning movements to an admirable strategical paper, given me by Lord Raglan, for communication to the French Commander-in-Chief on the advantage of a turning movement to assist the siege of Sevastopol. Subsequently, when doubts were expressed as to the feasability of continuing the siege, I wrote a paper, approved by then Colonel, now General Trochu, showing that the siege ought to be continued, accompanied by a turning movement. The paper was communicated to the French Government by Lord Cowley, and approved by the Emperor of the French, who telegraphed his approval of it to Marshal Pelissier.

I may observe, in practical illustration of the value of feints and turning movements, that the march of the Central India field force from Bombay to the Jumna would, in consequence of the overwhelming number of the enemy and our ignorance of the country, have been impossible if a constant use of them had not been made, of which the following are one or two examples.

The fort of Rathghur was taken by occupying a long wooded ridge, from which the artillery fired directly on the east face, and enfiladed the north, which was also attacked from its front.

The south passes into Bundlecund were forced by making a feint against the northern pass—Maltone—two marches off, which caused the move to it of the Rajah of Bampore with 10,000 of his best troops, most of them Valaites (Affghans). I was enabled to strengthen and give probability to this feint by detaching with it field artillery and cavalry, which I could not have employed in the hilly passes. I rendered the feint still more deceptive by requesting the commissariat to order provisions for a large body of troops along the road to Maltone; all of which was reported by the disaffected population to the rebel leader.

These ruses may enter into the instruction for feints.

Reconnaissance of the enceinte of Jhansi showed me that I could turn and enfilade with a 24-pounder the southern defences, crossing its fire with the 18-pounder in the front attack. This enabled me, not only to sweep the interior of the front defences, but to burn with carcasses the abattis and timber with which the enemy made a retrenchment to defend the breach.

At the action of the Betwa the enemy had advanced with 20,000 men to relieve Jhansi. My front was so small, as I had to continue the siege, that I must have been out-flanked if I had not moved, rapidly, against their flanks horse artillery and field guns, with their escorts.

Gwalior was taken by turning movements directed against it from no less than three points, two of them by troops brought from more than 100 miles distant.

Surprises.—Surprises should be conducted very much on the same principle as turning movements, for the more a turning movement is a surprise, the better. Their first conditions are secrecy and correct information.

There cannot be a better instance of, or instruction for the proper management of a surprise than the ably conducied manœuvre of Lord Hill in the Peninsula against Arroyos de Los Molinos. The whole of the French force stationed there were surprised, and made prisoners of war.

Reconnaissances.—Reconnaissances are not only advantageous, but positively indispensable; as without them the ground of the enemy's position and manner in which he defends it cannot be ascertained, nor the operation for attacking him decided on.

Instructions but meagre exist on this head in our service. I have already furnished to the Commission ample details at to the objects which should form the subjects of reconnaissances; I will only add that the peculiarity of the service necessitates the employment of selected officers of good judgment and experience.

The French divide reconnoitring into—

1. "Reconnaissances."
2. "Reconnaissances forcées."

The former are made with a view not to attract attention, and therefore with as little show as possible.

It is said that Napoleon, posted and dressed as a sentry, on one bank of the Danube at Ulm, reconnoitred the position and movements of the enemy on the other.

"Reconnaissances forcées" are made with cavalry and even horse artillery, a body of infantry following in reserve, as was the case on occasions when I accompanied the French in the Crimea. They are employed when the necessity of acquiring information regarding the enemy's position requires their sentries, outposts, and even supports to be driven in.

The tactics of the Cossack outposts and sentries, on one of these occasions, guarding the entry into one road leading to the valley of the Baidar and of another to a ford of the Tchernaya, are worthy of notice. To mislead the reconnaissance they scattered in every direction, uniting afterwards at a pre-arranged rendezvous in the rear.

Field sk ing.

Field sketching has already been mentioned in the answer to Question 9475 in connection with reconnaissances, of which it is a necessary accompaniment. For no one can bear in mind all the varieties and features of ground he observes in a reconnaissance unless he makes a note of them at the time, by sketching. Some valuable officers possess a perfect organ of locality, than which nothing can be more valuable; but they do not possess the mechanical talent of drawing. In such cases a description, with numbers denoting the ground, should be accepted.

A paper which I have already furnished to the Commission contains the fullest details of points which should form the subject of a reconnaissance. All those relating to ground, and consequently to strategy, should be delineated by sketching. Nothing, therefore, on this head remains to be added.

III.—*Hill Warfare, Camp Duties, &c.*

Hill wa

There are no instructions in the English service for hill warfare or camp duties in the field. Hill

warfare is a most difficult operation of war; so much so, that many of the hill operations which have been conducted in India have failed; and that successes have been checquered with reverses. With the view to remedying this, as much as possible, it is best to consider the difficulties of hill, especially mountain warfare, such as in the Himalayas.

1st. The heights of the mountains render it most difficult for men unaccustomed to mountains to ascend them *without* a load; the addition, therefore, of rifle, ammunition, and accoutrements increases the difficulty, particularly if they have to carry any kit, however small.

Conditions for the passage of a mountain defile are that the high ground bordering the road must be occupied to prevent the enemy holding it, and firing into the column from commanding heights.

2ndly. If the mountains, and their spurs, bordering a pass or defile be rocky and wooded, the obstacles to an advance are much increased.

Transport is another very serious embarrassment in hill warfare. The narrow pass soon becomes blocked up with a long line of baggage animals, which invites a turning movement against the rear; and as the kit of the troops who ascend the high ground on the right and left of the pass must be carried, the means of transport become more embarrassing than in other ground where the transport resources are greater. The only transport practicable in mountains are men and mules. A mule in mountains can only carry 180 lbs. Wheeled transport of any description can, on no account, be allowed. The French would not even permit a *vivandière's* cart to go with a turning movement with which I was in the valley of the Belbec. One, however, did get in and stopped the column for hours, till it was burnt.

Officers and men must carry the least possible amount of baggage, and when it can be done, make "abris" of trees in lieu of tents. Tents for field hospitals can, alone, be allowed.

The best mode of effecting a passage of a hostile pass is the following:—

No. 1 detachment from the front occupies heights well in front of the column and on the flanks of the road. But it would be too exhausting for No. 1 detachment to continue to occupy the flanking heights; and as soon as the rear guard has passed No. 1, it descends and forms the rear guard. In the meantime No. 2 detachment has ascended the hills and performed the same operation, and so on. This successive occupation of ground on the flanks of the column can alone secure its safety. As each detachment, in ascending, was covered by skirmishers, so will it be as it proceeds along the ridge—skirmishers searching carefully, and making good, ground on the right and left of it. All mountaineers are prone to ambuscades.

The retreat of a column through a pass is conducted on the same principles.

As wheels are not transitable in mountain warfare, mounted batteries are employed, and are generally composed of the following ordnance, viz.:—

3-pounder horizontal guns.
12-pounder howitzers.
4¾- and 5½-inch mortars for vertical fire: but the accuracy of the latter is alone to be depended on.

Experience has shown that vertical fire is the only one that searches the cover of high ground and the interior of stockades.

The 5½-inch mortars being insufficient for forts and stockades, I organized an 8-inch mortar battery of six guns, on elephants, for mountain warfare in Bhotan, with slides, by means of which it could be brought into action in two minutes. This battery was used in Abyssinia.

s. *Camp organization in the Field.*—We have no instructions for camp organization. Its conditions are—

Proper protection in a hostile country or before an enemy.

It is formed in two lines, the cavalry and artillery so posted as to be able to turn out as quickly as possible, unembarrassed by tents of other troops. It is guarded by outlying picquets and patrols, infantry and cavalry, under one field officer, and inlying picquets, quarter guards, &c. under another. The site of the camp should be on favourable ground and safe from danger. On the alarm each regiment turns out, as quickly as possible, parades at the regimental, then at the brigade, rendezvous, &c. Outlying picquets and patrols are reinforced, inlying picquets bridle and mount. Each picquet, guard, and regiment should be furnished with lanterns, as the confusion arising from darkness is dangerous.

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

Water.—The camp should be placed near running water, a lake, or pond. Drinking troughs supplied from them should be constructed for the horses.

All necessary precautions should be taken to prevent the camp being burnt in dry weather. No fires should be allowed to windward.

The reserves and supports of outlying picquets should be under cover, &c.

Instructions on this point are given in the book.

Sanitary Measures.—The tendency of camp life is to produce colds, fevers, and cholera. Every precaution should be taken against them. The most important are,—1st. The camp should be pitched on good healthy ground. 2nd. There should be good linen tents which do not admit wet—Lord de Ros's pattern is the best. 3rd. Straw for the men to lie upon, and a flooring of boards in a standing camp, should be provided. 4th. Trenches should be dug round the tents to carry off the rain.

Should cholera show itself in an endemic form, experience proves that nothing puts a stop to it so effectually as an immediate march, not in the direction of the choleraic current. The utmost attention should be paid to treating, early and promptly, premonitory symptoms; and all food likely to produce the disease should be interdicted.

A sufficient number of latrines, on the dry earth principle, should be constructed for each corps, and so placed that the prevailing wind of the locality should not carry any malaria to the camp.

IV.—*Field Fortification.*

There are so many excellent books published on this subject that I do not presume to enter on it, beyond recommending that a selected engineer officer should draw up a text-book—forming part of these volumes—specially compiled for the examination of officers, and entering fully into those matters with which they will probably have to do during their service, such as the defence of houses, bridges, villages, heights, cross roads, with engineering obstacles, &c., of course including entrenchments.

Field fortification.

As the entrenching question, or spade drill, has not been officially introduced, I have not considered it proper to enter into it as a subject of instruction. It is a revival of the old Turkish system of troops entrenching themselves after their daily march. Under exceptional circumstances, it may be advantageous for troops to entrench themselves; but to adopt the Turkish system, or to inculcate on the soldier that the spade is a necessary part of his equipment, or in any way to be valued like his rifle, would affect unfavourably his *morale*, as well as operations in the field. Entrenching a position would promote the tendency to *stay* in it, of which the result would be turning and enfilading movements against it. It might also have a bad effect in lessening the value of ground; and to add a cumbersome spade to the already overloaded kit would be out of the question.

V.—*Military Administration.*

No instructions have been issued to the army generally on this head, but as I hear the Commission have decided on having a text book published, I will leave it in their hands.

Military administration.

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

Geographical strategy.

VI.—*Geographical Strategy.*

As, in field operations, strategy depends principally on ground, so, in operations of a more extended and higher scale, plans of war between states, and the wars themselves, must be ruled by geography.

Consequently, the following essential must be taken into consideration, viz. :—

The *best* point where the attack shall be made.

The term "best" is used in the present sense with regard to supplies, means of transport, friendly or neutral population, lines of rail and other communications, &c.

Foreign armies attach the greatest importance to geographical strategy. Staff officers are specially employed in extracting from maps, newspapers, periodicals, &c. all possible information as to lines of rail —projected, commenced, or completed—new roads, &c., &c. They are taught the geography, resources, warlike and agricultural, of all foreign powers, of whatever nature they may be. Maps are laid before them, and they are examined as to the mode in which different powers are to be attacked, taking into consideration all the points which I have mentioned, such as doubtful or friendly population, supplies, communications, ground, configuration of the country—whether mountainous, hilly, or plain, intersected by rivers, or enclosed, &c.—the warlike habits or otherwise of the inhabitants, which would be favourable, or the reverse, to an attacking army. After having discussed these points, they are directed to state the line or lines of operation, and the turning movements or feints to be executed, for no operations on a large scale are contemplated without the aid of one and the other.

A practical instance of this strategy is the feint the allies made against one part of the Crimea with their ships of war, and the descent on another with their armies. Prince Menschikoff could not divine where the real attack would be made; and, consequently, the allies landed at Old Fort without firing a shot.

There could not be a better proof of the advantage which is derived, in a military point of view, from the knowledge of the geography and resources of a country than the disadvantage which the allied forces experienced from their almost entire ignorance of those of the Crimea. In this respect the staff of both armies failed.

An illustration, and a favourable one, of geographical strategy was the echellon march towards Sevastopol; the ships of war of the allies being the advanced, and the left the refused echellon.

A further advantage of the maritime echellon of the right was that they covered the advance of General Bosquet on the coast, clearing the plateau over, and on the left bank of, the Alma, and enabling that general to ascend it with little or no loss.

VII.—*Military "Morale."*

I have already dwelt on the importance of taking into consideration the "morale" of the soldier. Attention to the "morale," or in other words, the feeling and well-being of the soldier, should be inculcated on young officers, from the soldier's meals and his drill to the most important operations in war. Drills should be short, active, and intelligent; if they possess these characteristics they will be learnt more rapidly and effectually, for the soldier's interest and goodwill, important guarantees for discipline, will be carried with them. Nothing can be more pleasing than to mark the interest with which officers and soldiers perform any movement accompanied by a gleam of object; such as a feint, defence of a flank, a turning movement. In this sense, I have experienced the good effect of giving such words as "The right threatened," followed by "Change front to the right," &c.

In the same way, in the interest of the soldiers' "morale," the ardour of a commander should never call on them to do more than they can in the field. A deviation from this principle caused a check at a great siege in India, and the death of one of the most gallant and efficient generals of the army.

When the soldier sees that his officers interest themselves in everything connected with his comfort and rights, and that he will not be unnecessarily exposed in the field, he will willingly bear any amount of hardship and face any danger, wherever such proofs of devotion to his duty may be required of him. Throughout my service I have seen the worst effects result from the disregard of these wholesome principles.

9477. Would your lordship prefer to rely upon the commanding officer of the regiment for securing the instruction of the officers in the subjects to which you have alluded?—No. Not solely on the opinion of the commanding officer, but also on the half-yearly inspection reports on officers under their command, which are sent in by commanding officers to general officers commanding divisions, to the general commanding in chief, if there is one, and to the Field Marshal commanding in chief. These general officers, and the Field Marshal commanding in chief, all judge the reports of the commanding officers on their officers. Therefore, the opinions of the commanding officers are amply and sufficiently tested by superior and responsible authorities.

9478. Would you be inclined to contrive that some one special officer in the regiment should be responsible for the communication of the instruction; because the natural question suggested by your remarks is, since it is so desirable that officers should receive this instruction, how comes it that there are so many of them who seem to be destitute of it?—No. This query is replied to by my previous answer in which I place all possible checks on the opinion of the commanding officer.

It must be borne in mind, that when the system of military education is improved, and I may say fundamentally changed for the better, the military qualifications of the commanding officer will be very materially improved, and render him competent for the discharge of the very important duties of his position; amongst which, that of judging the qualifications of his officers is one of the most important. But even under this improved system, I would still subject the opinion of the commanding officer regarding his officers, to those of the general officers in authority over him, whom I have mentioned. When to this improved system of education the further most important guarantee of efficiency, which I propose, be added—that military merit should be rewarded,—I consider that the several very responsible and competent military authorities who judge an officer's merits, will be sufficient.

The whole course of my evidence goes to prove, that owing to a mistaken system of education and training, and want of reward for merit, the absence of proper qualifications, of course with exceptions, exists in all grades, including that of commanding officers. In illustration of this, and of the mistake of drill without object—at an inspection during the Fenian period, and in a Fenian locality, I requested a commanding officer of 40 years' standing to defend his barrack yard against a rush of rioters from the town. There was but one road from the town to the barracks, and the sole fortification in the barracks consisted of defences flanking the gate, and a banquette. The officer placed his men against a high wall, which they could not defend, and posted none in the only place which they could defend—the banquette and gate defences.

9479. Would not the very incident to which you have referred imply that it would be advisable to take some better securities for the instruction of the officers?—Certainly.

9480. Through whose instrumentality would you do that; because evidently we cannot altogether rely upon the commanding officer of a regiment?—I have named the tribunal, which consists of general officers, the commander in chief, and the Field Marshal

commanding in chief. I agree that it would not be advisable to trust the decision of an officer's strategical capacity, even under an improved system, to a commanding officer. Nothing is more diversified than natural talent; and a disregard of this fact has exercised a very unfavourable influence on the tests of military qualification. We are not satisfied with one valuable qualification, or even more, for the army, which is possible; but we exact all, which is impossible. And very excellent officers are thus lost to the service. There are most gallant and valuable officers who, by their presence of mind in a crisis, have performed services of the highest importance. But strategy and its application are not their "forte."

In all foreign services, records are kept of the characteristics, the special qualifications of officers. This essential should form part of an improved system of military training.

So little value is attached to the means of knowing the merits of officers, that when I have remarked on their deficiencies in drilling their battalion, they have told me that during their service, often a long one, they have rarely, if ever, had an opportunity of commanding or moving the regiment. This is a grievous mistake which should be thoroughly remedied. Officers of all grades and ages should frequently be practised in drilling their regiments. They would thus acquire two indispensable qualifications, practical aptitude and confidence, neither of which they have now, as a rule, had the means of obtaining.

In the sense of my former observations, nothing, not even a perfectly devised system of education, will ensure the requisite military competency; unless proved and acknowledged military qualifications, acquired by zeal and application, or talent and zeal united, receive some proper acknowledgement or reward. The more an officer is gifted with an honourable desire to rise in his profession, and with recognized ability to do so, the more does he feel the want of any recognition. And it is this feeling, and to a certain extent the want of the fulfilment of an implied engagement, which has exercised a very unfavourable influence on military competency; extending, as it does, to all grades and responsibilities, which I may sum up in brief words—"the examiners, "the examined, the judges, and the candidates."

The system of commanding officers, general officers commanding divisions, generals, commanding-in-chief, and the Commander-in-Chief testing the capabilities of regimental officers at inspections, is conceived to imply, to hold out the expectation, that those who have qualified themselves for the service will be appointed, in due course of time, to the staff—which is a great incentive to officers—or be promoted. Whilst, on the other hand, testing examinations imply that the drones, those who will not, or cannot, qualify themselves for the army, will remain stationary in it; or if they persist in their inefficiency, eventually be removed from a service for which they, in spite of unceasing remonstrances and warnings, have disqualified themselves. But it would be as unfair to them as to the service to delay their removal, till age or want of opportunity had rendered it impossible for them to find other means of livelihood and occupation.

But neither of these conditions are, with a few exceptions, realized. Both categories, the competent and the incompetent, remain in the same groove. The door of the staff is closed to regimental officers —no matter how continued and indisputable the recognition of their merit and their promise, no matter if that promise holds out the belief that they will be great generals. I do not remember an instance of a regimental officer having been promoted in consequence of inspection reports, however favourable. General officers see that their favourable reports produce no results, and the candidates for a bright military career become still more impressed with this discouraging conviction. It is not surprising that these disappointed expectations should have produced a general relaxation amongst judges and candidates.

This was not the case formerly, as I know from my own experience. Entertaining the wish to get on in the service, I learnt the whole drill by heart; and accepted the kind offer of a first-rate adjutant, a gentleman risen from the ranks, to attend his drills. He frequently allowed me to drill the regiment. The result of this was that I acquired confidence, and a knowledge of the drill, which enabled me to receive the approval of the commanding officer and inspecting generals, which was followed by my promotion to an unattached majority after only 6½ years' service.

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

I have always recorded the opinion that the half-yearly inspection reports of general officers, accompanied as they are by those of the commanding officers, who have daily experience of officers, are excellent guarantees for the discipline of a regiment, and the efficiency of officers, provided the rule that the best privates are to be promoted, be followed also as to the officers. I think that the term "confidential," as applied to the half-yearly inspection reports, is not a good one, nor called for. It creates a feeling, not an unnatural one, against them, and weakens their powers of good. Of course there are certain matters connected with officers, which, for their own sakes, they do not wish to appear in an ordinary official report. But there is nothing of this nature which applies to the mere opinions of an officer's capacity in drill and military efficiency. On the contrary, if, for instance, they cannot put the regiment through the "manual and platoon exercises," or "change a front," they are, as a matter of course, informed of their deficiencies and desired to correct them; and to consider this as a confidential matter is a mistake, and injurious to the service. I think that the disappearance of the word "confidential" would have a very good effect.

I should not be so decided in my recommendation of the adoption of the principle of reward of merit, if I had not experienced myself, as commander-in-chief in India, its great and certain advantages. I had to reorganize the native army of Bengal after the mutinies. I became convinced that no measures, or policy it may be called, would so effectually assist the realization of this desideratum as a great measure of justice to a body of officers, whose merit, tried and proved in Indian fields of honour, showed that they yielded in nothing to the spirit of unvarying devotion—of enterprise which hesitated before no obstacles—to the steadfast gallantry of their forefathers, which had won India for us. I therefore issued a general order, stating that I would give my patronage, which was very large, to military merit, adding that I did not require strictly official evidence of it. It was enough for me if the merit were proved. The general order was responded to as I thought it would be. Numerous and worthy candidates, whom I never failed to reward to the utmost of my ability, came forward. The result was all that I could wish. The native army was quickly and efficiently reorganized, as was proved in two hill campaigns, by the recognition of their merits by the Secretary of State for India and the Governor General of India. Of course, there were exceptions to which the best rules are subject. Tried gallantry in the field might not always be equal to administrative responsibility, or requirements which active service on the staff in the field had not tested. But, as an honourable military incentive, and a just recompense of tried qualifications, it was repaid by most satisfactory results, of which I have adduced the proofs. There was a native army superiorly commanded, well disciplined on safe principles, and a corps of officers who enjoyed the influence and the prestige, in and out of their profession, which always accompany good and gallant service.

9481. Do you think that if by an impetus being given to the officers of our army they acquired the practical knowledge of the subjects to which you have referred, it would be advisable to put them through an additional examination in those subjects?—This query has been replied to by the above answer.

9482. Would you render such examinations obli-

Gen. Lord Strathnairn.

12 June 1869.

Staff College.

gatory up to a certain point?—I have given an an opinion in favour of successive examinations.

9483. Do you approve generally of the constitution of the Staff College?—No, I cannot say that I do. I think that it is a failure.

9484. Is your opinion of it so unfavourable as to induce you to recommend its abolition?—I would say so, certainly on its present footing. It is too theoretical, not practical. The general complaint is, and I have experienced the same, that officers who have passed through the College have not acquired sufficient instruction to enable them to give the assistance which their position requires, in evolutions or strategical manœuvres. The reason is evident. They have not been instructed or practised in them. With the best intentions they are unable to take up alignments for direct or oblique changes of position of troops of all arms. They do not seem to understand, or practically judge, the angles which are necessary for safe changes of front; or to maintain the parallels required: the result of which is exposure of a flank to enfilade, or a misdirected fire. They fail, in short, in the practical adaptation of movements of large bodies to a strategical object. The short-coming points out the cause, and the remedy. As regards languages, I think that those who have been abroad speak and write them very well; but that, when officers are indebted, solely, to the knowledge of languages which they obtain at the Staff College, particularly colloquial practice, they, generally speaking, would fail to be useful for service abroad, especially in the "Intelligence Department." I object also to mis-spent time and labour in learning sciences which are useless for a career in the army: at least, speaking from my own experience, I never found once the want of them, and very numerous officers have told me the same. I have no prejudice against scientific education. On the contrary, my own military education at Berlin was scientific and varied. But it was also practical. I was indebted for it to a colonel of artillery at the head of the School of Cadets, and other officers and non-commissioned officers of the Prussian army. The time mis-spent in sciences would have been far better employed in the acquirement of the "sine quâ non" of war—strategical knowledge. It cannot be satisfactorily acquired, except in a camp of instruction; I have found all the officers coming from the Staff College, of whom I have had experience, deficient in this essential.

9485. Do you think that it would be possible to ensure the presence of those qualifications at the same time that you imparted scientific knowledge, for the communication of which the Staff College was originally instituted?—As I said before, I think that practical ability at the Staff College is sacrificed to theory and sciences useless to the army. I think that if the Staff College were improved—if staff officers, educated on the improved principles which I have suggested in answer to the preceding query, were then tested at camps of instruction—practical might be combined with scientific knowledge. During the Crimean war, an officer, who had distinguished himself highly at the senior department, was for this reason, appointed to the staff of a general officer, but was found to be so practically useless that he was transferred to the staff of another general. The transfer did not stop here.

9486. How is that difficulty to be got over?—By an improved and practical adaptation of evolutions in the Book of Field Exercise to object and strategy. Practical deficiencies are not confined to the book alone.

9487. It has been very fully brought before us that the certificate which is required to be given to an officer before he can enter the Staff College is scarcely ever a *bonâ fide* document?—It is a sort of form.

9488. What precautions could be taken to render it *bonâ fide*? The process now, as I understand it, is that when an officer wishes to enter the Staff College, before his application will be received, he has to apply to his commanding officer. In the first place he must have had a previous service of not less than five years, exclusive of leave of absence; and then he must apply to his commanding officer for a certificate, which says that he is acquainted with the various subjects connected with his duty as a regimental officer, and which are required for a staff officer. And the commanding officer in his certificate states:—"To the best of my belief and judgment I consider "him, from his general knowledge of the service, "character, habits, and disposition, to be qualified in "those respects for employment on the staff. He is "a (good, fair, or indifferent) rider, and is not short-"sighted." That certificate, it is evident to our minds, is altogether worthless for ensuring the presence of practical and physical qualifications; and what we want to know is, how we can accomplish what was originally intended to be accomplished by this certificate?—Yes. It is notorious that frequently when officers marry or do not wish to go to India, they have recourse to the Staff College, and that commanding officers, with a view of obliging them, assist their views. I think that the service would be essentially benefited, and justice done to good and zealous officers, were an officer, who has been frequently and favourably reported on by his commanding officer and his inspecting general officer at the half-yearly inspection, to be allowed as a reward to go to the Staff College. But I should not wish, for his own sake, or the good of the service, that he should be sent to the Staff College while it is under its present system of education. The officer might lose the qualifications which he had acquired in his regimental service, and gain no instruction at the College which would compensate him for the loss. I consider the term of the study at the College—two years—far too long. If the useless studies were eliminated, the time might be reduced to one year. An officer of average capacity requiries a two years' preparation to secure his entrance; and during that time he undergoes, more or less, a process of "cramming," from which results fleeting and not lasting knowledge. During these two years preparation, and two years at the College, altogether four years, the officer's thoughts and habits are diverted from the practical duties of his profession. Another material consideration is, that during two of these four years, his brother officers have to perform his duties for him, at the sacrifice of their regulated share of leave. But the greatest objection of all remains to be told. The staff officer does not imbibe, with his studies, the knowledge and the art of discipline, or the power and capacity to make a proper use of it. The misfortune of a college is that this "sine quâ non" of military efficiency, the knowledge of the soldier's wants, well-being, comfort, and feelings, are there lost sight of. Military law is learnt at the College, but not the difficult art of maintaining that discipline which is the best, when subordination is coupled with perfect justice to the service and the soldier. Nothing can be a greater proof of the disregard of practical qualifications in our military education, than that its system is established irrespective of this grand military essential—discipline; and yet in the histories which are given in the College, for instruction, no records are ampler, or more frequent, than those which tell of the fatal effects resulting from armies which have lost their discipline.

9489. Do you think that it would be possible so to correct the defects in the Staff College to which you have alluded, as to render it, when coupled with those precautions which you have suggested, a useful institution?—With respect to this question, I beg, in the sense of my former answer, to request that I may be acquainted with the improvements proposed for the College before I give any opinion on the subject.

9490. Supposing that the previous question were answered in the affirmative, would it be possible to introduce such an institution as the Staff College into

India?—I think that if a really efficient and improved College for military instruction were established in England, it would be for the good of the army to institute a similar one, if not more, in India.

9491. Is there anything else which you would wish to state?—In my evidence I have already gone fully into the subject of education. But there are one or two points which I would wish to add in reference to it.

An essential part of the instruction, one of great practical utility—I taught it in India, with the entire approval of the best cavalry officers of the Indian service and with the best results—is that our cavalry are taught to jump a low bar in the riding school, but not to go across country; thus the smallest obstacle off the road stops them. They should be taught the necessary acquirement of jumping obstacles and fences. The want of this essential was illustrated practically at a recent election. A cavalry escort was assailed with great and premeditated violence. If only a few of them had been able to jump the bank and wall on either side of the road, they would have cleared their flanks of the rioters, and the escort would not have failed in the duty which they were required to perform.

One great shortcoming among officers, of which I have had practical experience in my Indian and Irish commands, is the frequency of ill written reports and telegrams, not giving the necessary, although voluminous, information. I think that the capacity of writing a good letter or report, in a concise but instructive form, is a most useful one, particularly for the Adjutant-General's Department. And I think that part of the time now devoted to studies, of which I have described the inutility, would be very well employed in learning the art of correspondence. The incomprehensible telegrams which I have received on important matters, both in India and this country, to the detriment of the service, would not have occurred if officers had been taught to compose telegrams. I will give an instance of the effects of an ill composed report. An officer of rank and great distinction, whom I sent after the taking of Calpee in advance with a flying column in pursuit of the rebels, sent an express with a report dated the banks of the "Scinde." It was of the first importance that I should know whether he was on the same bank of the river as the enemy, and I wrote to him to this effect; but notwithstanding this he wrote two letters in answer, expressing his surprise that his position could not be understood. But still he did not tell me whether he was on the right or the left bank.

9492. Do you think that it would be advisable that regimental officers should be expected to have a certain amount of acquaintance with what is called army administration, that is to say, the disposal of the sick, and the provisioning of troops, &c.?—I think that it would be desirable.

9493. (*Lord Eustace Cecil.*) I did not quite understand how you would propose to give officers instruction in regiments, supposing that they wished for it; would you leave it entirely voluntary to an officer to pick up the instruction which it was in his power to pick up, or would you provide him any instruction at the expense of the state?—I would make the instruction systematic, not voluntary. I think that the Commission will see that this question is in a great measure answered, when I acquaint them with the system of instruction which I have adopted, and which I recommend, and which may render unnecessary the experiment of an unusual appointment or system, which would entail much expense. I anticipate great difficulties in connection with an appointment which I hear has been suggested, that of a captain instructor for every corps in the service. His position and duties must necessarily come into collision with those of his commanding officer and seniors; amongst the difficulties the least would not be that he would have to instruct his commanding officer and seniors in the most important of their duties—strategy. At once the delicate question would arise, whether the commanding officer and seniors really do require strategical instruction, and so forth. If they do, why do they occupy their present responsible positions? I fear that constantly recurring embarrassments would be the result of a position which is certainly anomalous. Then follows another serious consideration, the difficulty of finding a captain—and his grade and length of service do not guarantee the requisite experience—who will unite in himself the remarkable combination of superior talent and knowledge of field evolutions for small and large bodies of the three arms—of strategy in all its various grades—military drawing, reconnaissances, outpost duties, defence of buildings (respecting which special questions have been addressed), and field fortification—coupled with the personal qualities enabling him to impart this vast and varied knowledge to others. It is an axiom that such a variety of talent is seldom united in one individual, but two or three hundred individuals are to be found for the regiments.

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

With regard to the system of instruction I have mentioned in the first part of my answer—which I have followed in India and Ireland—I have gone on the principle that, for practical purposes, the army ought to contain the means of instruction in itself. The general in chief command is responsible for, and must place himself at the head of it. I divide the instruction throughout the year.

The spring is devoted to the instruction in, and keeping up, elementary details and drill. The first part of the summer to instruction of all arms, in the correct performance of field evolutions, with strategical object, outpost duties, &c. The latter part of the summer to brigade movements, reconnaissances, field sketching, as applied to ground, and strategy. The autumn is devoted to movements of large bodies, of course of all arms, with a strategical object, with an enemy, and on a large scale, representing, as exactly as possible, operations in war, feints, surprises, &c., turning and outflanking movements by lateral roads, taking advantage of features of ground. Regimental officers, from other stations, should be attached to regiments at the camps of instruction, at Aldershot, and the Curragh, and thoroughly instructed in the movements of the three arms on a large scale, in reconnaissances, outpost duties, &c. As regards the winter—the leave season—it is also turned to account for useful military instruction; officers are catechised in interior economy, field evolutions, &c. The Commission is aware that, in the winter, when the weather renders the country impassable, the troops are exercised in "Route Marching" along the roads. I have endeavoured to develop and utilize this exercise, making it the means of instruction as regards military operations in the varied ground through which troops march. To give them an interest and to initiate them in this instruction, I tell them that *the features* of ground which they see, and through which they pass, the village, the pass, the brook, the bridge, the height, are the same as those which have been the scenes of the greatest battles. Officers in turn have to send in reconnaissance reports of the various features of ground, the means of attacking, defending them, &c. My instructions on this head have been submitted to the Commission. They are practised in that indispensable element of military operations—the non-observance of which has caused the failure of so many, in other respects, well devised movements—simultaneous concentration of bodies of troops on a particular point, cross-roads, bridges, &c. The *watchfulness*, which is another necessary condition of success in the field, is practically taught by outposts, sentries, videttes.

9494. But you would not under any circumstances separate an officer from his regiment so as to enable him to go to some station at a camp, or elsewhere, where he could obtain instruction during a short course?—Certainly, they should, in turn, be removed from a station where they cannot obtain the requisite instruction in the movements of large bodies, to one where

Gen. Lord Strathnairn.

12 June 1869.

Instruction of officers in the service.

they can. As regards field sketching and field fortification, there are few stations at or near which Engineer officers are not quartered. It might be arranged that they should give instruction to officers of the line. It would be an encouragement to these officers, and for the good of the service, if the commanding officer of the Royal Engineers gave a certificate to such officers as had acquired the requisite knowledge. The present system of staff officers serving two months with the two branches of the service to which they do not belong, has been a failure, as far as my experience goes, and that of every officer to whom I have spoken on the subject. The commanding officer takes little interest in these officers, and the time is far too short for the acquirement of any sound knowledge. Six months is the shortest time for real and substantial instruction. And there would be no good result unless the commanding officer of the regiment to which the student is attached were to send a certificate to the Horse Guards that he had, or had not, made himself sufficiently acquainted with the cavalry, infantry, or artillery duties, as the case might be.

The course of my evidence shows that I consider the whole of our present system of military education extremely defective, and not calculated to give officers the necessary instruction for operations in the field. When, therefore, I say that officers can qualify themselves for "Successive Examinations" while serving with their regiments, it is on the condition that practical strategy and practical instruction, in all its branches, shall be combined with our present system, which does not fit officers for service in the field.

9495. Then I understand that you would oblige every officer to go through a certain examination for promotion?—Certainly.

9496. And that he should be allowed to obtain the instruction he needed, either from the commanding officer or from the adjutant, or from any other qualified person at a military station?—Yes; and further I would give practical effect to the approval and recommendation of the general officer who inspects and tests officers twice a year, when it is coupled with that of his commanding officer. I allude to his efficiency in manœuvring a regiment and in all regimental qualifications. The practical effect I would give to the recommendation of those best qualified to give it would be, as a further reward, to open to them the staff, which, now most unfortunately, I think, for the interests of the service, is closed to first-rate regimental officers; unless they have distinguished themselves in the field, or passed the Staff College. In the category of first-rate regimental officers I place also good adjutants who have been highly recommended by inspecting generals and commanding officers. The position is the best nursery for not only the Adjutant-General's but also other departments. They acquire, in the first place, official habits of every description; they learn a rare accomplishment, to write properly and concisely; they become thoroughly acquainted with all the evolutions and exercises of their arm; they become thoroughly versed in the soldier's feelings and habits, and in the art of administering military discipline. I know adjutants who are fit to command brigades, if not divisions. By the present system the door of promotion is shut to these officers however meritorious they may be. I know of one to whom the success in the field of his regiment, in a military operation as important as it was difficult, may be mainly attributed. Having in vain endeavoured to obtain a military reward for this officer, I was equally unsuccessful in my attempt to procure for him a civil, although a very humble one.

Preparatory military education.

9497. Would you have any professional education given to candidates for the army?—Certainly; but I would on no account make the first examination too difficult. The effect of successive examinations is very good. It is now the universal custom to, as it is called, "cram" or "coach" an officer for his first examination. The word itself condemns the system. The intellect is hurriedly and unduly loaded for one occasion with certain subjects, but not with general, useful, and lasting information, of which practical utility is the distinguishing characteristic. The fleeting instruction has taken no root, and without successive examinations the student has no interest in retaining it.

9498. Of what subjects in your opinion, should the examination consist before entrance into the army?—In a previous answer I stated fully the system of education which I consider best. I left to the Commission the distribution of these subjects for examination. If a young candidate distinguished himself in any one of these subjects, I would not reject him because he failed in the others. Pre-eminence in one or two of the subjects must render an officer useful, even if he was not so successful in the others. Nothing is more profitable in an army than varied talent; for instance, good linguists for the intelligence department. When the Government of India asked my opinion as to the test for first commissions, I earnestly recommended that the prevailing practice of making it too rigid and too theoretical should not be adopted. I observed that the doing so might lose the service a Nelson or a Wellington, who were neither of them what may be called highly or scientifically educated men. The Government approved and acted on my suggestion. The system of competitive examinations has not had a good effect in India, or increased our prestige there; I believe it has been found necessary to relax it in Madras.

9502. Would you have a professional education given to everybody before entering the army?—The officers' first ideas and tendencies should be directed to professional subjects; and not to examine them in those subjects which qualify them for the profession which they are about to make their career, and thus to give them an interest in it, is an anomaly, which cannot be sufficiently condemned; and to which I must attribute many of the deficiencies in military instruction among officers, on which I have observed in this evidence. I know an instance of a young officer in the Guards who had a great turn for, and knowledge of field fortification. He asked permission to be examined in it and was refused. On the other hand, whilst military subjects are interdicted to the military candidate, the anomaly is completed by his being allowed to take up physics and natural science, which, most probably, will not be of any use to him during his service. They have never been so to myself or other officers of very long experience.

9503. I suppose that you contemplate a very material change, and that you would have a larger college for the army?—I do not think that an increase of Sandhurst would be desirable. I believe that at some public schools elementary military subjects and languages are taught to boys destined for the army. I think that this, as it were, national military education at public schools would have many advantages, and that it would be for the good of the service, were Government to communicate and come to an understanding with the head masters of schools, as to some definite and well-devised system of military education. I think, also, that the old system of sending boys abroad for the study of languages and the military art had good results.

9504. You are not in favour of a great military college?—Certainly not more than we have.

9505. You have spoken of the necessity of giving military rewards for military merit; that would be easy enough where there was a great deal of patronage, as in India, but would there not be a very great difficulty in carrying out your plan thoroughly in this country?—The representative system certainly places obstacles in the way of reward or promotion for merit; but if once this great principle were adopted as a system, it is so good and just that all applications for appointments grounded on any other claim but military merit would be *de facto* and *de jure* considered null. I cannot see any difficulty—the question was solved when the Government adopted the competitive

system, and gave commissions to successful *competitors*. They thus declared for selection by merit only; with this difference, that—while they adjudge the reward to military men for literary merit, a great part of which relates to non-military subjects, and does not, and cannot, qualify officers for service in the field, on the opinion of judges, many of whom are non-military men,——I would, in the first place, give promotion and staff appointments to officers who had given the best military test of qualification for success before the enemy, as recorded in despatches, &c., written by officers conducting the operations, and, secondly, to those who had given proofs of superior qualifications for the army according to an improved and practical system, which represents as faithfully as possible the events of war and its requirements from the humblest to the highest sphere. It will be seen that those qualifications will partly be grounded on military instruction and study, and partly on the practical execution of all conditions which give the best guarantee for success in war. The judges of this competency are those who are selected for command, with whom there can be none others equally qualified to judge, and who have had the best, because the daily and constant, opportunity of watching and judging of the progress and the abilities of the officers.

9506. Then would you make promotion depend upon the half-yearly report of the inspecting officer, or upon the examination which the officer passed?—I would—some, not all. Of course the commander-in-chief, before making an appointment, would refer as an aid to his selection to the half yearly report before mentioned. Besides giving promotion to regimental officers whom continued reports of their commanding officers and the inspection reports of the general officers commanding divisions, and of the general commanding in chief, had proved to the commander-in-chief to be deserving of promotion, I would award also promotion to officers who had passed the test required by the improved system of education, at the Staff College, as well as that required at one of the camps of instruction. As regards scarcity of vacancies for the promotion of deserving regimental officers, I beg to observe that in common justice they should profit by a source of promotion which is now denied to the senior lieutenants of regiments, that is the augmentation vacancies on a regiment going on foreign service to India. These vacancies are given generally by purchase and the money applied to a fund. Another source is the vacancies made by officers who have proved themselves to be unfit for the service.

9507. You do not think that any heart-burning would occur in the army if a selection of officers for promotion were by the Horse Guards?—I think not. I never experienced any disagreeable result. I told the officers that they did not come up to the standard required at the present day for "selected" officers of the native army. (By order of the Government of India regimental officers are to be "selected.") I told them that there was nothing wrong whatever against their character; but that the promotions had been confided to me, and that I was obliged to do this trust the fullest justice. I have always spoken and expressed myself with the utmost delicacy, but at the same time with the greatest frankness. It must be borne in mind that many of these officers had only become inefficient by long, hard, and often very gallant service; and I still think, and I wrote thus to the Government of India, that the case of these officers was specially entitled to compensation. It must be considered, that in rewarding only real merit and efficiency, I carried with me the public opinion of all that was sound in and out of the army.

9508. You would see no objection to a system of selection applied to regimental promotion throughout the army?—None whatever; I do it now, in fact, to the extent that when a service is at all special, I select an officer for it. The good of the service requires this. But this is to be said:—That the more officers are improved by a proper education, the less will be the necessity for selection. It is historical that we nearly lost India through military inefficiency; I do not speak of political causes.

Gen. Lord Strathnairn.
12 June 1869.

Regimental instruction.

9511. (*Sir C. Russell.*) Do you think it expedient that the rank and file of the army should be instructed in the construction of earthworks and throwing up works rapidly?—This has been already answered, but I ought not to be silent as to an excellent proposition of an officer of Royal Engineers, to convert the present regimental pioneers into regimental "sappers." The Commander-in-Chief sent me the plan for my opinion. I know of nothing which would solve more satisfactorily the important question of "camp works," or assist that of "entrenchments" in the modified form which I consider desirable. The regimental "sappers" would instruct intelligent soldiers in "works."

9512. If the rank and file of the army are to be so instructed, I presume that it must be done regimentally?—This question is answered by the previous reply.

9513. Do you propose to attach to regiments some officer, who is to initiate the method of instruction, and then to leave it in the hands of the commanding officer and the adjutant to conduct it regimentally?—No. I have already expressed myself on the subject of this question.

Staff appointments.

9515. (*Lieut.-Col. Chesney.*) Regarding staff officers, has your lordship had an opportunity of observing artillery and engineer officers employed upon the staff?—Yes.

9516. Have you found their scientific knowledge interfere with their performance of staff duties?—No. Not unless they have been employed so long on the Public Works Department as to impair their military training. This season, at the Curragh, the Royal Engineer officers gave a creditable proof of their desire to become acquainted with the movements of large bodies of troops, and offered to act on the staff of other generals, and my own, which I accepted with thanks.

9517. (*Lord de Ros.*) With respect to the practical testing of the fitness of an officer to compete for the Staff College, supposing that it was part of the qualification that he should be named in two successive reports as fit for the Staff College, would there not be a greater security, inasmuch as the inspecting officer would call him out, and examine him in handling a troop or company, and thus obtain a more thorough knowledge of him than by the mere certificate of the commanding officer?—Certainly.

9518. I believe that it has been your own custom at inspections to require something more than mere acquaintance with drill, and to give the officer an opportunity of showing his judgment and intelligence on such points?—Yes.

9519. You think that that, as well as his mere knowledge of drill, being included in the confidential report would be an advantage?—Yes; if with an object.

9520. You observed that in our regulations there was a great deficiency. I wish to call your attention to a passage introduced by Sir Hussey Vivian, which I think accords with your view. At page 144 of the Cavalry Regulations it is stated:—"The changes of "front and position by oblique echellon are the safest "that can be employed in the presence of and near "to an enemy. They are almost equal in security "to the march of the regiment in front or to a "uniform wheel of the line. They can be used in "the most critical situations, where the movements "of the open column could not be risked; and "they are more particularly to be used when the "enemy's flank is to be gained by throwing a flank "forward, or when one's own is to be secured by "throwing it back." I understand you to mean that this sort of commentary should be annexed to all the movements?—Yes.

9521. There is an observation also to a similar effect

Gen. Lord Strathnairn.

12 June 1869.

by the late Sir Hussey Vivian, at page 188 of the Cavalry Regulations:—"The general objects of a "quarter distance column are to form line to the front "in the quickest manner, to conceal numbers from "the knowledge of the enemy, and to extend in "whatever direction the circumstances of the moment "may require. It is a situation for the assembly "rather than for the movement of cavalry, and is "more applicable to reserves than to the general "purposes of field movement. The formation from "quarter-distance column into line should, if pos- "sible, be made at such a distance as not to fear "interruption from the enemy;" that is, I believe, what you meant to convey?—Yes; my wish is, as I have so frequently stated, to see the practical application of evolutions to object.

9522. With regard to inspections, as I understand you, you would note down such officers as were proved by the inspecting general's examination to have an aptitude for the staff?—Yes.

9523. You would also keep strongly in mind the excellence of the officer as a regimental officer, with a view to his fitness for the staff?—Certainly.

9524. As I understand you, you think that confining the appointment of staff officers to any Staff College is a very injurious thing, as deterring the regimental officers from properly preparing themselves for those purposes?—These are completely my sentiments.

9525. As regards the question of the Staff College, do you think that it would be advisable to return in any way to the old arrangement of a senior department attached to the Military College at Sandhurst, governed by an officer of high rank, who would be the only competent judge of what practical staff instruction ought to consist of?—No.

His Lordship withdrew.

H.R.H. The Duke of Cambridge, K.G.

FIELD MARSHAL HIS ROYAL HIGHNESS THE DUKE OF CAMBRIDGE, K.G., further examined.

Royal Military Academy.

9526. (*Chairman.*) Since we had the pleasure of seeing your Royal Highness we have been to Woolwich, and having examined that establishment, we should be glad to know whether you have any observations with which you would like to favour us with regard to Woolwich?—I think that Woolwich is now going on as satisfactorily as it can well do, and I am satisfied that if it is allowed to go on without interruption you will find that both in discipline and in every respect it will go on as satisfactorily as the public can require or as the interests of the public service demand. Having seen the evidence which has been given, I should be very sorry to see any change which should make a division in it between the artillery and the engineers; I am quite sure that that would be the worst thing which could be done for Woolwich, and I hope that no such feeling will influence the minds of the Commissioners.

9527. I believe that the evidence which we have taken has been sent to your Royal Highness, and as this is our closing day for receiving evidence, we should be very glad to hear from your Royal Highness any observations or suggestions which may have occurred to you in connection with the various points which have been brought to our notice by the witnesses who have been examined since we last had the pleasure of examining your Royal Highness?—I see that it is constantly stated that the governors of the two colleges have not sufficient authority. The governors of the colleges have entire authority, but with this reservation, that when cadets have become to a certain extent members of the public service, of course no man should be deprived of the power of continuing in the service, even though only a cadet, without the full sanction of the Commander-in-Chief; and it is only as regards serious offences that references are made to him both by the lieutenant-governor of the Royal Military Academy and by the governor of the Cadet College; and I most sincerely hope that there will be no change in that respect, because otherwise the military character of those institutions will be entirely destroyed. Then there is another point which has been entirely overlooked; it has been said that there is a roundabout mode of dealing with the Council of Military Education. The Commander-in-Chief is *ex officio* President of the Council of Military Education, and therefore the communications which come to him come to him not only as Commander-in-Chief but as President of that Council, and the military secretary has merely to go into details, but the Commander-in-Chief is President of that Council *ex officio*, and therefore he is appealed to in his individual capacity as such. There is nothing roundabout in the arrangement; instead of the letters being addressed to himself, as he could not himself manage to get through all those letters, they are sent to the military secretary, as is usual upon occasions of that description. I am extremely anxious that any erroneous view in this respect should be corrected, because that circumstance seems to have been quite lost sight of by those persons who have given evidence in this sense. I contend that both in the official capacity of the Commander-in-Chief as such, and in his capacity as the head of the Council of Military Education, it must be his business to be a party to any serious changes which take place, either as regards details or as regards principle and system.

Powers of the Governors of Woolwich and Sandhurst.

Council of Military Education.

Instruction of officers in service.

9528. We have had a good deal of evidence since your Royal Highness was before us with regard to the machinery for affording facilities to officers after they have entered the army for acquiring information. Perhaps some suggestions may have struck your Royal Highness with regard to that branch of the subject?—I think that it is a question which requires a great deal of elucidation as to whether it would answer or not. I am satisfied that we could not introduce it on a very extended scale at first, and therefore I hope that it would only be tried in the district form, or garrison form, in preference to the regimental form. If you find that the district or garrison form justifies you in extending it, you can afterwards do so; but I am satisfied that it would be a very imprudent step to attempt it regimentally at first, and that you should commence with it in such garrison towns as Dublin, Portsmouth, Plymouth, and Aldershot, and other large stations, and if you find it answer you can do it regimentally if you think fit. At the same time I still think that the district or garrison system will be a better one than the regimental system, and I very much doubt whether the regimental system will on the whole succeed. I do not think that you can carry it out on a large scale, and I think that you must do it by degrees, and therefore you give the system a more thorough chance by beginning it in district or garrison towns rather than by beginning it regimentally.

Staff Col

9529. Your Royal Highness will have observed several suggestions which have been made by various witnesses with regard to the elimination, from the candidates for entrance into the Staff College, of officers who do not possess certain physical qualifications which are essential for Staff Officers. Have any further suggestions occurred to your Royal Highness in that respect?—I have the very best feeling towards those gentlemen who have been at the Staff College, and I have always considered that they have done remarkably well; but I prefer for the staff to have regimental officers. I am quite satisfied that the best staff officer is your regimental officer, and that the whole system of the staff is entirely based upon the regimental principle, and on matters of detail connected with the regiments, and that any amount of study will never make up for a thorough proficiency and knowledge of his business which a regimental officer has. A regimental officer is known and appreciated in his corps, and if he is known to be a good

regimental officer the chances are always greatly in favour of his turning out a very good staff officer. Of course every now and then it may turn out differently, but that is not the rule. If you can educate a sufficiency of young men at Sandhurst at the Cadet College, to go through surveying and field fortification to a limited extent, and matters of that sort, which are most essential for a staff officer, and can give them the advantage of a thoroughly good regimental system, you may depend upon it that that is far better for a staff officer than any education which you may give at the Staff College. At the same time I wish it to be clearly understood that I do not give any opinion adverse to those gentlemen who have passed the Staff College, and who I believe have worked extremely hard, and have done their very best to do what is right by themselves and by the public; but still I think that the class of officers who go to the Staff College are not always those whom we should wish to see on the staff.

9530. Is there any other suggestion or observation which your Royal Highness would wish to volunteer?—As regards the Military College at Sandhurst, if any alteration is made I trust that it will not be made in the direction of diminishing its numbers. I think that it would be a fatal thing to the college if you were to eliminate from it youths from the public schools, and to have none but the sons of officers with limited means, or others who go there merely for the purpose of getting a commission without purchase. Now of all the misfortunes which could possibly happen to the Military College at Sandhurst the greatest would be to have nothing but that class of young men, and I am sure that it is that class which has given us the most trouble, because that class has not the same spirit of rivalry which the public school class has, the latter class having higher views and higher feelings. I think that a great deal might be done to reward those young men who go to Sandhurst, and to make it well worth their while to go. In the first place, we have commissions without purchase; those commissions fluctuate, and must be variable, but we have always a good number of them, and of late years we have not had less than eighty in a year. Then the next step is what I have suggested, namely, that according to the merits of the young men you should diminish the price of the commissions on what we call the B. list, which is not the non-purchase list, but the purchase list; so as to keep up the interest in study and also in conduct. Then beyond that is the system which existed at Addiscombe, but which I am sorry to say does not exist at Sandhurst, which is, that those young men who from their conduct and attention, and their physical powers, pass well through the college, should be allowed to count their time as officers of the army from the date of their entrance into the college, which in many cases would give them a year and a half army rank, and therefore give them the advantages which army rank carries with it, of course keeping it entirely in the hands of the authorities to curtail it, or perhaps altogether to strike it out, if the conduct of the young men did not entitle them to it. If you do that you have an immense hold upon everybody, and it would apply not merely to a man of sufficient intellect to obtain his marks, but it would also apply to a man of good conduct, and who, as far as intellect was concerned, was scarcely able at Sandhurst to hold his own. I believe that if you combined those three advantages you would have as good a college and as perfect an institution as you could desire. But if you could not arrange the financial part of the matter with respect to a graduated scale of purchase, I should be well satisfied with the other two advantages which I have suggested, namely non-purchase commissions, and also the great advantage of allowing an officer's rank to count from the period of entering the college. I would, however, let it be understood that that privilege was not to be given until the day when the officer left the college, so that the young men should not be anything but cadets while they were at the college, but that if they had been good cadets they might be considered as having been officers during the whole period that they had been at the college.

Staff College.

9531. (*Lt.-Col. Chesney.*) There has been a suggestion just sent in to us by a staff officer relating to the Staff College, namely, that a much larger number of officers should be put through it, and that merely going through it should constitute no claim for an appointment, but that staff officers should be selected from these larger numbers. Does your Royal Highness see any objection to that suggestion?—I object to it very strongly; I object to it on two grounds; first, because it would take a great many more officers from their regiments, which is very undesirable, and, in the next place, because when they have gone creditably through the Staff College, as far as their mental powers are concerned, they assume that they will get a staff appointment, and if not they will become grumblers, and we shall have more grumblers than we have now, and I am sorry to say that we have quite enough already.

9532. (*Major-General Eardley Wilmot.*) Does your Royal Highness see no difficulty in ante-dating the commissions of Sandhurst cadets?—No.

9533. A young man would then be senior to a man who had been serving a year and a half?—Only in the army, but not in the regiment; it would be army rank, and not regimental rank; but it would always give the officer an advantage during the whole of his career in the army if he was worthy of it.

Instruction of officers.

9534. With regard to the instruction of officers in the army, it has been suggested that the Book of Regulations should contain all the necessary things as part of the drill, that is to say, that there should be an addendum to the Book of Regulations containing a certain amount of field fortification, and all that sort of thing, which should be a part of the drill of the regiment to be taught by the adjutant; what is your Royal Highness's opinion of that?—There is no doubt that that could be done, and if it was done it would do away with the difficulty of regimental instructors; and while you would have classes at the large garrison towns, where there would be thorough instruction, (and I believe that that thorough instruction, combined with the instruction which the cadets get in surveying and other things, would be sufficient,) it would obviate the necessity of any Staff College at all. I believe that a good regimental officer, being able to study in such a class, and with the advantages to be derived from such instruction, would make the best Staff Officer that you could desire.

9535. Would it not be possible to give such an instruction as to do away with the cadet college altogether?—No. I have a very great objection to a youth going into the army who has not some military instinct. I think that it is very desirable that he should come from a military school; but I think that exactly the same relative advantage which a youth who goes into the church or into the law derives from a university, a young man should derive from a military college, either from the Cadet College or from the Royal Military Academy, before he enters his profession as a soldier, because he then, on becoming an officer, has only to learn the very simple applications of military science which he has already acquired before joining his regiment.

9536. Then you think that the object of the existence of a military college should be to a certain extent to make a man a soldier?—Exactly so.

Royal Military College.

9537. (*Sir Duncan Cameron.*) Admitting that there should be some reward to a well-conducted person who has not the ability to pass such an examination as will gain for him a commission without purchase, I do not quite see what would be the advantage of his having a brevet army rank on entering the service?—He would have the advantage of a year and a half or two years longer service in after life for pension, and everything else connected with the service, which is very considerable. Then there is the mere honour of the thing; if a man gets that privilege it is a credit to him, and if he fails in

H.R.H. The Duke of Cambridge, K.G.

12 June 1869.

Royal Military College.

obtaining it he gets no credit. But I think that there are a great many advantages which a man would derive in after service by having a year and a half or two years counted as actual commissioned rank as the result of passing through the college; for instance, a man may retire after 30 years service on full pay, and in that case he would get the advantage of the whole of those two years, so that actually after 28 years he would be able to retire having the benefit of those two years; and, as you know, many men retire on full pay, and they also have other advantages. A man may retire on half pay after 25 years' service, and he would then get it in 23 or 23½ years, instead of 25 years.

9538. Would you not think it better to give commissions without purchase to well-conducted cadets, the under-officers especially?—I should like to see it extended. We have had the very best men who perhaps have not had the quickness and intelligence and aptness for study which the less good cadets have had, and who have been positively debarred from coming into the army because they could not purchase a commission, and we could not give them a commission without purchase. If you could hold out a certain number of commissions of that description to the responsible under-officers it would be desirable. It must be done with caution, so as not to prevent their studying, but if it could be done it would be an immense advantage.

Staff College.

9539. (*Major General Haythorne.*) At present are not subaltern officers who pass through the Staff College rather shut out from staff appointments? Does your Royal Highness see any objection to a subaltern officer of standing being appointed a brigade major?—I think that it would be a great disadvantage, because he has to deal with commanding officers of regiments. After all, a brigade major is an officer of status and weight, and when you bring a subaltern officer into such a position with relation to captains and field officers it is a very serious matter.

9540. Then it shuts out officers who cannot purchase their company?—If the Staff College continues, I think that no subaltern officer should be allowed to go to the Staff Collge at all. I have always thought so; I would never allow anybody below a captain to go there.

9541. (*Lord Northbrook.*) Does not your Royal Highness think that it would be hard upon a man who could not purchase his company if such a rule was carried out?—I admit that there is that disadvantage; but, as far as regards the question put to me by General Haythorne, I think that for a subaltern officer to be a brigade major would be a very serious inconvenience to the service. I should not like to say to a man, "You have passed, but your rank does not enable you to gain the position for which you have passed;" and therefore I would rather that a subaltern should not pass in that way. But I admit that there is a difficulty as regards subaltern officers, many of whom are very old officers, and very good ones.

9542. (*Major General Haythorne.*) Would it be difficult to give them brevet rank or local rank, because many of them are of greater standing in the service than the captains?—There might be an arrangement of that sort. But, on the other hand, supposing that a man had this rank, and that he returned to his regiment, he must go back to be a subaltern officer, having for a long time had all the advantage of the rank of a captain.

9543. (*Lord de Ros.*) As regards what your Royal Highness has mentioned to us with respect to the employment of subalterns as brigade majors, your Royal Highness is aware that many brigade majors have been lieutenant colonels, and have been employed almost as assistant-adjutant generals?—Yes.

9544. And your Royal Highness thinks that there would be a very serious inconvenience in placing subalterns in that position?—Yes, because a brigade major is an officer who carries out many difficult duties, which a brigadier has to perform with reference to the troops under his command. He may have to give some strong expression of opinion to a field officer, and that is a very awkward thing when it comes from a subaltern, and I think that the rank of captain is quite low rank enough for that purpose.

9545. From your Royal Highness's experience in the cavalry your Royal Highness considers that there are most valuable officers, who have had experience in marching their troops many miles, among the regimental officers?—Yes.

Royal Colleg

9546. As regards a cadet college, you consider it a great advantage in time of war when there is a deficiency of supply of young officers for immediate service?—Yes; and I attach much more value to military studies which have been pursued at the cadet college in the case of a man who knows how to appreciate them than in the case of a man who acquires in after life a knowledge of those subjects or of any other subjects, when he is not able to take them up as a man who is much younger can take them up, for instance, surveying and field fortification and all those things. I believe that that is of much more advantage to a youth who goes to the cadet college than to an older man who tries to study the subject but never takes it in effectually.

9547. As regards the value of the army rank which your Royal Highness proposes to give to well-conducted cadets, your Royal Highness is well aware that the two years Waterloo rank told most signally for those officers who had obtained it?—Most signally.

9548. As regards the public school character of Sandhurst, it would be entirely lost unless there was an amalgamation at Sandhurst of that class of cadet with the class of sons of poor officers?—Yes, and that is very important.

9549. Your Royal Highness also probably considers that it would be a very great advantage to the class of the poor officers' sons to be associated with those persons?—I think that it would be everything to them To many it would be the only chance of their becoming really valuable and useful members of society. Take the case of officers who have very small means, and who travel about the world with their regiments; they have no chance of putting their children into good schools, and they have hardly any chance of letting them associate with their own equals. If you put all those boys into a college of this sort without a very large public school element to mould and leaven that class, so as to make them useful, you do them more harm than good.

Staff men

9550. Lord Strathnairn in his evidence has suggested that the best test of fitness for the staff would be gained by a really good inspection by the general officers at their half-yearly inspections, and that that would be a much better test than any certificate from the commanding officer alone. What is your Royal Highness's opinion in that respect?—Of course it would be a very good test if general officers were equal to making the inspection in a manner which would be really valuable, but I cannot help thinking that the inspections are often made in such a way that the test is of very little value.

9551. Suppose that at an inspection it was shown that an officer could not take up ground well. Would it not be rather difficult for an inspecting officer to say that such an officer could do it, when all the other officers saw that he had failed in it?—Possibly; but on the other hand, one or two officers do not go through the required drill, and they do not answer satisfactorily, the questions put to them. An inspecting officer does not like on such an occasion to condemn a man, or to blight his prospects for ever. He says, "I have never seen this man before, and I may never see him again;" and probably the commanding officer says that the officer has been on leave, or has been very much flurried, and that he is not accustomed to this sort of thing, but that he is a very good officer. There are a thousand excuses, and I doubt very much whether you would get a real answer in that way; but I think that you might have a very good test by having a combination of staff officers and selected

officers of regiments on a board to test the qualifications of these officers.

9552. By that remark your Royal Highness rather suggests the system of station instruction which has been proposed?—Yes; and I think that the station instruction might be applied to the staff if you had not a Staff College.

9553. From your Royal Highness's long experience in the army, have you ever known any case of a good regimental officer breaking down as a staff officer?—Never.

9554. (*Rev. W. C. Lake.*) I think that your Royal Highness attaches great importance to the education at Sandhurst before going into the army?—I do.

9555. Your Royal Highness has read the evidence which has been given before this Commission, and you find from that evidence that many of the best officers are obtained from the public schools?—Yes, that appears to be so; but I am quite certain that as regards surveying and so forth the cadets would acquire that knowledge better at a military college than elsewhere, and I cannot help thinking that the loss of a college like Sandhurst would be a great evil.

9556. You would not be indifferent to what some witnesses have called the idle element at Sandhurst?—No; but my aim has been to obviate that idleness which has been complained of, and which I feel exists to a certain extent, and which I think would be very much mitigated, if not altogether got rid of, if you held out advantages in the various forms which I have suggested; the more advantages held out the better I should be pleased; I do not wish the thing to be stereotyped in one direction, but I would rather have three or four different modes.

9557. You perhaps think that it would be desirable if, without diminishing the numbers in the college, we could get rid of the idle element by being able to offer a commission without purchase to every person who passed through Sandhurst?—Yes; so long as it is not made what I may call a refuge for the destitute. I think that there is a great deal in Sandhurst which would be an advantage to a poor man; but I do not wish it to be considered merely a refuge for a poor man, but it must have a larger element of public school youths to mix with the poorer element, and to make it really valuable to the public service.

9558. Always supposing Sandhurst to be open to young men from the public schools and from all quarters, you think that it would be desirable to give to every one passing through Sandhurst a commission without purchase, if possible?—I do. The difficulty is that we must arrange our numbers of commissions without purchase according to the number which we have at our disposal, and that of course depends very much upon the estimates from year to year, and upon various causes which we cannot settle long before hand, but it must be decided upon at the moment, and must be dealt with from year to year. Consequently we cannot always make the admissions to correspond to the exact number of commissions without purchase which we can give, and it was with that view that I made the suggestion that it might be desirable to give something less valuable than commissions without purchase, but still sufficiently valuable, in my opinion to make all those young men who were disposed to work look forward to the advantages which they would gain by industry and good conduct.

H.R.H. The Duke of Cambridge, K.G.
12 June 1869.
Royal Military College.

9559. (*Chairman.*) We have had it in evidence from a very distinguished officer that he thought that it would prove a great inducement to regimental officers to acquire instruction in military subjects if their industry was more likely to meet with reward than it does at present, and he hinted at the selection of regimental officers for promotion according to their acquirements and character. In your Royal Highness's opinion would the introduction of such a system create a difficulty?—It would be impossible to carry it out. First of all, you could not carry it out, because it would interfere with the purchase system; but putting that on one side, if you selected officers in that way no Secretary of State for War and no Commander-in-Chief could hold his place for six months, if he was bound to select the officers otherwise than by pure seniority; because every man has his friends and backers, both in Parliament and out of Parliament, and in the press, and elsewhere, and supposing that you selected one man over another, you would have no peace until the man passed over was restored to his position, or until the authorities who made that selection were placed in a position in which they could make no further selection. Therefore I hold it to be totally impossible to make such a selection, and that you must as a rule proceed by pure seniority.

His Royal Highness withdrew.

Adjourned.

Tuesday, 13th July 1869.

PRESENT:

THE RIGHT HON. LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LORD NORTHBROOK.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL HAYTHORNE.
C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.
LIEUT.-COL. CHESNEY.

THEODORE WALROND, ESQ., examined.

Theodore Walrond, Esq.
13 July 1869
Civil Service examinations

9560. (*Chairman.*) You are the Secretary to the Civil Service Commissioners?—Yes.

9561. A suggestion has been made to us, that the Civil Service Commissioners should be charged with the duty of conducting the examinations through which cadets who enter Sandhurst and Woolwich have to be passed. The examinations are not in special military subjects, and it was upon that account that this suggestion was made. What is your opinion in regard to it?—I think that there would be no difficulty in the examinations being conducted under the superintendence of the Civil Service Commissioners.

9562. The great difficulty in conducting examinations seems to consist in the natural tendency of examinations conducted by different persons, to be inconsistent with each other; at one period a higher test is applied than at another, and at one time the examination is severer than at another. We should be glad to learn what your experience has taught you to be the best means of securing that uniformity which is so desirable?—That is, I suppose, with reference to qualifying examinations; as regards competitive examinations, they regulate themselves. As far as qualifying examinations

Theodore Walrond, Esq.

13 July 1869.

Civil Service examinations.

go, I ought to say that our experience is not of a kind which I think would throw very much light upon these examinations, for at present the great bulk of the qualifying examinations are for the lower offices in the Civil Service, with a few exceptions; and they would throw, I think, very little light on the military examinations. But the way in which we try to keep up something like an even standard from year to year, is that the Commissioners themselves look carefully into the reports of the examiners. I may also state that as regards the ordinary examinations which I speak of, we have two permanent examiners, one of whom has conducted the examinations from the beginning, for 14 years, and the other for five or six years, and I think that they manage to preserve a very fairly even standard. Even in subjects in which they do not themselves examine, but call in the aid of occasional examiners, as we term them, the two permanent examiners charge themselves with the duty of communicating with the occasional examiners, telling them the standard which has been found to be a convenient standard, and seeing that they act according to it.

9563. What is your staff of examiners?—We have only two permanent examiners.

9564. What are their salaries?—One has 700*l.*, and the other has 600*l.* a year.

9565. Are they university men?—Yes, one was a high wrangler at Cambridge, and the other is a Fellow of Oriel.

9566. How many assistant examiners do you call in every year?—We call in occasional examiners as occasion arises; it would be very difficult for me to say how many, but we have, perhaps, on our list four or five who help us in what we call general subjects, that is to say, who would be ready to take up anything which occurred, and then there are a good many others whom we call in solely for special subjects. For instance, we have a French examiner who examines the attachés.

9567. Is he a Frenchman?—Yes.

9568. On the average every year how many occasional examiners do you find it necessary to employ?—I suppose that the best way of stating that would be to mention the aggregate sum which we spend in that way. We pay those occasional examiners at the rate of 3*l.* 3*s.* a day; and the amount expended under this head in the year ending 31st March last was 450*l.* In the previous year it was 560*l.*

9569. Is the number something like two dozen?—It is less than that, I think—between one and two dozen.

9570. As regards your two permanent examiners, you make use of them for the purpose of regulating the standard, and of maintaining the uniformity of the system from year to year?—Yes.

9571. In all these examinations, of course the object of the examiner ought to be to frustrate the pernicious influence of the crammer?—Yes.

9572. Do you think that you have succeeded in doing that?—Not entirely.

9573. Do you think that you ever will succeed in doing it?—No; partly because my Commissioners have always thought, and I suppose rightly, that it is necessary to have all their proceedings as public as possible; and consequently they have published the papers which they have set at different times, and of course the crammers get hold of them, and I am afraid that it is very common for them to teach the young men subjects, by making them answer the questions which we have published.

9574. Perhaps in a very few words you will explain to the Commission the machinery by which the papers are prepared and distributed?—I shall be very glad to do so, but at the same time I may say that a very elaborate and distinct statement upon that subject is given in the report of the Committee of the House of Commons in 1860 on civil service appointments, which would correct or supply anything which I might say or omit. The examination papers are prepared chiefly by our two permanent examiners in all subjects with which they are competent to deal, and then the answers of the candidates are looked over either by them or by the occasional examiners who are called in to their assistance; they are reported on by the permanent examiners; the marks given by the occasional examiners are sent in to the permanent examiners; they send in a report to the Commissioners embodying those marks; and the Commissioners in every case themselves adjudicate on the papers before granting a certificate.

9575. How many Commissioners are there?—There are now two; originally there were three; but when Sir Edmund Head died last year, his vacancy was not filled up. Only one Commissioner is paid.

9576. Has the unpaid Commissioner equal authority?—He has equal authority so far as we know, but he does not do so much work. I suppose that the understanding is that he is a sort of assessor, to be called in when the paid Commissioner wants a second opinion.

9577. Do you think that the paid Commissioner has too much work?—No, not as things are now. At the starting of the system there was a great deal of work, but things now run smoothly.

9578. How many persons are examined every year?—My memory is rather bad for those facts, but I can send that information to the Commissioners; there are thousands.

9579. (*Lord de Ros.*) Not less than 2,000?—Not less than 2,000. In 1867 the number was upwards of 7,000; but some of these undergo but a very slight examination.

9580. (*Lt.-Col. Chesney.*) Will you explain how the daily payment to the occasional examiners is checked?—The permanent examiners know now pretty well from their own experience how much an examiner can do in a day, and in sending the papers to be looked over they say, "This will be two days' work," or "three days' work," according as they think that it will be, and they report to the Commissioners accordingly.

9581. And the fees are paid on their report?—Yes.

9582. (*Chairman.*) The whole work of the public civil service examinations is conducted virtually by one paid Commissioner, with the assistance of a secretary and two permanent examiners, and a staff of some dozen occasional examiners?—Yes, as regards the Home Civil Service. The Indian examinations are separate altogether. The permanent examiners take no share in them.

9583. I suppose that you attach great importance to that permanent element in the examining body?—Yes. When the Commission was first instituted, the Commissioners intended that there should be no permanent element in the Commission, except themselves; but they found it necessary to have permanent examiners.

9584. The papers are printed confidentially, and are distributed in such a way that no possibility of collusion or of cheating can exist?—Yes, we take all the precaution which can be taken. We have not a printing establishment of our own as the Foreign Office has, but the papers are printed for us by the Queen's Printer, and we take every precaution which can be taken to secure their privacy.

9585. As far as you have been able to ascertain (and I suppose that if anything had gone wrong you would have been aware of it) that system has answered?—Certainly. There have been two or three cases in which accusations have been laid against the examinations for unfairness, in that sort of way; but we always found that those accusations fell to the ground, and could not be substantiated.

9586. Does this business occupy the whole of the time, from year's end to year's end, of the Commissioner and the two permanent examiners?—Yes. At present, owing to the number of reductions, there is comparatively little for the examiners to do, but it is the only time since I remember the office when there

has been less than a reasonable amount of work for them.

9587. Have you any *vivâ voce* examinations?—Only in modern languages, where a colloquial knowledge has to be tested.

9588. A colloquial knowledge of a modern language is a requisite?—Yes, in some examinations. The scheme of examination for the different offices is not fixed by the Commissioners, but by the departments. For the Foreign Office, of course, a colloquial knowledge of modern languages is required.

9589. Is that found to be a satisfactory test?—Yes, I think that there is no test so satisfactory.

9590. Do you find that many lads who have never been abroad are able to show a satisfactory competence in speaking a modern language colloquially?—I remember a very marked instance in which there was a competition for a clerkship in the Foreign Office, which practically lay between two young men. One had been 13 years in Paris, and the other had never been out of England; but in the judgment of the French examiner, the one who had never been out of England talked French a great deal better than the other. He spoke it much more correctly, and he could talk on a greater variety of subjects. The other young man could talk about the wind and the weather and so on with a perfect accent, but he had not studied the language.

9591. There are some offices in which a knowledge of some modern language is an absolute necessity?—As far as I remember the Foreign Office is the only one where a colloquial knowledge of French is absolutely required.

9592. Of course a considerable number of candidates always present themselves?—For the Foreign Office the practice is that the Foreign Secretary nominates three candidates to compete for each vacancy.

9593. But the fact of that requisite being insisted upon is not found to deter a considerable number of candidates from applying?—We do not know how many apply for nominations; but if the point of the question is as to the number of young men who may be expected to be competent, an examination which we have had to conduct lately may throw some light upon the matter, namely, for the forest service in India. They now go upon the plan of sending the men selected by open competition either to Germany or to France to perfect themselves in forestry, and therefore it is a *sine quâ non* that the candidate should have a certain colloquial acquaintance with one or other of those languages. At a recent examination we found very few who came up to that requirement.

9594. It was a new institution?—It was.

9595. And perhaps sufficient notice had not been given of it?—Perhaps so; there will be another examination at the end of this year, at which we shall perhaps be better able to judge.

9596. It strikes one that if a permanent examiner remains for a considerable time at his post, his powers of invention will at last become exhausted, and that the public will have acquired knowledge of his method, and will prepare themselves accordingly: is that at all the case?—I think that there is a tendency to it.

9597. So that the thing to arrive at is a certain degree of permanence combined with a certain amount of change?—Quite so, and for that very reason our permanent examiners are constantly in the habit of getting the occasional examiners to set papers for them.

9598. What is your system in dealing with the minimum of marks?—The question I fancy points to the competition for the Civil Service of India, which is quite of a different character from the other examinations which the Commissioners conduct; and in all that I have hitherto said, I have not been at all thinking of it. Our plan with regard to that is founded upon what was stated in the Report of Lord Macaulay's Committee of 1854—which was the origin of these open competitions for the Civil Service of India—in which it was said that a low degree of knowledge of a subject ought not to count at all. At first the plan adopted to carry out that principle was simply to strike out all marks which fell below a certain proportion; at one time one-tenth was taken, and at another one-fifth, and so on. But as soon as the matter came to be carefully considered, it was obvious that this was very unjust to the candidates who were only one mark below the fixed proportion, as compared with the candidates who were one mark above it; that whereas the examiners gave only a difference of two marks between them, it really made a difference of perhaps 100. Therefore, the plan was adopted of deducting from the marks of all equally the sum which was fixed upon as representing (roughly of course) the line of tolerable competency.

9599. And that has answered?—It has answered admirably the purpose for which it was intended. I think that no candidate now comes up expecting to get marks for superficial knowledge, and the consequence is that on the average they take up much fewer subjects than they used to do.

9600. How many subjects do you think can be crowded into an examination of a high class? There are 20 subjects of human knowledge in respect of which proficiency may be required, but it is, I believe, the practice to limit the number of subjects which a candidate may take up?—We adopt the plan which I have mentioned for the very purpose of avoiding laying down a limit; we have no limit. There are a considerable number of subjects (I forget exactly how many)—more than any one candidate would take up—and a candidate is allowed to take up as many of them as he likes, but this plan of requiring him to show an amount of knowledge represented by 125 marks before he can count at all debars him practically from taking up more than a limited number of subjects. We find that the number of subjects generally taken up is five, taking English (composition, history, and literature) as one subject, Latin as another, and so on.

9601. Do you find as regards the examinations in English literature, English composition, and English history, that those are easy subjects in which to examine?—Not as regards literature and history.

9602. I suppose that the crammer has you rather at a disadvantage in those subjects?—The cramming element partly comes in, but more the element of luck. I do not think that any examination is good as a test of the powers of men, in which there is not a regular organized system of teaching; and until there is that in English history and literature at the great schools, I do not think that those will be satisfactory subjects of examination.

9603. (*Lord Eustace Cecil.*) I suppose that all your examiners in foreign languages are natives?—Yes.

9604. You mentioned the case of a boy who had been brought up in Paris, and you compared him with a boy who had been brought up in this country, and you said that the latter had a better acquaintance with the French language than the former. Do you know anything of the previous history of that boy, whether he was brought up by French or English masters?—No, I did not go into that matter, but I remember that his accent was not remarkably good, and I suppose that it is very difficult to acquire a correct accent in this country.

9605. (*Lieut.-Col. Chesney.*) Is it the case that you do not deduct the minimum in mathematics?—We do not.

9606. Will you state the reasons for that?—The reason which led the Commissioners to make the exception was that they thought that even a small amount of mathematical knowledge could not be acquired without real study; whereas in many other subjects at least a certain amount can be acquired, as you may say, without any study at all.

9607. Then may I put it thus, that mathematics are a subject which you consider cannot be crammed, but that the other subjects may to some extent be crammed?—I am afraid that that can hardly be said;

Theodore Walrond, Esq.

18 July 1869.

Civil Service examinations.

it is possible to cram the book work of mathematics without thoroughly understanding the principles.

9608. But still you do not apply your penalty to mathematics?—No.

9609. From your experience, should you say that there are any particular subjects which you think are more likely to be crammed hastily than others?—All subjects, where the examination turns principally upon matters of fact, are much more capable of being crammed than others; the least capable, I think, are languages. Cramming least applies to an examination in languages. I think that if a man can translate a bit of Greek, or Latin, or French, or whatever it is, which he has never seen, he must really know the language.

9610. Regarding the teaching of the so-called natural sciences, geology and mineralogy, what is your experience of what is brought up by the candidates in those subjects?—I am sorry to say that I have no knowledge of those subjects myself, but I am told by the examiners, who examine candidates for the Indian service, that there is some slight improvement, but that the knowledge of those subjects is still very limited.

9611. History and geography have been mentioned to us as being subjects which can be crammed?—Yes, I think that they are, for the very reason that they are matters of fact.

9612. It is said that the number of persons taking up mathematics for the competitive examination for India is diminishing in proportion to those taking up such subjects as English, and so on; do you think that that is the case?—I think that remark must have reference to some years ago. Some years ago the number of candidates who took up mathematics was very small; but since the exception which has been referred to was made in favour of mathematics, namely that no deduction was made from the amount of marks, the number of candidates taking up mathematics has greatly increased.

9613. Would it not be fair rather to define your two permanent examiners as assistant Commissioners, from the description which you have given of their duties, since "they regulate the standard of the ex- "aminations," and the amount of fees paid to the other examiners?—That is a matter upon which I can hardly be expected to have any view.

9614. (*Maj.-Gen. Eardley Wilmot.*) You have stated that there is some risk of danger, in consequence of the system of examination, that questions of a similar character might be asked?—Yes.

9615. Taking any standard of examination papers, supposing that a young man answered them well, would it not imply that he must have a considerable knowledge of what he was examined in?—Yes, if it could be taken as a true sample of his knowledge; but if he only knew those facts, and no others, it would not be satisfactory, and the fear is that the crammer may teach the answers to certain questions, and that a young man may know nothing beyond them.

9616. Is it not possible for the examiners to avoid that?—They do so as much as they can.

9617. According to your statement the examination does not test the real knowledge, but only the knowledge at the moment?—I think that there is a great danger lest they should degenerate into this.

9618. Taking history and geography, you say that they can be crammed because they are matters of fact?—Yes.

9619. What examination in history and geography could depart from fact?—That is why I think that there is an objection to them as subjects of examination.

9620. All the knowledge in those things is matter of fact in the mind, unless a man can reason in after years upon them?—Yes; and in the more advanced examinations we eliminate "cram" pretty satisfactorily.

9621. Do you find a very great difference between the candidates who are rejected and those who are passed?—We now very seldom have men who are very ill qualified, for the standard is pretty well known, and candidates are not sent up unless there is a reasonable chance of their passing.

9622. Take the case of three candidates for the Foreign Office; is the one who is received very superior to the other two?—Certainly, sometimes.

9623. (*Mr. Parker.*) Your reasons for deducting the minimum in other subjects apply exactly to mathematics also, do they not?—In the view of the Commissioners they do not.

9624. But it happens equally that it would be very unfair that a boy making one mark less than the minimum should be placed, say, 200 marks, behind a boy making one mark more?—That objection does not arise as we are not in the habit of striking out any marks in mathematics.

9625. That acts as a premium on mathematics as a subject?—It does.

9626. Should you say that, where the candidates may take as many subjects as they please, five is about the number which they usually select?—Yes; the number used to be greater, but after the introduction of the plan of deducting a fixed number of marks it has come down to five.

9627. Does that include qualifying subjects?—There are no qualifying subjects in the Indian examination; nothing is obligatory.

9628. (*Lord de Ros.*) Considering that cramming is the great evil to be avoided in all these examinations, are you not of opinion that *vivâ voce* examination is the only true way of defeating cramming, inasmuch as *vivâ voce* examination cannot be recorded and the questions conveyed to the cramming artists so well as papers?—I think it the best way of checking cramming if it can be adopted.

9629. Do you consider that *vivâ voce* examination would take up too much time; might it not be so compressed as not to take up too much time?—In the most important examinations which we have, namely, those for the Civil Service of India, great importance is attached to *vivâ voce* examination, which takes place in every subject, even including mathematics.

9630. Supposing that the chief examiners see a tendency in the occasional examiners to put questions, tending rather to show their own acquirement than to elicit what the candidate knows, do they check or do they stop such questions?—I have no doubt that they would do so; that tendency may be supposed to exist, but I have never seen it in the examiners whom we have employed.

9631. With regard to the question of marks, in respect to the chance of one candidate getting within one of the requisite number and failing, and another candidate getting one more and succeeding, how would it answer instead of these marks to adopt the terms *good*, *indifferent*, and *bad*, and to take a more general view of the capacity of the candidate in that way?—That is what we do in our qualifying examinations. The reports sent to the Commissioners are not in figures but in epithets.

9632. In the same way as you would describe conduct?—Yes.

9633. Is not a boy very often sent to a crammer in order merely to ascertain whether he is likely to pass, he having been educated elsewhere?—Yes.

9634. And you see no objection to such a test being applied?—Just so.

9635. (*Rev. Dr. Butler.*) I understand you to say that one reason for introducing the plan of deducting the minimum marks was to obviate the necessity of limiting a candidate's choice of subjects?—Yes.

9636. Why was it thought advisable not to put an actual limit on the number of subjects?—There was a great outcry, and pressure was put upon the commissioners to limit the number of subjects, because a good many of the best educators in the country said that they could not get their pupils to give real attention to any subjects, as they thought that they must learn so many in order to get marks in this examination. The Commissioners were very reluctant to draw a hard and fast line for one reason, namely, that the

ubjects are not all of equal weight and difficulty, nd extent. If you said that there should be six ubjects, six heavy subjects are too many; and if you aid that there should be four, four slight subjects re too few. The Commissioners thought that the st plan was to leave it to the natural operation of ne law laid down by Lord Macaulay, that no knowdge was to be of any weight in the examination nless it was solid.

9637. Is it then your opinion that that plan of educting the minimum solves the problem satisfacorily ?—I think so, quite.

9638. Have you reason to think that cases of breaking down of health are at all frequent in the Indian xaminations ?—No. I remember three cases, I think, within the last six years, of candidates who after being successful in the open competition, were either obliged by ill-health to withdraw, or else could not pass the medical examiner, but I remember only three cases in the last five or six years. The candidates are kept for two years in this country to undergo a special training in subjects connected with India. During those two years considerable pressure is put upon them; and then it might be expected that a good many would break down. There have been in the same time, perhaps, five or six who have broken down.

9639. Do you think that Greek and Latin confer a sufficient advantage upon those who take them up, allowing for the large amount of time expended upon learning them ?—That is a very difficult question, but I think that on the whole I may say that they do.

The witness withdrew.

Adjourned.

APPENDIX.

EPLIES RECEIVED TO QUESTIONS ISSUED BY THE COMMISSION, AND OTHER DOCUMENTS RELATING TO THE SEVERAL MILITARY EDUCATIONAL INSTITUTIONS.

APPENDIX I.—COUNCIL OF MILITARY EDUCATION.

A.—HISTORICAL NOTICE.

(By the Secretary.)

In the debates which took place in Parliament during e Crimean war, in the year 1855, attention was frequently awn to the necessity of improving the professional edu- tion of officers, and more particularly of providing eans of instruction for, and requiring special quali- ations from, those who were candidates for the staff. the course of the same year a great alteration was made the principles which had hitherto regulated prepara- ry instruction for the army, by abandoning, so far the scientific corps were concerned, the system of venile military education, and throwing admission to e artillery and engineers open to public competition ong candidates whose age would afford the presumption at their general education was already completed. At e beginning of 1856 three Commissioners, Lieut.- olonel Yolland, R.E., Lieut.-Colonel Smythe, R.A., and e Rev. W. C. Lake, were appointed by Lord Panmure, en Secretary of State for War, "to consider the best mode of re-organizing the system for training officers for the scientific corps;" and for this purpose were directed visit the military schools of France, Prussia, Austria, d Sardinia. The instructions issued to the Commis- oners informed them that it was already decided that mission to the scientific corps should be obtained by en competition, and that the age of candidates admitted the competitive examination should be from 17 to 20. ie Commissioners were directed to take these facts as their arting point.

While the Commissioners were still engaged in their quiries, the question of military education was frequently ought before the notice of Parliament in the course of e session of 1856, more particularly by Mr. Sidney erbert, who, in an elaborate speech on the 5th of June, plained to the House of Commons the details of a general heme of education for officers of all branches of the ser- ce, the outline of which he had previously sketched out nile Secretary at War in 1854, in a letter to the Com- ander-in-Chief.*

The subject of military education was one which at this ne engaged the serious attention both of the Government id the public. Towards the close of the year Major- eneral Lefroy (then Colonel Lefroy, and employed at the ar Office as artillery adviser to the Secretary of State) as directed by Lord Panmure to draw up a general heme for the education of officers; and numerous plans ith a similar object were about the same period proposed r the consideration of the Secretary of State.

The military educational establishments which existed in 856 were as follows:—

The Royal Military College at Sandhurst, comprising a senior and junior department.	Under the control of the Commander-in-Chief.
The Royal Military Academy at Woolwich.	Under the control of the Clerk of the Ordnance.
The Ordnance School at Carshalton, a preparatory establishment to the Academy.	
The Department of Artillery Studies at Woolwich.	
The Royal Engineer Establishment at Chatham.	
The East Indian Military College at Addiscombe.	Under the Court of Directors of the East India Company.
The School of Musketry at Hythe.	Under the control of the Commander-in-Chief.
The Royal Military Asylum at Chelsea, comprising a training school for army schoolmasters and a model school for children.	Under the control of the Deputy Secretary at War.
The Royal Hibernian School at Dublin.	
Garrison and regimental schools for soldiers and children.	Under the control of the Chaplain-General.

Up to this period no systematic organization for the direction of military education had prevailed in this country; the various educational establishments were under the control of separate departments, and no single authority exercised any general supervision over them. The appointment of a Director-General of Military Education had been already advocated in Parliament by Mr. Sidney Herbert, and the institution of a special department to superintend the whole system of education for the army was one of the main features both of Colonel Lefroy's and of all the other schemes brought under the consideration of Lord Panmure at this period.

The Commissioners appointed in 1856, after having visited the military schools of the continent, presented their Report in January 1857. In this Report, although their instructions had more particularly directed their attention to the training of officers for the scientific corps, they touched upon several points connected with the education of officers of the army generally. One of the changes most strongly recommended by them was the formation of a special Board of Military Education. "We consider it of "the first importance," their Report says, "that military "education in this country should be regarded as a whole, "and that perfect unity of system and harmony in its "working should be made to prevail. This, we conceive, "can only be done by bringing military education generally "under the control of one head, the Secretary of State for "War; and to effect this, a Board or Section of Military "Education should be formed, as part of the establishment "of the War Office." The Report adds, "the creation of "such a Section appears to us far more important than any "other single object we can recommend." The Commissioners also stated that after careful consideration they recommended the combined action of a Board in preference to the undivided authority of a single individual, on the ground of the variety of knowledge and experience required for the proper treatment of educational questions.*

The appointment of the Council of Military Education was the first result of the recommendations of the Commissioners. Its institution was proposed in a letter from the Commander-in-Chief to the Secretary of State for War on the 6th of April 1857,† and as originally constituted it consisted of the Commander-in-Chief as *ex officio* president, a Major-General as vice-president, and two field officers as members. The appointment of the Council, although the members commenced their duties at once, was not officially gazetted until the 1st of June.

The functions of the Council, however, did not in the first instance extend to a general superintendence over the whole system of military education. Almost simultaneously with their institution an Inspector-General of Army Schools was appointed under the Secretary of State for War, to whom the management of all institutions connected with the education of soldiers and children, which had previously been in the hands of the Chaplain-General, was entrusted. Nor was the supervision of the Council even over the education of officers at first general, as the Royal Military Academy at Woolwich remained under the

* *See* Appendix VII. D., page xciii.

* Report, page xxxix.

† *See* Appendix I. B.

Appendix I. (A.)

Council of Military Education.

management of the War Office (under which department it had been placed on the abolition of the office of Master-General of the Ordnance), and the examinations for admission to it were conducted by a separate Board of Examiners under the superintendence of Canon Moseley.

The instructions issued to the Council on their first appointment directed their attention more especially to the organization of a Staff College, the revision of the system of examinations for direct appointments to the army, the amalgamation of Woolwich and Sandhurst, and the professional instruction and examination of officers after entering the service.* On all these questions they submitted reports in the course of the year, and at the beginning of 1858 they commenced to conduct the examinations in connexion with the Staff College and the Cadet College at Sandhurst, although these establishments were not formally put under their authority until, by a Royal Warrant of the 1st of October 1858, the Council were appointed Visitors of the Royal Military College.† The examinations of officers for direct appointments to the staff, which had been instituted in 1857, were also placed under the superintendence of the Council in 1858; but at a later period, the portion of these examinations which has more especial reference to matters of drill and regimental duty was, on the recommendation of the Council themselves, removed from their control, with the view of its being conducted by a Board of officers appointed by the Adjutant-General.

At the beginning of the year 1858 the office of Secretary to the Council of Military Education was created, and in June of the same year an augmentation of their number took place by the addition of two new members,—one a field officer, the other a civilian, the Rev. Canon Moseley. The constitution of the Council as then fixed continues to the present day, and consists of the Commander-in-Chief as *ex officio* president, a vice-president, and four members, one of the latter being a civilian.

The appointment of a civilian as a member of the central Board of Military Education had been recommended by the Commissioners of 1856 on the ground of the close connexion between military and civil educational questions. The decision to carry out this recommendation, simultaneously with an augmentation in the strength of the Council, appears to have been connected with the determination arrived at, to place the superintendence of the Academy at Woolwich—the competitive examinations for admission to which had hitherto been conducted by Canon Moseley—in the hands of the Council. They were formally appointed Visitors of the Academy in August 1858,* their control over the education of the officers of the army being now made almost entirely general. The powers of the Council, however, in regard to Woolwich appear, probably from the fact of their not being defined by Royal Warrant, to be theoretically somewhat less extensive than those possessed by them over Sandhurst, as the recommendation of the appointment of professors, which in the case of the latter college is formally vested in the Council, is at the Academy left more to the discretion of the Lieutenant-Governor.†

In October 1859 the Indian Military College at Addiscombe was placed under the supervision of the Council,‡ and the examinations for admission to it were conducted by them until the close of the establishment in 1861, consequent upon the abolition of the local Indian army.

In 1860 the superintendence of army schools, garrison libraries, recreation rooms, the Royal Military Asylum at Chelsea, and the Royal Hibernian School at Dublin, were transferred from the Secretary of State for War to the Council, the appointment of Inspector-General of Army Schools at the War Office being at the same time abolished.§

In 1864 the Advanced Class of Artillery Officers, on its institution, was placed under the control of the Council. Since this date the whole system of army education has been superintended by that body, with the exception of the examinations of officers for promotion, the School of Musketry at Hythe, and the more peculiarly regimental institutions which exist in the Department of Artillery Studies, the School of Gunnery at Shoeburyness, and the School of Military Engineering at Chatham, for the special instruction of officers of the scientific corps. The Survey Class at Aldershot, though not formally under the direction of the Council, is indirectly subject to their supervision.

Considerable information regarding the appointment and original constitution of the Council of Military Education is contained in the evidence given by His Royal Highness the Duke of Cambridge, Lord Panmure, Major-General the Right Hon. J. Peel, and Sir Benjamin Hawes, before the Select Committee of the House of Commons on Military Organization (1860).

The duties of the Council at the present time are fully described in the evidence of Major-General Napier, the vice-president (evidence 8 to 140), and of Colonel Hamley, one of the members (evidence 8691 to 8734).

Appendix I. (B.)

B.—CORRESPONDENCE, &c. CONNECTED WITH THE ORIGINAL FORMATION, AND WITH THE GRADUAL EXTENSION OF THE POWERS OF THE COUNCIL OF MILITARY EDUCATION.

(I.) Appointment and Constitution of the Council.

My Lord, Horse Guards, 6th April 1857.

With reference to the several discussions which I have had with your Lordship on the subject of the education of the officers of the army, I now transmit to your Lordship the draft of a general order, establishing certain qualifications, which I propose shall be required after the 1st January 1858 from all officers who are candidates for staff appointments in the adjutant and quartermaster-general's departments, or on the personal staff of a general officer, and which it would be my intention, should the regulations therein laid down meet with the approval of Her Majesty, to promulgate immediately to the army.

I consider this as the foundation of a system which may hereafter be extended, as experience may show to be desirable; but as it is necessary to make a beginning at as early a period as possible, I do not think that higher attainments could be exacted, at all events, in the first instance.

Those which are described in the general order are, in my opinion, sufficient to ensure that officers appointed to the staff have that degree of knowledge which will enable them to discharge the duties properly belonging to their situation, and the certainty that no officer can hope to obtain such appointment unless he is possessed of these qualifications, will, I should hope, have the effect of at once inducing a great number of officers to apply themselves to professional study.

It is not intended that candidates for the staff shall have necessarily passed through the Royal Military College. It will be sufficient that their qualifications should have been tested by an examination; but your Lordship will, I trust, agree with me, that it will be only proper to extend the present means of affording instruction to officers in the higher departments of professional knowledge, as many will, otherwise, not be enabled to obtain it; and with this view I am desirous of suggesting that the number of students to be admitted to the senior department of the Royal Military College, which is at present only 15, shall be at once increased to 30, and that this institution shall be considered as a staff school. I would propose that the candidates for admission shall be subjected to an examination, and rejected unless they come up to the required standard, to be fixed by a council of education, constituted as will be hereafter mentioned. The sanction of the Commander-in-Chief will of course be required for the examination of any candidate.

In order to carry out the system, it will be necessary that an officer should be placed at the head of the senior department, to be designated the Commandant, who will have the general superintendence of the studies and the management of the department, under the supervision of the Governor of the Royal Military College. It will also be necessary that two additional professors should be appointed, and specially attached to this department, viz., one for surveying and sketching, and one for mathematics or fortification; Mr. Narrien, a gentlemen far advanced in years, being at present the only professor for both mathematics and fortification, besides some professors of foreign languages.

To superintend the whole system of the education of officers, and the examinations, I propose that a council should be appointed, consisting of,—

One Major-general, with the title of Vice-President; and
Two members, the General Commanding-in-Chief being himself *ex officio* the head of the Council as President.

The measure above proposed will in no respect interfere with the present constitution of the Royal Military College, which will continue under the superintendence of the

* First instructions issued to the Council, Appendix I. B., page iv.
† *See* page v.

* *See* page v.
‡ *See* page v.
† Evidence of Colonel Hamley, 8696, 8697.
§ *See* War Office Letters, pages v, vi.

Governor and Lieutenant-governor, as has hitherto been the case.

These explanations will, I believe, be sufficient to put your Lordship in possession of my views as to the course which it will be expedient to adopt, in order to introduce a system of education for staff officers; and I shall be glad to be informed whether your Lordship concurs with me in the plan I propose for the purpose.

I am, &c.
(Signed) GEORGE.

The Right Hon.
The Lord Panmure,
G.C.B. and K.T.

GENERAL ORDER.

Horse Guards, S.W., 9th April 1857.

His Royal Highness the General Commanding-in-Chief having had under his serious consideration the question of army education, especially as relating to qualifications for staff appointments, is pleased to promulgate, for general information, that from and after the 1st January 1858, the undermentioned acquirements will be considered indispensable before appointment to the situations annexed.

Every officer, before appointment, will be required to undergo an examination on the subjects mentioned in such manner as shall be hereafter announced.

This regulation is not intended to affect officers now on the staff.

QUALIFICATIONS OF STAFF OFFICERS.

Aides-de-camp. To write a distinct and legible hand, and compose English correctly.

To have a good colloquial knowledge of one foreign language.

To have a good eye for a country, and to be able to produce an intelligible sketch of it.

To know the use of the sketching compass or pocket sextant, in order to lay down and protract the leading features of a country to be described.

To have a thorough knowledge of regimental duty, and tactics and field movements on an extended scale.

Also a knowledge of field fortification, both as regards construction and correct description on reconnaissance.

Brigade Major. To have all the qualifications of a good adjutant, the same acquirements as are exacted from an aide-de-camp, and a thorough knowledge of military law, and the Army and War Office Regulations.

Deputy Assistants Adjutant General, and Quartermaster General. The following further acquirements will be required to qualify for Deputy Assistants Adjutant General and Deputy Assistants Quartermaster General, viz., practical sketching, both on horseback, called "flying sketching," as well as correct and finished plotting, practical trigonometry and geometry, with knowledge of logarithms:—

To write, read, and speak at least one foreign language.

To judge of ground and its proper occupation by all arms.

To have a perfect knowledge of castrametation, and the principles of permanent fortification; and

To be thoroughly acquainted with geography and military history, especially as relates to the campaigns of ancient and modern commanders.

Assistants Adjutant and Assistants Quartermaster General. To the whole of the foregoing will be added, for Assistants Adjutant and Assistants Quartermaster General:—

The elements of mechanics, hydrostatics, and geology.

The construction of military bridges, dams, &c.

An acquaintance with the principles of strategy.

And statistics of the army.

All staff officers should be able to ride well.

(Signed) G. A. WETHERALL.

SIR, War Office, 13th April 1857.

I HAVE the honour to acknowledge the receipt of your Royal Highness's letter of the 6th instant, on the subject of the education of the officers of the army, together with the draft of a general order, establishing certain qualifications to be required after 1st January 1858, from candidates for staff appointments in the Adjutant General's and Quartermaster General's departments, or on the personal staff of a general officer; and I beg to signify my concurrence in the measures proposed in your Royal Highness's communication, as well as in the regulations laid down in the general order.

I have, &c.
(Signed) PANMURE.

His Royal Highness
The General Commanding-in-Chief.

SIR, Horse Guards, 22nd April 1857.

Appendix I. (B.) Council of Military Education.

WITH reference to the correspondence respecting the establishment of a Council for superintending the system of education for the officers of the army, I am directed by the General Commanding-in-Chief, to request that you will be good enough to submit to Lord Panmure the names of the following officers whom, should his Lordship concur in the selection, His Royal Highness would propose to submit to Her Majesty to form the Council:—

President.—The General Commanding-in-Chief, *ex officio*.

Vice President.—Colonel Duncan A. Cameron, H.P., having the temporary rank of Major-General.

Members.—Colonel Portlock, Royal Engineers; Brevet-Lieutenant-Colonel Addison, H.P.

And I am to request that you will be good enough to communicate to me, for His Royal Highness's information, whether his Lordship concurs in these appointments.

I have, &c.
(Signed) C. YORKE.

The Under Secretary of State for War.

SIR, Horse Guards, 22nd April 1857.

WITH reference to my letter of this date, stating, by the desire of His Royal Highness the General Commanding-in-Chief, the names of the officers whom he proposes to submit to the Queen, with Lord Panmure's concurrence, to form the Council of Education, I am directed by His Royal Highness to request you will bring under his Lordship's consideration the necessity of immediately fixing upon the salaries to be assigned to the Vice President and members, for as they will, of course, be required to vacate immediately the appointments which they now hold, some anxiety is felt by them on the subject.

Lord Panmure will probably think it desirable to ascertain the exact amount of the salary and advantages incident to the position which Colonel Portlock holds at Dover as Commanding Royal Engineer, as his Lordship would doubtless deem it proper that regard should be had thereto in fixing the salaries.

I have, &c.
(Signed) C. YORKE.

The Under Secretary of State for War,
&c. &c. &c.

War Office, Pall Mall, S.W.,

SIR, 24th April 1857.

WITH reference to your letter of the 22nd instant, stating, that with the concurrence of Lord Panmure, His Royal Highness the General Commanding-in-Chief proposes to submit to Her Majesty the names of the following officers who have been selected to form the Council for superintending the system of education of the officers of the army; viz.,—

President.—The General Commanding-in-Chief, *ex officio*.

Vice President. — Colonel Duncan A. Cameron, H.P., having the temporary rank of Major-General.

Members.—Colonel Portlock, Royal Engineers; Brevet-Lieutenant-Colonel Addison, H.P.

I have the honour to acquaint you, for the information of the General Commanding-in-Chief, that Lord Panmure concurs in these appointments.

His Lordship cannot, however, yet define the salaries of the Vice President and members, but desires me to state that, as soon as this point is settled with the Lords of the Treasury, a further communication will be made to His Royal Highness.

In the meanwhile, Lord Panmure would suggest that General Cameron, Colonel Portlock and Colonel Addison should be instructed to draw up rules on the following points, viz.:—

1st. For the admission of officers into the army.

2nd. The promotion of officers.

3rd. The establishment of a staff school and mode of admission to it, and time of attendance.

I have, &c.
(Signed) B. HAWES.

Major-General Sir C. Yorke, K.C.B.

SIR, War Office, Pall Mall, 30th April 1857.

I AM directed to acquaint you, for the information of the Lords Commissioners of Her Majesty's Treasury, that Lord Panmure, with the concurrence of His Royal Highness the General Commanding-in-Chief, proposes to recommend to the Queen the establishment of a Council for superintending the system of education for the officers of the army, consisting of:—

A President, the General Commanding-in-Chief, *ex officio*,

A Vice President, of the (temporary) rank of Major-General, with 1,000*l.* per annum.

And two members, with each 600*l.* per annum.

The above rates are to cover all allowances and expenses, except travelling, of which an account is to be rendered.

And I am to request you will move the Lords of the Treasury to sanction this additional expenditure accordingly.

I have, &c.
(Signed) B. Hawes.

Sir C. E. Trevelyan.

My Lord, Horse Guards, 4th May 1857.

With reference to the correspondence which has taken place respecting the salaries to be assigned to the Vice President and members of the Council of Education, I have to acquaint your Lordship that Colonel Portlock, of the Royal Engineers, is exceedingly anxious that there should be a decision on the question, as he considers that he could not, in justice to his family, accept a situation of inferior value to the command which he now holds.

I would, therefore, recommend to your Lordship's consideration, that he should be allowed to receive his ordinary military full pay with the 600*l.* a year, which I have understood your Lordship had proposed as the salary for the members of the Council, in addition to the half-pay of their military ranks. The case is different as regards Lieutenant-Colonel Addison, as he is now only in receipt of his half-pay, and would not, therefore, be a loser by the arrangement proposed by your Lordship. I would add, that I consider Colonel Portlock's services will be very valuable at the Council, and that there might be difficulty in replacing him by an officer equally qualified for so important an office.

I have reason to know, from a communication which I have received from Major-General Cameron, that Colonel Portlock would be quite satisfied with the amount of salary which he would receive under the arrangement.

I am, &c.
(Signed) George.

The Right Hon. Lord Panmure, G.C.B.
&c. &c. &c.

Sir, War Office, Pall Mall, 8th May 1857.

In reply to the communication addressed to Lord Panmure by His Royal Highness the General Commanding-in-Chief on the 4th instant, I am directed by his Lordship to acquaint you, for the information of His Royal Highness, that his Lordship approves of Colonel Portlock receiving his regimental full pay as a Colonel of Engineers, in addition to the salary proposed for him as a Member of the Council of Military Education.

I have, &c.
(Signed) B. Hawes.

The Military Secretary, Horse Guards.

Sir, Treasury Chambers, 1st June 1857.

I am commanded by the Lords Commissioners of Her Majesty's Treasury to acquaint you, for the information of Lord Panmure, that my Lords are pleased to sanction the arrangements recommended in your letter of the 30th ultimo, respecting the establishment of a new Council of Military Education, with the modification proposed in your further letter, dated 8th instant.

I am, &c.
(Signed) C. E. Trevelyan.

Sir B. Hawes, K.C.B.

Sir, War Office, Pall Mall, 9th June 1857.

With reference to my letters of 24th April and 8th May, relative to the emoluments of the Council of Military Education lately established, I am directed by Lord Panmure to acquaint you, for the information of His Royal Highness the General Commanding-in-Chief, that the Lords Commissioners of Her Majesty's Treasury have, on the recommendation of his Lordship, sanctioned the following scale of salaries for the officers composing the Council, viz.:—

Vice President. — Major-General Duncan A. Cameron, 1,000*l.* per annum, and half-pay.

Members.—Colonel Portlock, Royal Engineers, 600*l.* per annum and full pay; Lieutenant-Colonel Addison, 600*l.* per annum and half-pay.

I have, &c.
(Signed) B. Hawes.

The Military Secretary, Horse Guards.

Sir, War Office, Pall Mall, 21st May 1858.

Adverting to your letter of the 1st June 1857, conveying the sanction of the Lords Commissioners of Her Majesty's Treasury to the establishment of a Council of Military Education, consisting of a President (the General Commanding-in-Chief *ex officio*), a Vice President, and two other members, I am directed by Secretary Major-General Peel to acquaint you that he recommends for their Lordships' sanction the appointment of two additional members to the Council, one of whom should be an officer of the Royal Artillery, and the other a civilian. It is proposed that the salary of the officer of Royal Artillery should be the same salary as that paid to the other members of the council, viz., 600*l.* per annum, the difference between full pay and half-pay being deducted, if an officer on full pay is appointed, and that the salary of the civilian member should be the same as that of the military members without their military pay.

From the knowledge General Peel has gained since the formation of the Council of the duties required to be performed by them, he is convinced that this arrangement will be of great advantage to the public service.

I have, &c.
(Signed) B. Hawes.

Sir C. E. Trevelyan.

Sir, Treasury Chambers, 22nd May 1858.

In reply to your letter of the 21st instant, recommending the appointment of two additional members to the Council of Military Education, I am commanded by the Lords Commissioners of Her Majesty's Treasury to acquaint you, for the information of Secretary Major-General Peel, that my Lords are pleased to sanction the addition as proposed, and they do not object to the amount of remuneration proposed for them; but, adverting to the opinion expressed in the letter of this Board of the 12th ultimo, and confirmed in that of this day's date, in reference to the manner in which the remuneration of military officers holding salaried situations should be fixed, and exhibited to Parliament, they request that the subject of emoluments of the Council of Military Education may be again brought under the consideration of the Secretary of State, with especial reference to this question.

I am, &c.
(Signed) C. E. Trevelyan.

Sir B. Hawes, K.C.B.

(II.) First Instructions issued to the Council of Military Education.

Horse Guards, 22nd April 1857.

1. The members of the Council of Military Education should, in the first instance, direct their attention to the proper organization of the present Senior Department at Sandhurst, the numbers of which should be doubled, and the name of which should be changed to that of *Staff College*, to be presided over by a Commandant, who should be directly responsible to the Council of Education, and with a proper staff of professors, to be appointed with as little delay as possible.

2. They should at the same time revise the whole system of examination for direct appointments to the army, which is at present very defective, and establish a proper standard which must be attained by every candidate before he can be admitted into the service.

3. After having accomplished these two objects they should direct their attention to the Junior Department at Sandhurst, make the necessary proposals for converting the school, as at present established, into a college, the age of admission to range between 16 and 18; and should further suggest the mode in which the Royal Military Academy at Woolwich is to be amalgamated with the new college at Sandhurst, the manner in which youths are to be admitted to Sandhurst, and how they are to be passed out of it, by examination, to the practical classes at Chatham and Woolwich, the former for the Engineers, the latter for the Artillery.

4. They must then consider the question as to the *professional* examination of officers for promotion up to the rank of captain, that of the establishment of instructors at the larger stations, and the manner of conducting the examinations for the General Staff of the army, not confining their observations to the subjects named in this *memorandum*, but extending their remarks to all and every question connected with the education of the army generally.

(III.) Royal Warrant, appointing the Council Visitors of the Cadet College and Staff College at Sandhurst.

7611/285.

VICTORIA R.

Whereas it has been represented to Us, by Our Secretary of State for War, that it is expedient to appoint Our Council of Military Education to be Visitors of the Royal Military College; and also to amend so much of the Royal Warrant of the 27th May 1808, for regulating the affairs of the said College, as relates to the appointment of professors and masters:

Our Will and Pleasure is, that Our Council of Military Education for the time being shall be appointed Visitors of the said Royal Military College, and that they shall frequently inspect the same, and report to the General Commanding-in-Chief of Our Forces upon the instruction therein given.

They shall, moreover, be competent to recommend to the General Commanding-in-Chief the removal of any professor or master whom they may consider to be, for any reason, unfit for the performance of his duties; but such professor or master shall not be removed except by the express orders of the General Commanding-in-Chief, with the concurrence of the Secretary of State for War.

It is Our further Will and Pleasure, that when any vacancy shall occur among the professors or masters on the establishment of the said College, the Council of Military Education shall carefully investigate the merits of all candidates who may be brought under their consideration, and shall recommend to the General Commanding-in-Chief for the time being the person whom they shall deem most eligible to succeed to the vacant appointment.

Given at Our Court at St. James's, this first day of October one thousand eight hundred and fifty-eight, in the twenty-second year of Our Reign.

By Her Majesty's Command,
J. Peel.

(IV.) Letter from the Military Secretary, stating that Her Majesty had been pleased to approve of the Council being appointed Visitors of the Royal Military Academy, Woolwich.

7605/152.

Sir, Horse Guards, 3rd August 1858.

Adverting to your letter of the 26th ultimo, on the subject of the whole military education of the army being now placed under the superintendence of the Council of Military Education, I am directed by the General Commanding-in-Chief to acquaint you, for the information of the Secretary of State for War, with reference also to the correspondence that took place in November last regarding the Royal Military College at Sandhurst, that His Royal Highness has submitted to the Queen, and Her Majesty has been pleased to approve, that in order to carry out this arrangement, the Council of Military Education be appointed Visitors of the Royal Military Academy at Woolwich, with the power of inspecting it from time to time, and reporting upon its condition and progress.

I have, &c.
(Signed) C. Yorke.

The Under Secretary of State for War.

(V.) War Office Letter, placing the Royal Military College at Addiscombe under the Authority of the Council.

7605/338.

Sir, War Office, 2nd November 1859.

I have the honour to acknowledge the receipt of Your Royal Highness' letter of the 26th October, and in reply I beg to state that I entirely concur with your Royal Highness in the proposal that the Royal Military College at Addiscombe should be placed under the supervision of the Council of Military Education, as requested by Sir Charles Wood, and that an officer of the Indian army should be appointed as a member of the Council, as suggested by Your Royal Highness.

I have, &c.
(Signed) S. Herbert.

His Royal Highness The Duke of Cambridge.

(VI.) Extracts from Royal Warrant of the 20th April 1861, giving to the Council Powers in regard to the Schools of the Royal Military Asylum, Chelsea.

18. The Masters, instead of reporting, as heretofore, to the School Committee and to the Secretary at War, will report periodically on all matters relating to the details and course of study to the Council of Military Education, through the Commandant.

19. Finally, the Members of the Council of Military Education are to have free access at all times to the Schools, for the purpose of inspecting and reporting upon the same.

(VII.) Transfer of Army Schools, &c. to the Council.

War Office Letter, containing the First Proposal to transfer the Army Schools and Libraries to the Council.

Sir, War Office, 24th May 1859.

I am directed by Secretary Major-General Peel to request that you will state to His Royal Highness the General Commanding-in-Chief that he proposes to transfer to the charge of the Council of Military Education, under the direction of His Royal Highness, all duties connected with the training of army schoolmasters, and also with military schools and libraries, which have hitherto been entrusted to the Inspector-General of Army Schools, which office will therefore from henceforth become unnecessary. I am accordingly to request that you will move His Royal Highness to state, for Major-General Peel's information, when the Council of Military Education will be able to undertake these duties, with a view to make the necessary preliminary arrangements.

I am, &c.
(Signed) B. Hawes.

The Military Secretary, Horse Guards.

War Office Letter, enclosing Memorandum defining the Duties of the Council in connexion with the Army Schools, &c.

50/Genl. No./221.

Sir, War Office, 8th February 1860.

Adverting to previous correspondence relative to the transfer of the superintendence of army schools and libraries from this department to the Council of Military Education, under the direction of His Royal Highness the General Commanding-in-Chief, I am directed by Mr. Secretary Herbert to state that, as it is understood that the Council of Military Education will shortly be in a position to undertake this duty, it appears desirable to define the precise nature of the duties which will thus devolve upon the Council, and to fix the date of the transfer, with a view to take the necessary steps for notifying the change to the army and to those concerned.

I am accordingly to transmit to you the enclosed memorandum which has been prepared, showing the several duties which it is proposed the Council shall henceforward undertake; and I am to state that it is desirable that the transfer should take effect from as early a date as may be found convenient.

I am to request, therefore, that you will move His Royal Highness to cause Mr. Herbert to be favoured with the views of the Council in regard to the proposed transfer.

I am further to state, in reference to your letter of the 19th February last, that Mr. Herbert will be prepared to consider the several points therein alluded to and any others which the Council, after experience in the working of the schools under their superintendence, may recommend for adoption.

I am, &c.
(Signed) B. Hawes.

The Military Secretary.

Memorandum on the Transfer of the Superintendence of Army Schools, Garrison Libraries, Royal Military Asylum, Chelsea, and Royal Hibernian School, Dublin, from the Secretary of State for War to the General Commanding-in-Chief.

The Council of Military Education will from assume the functions which have hitherto pertained to the Inspector-General of Army Schools, which office has been abolished.

APPENDIX I. (B.)

Council of Military Education.

The Assistant Inspectors of Schools in the United Kingdom, and the local Inspectors of Schools at Gibraltar, Malta, and Corfu will be placed under the immediate superintendence of the Council of Military Education, and will receive their instructions from and report directly to the Council.

The general duties which will thus devolve upon the Council will be as follows, viz.:—

1. To receive and consider all applications for training schoolmasters or schoolmistresses; the usual course of procedure in these cases is annexed.
2. The appointment of trained schoolmasters and schoolmistresses, according to the regulations.
3. The appointment of acting schoolmasters and schoolmistresses, according to the regulations, when trained masters and mistresses cannot be provided.
4. The appointment of civilian schoolmasters in embodied regiments of militia under special regulations as annexed.
5. The transfers of schoolmasters and schoolmistresses from one regiment or garrison school to another, as circumstances may require.
6. Promotion of schoolmasters and schoolmistresses from one class to another according to the regulations.
7. To receive and consider all communications from commanding officers on matters relating to the appointment of schoolmasters and schoolmistresses, their discipline, application for leave to marry, furlough, &c.
8. To receive the monthly report of schools, prescribed by Article 16 of the Schools Regulations, and to consider the same, and take such proceedings thereon as may appear necessary.
9. The periodical inspection of all military schools, and of the Royal Military Asylum, Chelsea, and the Royal Hibernian School, Dublin.
10. To provide for and superintend the half yearly examination at the Royal Military Asylum, Chelsea.
11. The supply of suitable apparatus for the illustration of lectures for the instruction and entertainment of soldiers, according to the rules laid down by the Secretary of State.

Regimental and Garrison Libraries and Reading Rooms.

12. The general supervision of regimental and garrison libraries and reading rooms. *See* W. O. Circular 217.
13. To consider applications for, and appoint librarians at rates of pay previously authorized by the Secretary of State.
14. To supply games, and other authorized articles for reading rooms, according to the rules annexed.
15. To receive the quarterly reports of the state of barrack libraries in duplicate, and to consider any recommendation which may be made therein; one copy to be forwarded to the Secretary of State for War, with the recommendations of the Council recorded thereon, should any be necessary.
16. To make out requisitions upon the War Office for additions to libraries, when necessary, within the annual amount granted by Parliament for such purpose.
17. To receive and consider the half yearly reports of artillery and engineer libraries in duplicate, in aid of which a grant of money will be made annually to each brigade of artillery and company of engineers by the Secretary of State, on the recommendation of the Council of Military Education; one copy to be forwarded to the Secretary of State, with any remarks thereon which may appear called for, the other to be retained by the Council.
18. Hospital libraries and the schools and libraries of disembodied regiments of militia will remain under the Secretary of State for War.
19. Upon all matters connected with either schools or libraries, not specified above, and which may involve expense, reference should be made to the Secretary of State for War, previously to any decision being arrived at in regard to them.

WAR OFFICE LETTER, enclosing DRAFT of a CIRCULAR, notifying the TRANSFER of ARMY SCHOOLS, &c. to the COUNCIL.

50/Genl. No./249.

SIR, War Office, 28th February 1860.

IN reply to your letter of the 21st instant, in which you state that the Council of Military Education will be prepared to undertake the charge of military schools and libraries from the 15th of March next, I am directed by Mr. Secretary Herbert to transmit to you the enclosed draft of a circular which it is proposed to issue to the army, notifying the change and pointing out the particular subjects which will in future be considered by the Council of Military Education.

In laying the proposed circular before His Royal Highness the General Commanding-in-Chief, I am to request that you will move His Royal Highness to cause Mr. Herbert to be informed to whom he would desire communications intended for the consideration of the Council of Military Education to be addressed, and whether he concurs in the general tenor of the circular.

I am to add that in accordance with the memorandum forwarded in my letter of the 8th instant, the April inspection of schools in the United Kingdom, and the local inspectors at Gibraltar, Malta, and Corfu will be placed under the immediate superintendence of the Council of Military Education, and instructed to report directly to the Council from the 15th March next.

I am, &c.

The Military Secretary. (Signed) B. HAWES.

DRAFT OF CIRCULAR.

50/Genl. No./249.

War Office.

THE Secretary of State for War having, with the concurrence of His Royal Highness the General Commanding-in-Chief, decided upon transferring the general management of army schools and military libraries from the Secretary of State for War to the General Commanding-in-Chief, and placing them under the immediate superintendence of the Council of Military Education:—

It is hereby notified that the above change will take effect from the 15th instant.

In consequence of this change, all communications relating to the following subjects should on and after the 15th instant be addressed to the Military Secretary, Adjutant-General, or the Council of Military Education; all periodical returns being in like manner transmitted to the Military Secretary at the periods now prescribed by regulation, viz.:—

1. Applications for the training of schoolmasters and schoolmistresses.
2. The appointment of trained schoolmasters and schoolmistresses.
3. The appointment of acting schoolmasters and schoolmistresses.
4. The appointment of civilian schoolmasters in embodied regiments of militia.
5. Transfers of schoolmasters and schoolmistresses.
6. Promotion of schoolmasters and schoolmistresses.
7. Discipline, furlough, leave to marry, &c.
8. The monthly school report, required by Article 16 of the Army Regulations, a duplicate of which will as heretofore continue to be forwarded to the Assistant Inspector of Army Schools in the district.
9. The supply of apparatus for the illustration of lectures for the entertainment and instruction of the troops.
10. Regimental and garrison libraries and reading rooms.
11. Applications for new books and games for reading rooms.
12. The quarterly report of the state of the libraries.
13. Half yearly reports of Royal Artillery and Royal Engineer libraries, which are to be made in duplicate.

Communications upon all matters not specified above, and of a purely financial character, will continue to be addressed to the Under Secretary of State for War.

APPENDIX II.—ROYAL MILITARY COLLEGE, SANDHURST.

A.—QUESTIONS AND REPLIES RELATING TO THE ROYAL MILITARY COLLEGE.

QUESTIONS issued by the COMMISSION.

(I.) From the results of your experience as a professor, would you say that either the course or the method of instruction at Sandhurst are susceptible of improvement?

If so, what are the alterations which you would suggest?

(II.) What, in your opinion, is the amount of mathematical knowledge actually necessary to enable a cadet to follow the course of instruction in the strictly military subjects taught, such as fortification, surveying, &c.?

(III.) What do you consider the most desirable limits of age for admission to Sandhurst, and the length of course necessary for affording a strictly military and practical training to candidates for commissions?

(IV.) Do you find that the powers in regard to discipline which are exercised by you as a professor, are sufficient for the proper maintenance of your authority over the cadets?

(V.) Do you consider it advantageous that, as at present, there should be a separation between the staff employed for purposes of discipline and of instruction; or would it, in your opinion, be possible to combine these duties?

(VI.) Do you think that the incentives to industry and the punishments attached to idleness are sufficient under the existing system at Sandhurst? Or, if not, can you suggest any mode by which they might be increased?

(VII.) Will you favour the Commission with any other suggestions which you may think it desirable to make in regard to the Royal Military College?

The above questions were addressed to Colonel W. H. Adams, Professor of Fortification, and Captain L. Griffiths, Instructor in Fortification, at the Royal Military College.

(i.) ANSWERS received from COLONEL ADAMS, Professor of Fortification.

(I.) As to the alterations in the course:—

Arithmetic and mathematics to comprise only to the extent of a short and simple course of mensuration, suitable to *approximative* calculations of field parapets and ditches and time of construction.

Algebra, including quadratic equations.

Six books of Euclid, and trigonometry applied to the calculation of heights and distances.

Fortification, field and permanent, and the attack as at present, including the present practical constructions and work out of doors, but omitting such as are only carried out on service when engineers are present and their men (sappers), and confining calculations to approximative results, but practically correct, for the rough work superintended by line officers; the details to be decided on by a line officer professor, with the Superintendent of studies.

Military surveying and delineation of ground by the eye; no contouring or theodolite surveying. Military drawing to be more attended to. My recommendation is founded on the opinion of the late Quartermaster-General of the Duke of Wellington, General Sir George Murray, and on that of other of the Duke's staff officers employed on the continent during the war.

Instead of instructing cadets in "strategy," now taught under the misnomer of military history, and in the criticism of the operations of veterans in war, I recommend the study of, purely, military history, biography and geography, *reserving that of strategy for the staff school.*

Not one cadet in 500 can ever attain a position requiring him to advise or order the movements of an army; and he cannot acquire a useful knowledge of that vaguest of sciences without an intimate and practical experience of the capabilities, conduct, and endurance of men marching in bodies, &c. &c. &c. Who would think of teaching pupils to criticise even the games of chess of great masters before the pupils knew the moves and powers of the pieces, had played many games, and had *experienced* the difficulty of making good plans, whilst, at the same time, endeavouring to divine those of antagonists?

An intimate knowledge of the French language.

Landscape drawing, especially the drawing of military works, bridges, &c., and the implements and appliances in constructions.

Second part of 1st question; Whether the method of instruction is susceptible of improvement?

To answer this question intelligibly and usefully it is necessary to begin with the improvements which appear to me essentially requisite in the controlling powers or authorities of the studies. The power of the Council of Military Education to interfere in any manner with the details of instruction after the course has been decided on, should be withdrawn. No one should have the power to interfere with the professor (of each subject) in his method or manner of carrying out his teaching or instruction but the resident Governor, advised by the Superintendent of studies, *acting as head master without a class.* He ought to be an officer who has filled for at least five years the position, and *carried out the duties*, of a captain or field officer in *a line regiment.* He should be intimately acquainted with, and capable of teaching and examining in every subject of instruction at the College, and should be exempted from attending at military parades or instruction, excepting, perhaps, on Sundays or grand parades. If the Vice-President and Members of the Council of Military Education (a variable body) had been all and always masters or instructors, or officers who had been distinguished at school or college for their scientific, technical, and classical attainments and quickness of perception, even then it would be quite impossible that their interference (sometimes individually, sometimes collectively) with a professor of mathematics or fortification, &c. could be attended with other consequences than loss of time, offence to the professor (probably and presumably a person of high general as well as scientific attainments and a practised and distinguished teacher), and confusion of methods between the professor and his several assistant instructors, over whom he ought to be supreme. At present, the Council have not merely authority to overrule a professor in the *minutest details*, even if specially supported by the Superintendent of studies and by the resident general officer and Governor, but have frequently exercised it, causing great loss of time and loss of a considerable sum of money, and injury to the standard of results. The sort of professorial control to be exercised and the qualifications and powers necessary for a Superintendent of studies, suggested above, are not merely theoretical recommendations, but were really those exercised and possessed by the two successive Superintendents of studies (Colonels Proctor and Prosser), *for many years* before and up to 1857* about. They had each, in succession, held the position of Professor of Fortification (in which they had acquired a knowledge of the art of imparting instruction), and from which each was promoted. Both had a familiar acquaintance with mathematics of the highest order; fortification; surveying; military drawing in pen and brushwork (not done here now); French, German, and Latin; general history, ancient and modern; and they examined the classes in *each of these subjects, orally, rapidly*, and correctly before the Commissioners and a large assemblage of the (critical) public at the terminal examinations.

It was during their periods of control (for they were virtually the private secretaries of the Governors, Sir Edward Paget and Sir George Scovell, experienced general and staff officers), it was under their control that this college was held up by the public press as a pattern to the other military colleges or schools, for the good conduct and discipline of the cadets; and it was by the non-interference of authorities, by intrusting the Professor of Fortification with full powers to carry on his duties after his own fashion, that he was enabled by a new method of instruction and an original (as to compilation) Course book, to raise the standard of fortification "100 per cent. "in three years beyond what was ever known before;"—these words were expressed publicly and at repeated examinations by the desire of General Sir Howard Douglas, R.A., General Sir Charles Pasley, R.E., General Sir George Scovell, Staff of the Duke of Wellington, General Sir George Brown, educated at both departments of this college, and of His Royal Highness the late Duke of Cambridge, and other distinguished and scientific officers (Commissioners) who habitually attended public examinations here, at Woolwich, and at Addiscombe.

It must be recollected that, at that time, the cadets entered very young (between 13 and 15) with little previous instruction. There was only one instructor besides the professor for 180 cadets; the amount of plan drawing in fortification was at least six times as much as at present (besides the extempore drawing on the large slates); the cadets did not begin fortification until they had gone through a certain number of books of Euclid, or about the second year; and the greater number passed out in

* In 1855 Colonel Prosser became Lieut.-Governor, but saw the duties of Superintendent of studies carried out, as formerly.

Appendix II. (A.)

Royal Military College, Sandhurst.

three years, if at all. I do not think I am exaggerating when I state my belief that the last or lowest of *any* of the fortification classes between the year 1846 and the beginning of the Crimean war (when the cadets rapidly received commissions without the usually rigid examination) would have stood *first or highest* in any fortification class that has passed out (although stimulated by competition) since 1857, inclusive. I do not attribute this degradation of standard entirely to the altered system of control since exercised, viz., to the interference (at one period incessant) with the professor by those who neither understood instruction or science, and who made no distinction between an old professor, with the highest marks of distinction in science, and a new unpractised instructor; but this injudicious interference is the *principal* cause of it. The professor should have the supreme direction, as to method of instruction, over the instructors in the same branch, responsible only to one superior, the Superintendent of studies, acting for the Governor. I have endeavoured to anticipate as much as possible the most likely objections to my suggestions, but of course could do so, much more shortly in a personal examination, and more satisfactorily to myself.

(II.) Answered in the first part of the answer to the 1st question.

(III.) Between 14 and 16. After 16 I have found the majority of pupils to enter with a stunted development of mind; minds deficient in plasticity, slow in taking in new ideas, and that they work in a slow dreamy sort of way as compared with the younger lads of the former period before the competition system. The course should not be of less length than two years.

(IV.) Since the arrival of Sir Duncan Cameron I have found the power sufficient for the proper maintenance of authority; indeed the extraordinary irregularity and ill conduct of the last few years was attributable to the discouragement of reports of ill conduct; to the neglect of awarding punishment, or adequate punishment for even gross offences when reported; and to the mortification and loss of time to which any functionary (or civilian) was subject who might make a report of ill conduct.

(V.) As an old infantry officer educated at this college, and proud of the advantages of the good military training and excellent education which I received here as a boy between 14 and 16 (when I won a special commission with the highest honours ever awarded here), I deprecate a combination of the two distinct functions of instructor and military commander. Under the old system of "separate "functions, separate functionaries," nothing could be (relatively) better than the discipline and general conduct of this college from the year 1820 to the year 1857. Before 1857 none of the functionaries examined before the Commission were connected with this college; they are also, perhaps, unaware of (what I have stated in a previous answer) this continued good conduct, and that the "Times" and other papers held up the government and discipline here, as a pattern to other military schools. Any well-educated line officer of 20 years' standing and experience will be aware that two different temperaments and orders of mind are required for giving a youth a smart, active, soldierlike bearing, with a habit of ready obedience to authority; and for giving scientific instruction to youth. Such a combination of functions may be very suitable for a public or other (civil) school, where the boys enter very young, remain a long time, and are not required to have that special carriage and smartness which custom expects in soldiers; but to suit short and sharp training, carried on simultaneously with scientific instruction, for youths ranging from 14 to 18 (or older) two sets of officers are necessary. I also beg to add that very few of the half civil officers of the army can be well qualified to give a trustworthy opinion on a question, in one-half of which they can have had little or no experience, viz. in arriving at a knowledge of *what is considered smart bearing and training in our best regiments of the line.* Lastly, there is a limit to the endurance of monotony and labour; and when a *clever officer* of high attainments has been inculcating scientific knowledge for three or four hours to mere lads (the majority of them dull or idle), he requires relief from such society; or otherwise he would become listless and careless, or trivial and familiar, and the pupils would suffer in both cases.

(VI.) It is my opinion that the incentives to industry are sufficient, but that the incentives to idleness and distaste for reading are too abundant. In an institution of this character, where the object of the pupils is to win a commission and not to gain education; where the majority of their parents are far from wealthy; where the college career is limited to 18 months; where the majority must necessarily (by competion) *fail in their object*, a gratuitous commission; where the poorer (and more needy of patronage) are more likely to fail, for want of means and opportunities to obtain extra instruction before coming here and during vacations; and more especially, when it is known how difficult it is for young officers to live on their pay, and avoid the numerous temptations to luxurious living and other sorts of extravagance—no other amusements should, on any account be *permitted* (far less encouraged) than those usual at public schools, and which contribute to health and strength; billiard tables, pack of hounds, getting up plays during the term,—all these, and smoking, should be abolished. Every moment that can be spared from the ordinary athletic sports should be devoted to reading. Surely every thoughtful person must know that 18 months nominal (nearer 12 months only of actual) study is a short time (even devoting every moment to study that can be spared from meals and sleep) to prepare for competition in several subjects; and cadets who are found to be indisposed to hard study for so short a period should have notice to retire and make room for others; but for gross misconduct they should be publicly expelled. This is about the system pursued at the Berlin Military College, where there are scarcely any punishments (or any sick), and where smoking is also actually (not nominally) prohibited, not by punishment, but by notice to retire, for disobedience of orders, on the second offence. Stimulating food and drink being detrimental to hard study (disposing rather to muscular exertion), and the habit of indulging in them, or in smoking, being difficult to abandon, a young officer with small or no means besides his pay is liable to pass his leisure hours, when he joins his regiment, in enjoying these expensive luxuries, instead of amusing himself with reading, which costs nothing. Animal food ought to be restricted to twice a day. Now, a cadet whose employments are chiefly sedentary is allowed in weight of food at least twice the ration of an officer or soldier engaged in marching or hard work, daily, for a whole campaign. Honours and rewards should here (with slight modifications) depend solely on progress in study of the military subjects, as it used to be before 1857, when the discipline, conduct, and standard of acquirements began to deteriorate owing to the abandonment of the excellent system so long established by a succession of experienced governors and lieutenant-governors, and highly educated superintendents of studies trained to the art of instruction.

(VII.) I beg to bring to the notice of the Royal Commission that none of the military functionaries hitherto examined have been instructors at any school or college before their appointment to this institution in that capacity; neither were they educated here or at the Staff College (excepting one), nor had they any connexion with the Cadet College until after 1857, when the good system which had previously produced so many good staff officers, highly qualified instructors, &c., was broken up. Now, "good conduct," "strict discipline," "excellent method of instruction," "high standard of knowledge," &c., are merely relative terms; therefore, as the officers above alluded to, as well as the whole of the present military functionaries, never worked here under that good system, and only joined the college when there was no system other than a number of disconnected operations not tending to one great object, they cannot, of course, speak correctly as to the merits or demerits of the good system, but probably imagine that the state of this college after they joined it, was the normal state.

The method of instruction in force until about 1857 was introduced here by a very experienced instructor and an extremely clever, scientifically as well as classically educated man—widely known as such—Colonel Proctor. It was intended to be an improvement on the Woolwich method, and proved to be such (for the education of cadets for officers of the line) to the satisfaction of a long succession of experienced (in war) and scientific generals and field officers educated at all sorts of public and private schools, and accustomed to attend the terminal examinations here and elsewhere. The training, also, as to regular and economical habits was so good, that previously to the Crimean war numerous noble and wealthy families sent their sons here, not to gain a commission, (for to them that was of no consequence, no examination being necessary,) but for the military instruction, the discipline, the economical and regular training. Many noblemen, however, without special effort did obtain a gratuitous commission; amongst many others, Prince Edward of Saxe Weimar. The method of instruction in fortification was further improved, so as to produce (as declared by competent judges) doubled results as compared with previous "Lecture and Notes Method."

W. H. Adams, Colonel.
The Professor of Fortification.

(ii.)—Answers received from Captain Griffiths, Instructor in Fortification.

(I.) With regard to the whole course and method of instruction, I think that too many subjects are attempted, and that the method induces a system of cramming for examinations rather than a useful education; the subjects called "voluntary" are not so practically to those cadets who compete for commissions, and who are forced to study them in order to obtain a majority of marks; and slow cadets are obliged to leave each portion of a subject unmastered, in order to keep pace with the rate at which the portions are successively taught.

The labour of the instructors is not properly utilised; in some studies only two or three cadets are present with the instructor, and the halls of study are too small. Most of the instruction given could be by lectures to a larger number of cadets, who could thus be as well taught by a reduced number of instructors. In one subject, lectures are given in the theatre, by one instructor, to five classes; but yet the other four instructors are obliged to be present, unemployed, at these lectures. If the halls of study were altered by removing partition walls, doing away with useless passages, and making more entrances in the outside of the building, study could be better carried on and properly supervised, which it is not now, nor can it be.

The mode of examination is not a fair or a sufficiently exhaustive means of testing knowledge acquired, and it induces cramming; in that respect, the old system of the college, by which a cadet was not allowed to pass on to the more advanced portions until he had perfected his knowledge of the lower portions of a subject, was better; and if that system, as used 20 years ago, were used fairly, in a modified form now, sounder knowledge would be obtained and a better principle be established than the present, where marks rather than knowledge become the aim of the cadet. If the present term of residence remain unaltered, I think that cadets should pass a more stringent examination in arithmetic and English composition, and should study, during the three terms, only fortification, surveying, mathematics (so far as practically needed in the instruction of the last two subjects), and military history; if it be wished to retain geology, drawing, and chemistry as subjects of instruction, they and the higher voluntary portions of the other subjects might be taught during a fourth term to those cadets who had passed sufficiently good examinations in the subjects of the first three terms.

In my branch, fortification, the course is too long, and not sufficiently practical; part of it is not required by an officer of the cavalry or infantry. The knowledge of practical geometry possessed by the cadets is not sufficient to enable them to thoroughly understand many of the drawings on which their time is wasted; and they would obtain far more knowledge if, instead of mechanical plate drawing, they made good fair notes illustrated by hand sketches. Our course of instruction has been tending this way for years, but it requires a more radical and settled reform. To show, pointedly, the folly of the course, I may mention that a few years ago we were attempting to teach cadets (without previous knowledge of scales or practical geometry) the same course, in one year, as taught to Woolwich cadets (previously instructed in scales, practical geometry, and mechanical drawing), in a period of two years; although this evil is now modified, it still exists, both in the study of fortification and also of surveying.

I would limit the study of fortification to that required in the field,—omit permanent fortification altogether,—and apply theory to practice; not less than three terms' instruction would be needed to thoroughly teach field fortification, and those details of siege works which come under the same head.

More care is required in the selection of instructors, and their modes of teaching need supervision; great impropriеties have occurred in the halls of study of civilian instructors, showing that they were not qualified to command the respect of their classes; the present arrangements are such that the studies are not sufficiently under the eye of the superintendent, whose presence would check evil-disposed cadets, cheer the studious, strengthen the power of the instructor, and prevent the possibility of improprieties. I suggest that no instructor should, as a rule, be appointed unless he has been a cadet at Sandhurst or Woolwich; that, during his first term, he be appointed assistant to another instructor, and that his appointment be not confirmed until he has taught for a second term and proved his efficiency.

It would be better for the college if good instructors were considered as deserving promotion, and were retained for more than six years; for such do not attain their full efficiency without some years experience and thoughtful labour.

(II.) I consider that a thorough knowledge of arithmetic and the first book of Euclid is all that is absolutely needed as mathematical knowledge, for a cadet to understand all that need be taught in the study of fortification; very few cadets are well grounded in arithmetic, or able to apply the rule of simple proportion; no more Euclid and no algebra is needed, if the subject of fortification be taught with a view to its practical utility only.

(III.) With the present course, reduced as I propose in Answer (I), a residence of three or four terms would be sufficient, and then the age might be from 16 years upwards; but, if the present number of subjects be retained, I would recommend cadets to be admitted at 15, not taught fortification or surveying during their first year, but prepared for these studies by being taught mathematics, mechanical drawing, scales, and copying survey sketches.

(IV.) I do not find it necessary to use any but moral authority with cadets, nor should I need to punish cadets if I had the power; a good instructor needs no such power with well-disciplined cadets; during the eight years I have been an instructor, I have only had to report cadets thrice—for intoxication, refusal to study, and improper conduct at pontoon drill; the second offence would not be likely to occur now; but, five years ago, there was a tacit understanding that cadets were not to be forced to work in study; now, this has been altered.

(V.) It would, undoubtedly, be possible so to combine the duties of company officers and instructors as to cause some of them to take both positions, but I do not think such an arrangement would be advisable. An instructor who has been working hard in study is, at the end of it, dirty with chalk, wearied in mind and body, and unfit to go at once on parade, an example (as he should be) of smartness and activity. A smaller staff than the present could, with wiser arrangements, better carry on the duties separately; the maximum quantity of labour is now required from the instructors, and, if they had to take other duties, their number must be increased, and no reduction would be made in the general staff; it is also not often possible to obtain officers perfect as instructors and as company officers; the styles required for these duties are different.

(VI.) With the larger proportion of cadets, the present inducements to industry are quite sufficient; and I think that a college which offers, yearly, prizes to the value of 25,000*l.* ought to be able to do without other punishment than the loss of a prize; but instructors who teach the worst cadets find in them an apathy which requires correction; the monthly reports of conduct would, if properly noticed, easily be made sufficient; at present they are of little use; but if, as was always done at Woolwich, the cadets were assembled monthly, in the presence of the governor, and the returns then publicly read with the understanding that an unfavourable report carried with it punishment according to its nature, I am confident that study offences would be reduced to a minimum.

(VII.) In answer to this I should like to state many details which would, perhaps, be tedious and useless to the Commission; but I respectfully suggest the remedy of a few evils as they appear to me.

There are facilities and inducements to cadets to incur unnecessary expense, and to run into debt; London tailors constantly send letters, and agents offering loans to cadets. A tradesman employed by the college lends them money; and they are allowed to purchase, on credit, unnecessary luxuries from the private refreshment rooms in the college. The tailors lend money for the sake of obtaining the promise of supplying outfits, the expense of which is thus deceitfully increased. There is a simple remedy for this; and, if it were an understood thing that no tradesman lending money to cadets was to be employed by the college, that evil would cease. No greater harm can be done to a young man entering life than to teach him extravagant habits and saddle him with debt.

The establishment of refreshment rooms takes from the cadets any excuse for entering public houses; but it appears to me that the college can and ought to provide all necessary food, and that the expenses which it tacitly induces should not be beyond the means of the poorest cadet.

It is also very questionable wisdom to offer opportunities of smoking, beer drinking, and billiard playing to young men who need all their bodily and mental strength.

In all these arrangements, introduced during the last few years, the pleasure of the cadet appears to have been studied without sufficient regard to his future benefit or his parents' wishes. Whilst the cadets, as a class, have been always as good as those at Woolwich, or any public school, the tendency of the college has been generally so evil as to

Appendix II. (A.)

Royal Military College, Sandhurst.

allow the spirit of bad cadets to over-balance the power of the better class. The tone has been much improved during the last five years, but only during the past year has the discipline been so firm as to check great evils. At present there is a marked and continual improvement in the manners, dress, and discipline of the cadets.

The under-officers and corporals enjoy their positions, and are of great use to the establishment; their use would be materially increased by greater liberality towards them, and by rewards when they leave the college.

The cadets at Woolwich keep their arrests as officers and gentlemen; at Sandhurst, they used in these matters not to be treated as gentlemen, and hence they did not keep arrests as a point of honour. It will be long before the evils of the old system can be eradicated, and a good style in these matters perpetuated; but the modern tendency is towards it.

The college cannot, however, be put on a fair trial until a regular system be established. During the last few years, subjects and modes of study, hours, and details of discipline have been so continually altered that none have had a fair trial, and all connected with the college have felt in an unsettled state.

At Woolwich the system of 20 years ago is the system of to-day, only altered slightly to suit modern requirements. All officers and military instructors at Woolwich have been cadets; the *esprit de corps* is consequently strong there, whilst it scarcely exists at Sandhurst, owing to contrary causes.

Having been a cadet at Sandhurst and at Woolwich, a company officer at Woolwich, and an instructor at Sandhurst, I am naturally attached to both colleges; and I have often thought that the perfection of arrangement would be to combine the two thus,—That all persons desiring commissions should pass through Sandhurst, entering there at the age of 16; that, after a course of two years, the best qualified cadets should go to Woolwich and Chatham with temporary rank as subalterns in the Royal Artillery and Royal Engineers, and that the remainder should, with similar temporary rank, be taught practical details to make them useful officers of the cavalry and infantry.

I believe that some such arrangement would be possible, and that it would, if carried out by fit instruments, with strict discipline and due power, greatly add to the efficiency of the service.

L. Griffiths, Captain R.A.,
Instructor in Fortification.

Appendix II. (B.)

B.—PRESENT EDUCATIONAL SYSTEM OF THE COLLEGE.

(i.)—Memorandum by Colonel J. E. Addison, Major and Superintendent of Studies.

Col. Addison.

1. The educational distribution is by companies. Each company studies the same subject at the same time. There are three companies.

2. The enclosed paper shews the proposed arrangement of studies for next term. The companies are lettered A., B. and C. The hours of study are those of the first or summer-half of the term, those for the winter-half are different, but the same in amount.

3. The cadets passing in are distributed as equally as possible among the three companies, *e.g.*, the first on the list goes to A. company, the second to B., and the third to C. company, then the fourth to A. company, and so on.

4. The cadets of the same term in each company are classified according to the result of their examinations in each subject; those of the third term are put in the first or second class of the company in any particular subject according to their marks obtained in it during the preceding terms. Similarly the cadets of the second term are posted either to the third or fourth class in any subject according to their marks gained in it in their first term. The cadets of the first term are classified in the fifth and sixth classes as nearly as practicable according to their entrance examination. It will be seen that a cadet may be either in the higher or the lower class of his own term in any subject according to his attainments, but that the first and second classes of each company are limited to the third term, the third and fourth classes to the second term, and the fifth and sixth classes to the first term. This rule, however, does not hold rigidly in the non-military subjects. There is usually a little over-lapping of one term on another in French, and sometimes in mathematics, owing to inequalities of numbers. Still the above is the general rule.

5. Chemistry (or rather physics, for chemistry itself can scarcely be said to be taught at the college), geology, and landscape drawing are voluntary subjects. The cadets who do not take them up are dismissed after roll-call on parole not to quit the college grounds. About three-fifths of the cadets take them up.

Chemistry and geology are taught by lecture, the cadets taking notes. All the cadets of one company attend lecture at a time. There is but one lecturer to each of these subjects, and consequently there is no classification of cadets in them. The same lecturers have classes at the Staff College.

6. The "military exercises," which appear in the study table as done during study hours, are gymnastics for the first term, gun drill and one lesson a week in riding for the second term, and three lessons a week in riding for the third term. These are independent of the morning drill of half an hour, and the commandant's parade, with drill, lasting 50 minutes. There is also one class at riding at both these drills.

7. The discipline of the halls of study rests with the professors. The professor can either send a cadet out of the hall to his room in arrest, or report him to the Superintendent of studies without placing him in arrest. In either case the cadet is brought up before the Superintendent of studies at his next office hours, viz., immediately after morning parade.

As Superintendent of studies, I have power to award punishment up to seven days' arrest or drill. If the offence is of a nature to require a severer punishment, the case is referred to the commandant.

Monthly reports are sent to the Horse Guards of the application and conduct in study of every cadet. Where the report is bad, I make a point of drawing attention to it, and a reprimand or warning has always followed.

8. The marks assigned to the subjects of the final examination are shewn at p. 11 of the printed regulations. Half only of the maximum in each subject, however, is given to the actual final examination. The other half is distributed among the examinations held at the college during the cadet's residence. In each term there are two "minor examinations," and the examination at the end of the term, called the "half-yearly." The "minor" examinations occur at intervals of about six weeks; they are limited strictly to the work done during the preceding interval. The "half-yearly" are of a more general character, and being held at the same time as the final examination of the third term cadets, the same papers are used in the non-military subjects. In the military subjects this is not possible, as the cadets of the first and second terms are not sufficiently advanced to take the papers of the final examination. All the examination papers of the minor examinations and those in the military subjects of the half-yearly examinations, are set by professors named by the Superintendent of studies, and are looked into by him before they are issued. The marks awarded are published on a notice-board, which is always kept at the Grand Entrance. Each cadet has thus the opportunity of watching both his own progress as represented by marks, and that of others with whom he may be competing; for every mark given, from the cadet's first admission to his final examination, is to be seen on the notice-board.

Marks are also given for fortification plates, military drawings and sketches, and for questions set at the end of each lecture in chemistry or geology, and in the "note studies" in military history.

The total of the marks gained in each subject by each cadet is sent to the Council of Military Education in order to be added to those gained at the actual final examination conducted by the examiners under the Council.

9. The subjects of study are those stated, with the maxima and minima of marks attached to them, at pp. 11 and 12 of the printed regulations.

10. Fortification; one professor and five instructors. Field fortification is taught in the first two terms, and permanent in the last term. The plan drawing has of late years been very much reduced in order to give more time for practical work out of doors. A still further reduction has just been sanctioned in this direction, and it is hoped that the out-door and in-door instruction will now be enabled to proceed together, *pari passu*, and that every species of work taught in the hall will be illustrated, by the aid of the sappers, on the fortification ground.

The cadets trace and execute portions of field works, making and planting in revetment gabions and fascines, and doing all but the heavy work, which is left to the sappers. They are also instructed in bridge-making and pontooning. They witness the process of sapping executed

by the engineers, and it is hoped there will in future be time for them to execute this work themselves, with exception of the heavier part of the work, the completing the trenches, &c.

The out-door instruction is by far the most important, and yet it stands at this great disadvantage, that no marks are given for it, and it is regarded consequently by the most eager competitors as rather taking up their time from the in-door or mark-making instruction. No plan has yet been hit upon for remedying this. The consequence has frequently been that I have felt it necessary, in justice to the cadets who are working for their commissions, actually to curtail the out-door work, in order to give more time for the in-door book-learning, which alone avails for the examinations. I am not without hope of arriving at some mode of awarding marks for practical work, but hitherto my efforts have been unsuccessful.

11. Military drawing and surveying; one professor and five instructors. The cadets commence by drawing from copies, then from models, being in the meantime also taught the use of instruments, and then, at about 2½ months from their first joining, they are taken out to triangulate with the prismatic compass and pacing, and traverse roads. In the second term they execute two sketches on a large scale, and in the third term two sketches with compass, and two sketches without instruments. Hitherto the cadets have also had some instruction in the use of the theodolite and sextant; but as this was necessarily of a very superficial character, I recently recommended that it should be abandoned, and that the whole instruction should be concentrated on what was of primary importance to an infantry officer, the art of field sketching; and this has been sanctioned.

12. Military history; one professor, two instructors. The instruction in this subject is by lecture. Hitherto there has been a note study three or four days after the lecture, in which the cadets, during the first hour, read up the lecture which had been printed and issued to them, and during the last half-hour answered on paper any questions which might be set on the subject of it. The answers were taken home by the professor or instructor and marks assigned to them. I considered, however, one note study insufficient, and have recently recommended a second, which has been sanctioned. The following is the procedure I hope now to be able to follow. The lecture will be given at the first study, and at a subsequent attendance on the same day there will be a note study. In this the cadets will work from their notes taken during the lecture, and during the last half-hour they will answer questions, to which marks will be assigned. The printed lecture will then be issued, and a few days after there will be the second note study. In this the cadets will draw plans of the theatre of war, and of battles, showing the positions of the opposing forces, and, if time permit, further examination questions may be put. By this means I hope to secure attention to the lecture by having the cadets examined in the first note study on their own notes, and also to give them subsequently the advantage of having the lecture in print, which may correct any wrong impressions, and enable them to prepare for their minor and half-yearly examinations.

There has been much difficulty in arriving at a suitable course of instruction in this subject. The course as now sanctioned is the following: In the first half-year preliminary instruction in the organization and mode of action of the three arms, and explanation of the operation of the commissariat and transport departments of an army, followed by a short and simple campaign. In the second half-year, two campaigns selected with a view to illustrate the generally received principles of tactics and strategy. And in the third half-year, one campaign thoroughly worked out in detail.

13. Mathematics; one professor, four masters. The sections of this subject are shown at p. 12 of the printed regulations. Not more than about 20 per cent. can attempt the third section, or mechanics. The first section, which includes the solution of triangles, is obligatory. The cadets read in the hall of study such parts of the subjects as they may wish, provided the master approve; but a regular course is, to a certain degree, enforced by the minor examinations, the subjects of which are as follows:—

- 1st Term: (1.) 1st half of obligatory section. (2.) 2nd " "
- 2nd Term: (1.) Obligatory section, 1st half of 2nd section. (2.) Obligatory section, 2nd half of 2nd section.
- 3rd Term: (1.) Obligatory section, 2nd section, 1st half of 3rd section. (2.) Obligatory section, 2nd section, 2nd half of 3rd section.

The object of this scheme is to enforce a thorough knowledge of the elementary mathematics, and to advance gradually to the higher. I believe the professor and instructors are unanimous in approval of its working.

14. Languages, French and German; one professor and three masters in French, and one master in German. The cadets *study* either one language or the other, but they can be examined in both. They can change at the commencement of a term from the one language to the other, provided they have obtained at least two-thirds of the marks in their former language in the preceding term. About nine or ten per cent. only learn German, but many more take it up at the examinations. The reason of this is that a cadet joining the college with a good knowledge of German will find it to be his interest to study French, trusting to being able to keep up his German by private study for the examinations.

A regular course of grammar is marked out by means of the minor examinations. The instruction follows the usual mode, grammar, exercises, dictation, translation, composition.

15. Chemistry (one lecturer) and geology (one lecturer) have already been noticed (section 5); under the former head, which should rather be "physics," are comprised lectures on sound, heat, magnetism, electricity; under the latter, geology, mineralogy, and physical geography.

16. Landscape, or freehand drawing; one professor, and one master. The drawing is from copies and from models. In the 3rd term there are occasionally classes for sketching from nature. Hitherto there has been only one lesson a week. I have lately recommended a second lesson for the 1st term cadets, which has been sanctioned.

17. The instruction is given in halls of study, each of which will contain about 15 cadets, leaving free room to each, and this number may be increased if necessary to 17 or 18; but this is the maximum without crowding and its various injurious consequences to discipline. There are 18 such halls. There is also the lecture hall, which would contain 90 or 100 without crowding.

18. The standard of attainment required by the regulations is shown at p. 12 of the printed regulations as represented by marks.

For qualification, a cadet must obtain an aggregate of 1,200 marks out of 5,400 on the three military subjects, and a total aggregate of 1,950 on these, together with the 1st section of mathematics and one modern language.

Similar proportions of marks are required to be obtained each term in order that the cadet may be permitted to return in the following term.

One-fourth of the marks in any particular subject are required to be obtained, in order that they may count towards the aggregate.

J. E. ADDISON, Colonel,
Major and Superintendent of Studies,
July 1868. Royal Military College.

Proposed STUDY TABLE for August, 1868.

Day.	Co.	*1st Study*, 8 to 9.30.	*2nd Study*, 10.50 to 12.20.	*3rd Study*, 12.30 to 2.	*4th Study*, 3.30 to 5.
Monday.	A.	Military exercises.*	Surveying	Surveying	Language.
	B.	Fortification	Fortification	Mathematics	1,2,3,4, military history notes, 5, 6, landscape drawing.
	C.	Mathematics	Language	1, 2, 3, 4, landscape drawing, 5, 6, military history (notes).	Chemistry.
Tuesday.	A.	Chemistry	1, 2, 3, 4, landscape drawing, 5, 6, military history (notes.)	Mathematics	1,2,3,4, military history notes, 5, 6, landscape drawing.
	B.	Military exercises.	Surveying	Surveying	Chemistry.
	C.	Fortification	Fortification	1, 2, 3, 4, military history notes, 5, 6, landscape drawing.	Language.
Wednesday.	A.	Fortification	Fortification	Language	None.
	B.	Language	1, 2, 3, 4, landscape drawing, 5, 6, military history notes.	1, 2, 3, 4, military history notes, 5, 6, landscape drawing.	
	C.	Military exercises.	Surveying	Surveying	

* "Military exercises" are gymnastics, gun drill, and riding. Parade and infantry drill occupy in addition half an hour before breakfast, and 50 minutes between the 1st and 2nd studies.

APPENDIX II. (B.)

Royal Military College, Sandhurst.

Proposed Study Table—*cont.*

Day.	Co.	*1st Study,* 8 to 9.30.	*2nd Study,* 10.30 to 12.20.	*3rd Study,* 12.30 to 2.	*4th Study,* 3.30 to 5.
Thursday.	A.	Military exercises.	Surveying -	Surveying -	Mathematics.
	B.	Mathematics	Fortification -	Language -	Geology.
	C.	Military history (lecture.)	Mathematics -	Fortification	1, 2, 3, 4, military history notes, 5, 6, landscape drawing.
Friday.	A.	Military history (lecture).	Geology - -	Fortification	1, 2, 3, 4, military history notes, 5, 6, landscape drawing.
	B.	Military exercises.	Surveying -	Surveying -	Language.
	C.	Language -	Fortification -	Mathematics	Geology.
Saturday.	A.	Mathematics	Fortification -	Language -	None.
	B.	Military history (lecture).	Mathematics -	Fortification	
	C.	Military exercises.	Surveying -	Surveying -	

Studies for each * Class :—	Hours.	
Fortification - - -	6	Total 33 hours per week.
Surveying - - -	6	
Military history - -	4½	
Mathematics - - -	4½	
Language - - -	4½	
Chemistry - - -	1½	
Geology - - -	1½	
Drawing - - -	1½	
Military exercises - -	3	

* One hour and a half of military history less, and an hour and a half of landscape drawing additional for gentlemen cadets of the 1st term, than the Nos. here given.

(ii.)—STUDY TABLE. *February* 1869.—[*Handed in by Col. Addison.*]

Day.	Term.	1st Study. 8.30 to 9.30.	2nd Study. 9.30 to 10.30.	3rd Study. 11.45 to 12.45.	4th Study. 12.45 to 1.45.	5th Study. 1.55 to 2.55.	6th Series. 6.30 to 7.30.
Monday.	1st	History (Lecture).	Language.	Mathematics.		1 History. 2 Drawing.† 3 Gymnastics.	Language.
	2nd	Fortification.			Surveying.		1, 2, Drawing.† 3, 4, History.
	3rd	2, 3, 4, 5, Mathem^{cs} 1 Riding.	1, 3, 4, 5, Mathem^{cs} 2 Riding.	Fortification.		Experimental Science.*	
Tuesday.	1st	Language.		Experimental Science.*		1 Drawing.† 2 Gymnastics. 3 History.	
	2nd	Fortification.			1, 2, 3, Drawing.† 4, 5, Language.	1 Riding. 2, 3, Language. 4, 5, Drawing.†	
	3rd	1, 2, 4, 5, Mathem^{cs} 3 Riding.	1, 2, 3, 5, Mathem^{cs} 4 Riding.		Surveying.		
Wednesday.	1st	Fortification.		Surveying.		1 Gymnastics. 2 History. 3 Drawing.†	Language.
	2nd	1, 2, 3, 5, Language. 4 Riding.	Language.	Experimental Science.*		1, 3, 4, 5, Language. 2 Riding.	Mathematics.
	3rd	1, 2, Mathem^{cs} 3, 4, 5, Drawing.†	1, 2, 3, 4, Mathem^{cs} 5 Riding.	Fortification.		1, 2, Drawing.† 3, 4, History.	1, 2, History. 3, 4, Drawing.†
Thursday.	1st	Fortification.		Surveying.		1 History. 2 Drawing.† 3 Gymnastics.	
	2nd	Mathematics.		Geology.*		1, 2, 4, 5, Language. 3 Riding.	
	3rd	2, 3, 4, 5, Language. 1 Riding.	1, 3, 4, 5, Language. 2 Riding.	Fortification.		1, 2, Drawing.† 3, 4, 5, Mathem^{cs}	
Friday.	1st	Surveying.		Mathematics.		1 Drawing.† 2 Gymnastics. 3 History.	Mathematics.
	2nd	(Lecture.) History. (Notes.)			Surveying.		1, 2, History. 3, 4, Drawing.†
	3rd	1, 2, 4, 5, Language. 3 Riding.	1, 2, 3, 5, Language. 4 Riding.	(Lecture.) History. (Notes.)		Geology.*	
Saturday.	1st	Fortification.		Geology.*		1 Gymnastics. 2 History. 3 Drawing.†	
	2nd	Mathematics.		Fortification.		1, 2, 3, 4, Language. 5 Riding.	
	3rd	Language.	1, 2, 3, 4, Language. 5 Riding.		Surveying.		

* Those who do not take up this subject are employed in Mathematics, Language, or Drawing at this period.
† Those who do not take up Landscape Drawing are employed in Mathematics, Language, or Military History at this period.

ABSTRACT.

	No. of Hours.
Fortification - - - - - - -	6
Surveying - - - - - - -	6
Military History - - - - - -	3
Mathematics - - - - - - -	5
Language - - - - - - -	5
Chemistry - - - - - - -	2
Geology - - - - - - -	2
Landscape Drawing - - - - -	2
Military Exercises - - - - -	2
Total - - - -	33 hrs.

N.B.—The figures in the above table denote the number of the class in the term, No. 1 being the highest.

C.—MEMORANDUM BY COLONEL ADDISON.

THE ROYAL MILITARY COLLEGE AS A PLACE OF LATER MILITARY EDUCATION.

In my examination before the Royal Commission I dwelt upon two great defects in the system of education at this college, namely, the extremely low standard of attainment required for qualification for a commission without purchase, and the great number of subjects allowed to be studied at a time. The former applied principally to cadets low in education, the latter to the higher classes. In reply to a question I also stated that the period of residence was too short, and that in my opinion there ought to be another, that is, a fourth term. I now desire to add that means are also wanting of keeping back cadets whose work is unsatisfactory. This is scarcely possible at present, as we are bound to carry the cadet through a certain course in a certain time. At Woolwich it is managed by allowing in such cases an extra term. It appears to me that if these four defects were well considered and remedied, the result would be a thoroughly good educational system.

The question however remains whether after all, the age of youth is precisely the age for military education. This question did not indeed arise in the course of my evidence; but having subsequently mentioned it, and having been invited to submit to the Commission a memorandum upon the subject, I offer the following suggestions, which I should not otherwise have ventured to obtrude upon their notice.

It appears to me that to withdraw a promising youth of 16 or 17 from his classical studies, and to replace these with studies more or less technical, is to do his education an injury. Of two such youths, supposed equal in ability and in classical attainment, the one continuing his school-work and the other changing it for military science, I cannot doubt that, *cæteris paribus*, the former would, after a year or two, be the superior as to mental developement. To any one who will consider the intellectual exercise that a good lesson in a first-class Greek or Latin author involves, and who will then compare this with the formal, though in their way valuable, studies which constitute military science, the conclusion would seem to be obvious that to drop so high a study as that of the classics just at the time when the mind is beginning to open to their full appreciation is, educationally, a misfortune.

The above observations, however, refer only to the higher boys at classical schools. There are doubtless many others who have no aptitude for classical literature, but who have more or less mathematical power; and it may be thought that, for this class of mind, military science, which is neither entirely exact nor entirely experimental, but presents continually a balance of advantages and disadvantages to be weighed by the judgment, is well adapted. I think that it is so; but, at the same time, that it would be better to be pursued later; and that pure and applied mathematics and physical science would be, to the kind of intellect now being considered, the best training while in its youthful stage.

But, for military science itself, what is the best preparation? It appears to me difficult to find a better preliminary school than the army itself. A young officer who is fairly intelligent, who understands well his regimental duty and drill, whose mind is tolerably matured and who is willing to learn, is in the best possible position for profiting by a course of instruction in the military sciences.

There seems indeed no reason why a certain amount of practical military instruction should not be given to all young officers as soon as they have mastered the more elementary parts of their drill. There are certain operations of very great importance to an army which can be taught orally and put in practice as easily as ordinary drill, which could, in fact, be taught to every officer, non-commissioned officer, and private in the service. Of such are the following:—

1. The distribution of workmen in throwing up field works.
2. Throwing up breast works and the simpler kinds of field works; siege trenches, rifle pits; putting hedges, walls, houses, in a state of defence.
3. Making gabions and fascines, and planting them, as well as sandbags and sods, in revetments.
4. Making and planting obstacles, palisades, abattis, &c.
5. Knot-tying, lashing together spars, making small bridges on trestles, spars, ladders, casks.

Now all this could be made as much a part of the general instruction of the army—of officers and men alike—as is their drill. All that would be required would be, at each principal station, an Instructor, a supply of intrenching tools and of material, and a small piece of ground to work upon. A short explanatory manual would be necessary. An army thus trained would certainly be enabled to give itself all the chances of successful defence, where defence was its object, in a very short time.

The young officer could also be further taught sketching without instruments, so far as to enable him to give an intelligible sketch of an outpost, with the position of its piquet, sentries, &c., or of a line of road. A few might also be taught the use of the prismatic compass, and more extended sketching.

More than this could not, I think, be done without a regular scientific course. But very much more is wanted in a fair proportion at least of officers in every army; and I believe that if this additional course could be given at a more advanced period of the officer's career—say after two or three years' service—and at this college, properly adapted for the purpose, it would then be given with the greatest effect.

It would include the following matters:—Field fortification, with projects of defence of positions; military bridges; description of permanent fortification as exemplified in existing fortresses; siege works; encampments; field ovens; field sketching and reconnaissance; road reports; outposts; military art as deduced from military history; principles of the field exercise of infantry, cavalry, and artillery; rules and practice of courts-martial. There would also be a course of riding. In everything would be represented, as far as possible, the circumstances of infantry in the field; *e.g.*, the working parties would be detachments of infantry (not sappers) from Aldershot, and the officer students would be taught to instruct them. I estimate that if all that is not thoroughly practical were excluded from the details of this course, it would take about a year for its accomplishment.

Suppose that 100 officers were passed through this college in a year. This would take about one officer from every two battalions of infantry or regiments of cavalry. In course of time there would result a satisfactory amount of military education; and, further, another and most difficult problem might possibly be solved by it, viz., the selection of officers for the Staff College.

Of the 100 officers who had completed such a course of instruction, there might be selected 15 who should go through a further course of one year at the Staff College.

The best sketchers, the most able and ready in resource for field works, bridges, &c. would probably be the fittest for the Quartermaster-General's department; and these should be among those selected.

The best in the subjects of courts-martial and the field exercise of the different arms would probably be the fittest for the Adjutant-General's staff, and these also would be selected.

That general intelligence which is shown in the successful study of military art and history would contribute in each case to the election of the candidate.

In every case good riding, an active temperament, and physical energy would be requisites.

These qualifications could be tested to a certain extent by marks; but the result thus obtained should be required to be corroborated by the joint testimony of the officers under whom the student shall have been instructed, and by the commandant of the college, before the candidate should be elected for the Staff College. At the latter establishment the student would pursue such further and deeper study as might be thought proper, as, for instance, for those studying trigonometrical surveying on a large scale, the necessary amount of mathematics and practical astronomy, also one or more modern languages, and other subjects, such as military administration and law, a higher course of military history, &c., as now studied at the Staff College.

Thus, as it appears to me, would be practically solved the question of the best form of military education of officers generally, and of selection for the staff. The best, if practicable; but this is now the question, for there is one difficulty which, cannot be ignored, namely, the want of sufficient inducement to officers, in any considerable numbers, to undertake a course of military education. There are not, I believe, more than about 40 candidates annually for the Staff College. How then to find 100 for the college above supposed? Promotion or extra pay are, presumably, alike out of the question. But there are two classes of appointments, which, if reserved for those who had passed through the one year's course described above, or through that and the Staff College also, would, it would seem, effectually afford the inducement required. I refer to the appointments of Aide-de-camp and Regimental Adjutant. Such a reservation would, I submit, be per-

APPENDIX II. (C.)

Royal Military College, Sandhurst.

fectly justifiable. Supposing that all young officers, as well as the non-commissioned officers and men, received the practical military instruction before mentioned, nothing would appear more proper than that the Adjutant, who has so much to do with the regimental instruction, should be required to be himself a thoroughly instructed officer. It would seem to be equally proper to require that no Officer who is attendant upon General Officers should be ignorant of things upon which the safety of an army may depend. General Officers and Commanding Officers of Regiments would therefore according to this plan be required to nominate respectively their Aides-de-camp and Adjutants from the Officers who had passed through at least the one year's course at the College. As 100 Officers would pass through the College every year, the field of selection would soon be ample. There can be little doubt that if these two classes of appointments were thus reserved, the difficulty of providing sufficient inducement to Officers to come forward would disappear.

I need scarcely point out how great an impulse would be given by this scheme to young Officers to improve themselves in military knowledge, nor the indirect good effects which would result thence both to themselves professionally and to the army.

J. E. ADDISON,
Colonel.

Royal Military College,
23d March 1869.

APPENDIX II. (D.)

D.—PAPER HANDED IN BY CAPTAIN WALKER, R.E., LATE SENIOR INSTRUCTOR IN MILITARY HISTORY.

Capt. Walker.

The following points appear to me desirable to bring to the notice of the Commission.

1. With respect to professors and instructors, I would recommend that henceforth none but officers of the army should be appointed, as I feel sure that they exercise much more influence over the cadets than civilians. I would extend this rule to French and German as well as to mathematics, drawing, &c.; and I am certain that many officers will be found fully qualified to undertake the duties. For mathematics, almost all officers of engineers, many of artillery, and one or two in almost every regiment in the service would be competent. And for languages, many would be found able to teach the grammar, and their greater influence, as Englishmen and officers, over the cadets, would fully compensate for that accuracy of pronunciation which probably none but a foreigner would possess.

2. I would recommend the abolition of the study of permanent fortification for Sandhurst cadets. A few lectures on the subject might be given so as to enable an officer of the line to find his way about a fortress, but the actual study of fortification I would confine to field works.

3. Comparatively few men have a taste for mathematics, and I would therefore divide that branch into two portions, making it optional to a cadet who has no liking for mathematics to avoid the higher parts altogether, but compulsory upon him to take up, in lieu, either classics or general history, to which an amount of marks might be awarded equal to that for the advanced mathematics.

4. But as the subjects which a cadet has to study seem to me already sufficiently numerous, I would suggest the abolition of all marks for chemistry and geology; retaining, however, the lectures and giving good prizes for real proficiency, in order to induce the commencement of studies which may be interesting to young officers in after life.

5. It would be a great encouragement to the instructors if the Council of Military Education, or some members of it, were occasionally to attend the lectures. I can only speak with regard to my own, but can say that during four years in which I have been at the college no member of the Council has ever attended one of my lectures.

6. A question has been raised as to the method of employing cadets in what used to be called "independent studies." As I would propose that French, German, and drawing should all be obligatory, and that *either* classics or general history should be compulsory, and under an instructor, when taken up in lieu of high mathematics, there would only remain chemistry and geology, attendance upon the lectures on which subjects I would make purely voluntary, and on those evenings which are at present not assigned for other studies.

7. The halls of study are unfitted for lectures, which should always be given in the lecture room, and there would be economy of time and energy in increasing the number of a *lecture* class to its old proportion, or even more. I find that I can lecture more easily to 100 cadets in the lecture room than to 30 in the halls of study.

EDMOND WALKER,
Capt., R.E.

July 31, 1868.

APPENDIX II. (E.)

E.—HISTORICAL NOTICE OF THE ROYAL MILITARY COLLEGE.

(BY THE SECRETARY.)

Information regarding the early history of the Royal Military College is given in the Tenth Report of the Commissioners of Military Inquiry (1810), and in the evidence taken before the Select Committee of the House of Commons which was appointed in 1855 to inquire into the state of Sandhurst. The Report of the Select Committee gives the following account of the origin and early constitution of the establishment:—

"The institution owes its foundation to the exertions of "General Le Marchant. It commenced, as a place of in- "struction for officers, in 1799. In 1801 the Junior De- "partment was organized; the united departments took "the name of the Royal Military College, and His Majesty "George the Third was pleased by Royal Warrant to ap- "point a supreme Board of Commissioners for the purpose "of managing all the affairs of the College.

"An establishment and a course of study were recom- "mended by this Board, and adopted in a Royal Warrant "passed in the same year, 1801. From this date warrants "were issued from time to time until the warrant of 1808, "which cancels all former warrants and still regulates the "College.

"By this warrant a Board of Commissioners was appointed, "consisting of the Commander-in-Chief, the Secretary at "War, the Master General of the Ordnance, the Quarter- "master-General, the Adjutant-General, the Governor and "Deputy Governor of the College—all for the time being. "Certain other officers were added to these *ex officio* mem- "bers. In the Board so constituted were vested the control, "direction, and management of all the affairs of the Col- "lege. The College was to be under the immediate com- "mand of the Governor and Deputy Governor, to be "divided into a senior and junior department, each to have "its own course of study under the direction of its own staff.

"A collegiate board was created to take cognizance of all "matters relating to the interior economy of both depart- "ments. This board consisted of the Governor, the Deputy "Governor, and three other resident military authorities of "the College."

The Royal Warrant of the 27th May 1808, for regulating all matters relative to the Royal Military College, states the objects of the two departments of the College as follows:*—

"The Senior Department of the Royal Military College is "established for the purpose of instructing officers in the "scientific parts of their profession, with a view of enabling "them the better to discharge their duty when acting in "command of regiments (the situation in which they can "best recommend themselves to Us, and be entitled to hope "for advancement in the higher stations of Our service), "and at the same time of qualifying them for being em- "ployed in the Quartermaster-General's and Adjutant- "General's Departments.

"The Junior Department of the Royal Military College is "appropriated to the instruction of those who from early "life are intended for the military profession, and who by "this means may be grounded in science previously to their "obtaining commissions in Our army.

"This department of the college is also intended to afford "a provision for the sons of meritorious officers who have "fallen or been disabled in the service of their country, and "the means of education to the sons of those officers who "belong to Our regular service."

The first of the departments organized was thus the Senior Department, which was established at High Wycombe in 1799, although it would seem that classes for the military instruction of officers had been in existence previous to that year. The origin of the Senior Department is thus

* The warrant is printed *in extenso* in the Tenth Report of the Commissioners of Military Inquiry (1810).

described in the evidence given by Sir Howard Douglas before the Select Committee on Sandhurst:*—

"The establishment of the Senior Department of the Military College in 1799 was recommended by the late General Le Marchant, an eminent and distinguished officer, who came to a most glorious death on the plains of Salamanca in 1812. General Jarry, who was the first Commandant of the Senior Department, was a Frenchman, highly educated in France, who entered the service of Prussia a short time before the commencement of the Seven Years war, and was on the personal staff of Frederic the Second through the whole of that war. He returned to France and became afterwards one of the generals of the French army; and in the year 1795 defected from the French army, and came to London, where he soon became very generally known as a man of eminent talent, perfectly master of the science and the practice of his profession; and from his having served so long about the person and on the staff of Frederic the Second, full of the most interesting anecdotes and instructive details connected with that war. General Le Marchant having formed an acquaintance with General Jarry in London, it occurred to him that if General Jarry could be engaged to give lectures to a certain number of young officers who might be disposed to go and reside where the general might attend, it would be very advantageous to the service. General Jarry was so engaged. A house was taken at High Wycombe, a considerable number of the rising young officers of the day became his students, Sir George Murray, Sir Henry Bunbury, Sir Richard Bourke, General Richardson, and a great many others. General Jarry soon found that the rudiments of military science in the British army were not sufficiently known to enable all the students to profit by his instruction, and recommended that mathematical, and fortification, and other classes should be established; and accordingly Mr. Dalby, a mathematical professor, M. St. Denis, professor of fortification, and M. Polchet, of the Polytechnic School, were engaged; and in this way the Senior Department was established."

General Jarry became commandant of the establishment on its institution, and in 1804 Sir Howard Douglas himself was appointed to assist General Jarry as superintendent of the department.

The formation of the Junior Department had probably been determined upon from the time when the Senior Department was established. It was actually organized in 1801, when it was established at Great Marlow, and in the year 1803 consisted of 200 cadets; the Senior Department being at the same time composed of 30 students. Each department had at this time its own commandant, superintendent, and special staff of instructors (7 for the Senior and 19 for the Junior Department); while there was in addition a general staff, consisting of a governor, lieutenant-governor, and other officials, for the two departments, which, although in separate localities, together constituted the Royal Military College.†

The Royal Warrant of 27th May 1808 fixed the establishment on a still larger scale, as follows:—

1 Governor.
1 Lieutenant Governor.
1 Inspector-General of Instruction.

Senior Department.

1 Commandant.
1 Adjutant.
30 Students.

Junior Department.

1 Commandant.
1 Major.
4 Captains of Companies.
412 Gentlemen cadets.

Staff.

1 Chaplain and Librarian and superintendent of religious and classical instruction.
1 Agent.
1 Secretary to the Board of Commissioners.
1 Paymaster.
1 Quartermaster.
1 Surgeon.
1 Assistant Surgeon.

The number of professors is not fixed by the warrant, but in 1810 five were employed at the Senior and 32 at the Junior Department. In 1815 the number of professors was six at the former and 36 at the latter.‡

The establishment with slight modifications continued as above throughout the period of war which terminated in 1815, but shortly after the conclusion of peace reductions began, in consequence of the recommendations made in the report of the Finance Committee of 1817, and at the same time the course of instruction in the Junior Department was made of a much less strictly military character than it had originally been.*

The Senior Department was, as has been stated, originally established at High Wycombe, and the Junior Department, as there was not sufficient accommodation for it at the same place, was on its institution placed at Great Marlow. It is probable, however, that it was intended from the first that the Military College should be at Sandhurst, and it appears that as early as 1801 the greater part of the estate at Sandhurst had been purchased. Owing, however, to doubts having subsequently arisen as to the eligibility of Sandhurst as a site for the College, the works there do not appear to have been commenced until 1809;† and it was eventually determined that the Junior Department alone should be placed there, the Senior Department being accommodated at Farnham. In 1812 the Senior Department went to the quarters prepared for them at the latter place, and about the same time the Junior Department was removed to Sandhurst. In 1820, in consequence of the space left vacant by the reductions which had then been made in the Junior Department, the Senior Department was transferred to Sandhurst; its separate military staff was at the same time abolished, the number of students at it was reduced to 15, and the number of instructors to two. It continued in this state down to the time of its conversion into the Staff College, which took place in January 1858. The Junior Department was also by successive reductions brought, in 1832, to the state in which it stood in 1855, at the time of the appointment of the Select Committee of the House of Commons—the number of cadets having been reduced to 180, divided into two companies.‡ In the year 1832 also the Parliamentary votes in aid of the College, which in 1815 had amounted for the Junior Department alone to 34,000*l.*, entirely ceased, and from this time up to 1855 the College was not only self-supporting, but in some years actually paid money into the Exchequer.§

In the year 1855, in consequence of attention having frequently been drawn in Parliament to the state of Sandhurst, a Select Committee of the House of Commons was appointed to inquire into the condition of the Royal Military College. The establishment of the College was, at that time, as follows:—

1 Governor.
1 Lieutenant Governor.

Senior Department.

2 Instructors.
15 Students.

Junior Department.

1 Major and Superintendent of Studies.
2 Captains of Companies.
180 Gentlemen Cadets.
1 Chaplain.
1 Secretary to the Board of Commissioners.
1 Paymaster and Quartermaster.
1 Surgeon.
1 Assistant Surgeon.
1 Riding-master.
16 Instructors.

This continued without material alteration to be the establishment until 1858.

The instructors undertook the following branches:—

(*a.*) *Senior Department.*

1. Mathematics and Fortification.
1. Military Surveying.

(*b.*) *Junior Department.*

3. Mathematics.
2. Fortification.
3. Military Drawing and Surveying.
1. Landscape Drawing.
2. History, Geography, and Latin.
3. French, } The seniors in these branches also gave
2. German. } instruction to the Senior Department.

The Chaplain also gave instruction in History.

The title of Major and Superintendent of Studies dates from the year 1842. For some years previously the offices of Adjutant, Paymaster, and Superintendent of Studies, had been combined in the person of one officer, Major Proctor. On his retirement in 1842, Lieut.-Colonel Prosser was appointed Major and Superintendent of Studies

* Answer to Question 2286.
† Evidence before Sandhurst Select Committee, page 33.
‡ Ib., page 34.

* Ib., answers 2186, 2187.
† Tenth Report of Commissioners of Military Inquiry (1810).
‡ Evidence of Sir Howard Douglas before Sandhurst Select Committee.
§ Report of Sandhurst Select Committee, page iv.

Appendix II. (E.)

Royal Military College, Sandhurst.

—an office which has been retained to the present day—and the appointment of Adjutant was abolished.

At the time of the enquiry by the Select Committee of the House of Commons (1855), the Junior Department of the college was a school for boys. The limits of age for admission were from 13 to 15; candidates were admitted by application to the Governor, on passing a qualifying examination, before the professors of the college, in elementary subjects of ordinary education. The maximum term of residence was four years, the average period being three years. The course of study was intended to complete the general education of the youth in addition to giving him military instruction, and included history, geography, and Latin, as well as more professional subjects.

The system of instruction which prevailed at the college at that time is described as follows by Mr. Twisden, now professor of mathematics at the Staff College:—"The "instruction and examinations in the Junior Department "were in the year 1855 conducted on the following sys- "tem:—There was a division of the department into "upper and lower school, but practically the division was "of little importance. The most important division was "made by the line which in each separate branch of in- "struction divided the cadets in the Board class from "those not in the Board class.

"A cadet was in a Board class who was actually pre- "paring for the public examination which took place "before the '*Board* of Commissioners for regulating the "'affairs of the Institution.' The Board was, however, "in most cases represented by not more than one or two "of its members. In any given subject a cadet had to "pass through certain grades of elementary instruction "before he could be placed in a Board class. Moreover, "he was only moved from one grade of elementary in- "struction to another on passing examinations, which were "held monthly by the senior instructors in the several "subjects. The junior instructors reported those of their "cadets whom they regarded as ready for promotion, and "the senior ascertained that the proper degree of proficiency "was obtained. Thus in mathematics, a cadet had to "pass examinations in Fractions and Decimals, mixed num- "bers, Rule of Three, Interest, and Square Root, Algebra "up to the end of Quadratic Equations, and logarithms— "four successive examinations in all; he had then to "spend a half year in the study of Euclid's Geometry "before admission to the Board class. It will be under- "stood that all the cadets were not examined monthly, "but only such as were reported as fit for examina- "tion; so that any one cadet might pass a long time "without examination, or he might be examined for "several successive grades in one subject, and not undergo "any examination in another. There was in fact scarcely "any mutual dependence of one branch of instruction "upon another. I believe the only exceptions to this "were that a cadet was required to have passed his exa- "mination in algebra before getting into the lowest forti- "fication class, and to have gained a certain proficiency in "military drawing before getting into the surveying class.

"The Board class in each branch was taught by the "senior instructor in that branch, except that the Board "class of history was taught by the chaplain. When a "cadet had passed an examination in any subject before "the Board he was said to have taken up a step. The "steps which it was possible for him to take up were as "follows, and I have arranged them in three groups for "conveniences of reference:—

"A. (1.) Euclid's Geometry.
"(2.) Fortification.
"(3.) Surveying.
"B. (4.) Trigonometry and Mensuration.
"(5.) Attack and Defence of Fortification.
"(6.) History and Geography.
"(7.) Latin.
"(8.) French.
"(9.) German.
"C. (10.) Elements of Mechanics.
"(11.) Elements of Co-ordinate Geometry and Differential Calculus.

"To gain a commission without purchase it was neces- "sary to take up the three steps in the group (A.), and "any three in the group (B.); six in all. But if a cadet "took up more than six steps the fact was mentioned in "the certificate given him on leaving the college. For "gaining this honorary distinction the steps marked in "group (C.) were allowed to count, but I believe not "otherwise. I may mention that in many cases more "than six steps were taken up.

"The process of examination before the Board was "this:—About seven weeks before the end of the half "year the senior instructor in each branch reported the "cadets in his branch whom he thought capable of taking "a step. Thus the senior instructor or professor of ma- "thematics reported those cadets in the Euclid Board "class whom he judged capable of taking up the step. "Shortly after, these cadets were examined before the "Lieutenant-Governor; about a week before the end of "the half year they were examined again, on this occasion "before the Governor; lastly, they were examined publicly "before the *Board*. Failure was possible in either of these "examinations, and not unfrequently occurred at the pre- "liminary examinations, and sometimes, though rarely, at "the Board examination. The effect of failure was that "the cadet could not pass his step without going through "his examinations at the end of the next half year.

"The examinations were conducted entirely *vivâ voce*. "The Governor's and Lieutenant-governor's examinations "were searching, they sometimes lasted from six to seven "hours; but of course the cadets severally were under "examination only during a part of that time. The Board "examination, though less searching, was a real examina- "tion. A cadet under examination had not the least "notion of what question he was going to be asked, except "that it was fairly within the subject of the step.

"The system thus briefly described was invented by "Major Proctor, who was at first *adjutant* and afterwards "Superintendent of studies; it was in operation, at all "events, as early as the year 1818. It was open to several "objections, but it possessed this capital advantage, that "it was calculated to bring, and in point of fact brought, "a large majority of the cadets up to a certain moderately "high standard of proficiency. The instructors were "under no temptation to take great pains with a few clever "boys and to neglect the rest; they were nearly sure to "assist every cadet showing the least inclination to work, "and to assist those most who were most in need of "assistance.

"On the other hand, the system failed to supply a cadet "of superior ability with a motive to attain a high degree "of proficiency in any given subject. The utmost attained "was that cadets of more than ordinary ability were en- "couraged to attain the standard of proficiency in more "than the necessary six subjects. The system was also "open to the serious objection that under it the cleverest "cadets got through their course quickly. This was bad "for them, for it had the effect of bringing their school "education to an early end; and it was bad for the insti- "tution, because the eldest cadets were not the most "intelligent.

"I must be allowed to add that my experience of the "examinations by *vivâ voce* has given me a very lively "sense of the value of that kind of examination; and "though it is not adapted for all subjects, and where many "have to be examined takes too much time, yet it might "be used under many circumstances with very great ad- "vantage, and I regard its total disuse since the year 1858 "as a very serious error.

"I have mentioned above the fact of the Junior Depart- "ment being divided into an under and upper school. I "may add that there were six classes, three in each school, "and two removes in each class. I believe that this was "the remains of an earlier organization, which, without "being formally abrogated, was by degrees nearly oblite- "rated by the introduction of the step system. The "only thing that kept up the distinction between upper "and lower school was that a cadet to be in a Board class "had to pass into upper school. The three classes in the "upper school did not have even a nominal existence in the "year 1851.

"With respect to the Senior Department, a somewhat "different system was followed. The course was one "of two years, but in the case of officers who had been "cadets the course was one of a year and a half. There "was an examination held at the end of each half year on "the subject of the half year's course; the method of exa- "mination resembled that in use in the Junior Depart- "ment; the subjects comprised in the course are mentioned "in a paper printed on page 125 of the evidence taken "before the Select Committee of the House of Commons "on Sandhurst (1855).

"In certain respects officers might do more than the "prescribed course and obtain honorary mention; *e.g.*, "they might do extra plans, they might take up a certain "amount of analytical mathematics, with a portion of "Poisson's 'Traité de Mécanique' and of Laplace's 'Mé- "canique Céleste.' I have by me the synopsis of the "ordinary course of mathematics in use before the year "1858; but as the heads of it are given in the paper "above referred to, it is unnecessary to give any details "about it."

The Report of the Select Committee of 1855 contained various suggestions for the improvement of both depart-

ents of the College, but did not propose to alter the ...ter of the Junior Department as a place of juvenile ...ucation. The only practical results of the Report were ...e establishment of Queen's cadetships, and the revision of ...e rates of payment required from all classes of cadets. The ...stitution of Queen's cadetships was determined upon by ...e Government in 1856, but the other alteration was not ...mediately carried out, and no modification of importance ... the constitution of the College ensued from the recommen...tions of the Committee. It was not until the general ...-organization of the system of military education which ... place in 1857, that any important change was made in ...gard to the Military College.

It appears to have been decided at the end of 1856 by Lord ...nmure, then Secretary of State for War, that an amalgama...n of the Junior Department of Sandhurst with the lower ...asses of Woolwich should be effected. The Council of ...ilitary Education on their appointment in April 1857 ...ere directed to suggest the mode in which this amalgama...n could be carried out, taking as their starting-point the ...inciple that Sandhurst was to be converted from a school ...r boys into a college for young men, with the age of ad...ission ranging from 16 to 18.

The scheme suggested by the Council, which contem...ated the enlargement of the Junior Department to an ...tablishment of 500 cadets, is fully explained under the ...count of the proposals which have been made for the ...malgamation of Woolwich and Sandhurst.*

The proposed plan having been approved, an announce...ent was made in December 1857 that the education ... candidates for all arms of the service who did not ...tain commissions by direct appointments would be ...ven at Sandhurst; that entrance would be obtained by ...mpetitive examination open to candidates between the ...es of 16 and 18; that the period of study would be two ...ars, and would be terminated by a competitive examina...on, the most successful candidates in which would be per...itted to select the Engineers or Artillery according to the ...mber of vacancies in those corps, or would receive com...issions without purchase in the Cavalry, Guards, or Line. ...hose who selected the Ordnance corps were to be removed ... the school of application at Woolwich.

Almost simultaneously with this notification appeared a ...eneral Order announcing the conversion of the Senior De...rtment into the Staff College, which was then placed under ... separate commandant and staff of instructors—the Junior ...epartment being henceforward called the Cadet College.†

An examination for admission to Sandhurst under the re...lations described above took place in January 1858, when ...4 candidates were admitted to the College. On the 26th ... April, however, a resolution was passed by the House of ...ommons on the motion of Mr. Monsell, in consequence of ...hich the plan for the amalgamation of Woolwich and ...andhurst was necessarily abandoned; and in May 1858 ...vised regulations were issued which again placed Sand...rst on the footing of an entirely distinct establishment ...om Woolwich. In these regulations, however, a new pro...sion was introduced by which a cadet at the Military ...ollege was, if otherwise eligible, permitted to compete at ...e examination for admission to Woolwich, without his ...osition at Sandhurst being affected by failure in this ...xamination. This regulation has been retained to the ...resent time.

The large increase in the numbers of the College which ...as contemplated by the amalgamation scheme was not ...arried out—the establishment still remaining at 180 cadets, ...ivided into two companies. At the same time, the other ...lterations recommended by the Council in the constitution ...nd course of study of the College were brought into effect. ...ince this period the system of juvenile military instruction, ...hich had been already abandoned at Woolwich, has been ...iscontinued at Sandhurst. The establishment was con...rted from a school for boys into a college for young men, ...e minimum age for admission being placed at 16; while the ...urse of instruction, the length of which was fixed at two ...ars, was made almost entirely professional. The prin...ple of competition was adopted as the condition of admis...on, although not to so full an extent as at Woolwich, the ...andidate for Sandhurst being required to apply to the ...ommander-in-Chief in order to have his name entered on ...e list of competitors. The entrance examinations for ...dmission to the College and the final examinations for ...ommissions were placed under the control of the Council ...f Military Education; and the whole method of instruc...ion was revised, the old system of "steps" being aban...oned.

For many years up to this time the College had been almost entirely self-supporting. The orphan class of cadets, established by the Royal Warrant of 1808, who had received a gratuitous education, had, after successive reductions, been finally abolished in 1822; and though the sons of officers were still educated at reduced rates, the system had been gradually introduced of affording them this advantage without expense to the public, by increasing the rates paid by the sons of private gentlemen. This system, which had been animadverted on by the Select Committee of the House of Commons in 1855, was altered on the re-organization of the College in 1858; the rates of payment from all classes were reduced, and the principle was, at least partially, adopted, of defraying by a parliamentary vote the difference between the actual cost of the education of a cadet and the lower rates charged for the sons of officers. The first public announcement of the institution of Queen's cadetships, the holders of which were to receive a gratuitous education, was also made in 1858.* Since this period a large part of the expense of the College has been borne by the public.

Some addition to the instructional staff was made in the year 1858 in consequence of the general changes introduced at that time in the system and subjects of instruction; and in the same year the office of adjutant, which had been abolished in 1842, was revived in consequence of the strong representations of the Governor, Lieut.-General Sir H. D. Jones.†

The next important change in the organization of the College was in 1862. After the abandonment of the scheme for the amalgamation of Woolwich and Sandhurst, the Council of Military Education turned their attention to the subject of enlarging the latter establishment, with the view of making it a general military college through which all candidates for commissions in any branch of the service, except the Artillery and Engineers, should be required to pass. The general outline of a scheme having this object in view was submitted by the Council, as early as July 1858, to General Peel, then Secretary of State for War. It was still under consideration when General Peel left office in the summer of 1859, and was again brought under the notice of his successor, Lord Herbert, in August of that year.

After some consideration the general principle of the scheme was sanctioned by Lord Herbert in December 1859, but no immediate steps were taken for carrying the plan into operation. At the end of 1860, however, the Council were directed to draw up a detailed scheme of organization for the College, on the assumption that all candidates for commissions in the cavalry, guards, and infantry would be required to pass through a year's course of instruction there; a vote was also included in the estimates of 1861 for commencing the enlargement of the buildings, with the ultimate object of providing accommodation for 600 cadets. The details of the scheme were, after some correspondence, fully matured, and were on the point of being submitted to Her Majesty for approval, with the view of the new system coming into effect on the 1st of January 1862.‡ The plan, however, met with very great opposition both in the House of Commons,§ and from the authorities of the universities, who regarded it as necessarily leading to the exclusion of university men from the army.‖ In consequence of this opposition the Under-Secretary of State for War, towards the end of the session of 1861, announced in the House of Commons that the new system should not come into operation until Parliament had had a further opportunity of expressing their opinion upon it. The original plan was also so far modified that the extension of the College was limited to providing accommodation first for 500, and then for 400 cadets, in the first instance; but the abolition of appointments to direct commissions, and the system of passing all candidates for commissions in the Line through the College were still contemplated, though the commencement of the system was deferred until the 1st July 1862.

---

* *See* Appendix II. G., page xxi.

† Further information regarding the Staff College is given in the historical notice of the College, Appendix XI. C. The remainder of the present account is confined to the Cadet College.

* Although these cadetships had been instituted in 1856, no Queen's cadet was actually admitted to the College until March 1860.

† Extract from a letter from the Governor of the Royal Military College (Lieut.-General Sir H. D. Jones) to the Secretary to the Board of Commissioners, dated Nov. 21, 1857:—

"I beg leave to take advantage of the opportunity which now present "itself of pressing upon the attention of the Commissioners the neces"sity which exists for an increase of one officer to do the duty of adju"tant. Such an appointment formerly existed, but was cancelled upon "the appointment of Colonel Prosser as Major and Superintendent of "Studies in 1842. The want of such an officer is daily experienced, "and the present Lieut.-Governor has repeatedly brought the subject "under my notice. I therefore request that the Commissioners will "recommend that an adjutant be re-appointed, and that the additional "expense may be charged in the estimate for 1858-9.

"I have submitted for approval the appointment of an adjutant, be"cause it appears to me essential to the well conducting of the military "duties of the Royal Military College, and which I hope will meet "with the approval of the Commissioners."

‡ *See* Correspondence on the subject, Appendix II. H., page xxiv.

§ Debates in the House of Commons on the Army Estimates, June 25th and 28th, and July 25th, 1861.

‖ *See* Correspondence with the Universities of Oxford, Cambridge, and Dublin, Appendix II. H., page xxxii.

APPENDIX II. (E.)

Royal Military College, Sandhurst.

The question was in this state at the time of the death of Lord Herbert, in August 1861. Sir George Lewis, who succeeded him as Secretary of State for War, having during the recess re-considered the question, announced shortly after the commencement of the session of 1862, that it had been determined to abandon the idea of requiring all candidates for commissions in the Line to pass through the College, and that the system of appointments to direct commissions by purchase would be maintained.* At the same time, it was proposed that *non-purchase* commissions should in future only be obtained by passing through Sandhurst, and that an enlargement of the College to 336 cadets should take place to provide for the increased number of non-purchase commissions caused by the amalgamation of the Indian with the Imperial Army.

Even in this modified form the plan for the extension of the College appears to have been viewed with considerable jealousy by the House of Commons; a vote adverse to it was actually at first carried, but the question having, in consequence of the representations of Sir George Lewis, been re-considered, the plan proposed by the Government was at length agreed to.† Regulations for the College on the new footing were issued on the 1st May 1862. These regulations form the basis of the present system of the College.

One of the most important changes made at this time was the great increase in the number of free commissions placed at the disposal of the College. Under the old system which existed prior to 1858, while the institution was still a mere place of juvenile education, all cadets who passed in the six "steps," to which allusion has been made, received free commissions, but there was strictly speaking no competition for such commissions. After the alteration in the age of admission to the College, and the general revision of the course of instruction which took place in 1858, a limited number of free commissions were bestowed upon those cadets who stood highest in the final examination; a large number of these appointments, however, still remained in the gift of the Commander-in-Chief, and were granted to candidates who passed the ordinary examination for direct commissions. Since 1862 all non-purchase commissions have been reserved for cadets at the Royal Military College, with the exception of a small number (not exceeding on an average 12 annually) bestowed upon non-commissioned officers promoted from the ranks,‡ and on gentlemen who have held the appointment of page to Her Majesty. The commissions given to the latter are exclusively in the Foot Guards, and their number seldom exceeds one in each year. The free commissions allotted to the College are thrown open to competition among the cadets, with the exception of those reserved for Queen's and Indian cadets; both of these classes of cadets have, since the institution of Indian cadetships, which took place simultaneously with the change of the College system in August 1862, been entitled to receive free commissions on passing a qualifying examination at the end of their term of residence.

The course of study at the College was at the same time considerably modified, with the view of allowing its completion under ordinary circumstances in one year, instead of two years, as formerly—the maximum term of residence being fixed at a year and a half. An attempt was also made to render the course more strictly professional, and better adapted to qualify a young officer for the performance of ordinary regimental duties immediately on joining his corps, by the introduction of instruction in military law, interior economy, &c.

The age of admission was fixed at 16 to 20 for candidates for the Infantry, and 16 to 22 for those for the Cavalry, an extension of a year in these limits being for the first time introduced in favour of students at the Universities. A further privilege held out to the latter class of candidates was, that while others could only obtain admission by competitive examination, the fact of having passed certain university examinations was of itself made a qualification for admission. These concessions, which at first were made to the Universities of Oxford, Cambridge, and Dublin, have been since extended to the other Universities.

The number of cadets was never raised to the extent contemplated in the plan proposed by Sir George Lewis. It was originally intended that the College should accommodate 336 cadets, divided into four companies of 84 each; but the establishment was ultimately fixed at 250. This increase, however (the numbers having previously to 1862 been 180), led to the addition, in August 1862, of a third company to the two in which the cadets had been previously divided. An additional captain was appointed to command this company, and at the same time three subaltern officers (one to each company) were for the first time added to the strength of the establishment, to assist the captains in the charge of the companies.* Simultaneously with this an important alteration was made in the discipline of the College, by abolishing the system which had hitherto prevailed of employing the serjeants to assist in maintaining discipline by reporting the cadets for offences committed against the regulations.

The increase in the establishment also necessitated in this year an augmentation of the staff of instructors.

The establishment of the Royal Military College in 1863, after the change of system had come into effect, was as follows:—

General Staff.

1 Governor.
1 Chaplain.
1 Paymaster.
1 Quartermaster.
1 Surgeon.
1 Assistant Surgeon.
1 Riding Master.

Staff College.

1 Commandant.
1 Adjutant.
9 Professors.
30 Students.

Cadet College.

1 Lieutenant Governor.
1 Major and Superintendent of Studies.
3 Captains of Companies.
3 Subalterns.
250 Gentlemen cadets.
1 Adjutant.
40 Professors and Instructors, of whom two were employed also at the Staff College.

The organization of the College has undergone no material alteration since 1863, with the exception of the abolition of the office of Lieutenant-Governor and the substitution for it of that of Commandant of the Cadet College. The change, though decided upon in 1862, was not carried out during the tenure of office of the officer who at that time held the appointment of Lieutenant-Governor, and did not actually take effect until 1864. The Lieutenant-Governor, though nominally the deputy of the Governor, had exercised no control over the Commandant of the Staff College from the time of the institution of the latter establishment in 1858. His functions were limited to the Cadet College, of which he was virtually, though not nominally, the Commandant.

The establishment of cadets was raised in 1865 to 300, and some slight alterations have at various times been made in the number of professors and instructors; but in its general character the establishment at the present time remains as it was in 1863.

The modifications which have since been made in the age of admission, and in the course and subjects of instruction, are detailed in a memorandum by Colonel Addison.† They consist chiefly in the reduction of the higher limit of age for admission to 19 for all branches of the service (retaining, however, the former exception in favour of students from the Universities); the discontinuance of the study of military law, &c.; and the extension of the ordinary course of residence from one year to a year and a half. The regulations now in force for admission to the College will be found at page xliv. The present expense of the establishment is shown in the evidence of Colonel Hallewell (Question 3514); and the method of instruction and course of study are fully detailed in a memorandum by Colonel Addison on the educational system of the College.‡

In regard to discipline, the system of assigning marks for good conduct which was introduced by the Regulations of 1862 has been discontinued, owing to practical difficulties which were found to occur in carrying out the system with uniformity.§ At the beginning of 1868 an alteration was introduced in the powers of the professorial staff with regard to the maintenance of discipline. Previously to this period they had exercised no disciplinary powers; they have since been required to take notice of all offences which come within their cognizance either in or out of study and have been empowered to place a cadet in arrest pending an inquiry into the offence.‖ Even at the present time,

* Speech of Sir G. C. Lewis in moving the Army Estimates, March 3rd, 1862.

† Debates in the House of Commons of March 6th, 10th, and 13th, 1862.

‡ This of course is exclusive of the number of non-commissioned officers promoted to appointments on the regimental staff.

* It had originally been intended to add two new companies to the College, and in the estimates of 1863-4 the pay of four captains of companies and four subalterns was voted; but the addition of the fourth company was never actually carried out.

† *See* Appendix II. F., page xix.

‡ *See* Appendix II. B., page x.

§ Evidence of Maj.-Gen. Napier, 1282-86, and Colonel Hallewell, 3354-57.

‖ Evidence of Lieut.-Colonel Porter, 2165.

however, the professors have no power of punishment, this power being confined to the military staff of the College.

According to the Royal Warrant of 1808, the four companies of cadets were placed upon the establishment of the army, and every one admitted to the College received a warrant of gentleman cadet, with the daily pay of 2*s.* 6*d.* Down to the year 1857 the regulations for admission to the College contained the provision that, "in conformity to "the Royal Warrant dated the 27th of May 1808, all "gentlemen cadets at the Royal Military College are sub-"ject to the Articles of War." This provision appears to have been omitted from all regulations published on the recommendation of the Council of Military Education since the re-organization of the College, which took place at the beginning of 1858. At the present time a cadet on admission is required to sign a declaration "to conform, in every "respect, to Her Majesty's Regulations and to the rules "and discipline of the service."

The Board of Commissioners, at the time of the Report of the Select Committee of the House of Commons in 1855, still continued to administer all the affairs of the Royal Military College, in virtue of the wide powers vested in them by the Royal Warrant of 1808. For some years previously to this, however, the War Office had exercised considerable control over the financial acts of the Board. On the appointment of the Council of Military Education in 1857, the latter body began to superintend the course of instruction at the College, their attention having been directed to this subject in the first instructions issued to them on their appointment. At the beginning of 1858, they commenced to conduct the examinations for admission, and by a Royal Warrant of the 1st October 1858 they were formally appointed Visitors of the College, and required to report to the Commander-in-Chief upon the instruction given at it. The power of recommending either the appointment or removal of the professors and instructors was by the same warrant placed in their hands.

Appendix II. (E.)

Royal Military College, Sandhurst,

The original warrant of 1808 has never been cancelled, and the powers vested by it in the Board of Commissioners still therefore nominally remain in force, except so far as they were transferred to the Council of Military Education by the warrant of 1858. Since this time, however, the connection of the Commissioners with the management of the College has been gradually diminished.* In 1863 the office of Secretary to the Board was abolished, his financial duties being transferred to the Paymaster of the College, and the performance of his other duties being provided for in the Commander-in-Chief's office. The discipline of the College still remains nominally under the superintendence of the Commissioners, but even in regard to this point their interference, except when questions of considerable importance have arisen, appears to have been little called for. Their duties of late years seem to have been principally confined to business connected with the management of the College property, in regard to which, although the estate is now formally vested in the Secretary of State for War,† the former powers of the Commissioners are reserved.

F.—CHIEF CHANGES IN THE EDUCATIONAL SYSTEM OF THE COLLEGE SINCE THE YEAR 1855.

Appendix II. (F.)

MEMORANDUM BY COLONEL ADDISON, MAJOR AND SUPERINTENDENT OF STUDIES.

I. At the date of the Report of the Select Committee of the House of Commons (1855), the following were the conditions of admission to the Royal Military College:—

Age, 13–15 years.

Subjects of Examination:—English (Dictation); Elementary Arithmetic and Algebra; Construing and parsing a passage either in Latin, or French, or German; Geography; and Printing in ordinary Roman character and in Italics.

Applications for admission were addressed to the Governor. The examination was not competitive. It was conducted by the College professors.

The extreme term of residence was four years; but special permission was required for gentlemen cadets who had completed their 18th year to be allowed to remain.

The course of study included four "steps" in Mathematics, two in Fortification, one in Surveying, in General History, ancient and modern, in Latin, in French, and in German. Of these "steps," one in Mathematics (Euclid), one in Fortification, and one in Surveying were obligatory; of the remainder the cadet could select any three. A certain qualification had, however, to be obtained in French and German, if not taken up as "steps"; and also in History and Geography.

The examination for commissions was held by the professors, under the direction of the College authorities and the Commissioners.

II. No change was made in the above after the Report of the Select Committee of the House of Commons, till December 1857, when the following alterations were introduced:—

Age of admission, 16–18 years.

Subjects of the Entrance Examination:—Latin, Greek, Mathematics, English, French, any other Modern Language, History and Geography, Natural and Experimental Sciences, and Drawing. A certain qualification, represented by marks, had to be obtained in Mathematics, English, French, and History, and also a certain aggregate of marks (2,400), whatever the subjects the candidate took up.

The admission was by competitive examination. The entrance examination was held in London, under the direction of the Council of Military Education.

The extreme term of residence was fixed at two years.

The course of study included Elementary Mathematics, Fortification, and Military Drawing and Sketching, in each of which a qualification, represented by marks, had to be obtained; and the following subjects, not obligatory, but the marks gained in which reckoned towards the obligatory aggregate, viz., Higher Mathematics and Fortification, French, German, History and Geography, Chemistry, and Landscape Drawing. All these subjects were studied, although qualification in all was not obligatory.

The final examination was conducted by independent examiners, under the direction of the Council of Military Education.

In March 1858 Geology, and in July 1858 Military History, were introduced as studies.

III. In January 1859 the age of admission was raised from the limits 16–18 to those of 16–19 years.

French and History were at the same period discontinued as obligatory subjects, in the entrance examination, but retained as voluntary subjects; and the minimum aggregate of marks required was lowered from 2,400 to 1,800.

IV. In April 1861 the minimum aggregate of marks required at the entrance examination was lowered from 1,800 to 1,000.

After June 1861 General History and Geography were discontinued.

V. In 1862 the course of study was modified so as to admit of gentlemen cadets passing through the College in one year, and the extreme limit of residence was made a year and a half.

The age of admission was made 16–20 years for candidates for the Infantry, and 16–22 years for candidates for the Cavalry.

The minimum aggregate of marks at the entrance examination was raised from 1,000 to 1,500.

The Queen's Regulations, Mutiny Act, and Articles of War, Regimental Interior Economy, and the Field Exercise Book were introduced into the course of study; and a qualification, represented by marks, was required to be obtained in them.

The regulation by which an obligatory minimum was required in Elementary Mathematics, in Fortification, in Military Drawing, and Surveying, was at this time altered to requiring an obligatory minimum *aggregate* on the above subjects, and on Military History, and one Foreign Language, taken together.

In 1863 Chemistry, Geology, and Landscape Drawing were made voluntary subjects.

The study of the Queen's Regulations, and the other regimental subjects before mentioned, was at the same time discontinued.

VI. In 1866 the age of admission was altered from 16–20 for Infantry, and 16–22 for Cavalry, to 16–19 for candidates for either of those arms.

The course of study was modified so as to require usually a residence of one year and a half, but with the proviso that a gentleman cadet could go out in one year if he could pass the requisite examinations.

VII. The establishment of the College was in the undermentioned years as follows:—

1855	-	-	-	180
1862	-	-	-	250
1865	-	-	-	300

* Evidence of H.R.H. the Duke of Cambridge, 5367, and of Major-General P. Herbert, 4964.

† By the Sandhurst Vesting Act, passed in 1862.

Appendix II. (G.)

Royal Military College, Sandhurst.

G.—PLANS FOR THE AMALGAMATION OF WOOLWICH AND SANDHURST.

(i.)—Historical Notice.

(By the Secretary.)

In the early history of the Royal Military College, some traces are to be found of a connexion between it and the Academy at Woolwich. In the year 1803, shortly after the organization of the Junior Department, and while it was still located at Great Marlow, an arrangement was made for educating at that establishment the cadets who were waiting for vacancies at Woolwich, until they could be admitted into the Academy. In the year 1806, 60 cadets on the establishment of the Academy were at Marlow.* In 1810, however, when the pressure on the accommodation at Woolwich no longer existed, this arrangement was discontinued, and with its discontinuance all close relation between the two establishments ceased. It appears that in later years Sandhurst cadets occasionally obtained nominations to Woolwich, and left the former establishment to enter the Academy, but they did this exactly under the same conditions as any other candidate for admission to the Academy. There was no recognized connexion between Sandhurst and Woolwich; the former establishment was not in any way regarded as a feeder to the latter.

The first formal proposal for establishing any connexion between the two institutions appears to have been made by Mr. Sidney Herbert in his general scheme of military education, as explained by him in the House of Commons on the 5th June 1856. He proposed that Sandhurst should be converted into a general preparatory school for all branches of the service, the preliminary education at which should be followed by more special courses at Schools of Application for the various arms, Woolwich being converted into a School of Application for the Artillery, and Chatham for the Engineers.†

From the evidence given by Lord Panmure, when Secretary of State for War, before the Royal Commission on the Purchase System, it would appear that he also had, as early as July 1856, contemplated a similar change with regard to Sandhurst;‡ and the general scheme of military education drawn up by Colonel Lefroy, by direction of Lord Panmure, in November 1856, assumed that the conversion of Sandhurst into a preliminary school for all arms had been determined upon.§

The Commissioners appointed to consider the training of officers for the scientific corps, in their Report, presented in January 1857, drew attention to the authorities by whom the system of common education for all branches of the service in the earlier stages of military instruction had been recommended. They also noticed some of the objections which might be made to such a system, but stated that they did not feel themselves entitled to make any recommendation on the subject.‖

It seems, however, by this time to have been finally decided to amalgamate the Junior Department of Sandhurst with the lower classes of Woolwich, and to convert the Academy at the latter place into a School of Application for the Artillery and Engineers, admission to which should be obtained by competition among the cadets at Sandhurst on the completion of their preliminary education there. The Council of Military Education, in the instructions issued to them on their appointment, were directed to suggest a scheme by which the amalgamation could be effected; and the plan proposed by them having been approved, a memorandum was issued on the 23rd December 1857, announcing the regulations under which, in accordance with the Council's scheme, candidates would for the future be admitted to Sandhurst, as a preparatory school to Woolwich.¶ An examination for admission to Sandhurst under these regulations actually took place in January 1858.

The scheme proposed by the Council and approved by Lord Panmure for converting Sandhurst into a common preparatory college both for the line and the scientific corps, was adopted by General Peel on his succeeding to the Secretaryship of War in February 1858; but it was decided that instead of at once discontinuing the competitive examinations for admission to Woolwich, as originally intended, two more such examinations should be held, in order to prevent injustice to candidates who had been preparing themselves for them; after the second of these examinations it was intended that admission to the Academy should only be open to those who had previously passed through Sandhurst.

The scheme appears from the first to have been viewed with disfavour by the House of Commons, on the supposition that it was an interference with the principle already adopted of open competition for admission to Woolwich;* and on the 26th of April 1858 a resolution was passed on the motion of Mr. Monsell, "that a humble address be presented "to Her Majesty, praying Her Majesty that no alteration "may be made in the principle of the existing arrangements "which regulate the admission to cadetships in the Royal "Artillery and Royal Engineers." In consequence of this resolution the plan for the amalgamation of Woolwich and Sandhurst was abandoned, and does not seem since that time to have been officially revived.

The advantages which it was supposed would be likely to result from the amalgamation are explained in the scheme proposed by the Council of Military Education. The main objections urged against the proposal in the debate in the House of Commons above referred to were—that it involved an interference with the principle of open competition for admission to Woolwich, by giving a monopoly to Sandhurst over other places of education, and consequently restricting the number of candidates—that it would lower the standard of education of the scientific corps to that of the line—that by fixing the age of admission to Sandhurst at 16 it necessitated the commencement of special education at too early an age—and as a consequence of this would entail the exclusion from the scientific corps of men who had had the advantage of a public school or university education.

Considerable evidence on the subject has been taken before the present Commission, to which references will be found in the Report.

(ii.)—Plan for the Amalgamation of Woolwich and Sandhurst suggested by the Right Hon. Sidney Herbert in 1856.

Extract from a Speech on Military Education, in the House of Commons, June 5, 1856.

I will just explain shortly what the present system of military education is, and how I propose to amend it. The young men intended for the Artillery and Engineers are placed first at the preliminary establishment at Carshalton, and thence go to the Academy at Woolwich, and are there transferred to the practical class. Those intended for the line may go at the age of thirteen years to Sandhurst, where they remain till they are old enough for their commissions; or they may receive their commissions without passing through any military school. Now, in reference to the age at which these boys are taken into the military establishments, I do not believe that it is the business of the State to give education to children. I do not believe that the State can give it effectually or well. I do not believe that, either at Carshalton or Sandhurst, the boys acquire the same healthy tone of feeling or of morals by one-half as they do at the great English public schools. I therefore think it advisable that they should not be sent to Sandhurst until after the period when a boy's education is completed at a public school or at home. When he has been so educated, then take him and convert him into an officer. With respect to Carshalton, I propose, therefore, that it should be altogether abolished as a preliminary school to Woolwich; and with respect to Sandhurst, I propose that instead of taking boys of thirteen years of age, they should be taken at sixteen. At present, the students are subjected to a system of discipline properly applicable to persons of more advanced years, and I believe the system does not work well, but fails. It is admitted by all—and here I might again quote the evidence before the Sandhurst Committee—that it would be advantageous to introduce a greater number of officers into the army through Sandhurst, and you can do so by shortening the course of those who go there.

* * * * *

What I propose is, to reduce the course at Sandhurst to eighteen months or two years, taking the boys at the age of sixteen, and to make several alterations in the education, the tendency of which would be to render it more practical and less theoretical; and after the course at Sandhurst, I should propose that those boys who showed the greatest aptitude for chemistry, mathematics, and so on, should go to Woolwich to prepare for the Artillery, and that those who showed the greatest aptitude for architectural science

* Report of the Commissioners on the training of officers for the scientific corps (1857), page 284.
† *See* section (ii.), immediately following.
‡ Evidence before Purchase System Commission, 3609.
§ Evidence of Major-Gen. Lefroy, 7936, 7; 7954, 5.
‖ Report, pages xxxi. to xxxiv.
¶ *See* Historical Notice of the Royal Military College, Appendix II. H., page xvii. A full account of the scheme prepared by the Council will be found at page xxi.

* Debate on the Army Estimates, 12th March 1858.

and the like, should go to Chatham to prepare for the Engineers. I would have, also, a third school for the cavalry, where those officers who are destined for that arm should learn veterinary surgery and farriery besides, and all such matters as are necessary for a cavalry officer to know. This school of course would be most naturally placed at Maidstone, which is our great cavalry depôt. I would propose that no one should be admitted into the army who had not passed the examination at Sandhurst, or, at all events, an examination equal to it. It has been argued that every man who goes into the army should pass through Sandhurst, but I do not think that would do. It would tie parents up too much; and I do not think it would be suited to our English habits to force all through a particular or exclusive educational establishment. I would require that from whatever schools the boys came, they should pass through as strict an examination as is required in the military schools. Besides, as an examination between boys keeps boys up to the mark, so an examination between schools keeps masters up to the mark, which is equally important. At the open examinations at Woolwich which the pressure of the war rendered necessary not very long ago—first, I think in the time of the Duke of Newcastle and then again of Lord Panmure—it was found to the astonishment of the examiners that some of the stranger boys were ahead of the boys at the Academy; and I believe that that has not been without its effect on the professors at Woolwich. In order to secure perfect impartiality, the examination should not be conducted by the Sandhurst professors; you must have a separate board of examiners, and this board would play a considerable part in my plan.

(iii.)—Account of a Scheme prepared by the Council of Military Education in 1857 for the Amalgamation of Woolwich and Sandhurst.

Extract from the first General Report of the Council of Military Education, published in* 1860.

The establishment of the Royal Military College was fixed at 180 cadets, and at the time when the Council entered upon this inquiry 154 cadets were actually on its books. The age of admission was from 13 to 15 years; the average period of residence was about three years. The cadet, to obtain his commission, was required to pass in six sections of study, called steps, three of which, namely, Euclid, fortification, and military surveying, were compulsory, and for the other three steps the cadet was allowed the option of selecting from the higher mathematics, the French and German languages, history, geography, and Latin. After passing in any one step or subject of study at any period of the course, the cadet was allowed to drop it entirely and give his whole attention to the remaining subjects, one or more at a time, in which he had yet to pass.

The memorandum of His Royal Highness the General Commanding-in-Chief,† already quoted, contemplated the conversion of the above establishment into one possessing more of the character of a college, to which youths 16 to 18 years of age should be admitted; the candidates for admission being no longer mere boys. And it was further determined that the theoretical class of the Royal Military Academy should be amalgamated with the Royal Military College, which should henceforth therefore prepare candidates, not only for commissions in the cavalry and line, but also for admission to the practical class (or School of Application) at Woolwich, with a view to their appointment to the corps of Royal Artillery and Royal Engineers, the selection of all the candidates being by competive examination.

The Council accordingly prepared a scheme‡ which it submitted to the General Commanding-in-Chief, and which, having been submitted by His Royal Highness and by the then Secretary of State for War to the Queen, was sanctioned by Her Majesty.

The outline of this scheme may be briefly stated. Candidates for admission were required to be between the ages of 16 and 18 years, and having been placed with the sanction of the Commander-in-Chief on the list of competitors were allowed to compete, and if not at first successful, were permitted to come forward a second time, if still within the limits of age; the first candidates in the order of merit, as represented by the general total of marks, succeeding to the vacancies at the College. The establishment was to be gradually raised to 500 cadets. The period of study, which was not to exceed two years, was to be terminated by a competitive examination, the most successful candidates in which were to be permitted to select the corps of Royal Artillery or Royal Engineers, or to receive, if they preferred it, commissions without purchase in the cavalry and line; those who selected the Artillery or Engineers were to be transferred to the School of Application at Woolwich, for special instruction in the sciences appertaining to those branches of the service. Subsequently, to avoid any misconception on the part of the public, the proviso by which the sanction of the Commander-in-Chief was required before a candidate could be entered on the list of competitors was withdrawn, and the competition was left entirely free.

The advantages which the Coucil expected would be secured by this plan were the following:—

1. The competitive examination for admission to the College would be based on the ordinary subjects of a liberal education, and, as such, would not interfere with, but, on the contrary, would greatly assist, the general schools of the country.

2. The competition among the cadets themselves for the corps of Royal Artillery and Royal Engineers would be based in a great measure on the subjects of military, as distinguished from general, education; whilst this competition between so many cadets who had all proved their ability at their entrance examination, would have raised the intellectual standard of the officers of all arms of the service.

3. The gradual increase of the establishment to 500 cadets, preparing for all arms of the service, held together by a strict military discipline, and trained to the exercises of the three arms, would, it was conceived, infuse a military spirit into the cadets far beyond that which can be expected to be called forth in two separate and comparatively small colleges; and as 250 cadets would annually enter the army from Sandhurst, of which number 200 would join the line, the enlarged competition for first admission, as well as for that of admission to the School of Application at Woolwich, would have on all the candidates an influence which could not be otherwise than highly beneficial to the army at large.

The scheme submitted by the Council having been approved, the first examination under its provision was held in January 1858, when 33 candidates presented themselves, out of whom 24 possessed the required qualifications, and were admitted. The very brief interval of time which elapsed between the public notice and the actual holding of the examination was doubtless the reason why so few candidates came forward; however, as will be hereafter shown, several of the candidates were possessed of as much intelligence as had been exhibited in the preceding Woolwich examinations. In the session of 1858 the House of Commons passed a vote adverse to the plan of amalgamating the Colleges of Woolwich and Sandhurst,* and in consequence that part of the scheme was abandoned.

Scheme referred to in the above Extract.

October 27, 1857.

1. The Council proposes that the education of gentlemen for all arms of the service, who do not obtain commissions by direct appointment, shall be given at the Royal Military College at Sandhurst.

2. The establishment of this college, it is recommended should be raised to 500 cadets; the age of admission to be from 16 to 18 years.

Candidates for admission to the college must apply through their parents or guardians to the Commander-in-Chief for permission to have their names entered on the list of competitors. On this being granted, it will be open to the candidates to compete at any one of the half-yearly entrance examinations which may occur while they are within the prescribed limits of age. If unsuccessful they will be allowed a second trial; but if again unsuccessful, they will be debarred from further competition for entrance into the college.

A minimum standard of attainment will be fixed, which, together with the competition, will ensure that none but well-educated youths, and who will do justice to the college instruction, will be admitted.

Those who are unsuccessful at their second competitive examination for entrance, will still be eligible to enter the army by passing the examination for direct commissions.

3. It is recommended that the period of study shall not exceed two years. It will be terminated by a competitive examination, the most successful candidates in which will be permitted to select the corps of Engineers or Artillery, according to the number of vacancies in those corps, or will

* Page 16.
† *See* first instructions issued to the Council, Appendix L B., page iv.
‡ *See* scheme immediately following.

* *See* Hansard's Parliamentary Debates; Debate in the House of Commons of 26th April 1858.

Appendix II. (G.)

Royal Military College, Sandhurst.

receive commissions, without purchase, in the cavalry, guards, or line. Those who select the Ordnance Corps will be removed to the School of Application at Woolwich.

Memorandum on the Mode of Effecting the proposed Amalgamation of Woolwich and Sandhurst Colleges.

August 1, 1857.

1. It appears by a return that has been forwarded to the Council from Sandhurst, that the Royal Military College will consist, after the next entrance examination in August, of 157 cadets varying from 13 to 19 years of age.

It is probable that between 20 and 30 cadets will quit the college next Christmas, leaving about 130 cadets with ages varying from 14 to 18 years.

2. It is proposed that at and after the commencement of 1858 the College of Sandhurst should be opened to all youths between the ages of 16 and 18 years whose names shall be recorded on the Military Secretary's list as candidates for admission.

Such candidates will be allowed to present themselves for competition at any half-yearly examination, and those who are first in order of merit will be taken to fill up the vacancies.

If unsuccessful, the candidate may compete at any subsequent half-yearly examination, so long as he is within the prescribed limits of age.

A minimum standard of attainments will be fixed, which, together with the competition, will ensure that none but well-educated youths, and who will do justice to the college instruction, will be admitted.

Those who are finally unsuccessful in the competition for entrance will still be eligible to enter the army by passing the examination for direct commissions.

It is proposed that, whilst candidates generally will enter the college by successful competitive examination, those cadets from Carshalton who shall have attained the age of 16 at the period of the half-yearly examinations, shall be received into Sandhurst on passing a *qualifying* examination, which will be of the same character as that whereby they would under other circumstances have entered Woolwich, and that this shall continue until the establishment at Carshalton be at length emptied of its pupils.

The cadets who shall have come from Carshalton will also be eligible, on leaving Sandhurst, for the practical class of the Artillery, on passing a final *qualifying* examination, similar to that which they would have otherwise passed at Woolwich, without being subjected to the competition which will in other cases be the principle followed at Sandhurst for admission to the Ordnance Corps.

The above arrangement is rendered necessary on account of the promise these cadets have received of ultimate appointment to those corps, only conditional on their possessing the prescribed qualifications.

The number of cadets now at Carshalton is 53, with ages varying from 13½ to 15½ years.

By the arrangement above suggested they will all have been drafted into Sandhurst, and the establishment at Carshalton will be broken up by Christmas 1859.

The number of candidates to be admitted into Sandhurst, at the commencement of 1858, will depend upon the progress of the arrangements for increasing the accommodation of the college; and the numbers subsequently admitted each successive half-year will be arranged so as to raise the establishment *gradually* to 500 cadets. This number the establishment will have attained when the last batch of cadets from Woolwich shall have been drafted into the practical class, and that academy be cleared of its students in the mode to be now described.

5. From returns which have been furnished to the Council, it appears that, allowing for the number about to be admitted into the practical class at Woolwich, and, on the other hand, for the number of successful candidates at the recent public examinations, there will be 139 cadets at the Royal Military Academy at the commencement of the ensuing term. The Council proposes that these shall complete their terms at the Academy, and be removed to the practical class in the ordinary way. This it is presumed will empty the Academy in two and a half years from the present time, provided (which also the Council recommends) no new cadets be introduced.

6. It is proposed that, in proportion as the Academy at Woolwich diminishes, while that at Sandhurst increases in its establishment, such professors as may be selected from the former shall be transferred to the latter college.

7. By the process above described it is computed that by the month of August 1860 the military schools of Woolwich and Carshalton will be emptied, and a general college for all arms, comprising 500 cadets, will be established at Sandhurst.

8. Whilst, however, this operation is in progress, it is recommended that those cadets from Sandhurst who shall qualify themselves for passing an examination, equivalent to that required for passing out of the Royal Military Academy, shall be allowed, if such be their wish, to join the practical class for the Ordnance Corps.

9. It is recommended that the Academy at Woolwich, when emptied of the ordinary cadets, should be transferred to the uses of the practical class, the name, however, being changed to that of "School of Application for the Artillery and Engineers," and the cadets on joining receiving provisional commissions; the latter arrangement being necessary in order to place all candidates for commissions, whether in the line or in the ordnance corps, on the same footing, as otherwise the temptation of at once obtaining a commission would operate injuriously to the ordnance corps.

The arrangements proposed in the preceding recommendations are submitted by the Council for consideration, as requiring decision before the Council can safely lay down any proper course of study for the combined college, or determine on the staff of professors which will be required for it.

D. A. Cameron, Major-General.
J. E. Portlock, Colonel.
J. E. Addison, Lieut.-Colonel.

Appendix II. (H.)

H.—PROPOSALS FOR MAKING THE ROYAL MILITARY COLLEGE THE SOLE MEANS OF ADMISSION TO THE CAVALRY AND INFANTRY.

(i.)—Preliminary Notice.

(By the Secretary.)

The idea of requiring every candidate for a commission in the cavalry or infantry to pass through a preliminary course of instruction at a military college does not appear to have been seriously considered until brought forward by the Council of Military Education in 1858. The evidence given before the Sandhurst Committee in 1855 was very generally unfavourable to any such scheme. Sir Howard Douglas "was not prepared to say that all officers should "pass through Sandhurst;"* Sir John Burgoyne "did not "think it necessary that the whole army should be educated "at military colleges, and believed that to attempt to force "such a system would lead to great inconvenience and difficulty;"† and Sir George Wetherall expressed his decided objection to making it a *sine quâ non* for admission to the army that a man should be educated at a military college.‡ The principle of making a passage through Sandhurst compulsory on all officers did not enter into the general scheme of military education proposed by Mr. Sidney Herbert in 1854 and 1856, and was in fact combated by him on the ground that "it would tie up parents too much, "and that it would not be suited to our English habits to "force all through a particular or exclusive educational "establishment."* All the schemes for the re-organization of military education brought under the consideration of Lord Panmure in 1856 appear to have contemplated maintaining the system of admission to the Line (and in some cases even to the Scientific Corps) by direct appointments, side by side with that of affording special instruction at military colleges to a certain proportion of candidates for commissions. The Report of the Commissioners of 1856 on the training of officers for the scientific corps stated, that "the practice of military nations was "opposed to the opinion that *all* officers ought to pass "through a military college, but that with the principle of "a general examination for *all* should be combined that of "a military college for any young men who may show an "early talent for military study."† The system of making a preliminary course of special education a necessary condition of obtaining a commission was indeed advocated by some witnesses‡ before the Royal Commission on the Purchase System in 1856 and 1857; but the Commissioners in their Report, though touching upon the subject of military education, gave no favour to such a proposal. The plan suggested by the Council of Military Education in 1857 for the

* Evidence before Sandhurst Committee (1855), 2241.
† Ibid., 1518, 1519.
‡ Ibid., 1789.

* Speech in the House of Commons, June 5th, 1856.
† Report, page xxvii.
‡ Evidence of Lord Clyde, Lord West, Sir J. Scarlett, Sir C. Trevelyan. Lord Clyde, however, was unfavourable to the idea of passing all officers through Sandhurst.

amalgamation of Woolwich and Sandhurst, and for the conversion of the latter establishment into a general preparatory school for all branches of the service, did not include the proposal that this school should be the sole means of admission to the army; notwithstanding which, much of the opposition with which the scheme met in the House of Commons, was based upon the argument that it would give Sandhurst an unfair monopoly in regard to admission to the scientific corps, and would remove the stimulus of competition between it and other schools.*

The first official proposal for the conversion of Sandhurst into an establishment through which all candidates for commissions in the cavalry and infantry should be required to pass was made by the Council of Military Education in 1858, after the final abandonment of the scheme for the amalgamation of the College with the Royal Military Academy. The original proposal, in consequence of objections taken to it, underwent various modifications, which are detailed in a memorandum by the Council of Military Education dated 30th July 1859,† printed among the correspondence connected with this subject. Major-General Peel, who was Secretary of State for War when the Council's scheme was first submitted, expressed his opinion "that it would be inexpedient to make the Royal Military "College the sole school from which young men should be "allowed to enter the army, but that they should be "admitted *directly* from all places of education in the "United Kingdom."‡ Mr. Sidney Herbert, who succeeded Major-General Peel as Secretary of State in the summer of 1859, was also at first unfavourably disposed to the measure, on the ground of the unpopularity it would excite, the great outlay it would entail, and the injurious effects which would be produced on the education of Sandhurst itself by the creation of a monopoly in favour of the College, and the withdrawal of the stimulus of competition between it and other educational establishments.§ Subsequently, however, in consequence of the representations of the Council of Military Education, Mr. Herbert modified his views, and in December 1859, gave his sanction to the general principle involved in the measure, directing the Council at the same time to draw up a detailed scheme for carrying their proposal into effect.

During the following year the plan, while still under consideration, was advocated by His Royal Highness the Duke of Cambridge and Mr. Sidney Herbert before the Select Committee of the House of Commons on Military Organization (1860), and was frequently referred to in their evidence, as well as in that of Major-General Peel, before the Committee.‖ The Committee in their Report alluded to the subject in the following terms:—

"For the purpose of obviating objections as to the large "amount of patronage at the Horse Guards, and the num"ber of first commissions given away, the Commander-in"Chief opened a plan, whereby henceforth there should be "only one entrance into the army, and that through the "medium of a military college. His Royal Highness is of "opinion, 'that this would be the most desirable thing "'which could be introduced into the service.' He gave "the outline of a plan in great detail, which will be best "explained by reference to the evidence, and to the ques"tions and answers specified in the margin. Mr. Herbert, "who heard that evidence, and who took part in the ex"amination of His Royal Highness, declared that in his "opinion the advice given by the Duke of Cambridge "was sound; that, if it were adopted, the whole dispute "as to first commissions would be entirely at an end, and "that one entrance into the army, through the door of a "military college, would terminate the controversy re"specting patronage.

"He stated further, that he had himself made the same "proposal some years ago in the House of Commons; "that he had a plan now before him, submitted by the "Council of Education; that, with the Commander-in"Chief, he was now considering it; and that, in the event "of the fusion of the European Indian army with the "Queen's army, many difficulties with respect to the "enlargement of the patronage at the Horse Guards would "be removed by the establishment of this military college.

"The plan being thus avowedly incomplete, and the "details not yet being matured, Your Committee do not "think it expedient to pronounce a decided opinion on the "subject; but the measure proposed is well worthy of "the most careful consideration."

* Debate in the House of Commons, April 26th, 1858.
† *See* page xxiv.
‡ *See* memorandum by the Council of Military Education, dated 30th July 1859, page xxiv.
§ *See* observations by Mr. Sidney Herbert on the Council's memorandum, page xxv.
‖ *See* subjects "Military College" and "Sandhurst" in the Index to the Report of the Committee.

The various detailed schemes submitted by the Council of Education, in the course of 1860 and 1861, for the organization of the College as a general place of education for all candidates for commissions in the cavalry and infantry, and the modifications which the several schemes underwent, will be best understood by reference to the correspondence on the subject, which will be found at page xxiv. A plan of organization and instruction having been at length approved,* it was finally decided that admissions to the army by direct appointment should cease entirely on the 1st January 1863, and that the new system of admission to Sandhurst should be partially commenced on the 1st of January 1862.† The steps which led, first to the postponement of the commencement of the proposed system, and subsequently to the final abandonment of the plan in 1862, owing to the strong opposition shown to it in the House of Commons, have been already explained in the historical account of the Royal Military College.‡ Serious objections to the contemplated measure were also raised by the authorities of the Universities, as will be seen by reference to the correspondence on the subject between the Secretary of State for War and the Vice-Chancellors of the Universities of Oxford, Cambridge, and Dublin.§

The following extract from the Second General Report of the Council of Military Education (published in 1865) gives a general summary of the measure which it was proposed to introduce in 1861, with the object of making a course of instruction at Sandhurst the sole means of admission to the cavalry and infantry, and explains the modified plan which, on the adandonment of that measure, was adopted for the organization of the College:—

"In the former report of the Council the advantages were "stated which would result from the Royal Military College "being so extended as to include all candidates for com"missions in the cavalry and line. It was represented, that "though the test in the subjects of general education im"posed upon candidates in their examination for direct com"missions afforded a guarantee that those who passed had "received the ordinary education of a gentleman, it afforded "none whatever of their having acquired any knowledge of "theoretical military science.

"No means existed of imparting such knowledge to "officers who were doing duty with their regiments. In "consequence a large number, probably the majority, "passed their entire military service without ever acquiring "that moderate amount of scientific military knowledge "which might be most valuable both to themselves and to "the army. It was added that while the general education "of officers had better continue to be intrusted to the "public schools and other establishments, there was only "one way in which a professional education for all could "effectually provided, namely, by means of a military "college, which should include candidates for all branches "of the service except the two scientific corps, for which "provision was already made in the establishment at "Woolwich.

"These arguments were fully considered by His Royal "Highness the Field Marshal Commanding-in-Chief and "the Secretary of State for War, and in 1861 the necessary "application was made to Parliament for the sum required "for the enlargement of the buildings of the Royal Military "College, with a view to its affording accommodation for "600 cadets. The scheme, however, met with much oppo"sition, and the Government engaged that the proposed "system should not come into operation till the midsummer "of the following year,‖ in order that Parliament might "have further opportunity of expressing an opinion upon "it.

"The question having been reconsidered in the interval, "it was decided to limit the extension of the college to an "establishment of 336 cadets (the former establishment "having consisted of 180 cadets), and that the original "scheme proposed by the Council should, with this limita"tion, be carried out. It was therefore determined—

"1st. That candidates should continue to enter the army "either by receiving their commissions direct, after a quali"fying examination in the subjects of general education, or "after passing through the Royal Military College.

"2nd. That with a view to encourage candidates for the "army to go through a course of military science, all non"purchase appointments to first commissions, with excep"tion of those which are bestowed on deserving non-com"missioned officers, and in West India regiments, should

* *See* especially letter from Lord Herbert to the Commander-in-Chief, of 28th February 1861, page xxix.
† *See* Military Secretary's letter of 11th June 1861, and War Office Reply of 19th June.
‡ *See* Appendix II. E., pages xvii and xviii.
§ *See* page xxxii.
‖ *See* Hansard's Parliamentary Debates; Debates in the House of Commons on the Army Estimates, June 25th, 28th, and July 25th, 1861.

" be thrown open to competition amongst the cadets of the " Royal Military College.

" 3rd. That the course of instruction should be arranged " for a residence of one year, at the end of which period " the cadet should be examined for his commission, with or " without purchase; but that if unsuccessful at that time " he might return for another term, and have a second trial.

" 4th. That while admission to the college should be " determined in general by a competitive examination, " candidates who had passed certain examinations at the " Universities should be exempted from the competition.

" 5th. That in addition to the 20 Queen's cadetships for " which provision was already made by Parliament, there " should be 20 cadetships to which candidates should be " nominated by the Secretary of State for India in Council. " The maintenance and education of the cadets thus nomi- " nated were to be free. The 20 Queen's to 20 Indian cadets " were to be included in the total establishment of 336 " cadets.

" The question of the enlargement of the Royal Military " College to the limited extent above stated having been " submitted to Parliament in 1862,* was agreed to after " considerable discussion; and the college, re-organized on " the plan just described, is now being gradually raised to " its full establishment. The number of cadets during the " term just concluded was 281."

(ii.)—Correspondence connected with the Schemes for requiring all Candidates for Commissions in the Line to pass through the Royal Military College.

Sir, Horse Guards, 12 August 1859.

I am directed by the General Commanding-in-Chief to request that you will bring before Mr. Secretary Herbert the enclosed copy of a memorandum by the Council of Military Education, giving a brief outline of the several schemes which have been proposed for carrying out the general professional instruction of officers, and suggesting that all candidates for the cavalry, guards, and line should after a certain date be required to pass through the Royal Military College at Sandhurst, which for that purpose must of course be considerably enlarged.

His Royal Highness has a very strong opinion as to the desirableness of making it necessary for all candidates before obtaining appointments in the army to go through a course of military instruction at Sandhurst, and the only point on which he differs from the Council is with regard to the admission to the college being in any cases by competition. His Royal Highness would rather propose that the examination for admission to the college should be qualifying, precisely on the same footing as that now existing for direct appointments to the army; that the age for admission and the period of instruction should be as proposed by the Council; and that the final examination for commissions at the college should be as at present—that is, as many commissions without purchase as might be disposable at the time, and allowing a margin for the number that might be expected within the next three months, should be competed for.

To entitle a competing candidate, however, to a commission without purchase, the qualifying minimum of marks in each obligatory subject must be obtained, as well as a general total of marks, representing a comparatively high standard of attainment.

The final examination of the non-competing cadets to be fixed at a standard not so high as that for the competing cadets, but still sufficiently high for the purpose in view. All these cadets would be required to purchase. The unsuccessful competing cadets to be still eligible for commissions by purchase, and would take their places among the purchasing cadets according to the order of merit of their examinations.

His Royal Highness would be glad to be favoured with the opinion of Mr. Sidney Herbert with respect to the two propositions which he has thus brought before him.

I have, &c.
(Signed) C. Yorke.

The Under Secretary of State,
War Office.

Memorandum by the Council of Military Education, enclosed in the above Letter.

30 July 1859.

The Council of Military Education have given their most careful attention to the letter of the 7th June from the late Secretary of State for War, 7605/303, suggesting a plan for carrying out the general professional instruction of officers after passing the examination for direct commissions, by the establishment of a college for provisional officers at Sandhurst.

The Council, from their first appointment, have repeatedly urged the necessity of taking some steps to remedy the serious deficiency of Military Education in the great body of the officers of the army, and it may be desirable here to give a brief outline of the several schemes they have proposed for this purpose.

I. In Part II. of their General Report on the instruction of officers and examinations for promotion, forwarded on the 8th July 1857, the Council proposed the formation of provisional officers' schools at certain depôt battalion stations, at which the provisional ensign should receive that amount of general professional instruction which is considered necessary, simultaneously with his instruction in his ordinary regimental duties; his commission not being confirmed until he had passed through both of these courses of instruction.

This project was favourably entertained at first by His Royal Highness the General Commanding-in-Chief and by the then Secretary of State for War, but it was subsequently objected to on the ground of the provisional officers, while under instruction, not being available to be sent to the head-quarters of their regiments during the period of one year which it would probably occupy.

II. The plan above referred to being thus abandoned, the Council on the 8th of September 1858 proposed a scheme for the re-organization of the Royal Military College at Sandhurst, with a view to its reception and instruction of all candidates for the cavalry, guards, and line.

It was proposed that the entrance should be determined by competitive examination, the conditions of admission remaining nearly the same as those at present established for the college. The contribution of cadets to be at one uniform rate of 85*l.* per annum, but with an annual grant in favour of the sons of deserving naval or military officers, or other professional persons, who might be proved to require assistance. The time of residence was expected not to exceed one year and a half. The age of admission from 16 to 21 years. The course of instruction to be, in general, directly military, not excluding, however, the teaching of such amount of elementary mathematics as might be considered necessary, and requiring at least one foreign language.

III. On the 1st March 1859, the Council having some reason to believe that difficulties existed in the way of the adoption of the above scheme, proposed as a modification of it that the examination for admission to the college, instead of being competitive, should be only qualifying, the examination being therefore precisely on the same footing as that now existing for direct commissions.

IV. The Council have not heard of any objection to either of the two last proposals, with the exception of that stated in the letter of the late Secretary of State for War of the 7th June, viz.:—" That it would be inexpedient to " make the Royal Military College the sole school from which " young men should be allowed to enter the army, but " that they should be admitted *directly* from all places " of education in the United Kingdom."

V. To obviate this objection Major-General Peel suggested, in the letter above quoted, that candidates, on passing their examination for entrance to the college, should at once receive their commissions provisionally; to be confirmed on passing their final examination at the college, and joining their regiments or depôts. It is stated to be an indispensable condition of this plan that " the course of instruction " should embrace, merely and purely, military studies and " drill, and be within the scope of what an ensign or cornet " might be fairly required to know."

The principal objection to which the scheme appears open is also noticed, viz.:—" That it would entail the " absence of some junior ensigns from their regiments, " thus throwing more duty on the other officers;" but this is considered to be counterbalanced by the advantage which regiments would derive from receiving their young officers already drilled and trained.

VI. The Council cannot doubt that this plan would meet much of the difficulty constantly experienced in drawing up schemes of this kind, by removing the burden of the expense from the cadet, while at the same time the army estimates would not be increased, the pay of the provisional officer being applied in whole or in part to the maintenance of the college; but as the provisional officer would, during at least the year in which he was under instruction, be unavailable for any duty, the public would in reality pay, though under another form, for the whole expenses of the establishment, amounting to from 40,000*l.* to 50,000*l.* a year. Should, however, this objection be removed, there

* *See* Speech of Sir G. C. Lewis, in moving the Army Estimates, March 3rd, 1862; also Debates in the House of Commons of March 6th, 10th, and 13th, 1862.

would remain the very serious one noticed in the War Office letter under consideration, namely, the absence of the junior officers from their corps. On the supposition of a year's residence at the college this would amount to three officers per battalion, on an average, being absent from their duties. It is evident that the objection is much stronger in this case than in that of the depôt battalion officers' schools before noticed, since at the latter the provisional officers would have been available for the greater part of their regimental duties, whereas, when students at the college, they would not be available for any. The Council cannot but consider that this difficulty would be found practically to be very great, and that the constant tendency would be to remove the provisional officer from the college in order to join his corps, long before he had obtained that amount of general professional instruction which would be really useful to him and the service.

It ought also to be observed that, as in this scheme it was laid down that the instruction given should be purely military, and there would consequently be no means of supplying any defects in the previous education of the student as exhibited in the admission examination, it could only be expected that, as a general rule, the knowledge acquired, even of purely professional subjects, would be shallow and imperfect.

VII. In view of these serious objections the Council do not feel justified in recommending the adoption of this plan.

VIII. The Council are, however, of opinion that, by a modification of the schemes before proposed for the reorganization of Sandhurst, the very desirable object in question may be yet attained. This consists in admitting both the competitive and the nominative principle as regards the entrance of cadets into Sandhurst, and obliging all to pass through the college. Those who enter by competitive examination to be entitled, like the cadets at the Royal Military Academy, Woolwich, to commissions without purchase, on having gone through the prescribed course, and obtained the qualifying minimum of marks in each obligatory subject, as well as a general total of marks which should represent a comparatively high standard of attainment. The commission without purchase would therefore be virtually secured by the successful competitive examination for entrance, and it is considered by the Council that this would be an additional stimulus to the general education of the country, and would as such receive every support from the public. For the success of this scheme it would of course be indispensable that all commissions without purchase, with exception of those given to Queen's cadets and deserving non-commissioned officers, should be thus opened to competition. Those cadets who entered the college by nomination would be required to pass the present examination for direct commissions, and having gone through a course of professional instruction at the college, to pass a final examination, the standard of which should not be so high as that for the competitive cadets who obtain their commissions without purchase, but still sufficiently high for the general purpose in view. The cadet would then in this case receive his commission *by* purchase.

The period of instruction would of course vary according to the capacity and aptitude of the cadet, but should not in any case exceed two years. The age of admission should be for competitors from 16 to 19 years; and for nomination cadets from 16 years to such higher limit as the necessities of the service should require.

It is unnecessary to enter upon the details of this plan, which indeed would be much the same as those proposed for the establishment of a general college in the Council's memorandum of the 8th September 1857, further than that the cadet would be required to pay from 80*l.* to 90*l.* a year during his residence, with the exception of the Queen's cadets, who would be on their present footing. The Council are of opinion that it involves an important principle, which would be highly appreciated by all persons interested in education and by the public generally, namely, that of granting commissions without purchase to successful competitors, and thereby, it is hoped, inducing well-educated youths to enter the army, who would afterwards present a wide field of selection for the Staff College and the Staff.

(Signed) D. A. Cameron,
Major-General, V.P.
Henry Moseley.
Canon of Bristol.
T. Elwyn, Colonel.
J. E. Addison,
Lieut.-Colonel.

Observations by Mr. Sidney Herbert on the foregoing Memorandum of the Council of Military Education.

Appendix II. (II.)

Royal Military College, Sandhurst.

This memorandum from the Council is an able paper, and I have read it with great interest.

Sandhurst is now below its numbers, and seems likely to decline still further.

The result is that it becomes more expensive to the country, as the establishment charges remain the same, but the number of contributors at the higher priced rates becomes fewer.

The declension of Sandhurst is probably owing to the disbelief, whether well or ill founded, of the public in the efficiency of the school; or else to their belief that they can obtain the amount of instruction necessary to pass for the army, either better or cheaper, or both, elsewhere.

The proposal to compel every one who enters the army to pass through Sandhurst would be looked upon as an attempt to force on parents, as a monopoly, that which they will not choose when left open to the competition of other schools.

I believe that the attempt to carry on schools for boys, as contra-distinguished from colleges for young men, on the military principle, which assumes that every boy is alike and must be governed alike, will always fail to educate or form character.

But it has not the same evil effects on more advanced lads, who have already had their education at public or other schools, and the bent of whose characters is already formed.

I should, therefore, be disposed to concur in a plan to convert Sandhurst from a school for boys, where they are to spend from two to four years, into a military college for young men of 17 or 18, where they should remain for a year or eighteen months.

If, however, all candidates were compelled to go through it, we should lose all benefit from rivalry and competition. The professors having a safe monopoly would lose one great spur to exertion. It is the competition between Oxford and Cambridge, and between Eton, Harrow, and other public schools, which raises the character and standard of each.

The plan, too, would be unpopular; and when we are endeavouring to raise the education for officers against a good deal of prejudice and opposition, it is wise to consider in what way you will obtain the support of the greatest mass of public opinion.

Lastly, the plan would require so great an extension, and consequently so great an immediate outlay, that, coupled with the hostile feeling it would create, I doubt whether, even if sound, it would be easily carried.

Would it be possible, however, to attract to Sandhurst as many young men as it is said to be capable of accommodating, namely 270, by giving to every young man going there the certainty of a commission with purchase, and the chance of one without it, provided he passes after his year's course a certain standard examination? The fear of an impending examination at the end is necessary to prevent idleness while there.

An examination also to be passed by candidates for direct commissions, but an increased number of marks being required in some branches, to compensate for the entire absence of acquaintance with fortification, pontooning, drill, and military exercises, for which marks would be given to the Sandhurst candidates.

It appears to me that Sandhurst might be made much more useful to the army in this way, much less costly to the public, and at the same time much more attractive to parents.

Woolwich and Chatham would be left as now, and you would have to destroy nothing in order to establish this system.

If Sandhurst should prove too small for the numbers who would come, additional accommodation might be obtained by moving the Staff College to Farnham, or Aldershot, or its immediate neighbourhood.

I should like the Council too take these rough notes into their consideration, because it seems to me that they might form the basis of a new system, embodying many of the advantages which they seek to attain, and taking a considerable step in the direction in which they wish to move, while they obviate some of the objections which may be taken to their plan.

1 September 1859. S.H.

Sir, Horse Guards, 15 November 1859.

I enclose herewith a memorandum of the Council of Military Education referring to the Notes of Observations which you had transmitted to the Council, on the subject of the scheme submitted in their memorandum of the 30th July last, for so extending and modifying the

Appendix II. (H.)

Royal Military College, Sandhurst.

present Royal Military College at Sandhurst, as to convert it into a general training college for all officers of the army.

Without altogether concurring in all the opinions expressed by the Council, I wish to state that I consider the second plan proposed by them to be the best and most practicable, and I am therefore disposed to recommend its adoption; but it might be advisable, if it should suit your convenience to attend a meeting of the Council, that a day should be fixed for the purpose, when the whole scheme might be discussed and explained, with the advantage of your assistance.

I shall be glad, therefore, to be informed whether you would be able to attend such a meeting, and in that case the time that would be most convenient to you, that the members should be summoned.

I am, &c.
(Signed) George.

The Right Hon.
Sidney Herbert, M.P.

Extract from a Memorandum by the Council of Military Education, dated 4 November 1859, enclosed in the above Letter.

Second Plan.

All candidates for commissions to go to Sandhurst and to be admitted by examination as at present, but from 16 to 20 years of age.

Examinations for *commissions* to be held when the Sandhurst course has been completed, and to comprise as hitherto military subjects, and such scientific subjects only as are necessary for the efficient study and right understanding of military subjects.

It could not be imputed to this scheme that it would interfere with the freedom of public instruction, for at the ages of 16 to 20 public instruction is understood to be completed; nor could it be objected that Government was creating a monopoly of military education, so long as it is felt to be impossible to provide that kind of education in an efficient manner elsewhere than at a Government Military School; indeed, by requiring all candidates for commissions to pass through such a school, nothing more is imposed upon them than is required by other liberal professions, for admission to all of which it is a condition that the candidate should have availed themselves of some recognised means of professional instruction.

In the following respects this scheme may perhaps be viewed as unfavourable to the interests of the candidates themselves, when compared with the present plan of admission to the army by the examination for direct commissions:—

1. Instead of one examination as at present, two would have to be passed to obtain a commission, one on going to Sandhurst, and the other on leaving it.

2. The additional expense would have to be incurred of a residence at Sandhurst of a period of from one to two years.

3. In the event of a candidate failing to qualify for a commission when his period of residence at Sandhurst has been completed, the time spent on his military instruction there would have been in some measure thrown away; and it might therefore, though with little reason, be supposed that these discouragements would tend to diminish the number of persons seeking a military career.

On the other hand, the following may be considered special, and more than counterbalancing recommendations of this plan:—

1st. Its economy to the Government—the contributions expected from the candidates being understood to be sufficient to cover the whole expenses of Sandhurst.

2d. The stimulus which might be supplied to the exertions of the candidates by the offer of commissions without purchase as prizes at the end of the Sandhurst career would not only tend to bring forward many intelligent and highly qualified officers, but would also materially diminish the supposed ill effects of the discouragement before noticed.

It will be observed that in the first of the above schemes, the education of candidates for the army has partaken of a military character from its commencement, and that in the event of failure a large portion of time which might have been more profitably directed to other studies would have been as it were lost, and this was in fact one of the objections sometimes urged against the system of military colleges, when the cadets were admitted at very early ages.

In the second plan it may be said that the same objection applies, as there is still a chance of failure, but that chance is so very small (the entrance examination of candidates of ages varying from 16 to 20 being sufficient to ensure that every one may by reasonable diligence obtain a commission) that it ceases to deserve notice; whilst even supposing such a case to occur, the unsuccessful candidate would not be in the same position as in the other plan, as he would already have obtained a good general education before his admission.

Sir, War Office, 9 December 1859.

With reference to your Royal Highness' letter of the 15th ultimo, and previous correspondence on the subject of the re-organization of the Royal Military College at Sandhurst, I have the honour to return herewith the memorandum of the Council of Military Education, dated 4th November, and to inform your Royal Highness that I approve generally of the second plan proposed in this paper, as discussed at the meeting between the Council, Lord de Grey and myself, on the 4th inst.

I have therefore to request that your Royal Highness will give directions for the preparation of a detailed plan and estimate of the cost (not including buildings) which will be incurred by carrying this scheme into execution, and also a statement showing the number of persons to be employed, and their salaries, with the proposed establishment of cadets.

The present establishment of the college should in my opinion be revised, and no functionaries should be included in the above establishment, excepting those actually employed in the discipline or tuition of the establishment.

I have, &c.
S. Herbert.

H.R.H. The Duke of Cambridge, K.G.
&c. &c. &c.

Sir, Horse Guards, 10 January 1860.

I am directed by the General Commanding-in-Chief to request that you will submit to the Secretary of State for War the accompanying copy of a memorandum by the Council of Military Education, proposing a scheme, with an estimate of the expense, for re-organizing the Royal Military College at Sandhurst as a general college for the professional education of all candidates for the cavalry and infantry of the army, in conformity with the second of the plans submitted in the memorandum of the Council of the 4th of November last.

His Royal Highness highly approves of the several suggestions of the Council of Military Education on this subject, and recommends them for the favourable consideration of Mr. Sidney Herbert. His Royal Highness would only wish to recommend that the salary of the Governor should be fixed, including either his half or full pay, as the case may be, at 1,000*l.* a year, which he does not consider would be too large a sum with reference to the establishment of which he is the head, and the expenses to which he would be subject, and he trusts therefore that Mr. Herbert will concur with him in opinion with respect to this point.

I have, &c.
(Signed) C. Yorke.

The Under Secretary of State,
War Office.

Extracts from the Memorandum by the Council of Military Education, enclosed in the above Letter.

1, Whitehall Yard, S.W.,
7 January 1860.

In reply to the letter from the Secretary of State for War of the 9th ultimo, 7605/361, and the letter from the Military Secretary of the 13th of the same month, which accompanied it, the Council of Military Education have now the honour to submit a revised estimate of the cost of maintaining the Royal Military College at Sandhurst, when re-organized as a general college for the professional education of all candidates for the cavalry and infantry, in conformity with the second of the plans submitted in their memorandum of the 4th November, and approved by Mr. Secretary Herbert.

In framing this estimate the Council have had in view, and have endeavoured strictly to conform to the principle laid down by Mr. Sidney Herbert, that the personal establishment should include only those officers or others whose services are deemed actually necessary for the preservation of discipline and order, both in and out of study, or for conducting and superintending the professional studies and military training of 600 cadets. The organization proposed to be adopted resembles as closely as possible that of a regiment, so that the cadets will have an opportunity of becoming acquainted not only with parade and field movements, but also with every particular connected with the interior economy of a regiment.

The military staff therefore will be as follows:—

1. Governor.—A colonel in the army, superintending and directing every branch of the establishment.

2. Two majors, one assisting the governor in all matters f discipline, parades, drills, and military training generally, ne other in superintending the studies and enforcing iscipline and order in the study rooms.

3. Six captains and six subalterns, viz., one to each com- any. They will be responsible for the conduct of the adets in their barrack rooms, for their presence at proper ours, and for all the details of ordinary company disci- line, and in general for the military training of the cadets; istruction in military tactics, the principles and forms of ilitary law, keeping of soldiers' accounts, &c., will also be art of their duty.

In addition to the above, which applies to a company iewed in itself alone, a captain and a subaltern of the day ill be regularly detailed for the general orderly duty, and lso for assisting the major superintendent of studies in reserving order and discipline in the study rooms.

4. Adjutant - } The duties of these officers will be
5. Paymaster - } analogous to those of similar offi-
6. Quartermaster } cers in a regiment.

No explanation is necessary as regards the serjeants and her non-commissioned officers. * * * *

* * * * * *

In respect to the educational branch of the establishment ne Council have been guided by the following principles:—

1st. That nothing more can be reasonably required from ne great body of young gentlemen who (after having assed a preliminary examination in the subjects of ordinary ducation) desire to enter the army, than that they should quire such knowledge of professional subjects, of drills d military movements, of military law, of soldiers' ccounts, &c. as will qualify them when they join their egiments to perform any duty which may be required of em, thus saving all that time which is now required for rilling an officer and otherwise preparing him for entering pon the duties of his regiment.

2nd. That opportunity may be afforded to those pos- essed of a higher ambition to advance further on their ourse of professional studies, and thereby to preserve the dvantage of supplying the army with a fair proportion of nore highly instructed officers, an object which the present oyal Military College has hitherto in a high degree ttained.

On these two principles it may be assumed that a very rge majority of the cadets will leave the college within he year, and that none will require to remain there more nan a year and a half.

As a qualification for a commission by purchase, the final xamination will be restricted to the following professional ubjects (in addition to the required proficiency in drills, ding, musketry theory and practice, field and heavy ord- ance exercises, pontooning, &c.), viz., military drawing d field sketching, practical geometry as applied to forti- ication and military surveying, field fortification in theory nd practice, and the elements of permanent fortification, ilitary history and geography, regimental and company ccounts, official correspondence, Queen's Regulations and ilitary law.

The higher course, or that which will be required from hose gentlemen who compete for commissions without urchase, will comprise all subjects that now enter into the inal examination at the Royal Military College, viz.:—

Mathematics.
Higher course of fortification.
French and German languages.
Landscape drawing.
Natural and experimental sciences.

In addition to the ordinary scientific and professional struction, it will be observed that provision is made for ltivating those tastes for the natural and experimental iences, which many amongst so large a body of cadets ..y be expected to exhibit, and which are in themselves aluable.

The educational staff has been so estimated as to be qual to the probable requirements under each of the eceding heads.

The estimate is made on the supposition that 24 hours a eek may be required from each professor and instructor, nd that there are six companies, each company having its istinct halls of study, and consisting of 100 cadets as a aximum establishment.

SIR, War Office, 1st November 1860.

THE time for the preparation of the estimates being ow at hand, it is important to come to definite conclusions on certain points connected with the proposed changes ontemplated in the system now in force at Sandhurst, with view to passing in ordinary times all candidates for the rmy through that college.

The points requiring immediate settlement are the length of residence to be required from each candidate, and the amount of annual payment to be made by the students.

As regards the first point the Council of Military Education in their able memorandum of the 7th of January last, transmitted in Sir C. Yorke's letter of the 10th January, speak of the period to be passed by each candidate as "from one to two years." It appears to me that a period of one year would be sufficient.

In the first place it must be recollected that it is not the object of a preparatory college for the Line, to bring up the students to a high standard of scientific attainments, that being the proper function of Woolwich and Chatham, which are the seminaries of the scientific arms—the Artillery and Engineers.

2ndly. It is admitted on all hands that a Military College for the line ought not to be a school for general education, more especially if all or nearly all the candidates for the army are to pass through it. It appears to me that the liberty of selecting the place and the kind and degree of education of their children should be left entirely in the hands of the parents. What the Military College should teach is what cannot be taught, or cannot be taught so well, elsewhere; all it should profess to do is to teach the specialities of a military education. The general education should be left as now to the public schools or to private tuition. I should greatly regret to see any system of entrance into the army established, which would interfere in any way with the education more especially of the public schools, which have a traditional tone which no new founded establishments can possess, and which are nurseries of public spirit and manly feeling, such as exist perhaps in no other country in the world. Nor is there any profession to which the peculiar habits and tastes produced at public schools are so valuable as to the army.

But it must also be borne in mind that this course at Sandhurst is to be compulsory upon all candidates for commissions. It will be wise therefore to reduce both the length and the cost of the course as much as is compatible with the efficient attainment of the object in view.

The defects of the present system of direct commissions are pretty generally acknowledged. The boy is taken away from a public school to be specially crammed for an examination which is in no way special to the profession which he is about to enter. So far as he or his parents are concerned he might as well be at Sandhurst; so far as the public service is concerned he had much better be there. But Sandhurst is now a school with a three years' course. I wish to see it converted into a college with a one year's course.

It may be agreed that this is a great diminution of the time specially given to military education as compared with that now exacted at Sandhurst. That is true; but the number of cadets who enter the army from that institution are little, if at all, more than one-tenth of the whole number who receive commissions in the year. To the rest, *i.e.*, to the great body of young officers, it will be a clear gain of one year's special military education, in the place of none at all.

If one year be the period of residence in lieu of 18 months, 500 cadets only need be accommodated as against 600 proposed by the Council. This will be, 1st, a more manageable number for the purposes of education, discipline, and order; 2ndly, a less outlay will be required for the purpose of providing additional accommodation for them.

As regards the payments under the present system, there is a graduated scale by which it is attempted to give to the junior ranks of the army special facilities for the education of their children. Thus, a private gentleman or a general officer is made to pay not only for the education of his own son, but for half that of the son of a regimental captain. But the private gentleman who is amerced the highest of all may often be the poorest, such as clergymen and other professional men.

This principle, however, having been long established, I do not propose to interfere with it, but if by a revision of the estimates of the Council, owing to the reduced numbers and proportionate reduction of the staff, the charges could be reduced, I should propose the reduction of the highest sum now charged.

I certainly would not add to the number of Queen's cadets, except what is necessary to comply with the conditions of the Indian Government Act of 1858, by which a certain proportionate number of the commissions given by the East India Government in the then local army were to be given to sons of officers in reduced circumstances. These amounted to about 20 a year, and as a commission without purchase would be no boon to them if the cost of a year's previous education were exacted from them, 20 new Queen's cadetships should be given to meet their claims. This seems consistent with good faith, though I

APPENDIX II. (H.)

Royal Military College, Sandhurst.

Appendix II. (H.)

Royal Military College, Sandhurst.

doubt the advantage to the boy who having no means is thus allured into a profession which in this, as in all countries, is pecuniarily of a very unremunerative character, though conferring on its members great advantages in the social status of the country.

The Council of Military Education have calculated upon a surplus of upwards of 9,000*l.* a year to meet contingencies. I am of opinion that this sum might be in some degree trenched upon, and a smaller surplus left, so as to enable the Government to make the terms of admission slightly less than now as regards the upper charges.

I enclose a return showing the numbers now at Sandhurst paying the different rates.

I propose, therefore, a year's course, which should comprise elementary instruction in military science, combined with the proper cultivation of manly exercises—riding, swimming, fencing, &c.; and I would then add the suggestion that in the final examination proficiency in these indispensable accomplishments should be represented by marks, contributing to the aggregate required for a pass.

If your Royal Highness concurs with me in these general views, I would request you to call on the Council of Education to prepare a scheme for a course of one year, and an estimate of the cost and income of such an establishment.

Captain Galton is preparing plans for the increased accommodation required, but the extent of this will of course depend on the length of the course to be required.

I should also be glad to have the opinion of the Council how far Addiscombe could be made to take a share of this programme, and whether a double establishment or a single would be preferable as regards efficiency and expense. The rivalry of the two establishments might have a useful effect on both, and some cost in building might be spared, but that advantage may be counterbalanced by the greater expense of the maintenance of a double staff.

I have, &c.

H.R.H. The General Commanding-in-Chief. (Signed) S. Herbert.

Memorandum by the Council of Military Education in reply to the above Letter.

1, Whitehall Yard, S.W.,
20 November 1860.

In conformity with the desire expressed by Mr. Sidney Herbert in the War Office letter of the 1st instant, the Council of Military Education have again resumed the consideration of the important question of establishing one great training college, through which all candidates for ordinary military service should, without exception, be required to pass.

Mr. Sidney Herbert remarks that the points requiring immediate settlement are the length of residence to be required from each candidate, and the amount of the annual payment to be made by the students. Taking them into consideration in the order here stated, it may be observed that the Council are fully conscious, to use the words of their memorandum of January 1860, "that nothing more "can be reasonably required from the great body of young "gentlemen who desire to enter the army (after having "passed a preliminary examination in the subjects of "ordinary education), than that they should acquire such "knowledge of professional subjects, of drills and military "movements, of military law, of soldiers' accounts, &c., as "will qualify them when they join their regiments to perform any duty which may be required of them."

The nature of this obligatory course was then defined, and whilst it was made to include nothing but purely professional subjects, it was calculated that a very fair proficiency in those subjects might reasonably be expected to be gained by a candidate of average abilities, zeal, and industry in one year.

The Council have carefully reviewed the above course, and are of opinion that it could not be diminished without abandoning much of the object of the institution, and setting before the students an inferior and inefficient standard of military education.

Whilst, however, they consider that, as a whole, the course as detailed in their former memoranda ought to be retained unaltered, they feel bound to adopt any measure which may facilitate the passage through the college of even candidates of inferior abilities in the one year. Towards this end they propose that the time allotted to the two principal studies in the obligatory course should be increased in the proportion of 4 to 7—that half-holidays, as unsuitable to such an establishment, should be abolished, the time not occupied in indoor studies being allotted to the various military exercises—and finally that instead of exacting an obligatory minimum in each subject of study, the obligatory minimum should be estimated on the aggregate number of marks gained in all the obligatory subjects, including, as suggested by Mr. Sidney Herbert, those gained for skill in riding, fencing, swimming, and military exercises. By this arrangement the tastes and peculiar abilities of all candidates will be consulted, and whilst the more talented may be expected to excel in many, if not all of the subjects of the course, others may compensate for a deficiency in some, by excelling in others. Nothing can be more equitable than this principle, and it may be fairly said that in most cases those who fail to gain the qualifying minimum in the year, must do so from gross carelessness, inattention, and idleness. To provide, however, for the casual occurrence of a failure, not due to any neglect, the Council consider that it would be advisable to give the candidate, as is done in examinations for direct commissions, a second chance, limiting however, his possible residence to one year and a half.

The obligatory course having been thus limited to the mere general necessities of the military profession, the Council did not consider that it would be advisable to include the study of other subjects, calculated to be indirectly of the greatest value to a military officer, such as modern languages, landscape drawing, the natural and experimental sciences, and even a higher course of practical mathematics. They propose, however, to leave these subjects to the voluntary selection of the candidates, and not to include them amongst those on which the obligatory minimum is prescribed, the marks gained in them, therefore, only serving towards determining the position of successful candidates, but not of themselves qualifying a candidate for his commission. In the competition for commissions without purchase a higher qualifying minimum will be required in the obligatory subjects, and that minimum being gained, the marks obtained in voluntary subjects will equally aid in determining the position of the candidates. This competition, however, will be limited to candidates of one year's (or four consecutive quarterly terms) residence.

The next question, namely, the amount of payment to be required from candidates, ought to depend on the number of students, and the expenses of the establishment, as in the present case where attendance is obligatory, and commissions as a general rule have, as heretofore, to be purchased, no higher sum ought to be required from a candidate than what is found necessary to pay for his board and education.

By a statement received from the Military Secretary on the 10th instant, it is estimated that 639 commissions will be disposed of annually in the combined British and Indian army; but as it is further stated that the number may probably be higher, it is safer to estimate it at 700.

It has been calculated that the annual expense will be 46,891*l.* 4*s.* This sum shared amongst all the cadets will require the payment by each of 71*l.* 0*s.* 10*d.*, or to leave a safe margin, of 80*l.*

In this sum clothing is not included, as it does not form an item in ordinary school charges, and is always provided by the parents. To ensure the necessary uniformity, it is suggested that the clothing be supplied by a public contractor, the money for its payment being lodged with the Governor of the college.

And further, though coals, light, &c. were presumed to be supplied as a contingency in the estimate which accompanied the Council's memorandum of the 7th January 1860, and formed a principal item of the sum of 9,000*l.* for contingencies to which Mr. Sidney Herbert refers, they are not included in the present estimate, as it appears more reasonable to consider the supply of all such articles in the same light as a similar supply to barracks and all other military buildings, the cadets, just as recruits are, being considered a part of the army.

Allowing 80*l.* to be the maximum sum to be paid, and retaining, as suggested by Mr. Sidney Herbert, the principle of a lower rate of payment in the case of the sons of naval and military officers, the classes may be reduced to four, that of Admirals and Generals having regiments (at present there are none in this class) being omitted, as the rate formerly required from them is the same as the highest rate now proposed. Taking advantage of the list of cadets at the Royal Military College, and the rates paid by those of each class, furnished by Mr. Sidney Herbert, and adding to the numbers now paying at each rate the average number per annum of sons of officers in the same classes who obtain direct appointments, it is calculated that, excluding the expenditure on account of fuel and light (which the Council have not the means of estimating), of the working party of Engineers, and of forage for officers' horses, there will remain an excess of income over expenditure of 3,348*l.* 16*s.* In this estimate the maintenance of 40 Queen's cadets is not included, as it would require to be provided for by special Parliamentary grant, as recommended by the Committee of the House of Commons on Sandhurst in 1855.

It would appear from what has been stated by Mr. Sidney Herbert that there is no alternative but to add 20 to the number of Queen's cadets, in order to comply with the Indian Government Act of 1858; but the Council would observe that the Indian force being, as stated in War Office letter of the 7th November 1860, 7611/1135, not more than one-twelfth of the Imperial, and only 20 Queen's cadets being allowed to the latter force, the relative advantages accorded to the two armies seem to be out of all fair proportion.

Appended to this memorandum is a table showing the data on which the estimate has been framed, and it is trusted that the general statement will be sufficient to convince Mr. Secretary Herbert of the practicability of carrying into effect a scheme which is calculated so materially to benefit the public service, and that without entailing on the public any cost at all commensurate with the advantages to be gained from it. Should the scheme as thus explained be approved, it is suggested that a notice should be issued as early as possible, as there can be little doubt that the Royal Military College would be then quickly filled by those whose age would not permit them to come forward for examination before the stated time. An early notice is in fact important, not only to enable parents to make the requisite arrangements for their sons' education, but also by filling Sandhurst to the utmost extent of which it is capable (which is believed to be nearly 400 cadets), to provide a sufficient reserve of candidates, who will be ready by the time the additional buildings are completed, and the scheme is brought into thorough operation, to receive their commissions from the college; by which means the serious inconvenience will be avoided of having a large number of first commissions vacant while their future holders are undergoing their college training. It is evident from the latter consideration alone that the scheme should be carried into operation, so far as the present means will admit, at the earliest possible date.

The Council therefore recommends,—

1. That the course of instruction shall be calculated for one year, allowing, however, to the few who could not complete it in that time another half-year.

2. That the highest amount of payment should be such as will fairly defray the expense of board and education, and may be fixed at 80*l.*, and that whatever allowances are made in favour of sons of officers should be at the cost of the public.

3. That as soon as these measures receive the final approbation of the authorities, the Royal Military College should be immediately adapted to the new system, and early notice be given to the public of the general scheme.

(Signed) W. T. Knollys,
Major-General, V.P.
J. E. Portlock,
Major-General.
Henry Moseley.
T. Elwyn, Colonel.
J. E. Addison,
Lieut.-Colonel.

Sir, War Office, 28 February 1861.

It being desirable that the scheme should now be drawn up in detail, I propose in this letter to state the results of the discussions which have passed between the Council of Military Education, your Royal Highness, and myself on the subject of the re-organization of Sandhurst.

1. It is proposed that Sandhurst should be converted into a general training college, through which all candidates for ordinary service should be required to pass, and where they may acquire such a knowledge of professional subjects as will qualify them when they join their regiments for the performance of any duties which may be required of them.

2. Under the proposed system direct appointments to the army will be discontinued, and commissions, whether with or without purchase, will be given to none but those who have gone through a course of education at the Royal Military College, which will form the sole channel of admission to the Cavalry, Guards, and Infantry, and will be placed in the same relation to these branches of the service as that which Woolwich at present occupies in relation to the Artillery and Engineers.

3. Admission to the college will be determined by examination in the subjects of general education. Candidates for admission will be nominated by the Commander-in-Chief on recommendations of eligibility as to character, &c., and certificates as to age and bodily health, similar to those now required from candidates for direct commissions.

4. These examinations will be held four times in the year, before the commencement of each college term.

5. It is proposed to make sufficient additions to the college buildings to afford accommodation for 600 cadets, 40 of whom will be Queen's cadets, to be admitted under the same regulations as at present.

Appendix II. (H.)

Royal Military College, Sandhurst.

6. Excluding therefore the Queen's cadets, it may be calculated that there will be accommodation at the college for 560 cadets, giving on an average about 140 vacancies to be filled at each quarterly examination; but the actual number of vacancies on each occasion will of course be regulated by the Commander-in-Chief according to the requirements of the service at the time.

7. The subjects of the examination for admission to the college will be the same as those at present required at the examination for admission to Sandhurst.

8. The limits of age for admission to the college will be determined from time to time by the Commander-in-Chief as the requirements of the service may demand. By existing regulations the age for admission to the army is fixed at from 18 to 23 for the infantry, and from 18 to 25 for the cavalry; and it is proposed that the age of admission to the military college should in the first instance be from 16 to 20 for the former and from 16 to 22 for the latter service.

9. The ordinary course of instruction at Sandhurst will be calculated to extend over one year of four terms, and will comprise the following subjects:—

Obligatory.

Military drawing and field sketching.
Practical geometry as applied to fortification and military surveying.
Field fortification in theory and practice.
Elements of permanent fortification.
Military history and geography.
Regimental and company accounts.
Official correspondence.
Queen's Regulations and military law.
Regimental drill and exercises.
Riding, fencing, &c.

Voluntary.

Mathematics.
French.
German.
Hindustani.
Natural and experimental sciences.

10. The obligatory course of instruction, comprising purely professional subjects necessary to the performance of ordinary military duty, will be the same for all. The voluntary subjects, a knowledge of which though not actually necessary is still of the highest value to an officer, will be left to the selection of the candidates themselves. At the commencement of each college term the cadet will be required to select the voluntary studies he may wish to undertake—those who do not wish to undertake any of the latter being required in place of them to devote additional time to fortification, military drawing, or military history.

11. At the end of the year's course of instruction, and prior to obtaining their commissions, cadets will be required to pass an examination in the subjects which form the college course of military instruction, and to obtain certificates of a fair proficiency in drills and military exercises.

12. A minimum aggregate of marks in the obligatory subjects of examination will be fixed, which it will be necessary for a cadet to obtain in order to qualify him for a commission by purchase; and it is intended that the marks gained for skill in riding, fencing, swimming, and military exercises should be allowed to count towards obtaining this minimum standard of qualification—thus affording every candidate an opportunity of deriving advantage from any special tastes and abilities likely to be of service to him in his profession.

13. It is further intended as an assistance to discipline that each candidate shall carry with him to his examination whatever number of marks for good conduct he may have obtained during his residence at the college.

14. In the event of a candidate failing to qualify himself for a commission at the end of the year's instruction, he will be allowed, on the recommendation of the governor, to present himself at either of the two subsequent examinations; but in no case will a longer residence at the college be permitted than one year and a half, and if a candidate fail to obtain the necessary qualification on a second examination he will no longer be considered eligible for a commission.

15. At each examination for commissions those cadets whose period of residence does not exceed four terms, or one year, will be allowed to compete for such number of commissions without purchase as may at the time be notified for competition. In the examination for this purpose they will be required to obtain a higher qualification in the obligatory military subjects than that exacted from candidates for commissions by purchase; and that minimum

Appendix II. (H.)

Royal Military College, Sandhurst.

being gained, the marks allotted in voluntary subjects will also be counted towards determining the position of the candidates. In every case, before a cadet is permitted to appear for his final examination at the college, satisfactory testimonials of conduct from the governor must be produced; his marks for good conduct, as before stated, being carried to his credit in summing up the marks by which his success will be tested.

16. In the event of sufficient vacancies not existing in the army to afford commissions for the full number of cadets who have obtained the required qualification, the commissions at the disposal of the Commander-in-Chief will be allotted to candidates in order of merit, as shown by the result of the examination; those who remain unprovided for will not be retained at the college, but will be commissioned as vacancies occur, and a corresponding reduction will be made in the number of those admitted to the college at the next examination.

17. To cover the expenses of board and education at the college, retaining the present principle of a reduced scale of charges for the sons of naval and military officers, the following rates of payment will be required from cadets:—

	£
Sons of private gentlemen, admirals, and general officers having regiments	80
Sons of general officers not having regiments	70
Sons of captains and commanders of the Royal Navy, and of field officers of the army, having substantive rank	50
Sons of all officers of the army and navy under the above rank	40
Sons of officers of the army and navy who have died in the service, and whose families are proved to be left in pecuniary distress	20

18. These payments do not include either the expense of clothing, or of fuel and light; for the former a fixed charge would be made against the parents of the cadets; the expense of the latter it is proposed to include in the ordinary estimate for the supply of these articles to barracks and other military buildings.

19. The maintenance of the 40 Queen's cadets, who will as at present receive gratuitous education, should, it is considered, be made a charge against the public, and be defrayed by a special Parliamentary grant at the rate of 80*l.* for each cadet, which will include the cost of clothing.

20. As regards discipline I am strongly of opinion that its maintenance should not be entrusted to non-commissioned officers, but that the supervision of commissioned officers, and a delegation of authority to the senior students should be substituted, as being more in accordance with the honourable feelings which it is so important to cultivate among the young men about to enter the army.

I would suggest that a detailed scheme of instruction and discipline with the number of professors and officers to be employed should now be drawn up by the Council of Military Education, and that an early announcement of the scheme should be made to the public, as the new buildings about to be erected will be ready for occupation early next year.

I have, &c.

H.R.H The General. Commanding-in-Chief. (Signed) Herbert.

Extract from a Memorandum of the Council of Military Education in reference to the above Letter.

1, Whitehall Yard, S.W.,
7 March 1861.

With reference to the letter from the Military Secretary of the 1st inst., transmitting a letter from Lord Herbert of the 28th ultimo, on the subject of the re-organization of the Royal Military College, the Council of Military Education have the honour to submit, for the consideration of His Royal Highness the General Commanding-in-Chief, the enclosed estimate with an explanatory statement and a proposed notice to be issued to the public.

The Council will also forward, with as little delay as possible, the detailed scheme of instruction and discipline which has been called for.

Proposed Notice.

After the 1st January 1863,* direct appointments to commissions in the army, with the exception of those granted to deserving non-commissioned officers, will cease, and all candidates will be required to undergo a course of military instruction and training at the Royal Military College.

The course of instruction will be calculated for a residence of four terms or one year, and in no case will a cadet be allowed to remain more than six terms, or one year and a half at the college.

Candidates will be required to pass a qualifying examination for entrance, similar to that now in force for direct commissions, and on leaving the college prior to obtaining their commissions, cadets will be required to pass an examination in the subjects which form the college course of military instruction, and to be certified to have attained a fair proficiency in drills and military exercises. Those cadets whose period of residence does not exceed four terms, or one year, will be allowed to compete for such commissions without purchase as may at the time be notified for competition.

This examination will include the obligatory subjects of military instruction, which will form the college course, as well as other subjects of general education which will be optional to the candidate.

Examinations for direct commissions will continue as heretofore, until 1st January 1863,* when they will cease. The minimum age for that examination being 18 years, it follows that candidates who will not attain that age before the date above stated, will be required to pass through the college before they can obtain their commissions. On the 1st August of the present year, candidates will be admitted to the college on the one year's course only, the number to be so admitted being hereafter notified. The age for admission will continue to be for the present from 16 to 19 years, but the qualifying examination for admission will be the same as that now required from candidates for direct commissions. The scale of payments will be as follows:—

	Annual rate of Payment. £
For sons of private gentlemen, admirals, and general officers having regiments	80
Sons of general officers not having regiments	70
Sons of captains and commanders of the Royal Navy, and of field officers of the army having substantive rank	50
Sons of all officers of the army and navy under the above ranks	40
Sons of officers of the army and navy who have died in the service, and whose families are proved to be left in pecuniary distress	20

All commissions without purchase will henceforth be reserved for the competition of the cadets of the Royal Military College, with exception of those for which candidates have already passed their examination, and also with exception of commissions granted to non-commissioned officers.

Proposed Estimate for an Establishment of 600 Gentlemen Cadets at the Royal Military College, Sandhurst.

The strength of the establishment proposed by the Council was as follows:—

I.—*Military Establishment.*

1 governor.	2 riding masters.
2 majors and superintendents of studies.	1 quartermaster.
6 captains.	1 chaplain.
6 lieutenants.	1 surgeon.
1 adjutant.	2 assistant surgeons.
1 paymaster.	2 rifle instructors.
	2 fencing masters.

Besides non-commissioned officers, band, clerks, servants, &c.

II.—*Educational Establishment.*

6	masters of mathematics.
6	„ French.
2	„ German.
2	„ landscape drawing.
1	„ natural sciences.
1	„ experimental sciences.
18	instructors in fortification.
6	„ military history.
18	„ military sketching.

The estimated annual expense of the establishment was:—

	£
Military establishment and general expenses	36,051
Educational establishment	8,532
Total	44,583

Exclusive of the cost of maintenance of 40 Queen's cadets.

---

* This date is assumed as the probable period of the completion of the additional buildings which will be required at Sandhurst, and the confirmation of the architect or contractor will be requisite before this notice is issued to the public.

The above memorandum by the Council, with the accompanying estimate, were transmitted to the Secretary of State in a letter from the Commander-in-Chief, dated 8th March 1861.

SIR, War Office, 21 March 1861.

I HAVE had under my consideration the memorandum of the Council of Military Education enclosed in your Royal Highness's letter of the 8th instant respecting the re-organization of the Royal Military College at Sandhurst.

The estimate of the probable cost of the establishment which has been prepared by the Council would appear, so far as can at present be judged, to have been rightly computed, except that the difference between the full and half pay of the military officers attached to the college has been under-estimated by about 200*l.*, even assuming, as the Council have done, that infantry officers will alone be employed.

With regard to the amount to be charged to the parents, I am of opinion that it is very desirable that the whole should be included in the one annual payment to be exacted from each class.

At present there is a charge spread over two years on account of clothing supplied by the establishment. I propose that to the regular uniform some sort of inexpensive dress should be added, and that the cost should be included in the annual fixed payment, instead of being made a separate account. The same remark applies to the contingent fund for breakages. Thus, if the sums charged under these heads amount to 12*l.* the annual payment, now fixed at 80*l.*, would have to be raised to 92*l.*, and that of the class at 20*l.* to 32*l.*

The charges on account of the uniforms of the non-commissioned officers, band, attendants, and hospital corps, ought, I think, to be recovered from the cadets and included in the present payment.

With regard to the wages of gate-keepers and police, rates and taxes, the salary of the Secretary to the Board of Commissioners, and also fuel and light and stationery, if it be decided that these charges should be borne by the public, a clear statement should be furnished annually by the Commissioners for insertion in the estimates, so as to place Parliament in possession of the true cost of the establishment.

But these charges will amount to between 5,000*l.* and 6,000*l.*, and the question arises whether they ought not to be recovered from the cadets.

I confess that I think that the principle on which the scale of payments is now fixed is objectionable, inasmuch as the parents of one boy are required to pay more than the true cost in order that the parent of another may be charged less.

Nothing but the existence of the practice, and a certain tradition in its favour, can justify the arrangement.

It may be said that now that passing through Sandhurst will be made compulsory, it is the more important not to raise the scale of charges of the lower ranks of the two services. But on the other hand, inasmuch as it is compulsory, it is the more necessary not to inflict any injustice on ranks in the first class, who are often poorer than officers in the 2nd or 3rd. Thus a curate with the stipend of an ensign is made to pay the same rate as a general officer with a regiment.

I should propose therefore to omit the 2nd class now put at 70*l.*, and to bring all general officers into the 1st class, with this proviso, that general officers who are in the receipt only of the half pay of their last regimental commissions should pay as regimental officers of that rank.

I would also omit class 4, thus bringing all officers not being general officers on to one scale.

And lastly, I would abolish class 5 altogether, now that the Queen's cadetships will amount to 40, inasmuch as the amalgamation of the Indian local army with the Queen's army will ultimately give a larger share of the cadetships now at the disposal of the East India Government to the sons of Queen's officers who have served in India, than has hitherto been the case.

The effect of these changes, calculated on the estimate of the Council, would amount to 680*l.* a year, but the main advantage would be that they would diminish the chances of fluctuation in the receipts without any corresponding fluctuations in the number of cadets to be maintained, by which the financial position of the establishment might be seriously compromised.

Apparently it would require an addition of 10*l.* to each of the two classes into which, according to this plan, the whole number of cadets (exclusive of the Queen's cadets) would be divided, to raise the 5,000*l.* or 6,000*l.* which would be required to cover the expenditure which the Council propose to charge to the public.

The two classes would therefore stand at 90*l.* and 60*l.* respectively, but to this must be added certainly 10*l.* for the items now charged separately, such as clothing, breakages, &c., thus bringing the whole annual payment to 100*l.* and 70*l.*

I would add that it appears to me advisable that the scale of charges at the establishment at Woolwich should be carefully inquired into, and if necessary revised, so as to bring them in principle, if not in degree, to an uniform standard.

I have, &c.

H.R.H. The General Commanding-in-Chief. (Signed) HERBERT.

MY LORD, Horse Guards, 26 March 1861.

I HAVE to acknowledge the receipt of your letter of the 21st inst., 7011/1297, relative to the re-organization of the Royal Military College at Sandhurst, upon which I would observe that, with regard to the scale of payment to be made by the parents for the cadets, I fully concur that it is objectionable as a general principle that the parent of one boy should be required to pay more than the actual cost in order that the parent of another should be charged less; but the practice of half a century has accustomed the public mind to the existing varied scale of payments.

The reduction of the rate paid by civilians from 120*l.* to 100*l.* per annum was a great boon to them, and now to raise the rate to be paid by sons of officers might be viewed as a positive hardship.

It is worthy of consideration, that after the new system, as proposed shall have been established, it will become compulsory for all candidates for the line to pass through the Royal Military College; and to increase the annual payment for the sons of the junior grades of the profession will, I fear, be virtually their total exclusion from the army.

I would therefore propose that all cadets should pay a certain annual amount, say of 80*l.*, exclusive of clothing and contingencies—that the separate classes should remain as at present, with the exception of the distinction between the sons of general officers who have regiments and those who have not—but that the difference between that sum (80*l.*) and the amount now paid by captains and by ranks junior to them for their sons, should be made up to that sum by the Government. It appears to me preferable to apply the grant of public money in this manner, than to exempt the cadets from other charges such as fuel and lighting at present borne by them.

I am, &c.

The Right Hon. Lord Herbert. (Signed) GEORGE.

SIR, War Office, 10 May 1861.

I HAVE the honour to inform your Royal Highness, in reply to the observations on the re-organization of the Military College at Sandhurst, contained in your Royal Highness's letter of the 26th March, that I have directed an estimate to be made of the total annual cost of the military college under the proposed system, based upon the principle of regarding it as a private establishment, in which the payments made by the pupils would be expected to cover the whole outlay, including the original purchase of land and buildings, and the cost of wear and tear and maintenance.

The estimate is as follows:—

	£
Cost of the military establishment and general expenses - - -	36,252
Educational establishment - -	8,532
Fuel and light not included in the above	5,590
Clothing of non-commissioned officers and privates - - - -	133
Interest on original value of buildings and land at 5 per cent. on 100,000*l.* -	5,000
Cost of repairs, and interest on the cost of the buildings now in course of erection - - - - -	5,000
Messing and washing of 40 Queen's cadets - - - -	1,287
Total - -	£61,794

This sum divided among 600 cadets would give an annual cost for each cadet of 103*l.*, to which must be added a sum of 12*l.* to cover the cost of uniform, and the amount paid to the contingent fund; thus making the total cost of the education and maintenance of each cadet 115*l.* per annum.

The reduction in the rates of payment in the case of

Appendix II. (H.)

Royal Military College, Sandhurst.

certain classes of cadets, would therefore entail an annual charge upon the public to the following extent:—

		£
For 18 cadets contributing	50*l.* instead of 115*l.*	1,170
25 „ „	40*l.* „ „	1,875
16 „ „	20*l.* „ „	1,520
40 „ „	Nil. - -	4,600
	Total - -	£9,165

This estimate gives the extreme calculation of the expenses which could be considered chargeable against the cadets, and if the principles on which it is founded were adopted, the establishment would be really self-supporting in every respect, with the exception of the contribution from the public funds in aid of orphans and officers' sons.

I am of opinion, however, that, although the cost of fuel and light must strictly be included in the annual expenses of the establishment, the interest on the 100,000*l.* originally invested in the estate and buildings may fairly be omitted from the calculation. This omission would diminish the estimate of the annual outlay by 5,000*l.*, and reduce the charge to each cadet by 8*l.* in round numbers, thus leaving it at 107*l.*

I am also of opinion that the cost of uniform, estimated at 9*l.* for each cadet, can scarcely be considered as a part of the general expenses of the college, but that it is a charge which should be borne by all the cadets themselves, whether admitted at reduced rates or without payment. On this principle the estimate of the cost of each cadet would be still further reduced by 9*l.* (the cost of the uniform), or from 107*l.* to 98*l.*

With regard to the sum included in the estimate as interest on the cost of the additional buildings now in course of erection, it may be questioned whether such an item is fairly chargeable to the cadets. But as there can be little doubt of the propriety of charging them with the cost of repairs, I consider that under any circumstances 95*l.* is the lowest sum which should be taken to represent the annual cost of each cadet.

The elimination of the items to which I have referred, and the payment by individuals of the cost of their uniform, would reduce the charge on the public in aid of the education of orphans and officers' sons by 20*l.* for each individual to whom such assistance is granted, or in all by 1,980*l.*, and the sum to be defrayed by the public, for which it would be necessary to provide in the army estimates, would amount, for the numbers I have stated, to 7,185*l.*; viz.:—

		£
For 18 cadets at	50*l.* instead of 95*l.* -	810
„ 25 „	40*l.* „ -	1,375
„ 16 „	20*l.* „ -	1,200
„ 40 „	Nil. „ -	3,800
	Total - -	£7,185

The actual sum, however, to be voted in the education vote to make up this deficiency would not be so large, as the cost of fuel, light, forage, and repairs, would be borne in the respective votes to which these heads belong.

If your Royal Highness concurs in the views which I have expressed, I would propose that the principle on which these calculations are based should be adopted in determining the rates to be paid by the different classes of cadets admitted to the college.

A notice should now be issued as to the time when the new regulations will come into operation, and the terms on which the candidates will in future be admitted to Sandhurst.

I have, &c.
(Signed) Herbert.

H.R.H. The General Commanding-in-Chief.

Sir, Horse Guards, 11 June 1861.

With reference to previous correspondence, I am directed by the General Commanding-in-Chief to transmit to you, to be laid before the Secretary of State for War, the accompanying memorandum by the Council of Military Education, forwarding a copy of the proposed regulations for the admission, education, and military training of the gentlemen cadets at the Royal Military College, together with a form of notice to be given to the public, of the new system which has been decided upon for the education of candidates for commissions in the army at that institution after the 1st January next.

His Royal Highness agrees generally in the views of the Council as to the alteration of the present regulations to suit the new system, and also in the suggestion on Article 3 relative to payments, &c.; and would therefore propose that the contribution of 80*l.* a year by the sons of general officers not having regiments be added as a second item in the list detailed on page 5; and further requests that Lord Herbert's attention may be drawn to those parts erased on pages 7 and 8 on the subject of pocket money hitherto paid to gentlemen cadets, His Royal Highness having some doubts as to the expediency of discontinuing the weekly allowances referred to.

I have, &c.
(Signed) W. F. Forster.

The Under Secretary of State, War Office.

P.S.—In order to save time the papers alluded to in the foregoing letter are sent in original, and I have therefore to request they may be returned with your reply, when steps will be immediately taken to obtain Her Majesty's approval of the whole scheme previously to its being made public.

W. F. F.

Sir, War Office, 19 June 1861.

The Secretary of State for War has had under consideration your letter of the 11th instant, enclosing a memorandum from the Council of Military Education, together with a copy of the proposed regulations for the admission, education, and military training of the gentlemen cadets at the Royal Military College, and a form of notice to be given to the public of the new system which has been decided upon for the education of candidates for commissions in the army at that institution.

In reply, I am to request that you will acquaint the General Commanding-in-Chief that Lord Herbert is disposed to agree with the Council that, as the scale of payments has been generally raised, it may be advisable to continue to admit the sons of general officers not having regiments at the same rate as heretofore, viz., 80*l.* a year, and his Lordship requests that the necessary alteration may be made in the scale.

His Lordship also agrees with the Council that the system of restricting the amount of pocket money, however applicable in a school for boys, could not be enforced in a college for young men, and should therefore be discontinued.

Lord Herbert observes that in the list of marks to be awarded the Council have omitted not only the marks for conduct, for which omission his Lordship conceives that they have assigned sufficient grounds, but also the marks for athletic exercises which, as being peculiarly suitable in a military college, his Lordship considers should be inserted.

It is proposed that the age for admission should be from 16 to 20. This would enable candidates generally to enter the army at from 17 to 21. Lord Herbert questions, however, whether 17 is not too young, and in the event of His Royal Highness concurring on this point, he would propose to fix 17 as the minimum age of admission to the college.

Subject to these observations Lord Herbert concurs in the proposed notice and regulations.

I am, &c.
(Signed) E. Lugard.

The Military Secretary.

Sir, War Office, 7 August 1861.

I am directed by the Secretary of State for War to acquaint you, for the information of His Royal Highness the General Commanding-in-Chief, that Mr. Baring having conveyed an assurance to the House of Commons that the new system of admission into Sandhurst should not come into operation till next Midsummer—thus allowing the House an opportunity of expressing an opinion upon it next session—it follows that no admissions under that system can take place until 1st July 1862.

I am, &c.
(Signed) E. Lugard.

The Military Secretary.

(iii.)—Correspondence between the Secretary of State for War and the Universities of Oxford, Cambridge, and Dublin, relating to the Plan for requiring all Candidates for Commissions in the Line to pass through the Royal Military College.*

Sir, Oxford, December 1861.

I am directed by the Council of the University to bring before your notice the subject of military education, especially with reference to the plan believed to be now

* Reprinted from a Return ordered by the House of Commons to be printed, 11th March 1862.

under the consideration of the Government, by which every candidate for a commission in the line will be required to reside at Sandhurst for at least one year, being at the time of admission not less than 18 years of age.

We understand that 500 officers are annually required for the line alone; and, if an average be added for rejected candidates, it will probably be necessary to have at Sandhurst an establishment calculated to hold between 600 and 700 youths above the age of 18. We submit that, regard being had to the difficulties long found in managing military colleges consisting of smaller numbers, and composed of young men possessing higher qualities than can be demanded from candidates for commissions in the line, the task of regulating an establishment such and so large will be exceedingly arduous.

We believe that high authorities may be cited to show that officers who have received academical education and training have been distinguished among their compeers for intelligence, good conduct, and aptness for military affairs.

We have no wish, in Oxford, to undertake the military instruction of a large mass of candidates for commissions. To do so we should have to alter our standard of education, or to admit a special class of young men who neither could nor would attempt to pass our ordinary examinations. But we think it would be hard upon the Universities, and disadvantageous to the army, that a measure should be adopted which will discourage those young men who can and will pass our examinations from seeking academical education. We are convinced that a liberal education, such as we can give, and the mental and social training implied in residence at the Universities, would, to such young men, and to the army generally, be of much greater value than any technical proficiency which they might gain by early instruction of a strictly professional kind.

We submit that, to give effect to these principles, it would be desirable that young men who have passed our first and second examinations (called responsions and moderations) should be accepted as candidates for commissions in the line, and not be re-examined in Latin, English, arithmetic, or any parts of mathematics in which they have satisfied our examiners.

This would be much; but, besides this, we could, if the military authorities think fit, propose to the University to add other special subjects to those generally required. Excellent teachers of foreign languages are paid from academical funds to give free instruction to members of the University; and a project for establishing a drawing school in one of our public buildings is now under consideration. In these subjects, as also in branches of history, geography, and mathematics, not made compulsory at our examinations, we could provide instruction, and might give special certificates to all candidates for commissions who should satisfy examiners in these subjects respectively.

I have, &c.
(Signed) FRANCIS JEUNE,
Vice-Chancellor.

The Right Hon. the Secretary of State
for the War Department.

REVEREND SIR, War Office, January 8, 1862.

I AM directed by Secretary Sir George Lewis to acknowledge the receipt of your letter of the ult. on the subject of military education, and in which you convey the recommendation of the Council that members of the University who have passed the first and second examination should be accepted as candidates for commissions in the army, without further examination in those subjects in which they have already satisfied the university examiners.

I have, &c.
(Signed) DE GREY AND RIPON.

The Rev. Francis Jeune, D.C.L.,
Vice-Chancellor.

P.S.—A further communication on this subject will be addressed to you.

Merrion Square, Dublin,
SIR, January 11, 1862.

IT being understood to be in the contemplation of Her Majesty's Government to establish a general scheme of military education, applicable to all candidates for commissions in the army, I am requested by the governing members of this University to express their hope that no provision may be introduced in such scheme tending to displace the Universities from the office which they have hitherto filled in relation to the army; such, for example, as that of requiring that all candidates for commissions should be educated exclusively in one school or college.

It is believed that any such measure as this would lower the intellectual culture of the army generally, by depriving it of the higher education which the Universities supply, while it would at the same time tend to engender that narrowness of mind which is the ordinary result of all exclusively professional training.

On the other hand, the Universities afford already the greater part of the instruction required by military men. The University of Dublin possesses able instructors in all the subjects taught in the military colleges, with the exception of those which are purely professional; and she has already educated no small number of those who hold commissions in the higher branches of the service.

It is true that the number of those who now resort to the Universities, previously to entering the army, is comparatively small, still a small ingredient in the mass may exercise a large influence; and it would be much to be regretted if this influence were to be excluded altogether.

I venture therefore to express the hope of the governing members of this University, that in any general scheme of military education which may be hereafter prescribed, the certificate of the proper officer of this University may be accepted, without further examination, as evidence that the candidate has attended the lectures and passed the examinations in the University, and has acquired a competent knowledge of the subjects certified.

I have, &c.
(Signed) FRANCIS BLACKBURNE,
Vice-Chancellor of the University of Dublin.

To the Right Hon.
Sir George Cornewall Lewis, Bart.,
Secretary of State for War.

SIR, War Office, January 27, 1862.

I HAVE the honour to acknowledge the receipt of your letter of the 11th instant, relative to the admission of candidates for military cadetships into the Royal Military College at Sandhurst, and in reply, I am directed by Secretary Sir George Lewis to inform you that, having had the subject fully under his consideration, and having conferred thereon with His Royal Highness the General Commanding-in-Chief, he is of opinion that such candidates as may have passed examinations other than those of matriculation in the University, in the subjects of a general character which are included in the syllabus required to establish a qualification for a military cadetship, may be exempted from any additional examination of a preliminary kind in such subjects, upon the production of certificates from the University examiners of their proficiency in the same; and I am to add, that should the candidates from the University exceed the limits of the maximum age as at present prescribed (viz., under 19 years), Sir George Lewis will be prepared in such cases to consider (if necessary) a relaxation of the rule in regard to age for University undergraduates.

I have, &c.
(Signed) E. LUGARD.

The Right Hon.
Francis Blackburne, LL.D.,
Vice-Chancellor, Dublin University.

SIR, War Office, January 27, 1862.

WITH reference to the letter from this department of 8th instant, I am directed by Secretary Sir George Lewis to inform you, that having had the subject therein adverted to under his further consideration, and having conferred thereon with His Royal Highness the General Commanding-in-Chief, he is of opinion that candidates who may have passed the first and second examinations (called responsions and moderations) at the University of Oxford, may, upon certificates being furnished by the examiners of their possessing the necessary qualifications in the subjects included in those examinations, be exempted from any additional examination of a preliminary character in the same for admission to Sandhurst as military cadets; and I am further to state, that should the candidates from the University exceed the limits of the maximum age as at present prescribed (viz., under 19 years), Sir George Lewis will be prepared, on cases arising, to consider (if necessary) a relaxation of the rule in regard to age for University undergraduates.

I have, &c.
(Signed) E. LUGARD.

The Vice-Chancellor,
University of Oxford.

REVEREND SIR, War Office, January 29, 1862.

ADVERTING to a private correspondence which passed between the late Lord Herbert and the former Vice-Chancellor of the University of Cambridge, in regard to

APPENDIX II. (H.)

Royal Military College, Sandhurst.

the admission into the army and to the Royal Military College, Sandhurst, of the students of that University, I am directed by Secretary Sir George C. Lewis to acquaint you, that, having had the subject under his consideration, and having conferred thereon with His Royal Highness the General Commanding-in-Chief, he has caused letters on the subject to be addressed to the Vice-Chancellors of Oxford and Dublin Universities, copies of which are enclosed; and I am to request, in the event of the University of Cambridge being also desirous of adopting the course approved in the cases of the two Universities above named, that you will be good enough to state, for Sir G. C. Lewis's information, what are the examinations at Cambridge which may be considered equivalent to the first and second examinations (called responsions and moderations) at the University of Oxford, in order that the Secretary of State may be able to determine the qualifications which may entitle the students of the University of Cambridge to exemption from any further examination of a preliminary character in those subjects on admission to Sandhurst as military cadets.*

(Signed) E. LUGARD.

The Vice-Chancellor of Cambridge.

Queen's College Lodge, Cambridge,

SIR, February 3, 1862.

I HAVE the honour to acknowledge the receipt of your communication of the 29th ultimo, and to say, that I have laid the same before the Council of the Senate. I have no doubt that the University of Cambridge will be desirous of adopting the course approved in the cases of the Universities of Oxford and Dublin.

The examination, which may be certainly considered equivalent to the responsions and moderations at Oxford, is the previous examination at the end of the fifth term, *i.e.*, towards the latter part of the second year of residence.

As the students will have so long a training in Cambridge, might not the period of residence at Sandhurst in their case be shortened?

I have, &c.

(Signed) GEO. PHILLIPS, V.C.

Edward Lugard, Esq.,
War Office.

REVEREND SIR, War Office, February 7, 1862.

I AM directed by Secretary Sir George Lewis to acknowledge the receipt of your letter of the 3rd instant; and I am to state, in reply, that when the new scheme of military education at Sandhurst is finally decided upon, Sir George Lewis will give due consideration to the suggestion contained in the latter paragraph of your letter.

I am, &c.

(Signed) EDWARD LUGARD.

The Vice-Chancellor of
Cambridge University.

SIR, February 10, 1862.

I HAVE the honour to acknowledge the receipt of your letter of the 27th ultimo, in which you propose to make certain regulations in favour of those University undergraduates who may hereafter be candidates for admission into the Royal Military College at Sandhurst; and I have not failed to communicate the same to the tutors, and other persons concerned in the University of Dublin.

At the same time, I must express my fear that the proposed regulations, limited as they are, to the examination for admission into Sandhurst, will not operate as an inducement to any to receive a portion of their education at the University, previously to entering the army.

If, as is supposed, it is the intention of Her Majesty's Government to require all candidates for commissions in the army to reside, and to be instructed at Sandhurst, I may perhaps be allowed to suggest, that the advantages of a University education might be more adequately recognized, by abridging the required time of residence. And I venture to ask that such concession be made to the undergraduates of this University who have been two years on its books, and have passed the "previous examinations" (preliminary to the degree examination), which takes place at the close of that time. Such an arrangement would seem to be both reasonable in itself, and simple in its operation, and it would fall in with the regulations which you have already professed your readiness to make, by which the limit of age for admission into the military college is extended in the case of University undergraduates.

I have, &c.

(Signed) FRANCIS BLACKBURNE,
Vice-Chancellor of the University of Dublin.

To the Right Hon.
Sir George Cornewall Lewis,
Secretary of State for War.

SIR, War Office, February 14, 1862.

I HAVE the honour, by direction of Secretary Sir George C. Lewis, to acknowledge the receipt of your letter of the 10th instant, and to acquaint you in reply that when the new scheme of military education at Sandhurst is finally decided upon, Sir George C. Lewis will give due consideration to the suggestion contained in your present communication.

I have, &c.

(Signed) EDWARD LUGARD.

The Right Hon.
Francis Blackburne, LL.D., Vice-Chancellor
of the University of Dublin.

REVEREND SIR, War Office, February 18, 1862.

WITH reference to my letter of 27th ultimo, relative to the examination of University students for cadetships at Sandhurst, I am directed by Secretary Sir G. C. Lewis to state, that, having referred the correspondence for the information of the Council of Military Education, it has been pointed out by that board that it would be desirable to fix some definite course of mathematics, as without such a qualification a student would enter the establishment unable to proceed with his fortification and other collateral studies. It seems therefore to Sir G. C. Lewis desirable that the University authorities should define the course of mathematics which would be required from the candidates in their examination; and as it is proposed to introduce in the future regulations for the college of Sandhurst a rule that candidates for commissions without purchase shall be allowed to count, at their final examination, a certain proportion of the marks which they had gained at the entrance examination, it is also desirable that some scheme should be adopted at the Universities to meet this requirement, or that the candidates for commissions without purchase, should attend the examinations of the Council in those subjects.

I am, &c.

(Signed) E. LUGARD.

The Vice-Chancellor of the
University of Oxford.

Similar letters were written to the Vice-Chancellors of the Universities of Cambridge and Dublin.

Pembroke College, Oxford,

SIR, February 22, 1862.

WITH reference to your letter of the 18th instant, may I be permitted to ask what is the extent of the mathematical knowledge which it would be proper that young men going from the University to Sandhurst should have attained?

I am, &c.

(Signed) FRANCIS JEUNE,
Major-Gen. Sir Edward Lugard. Vice-Chancellor.

SIR, Dublin, February 24, 1862.

I HAVE the honour to acknowledge your letter of the 18th instant, which I have communicated to the Provost and Senior Fellows of Trinity College for their consideration; and I am requested by them to state in reply for your information, and that of the Council of Military Education, that the University qualifications proposed by them is the passing (to the satisfaction of the examiners) of the "previous examination," which takes place at the close of the second academic year.

The course of mathematics embraced in this examination is, in the case of ordinary students—

Euclid—Books 1, 2, 3, and 6.
Arithmetic.
Algebra—to end of quadratic equations and plane trigonometry.

Candidates for honours are examined, in addition, in—

The higher algebra (including the general theory of equations).
Trigonometry, plane and spherical.
Analytic geometry (including the conic sections).
And the more elementary portions of the differential and integral calculus.

I am also requested by the Provost and Senior Fellows to state that an abridgment of the required time of residence at Sandhurst, in the case of University candidates, as

* Similar concessions were made at later periods to the Universities of London, Edinburgh, Glasgow, St. Andrew's, Aberdeen, and Queen's University, Ireland.

explained in my letter of the 10th instant, would, in their opinion, be in every way preferable to an exemption from any portion of the examinations prescribed by the military authorities.

This arrangement would probably compensate the disadvantages under which such candidates would otherwise labour, in devoting so large a portion of time to the general subjects of the University curriculum; and it would not be liable to the difficulty to which you have referred in your last letter relating to candidates for commissions without purchase.

I have, &c.
(Signed) Francis Blackburne,
Vice-Chancellor of the University of Dublin.

To the Right Hon.
Sir George Cornewall Lewis, Bart.
Secretary of State for War.

Rev. Sir, War Office, March 3, 1862.

In reply to your letter of the 22nd ultimo, I am directed by Secretary Sir George C. Lewis to annex, for your information, a statement showing the subjects in arithmetic and mathematics, and the extent of knowledge required therein in the examination for admission to the Royal Military College, Sandhurst.

I am also to state that the obligatory subjects at Sandhurst for passing for a commission are, in addition to drills and military exercises, elementary mathematics, fortification, plan drawing, and military surveying, and that the Council of Military Education have reported that "there is nothing "to prevent a cadet from going up for examination for his "commission as soon as he has completed his military "instruction."

"Practically a very large number have gone up in a year "and a half, and there are instances of cadets having "qualified themselves for their final examination in one "year."

I have, &c.
The Vice-Chancellor (Signed) E. Lugard.
of the University of Oxford.

Similar letters were written to the Vice-Chancellors of the Universities of Cambridge and Dublin.

(Extract.)

Examination for admission to the Royal Military College, Sandhurst.

Obligatory Mathematics:

Arithmetic.—Vulgar and decimal fractions, proportion, extraction of the square root, and interest.

Algebra.—Fractions, simple equations, and questions producing them.

Euclid.—The first two books.*

To these elementary branches 1,200 marks (out of the whole 3,600 for mathematics) are allotted, and it is necessary for qualification that at least 400 be obtained, of which 200 must be obtained in arithmetic.

I.—QUEEN'S AND INDIAN CADETSHIPS.

(i.)—Memorandum on the Regulations under which Queen's and Indian Cadetships are granted.

(By the Secretary.)

The creation of Queen's cadetships originated in the recommendations of the Select Committee of the House of Commons on Sandhurst.* At the time the Committee reported (in the year 1855) the age of admission to Sandhurst was from 13 to 15; in the following year, however, at the time the recommendations of the Committee were adopted by the Government, it was in contemplation to raise the minimum age for admission to the College to 16; and it was consequently decided that, in order to meet the case of those who under the former regulations would have been admitted as Queen's cadets at a younger age, a special allowance of 40*l.* a year might, at the discretion of the Secretary of State, be granted to a candidate qualified for a Queen's cadetship, at the age of 13, to assist him in his preparatory education, until he attained the age at which he would be eligible for admission to the College. This arrangement was sanctioned by the Treasury in 1856,† and at first the results of the recommendations of the Select Committee seem to have been confined to granting candidates the special allowance in aid of their preparatory education, as no Queen's cadet appears to have entered the College until March 1860.

The first public announcement of the institution of Queen's cadetships, and of the regulations under which they were to be granted, was made by a General Order dated Horse Guards, 5th January 1858. It had by this time been finally determined to fix the ordinary minimum age for admission to Sandhurst at 16; but an exception was made in favour of the Queen's cadets, who were to be admitted one year younger,—at the age of 15. The regulations which accompanied the General Order above alluded to contained the following provisions:—

"These cadetships, of which there are 20 in all, are confined to the sons of officers of the army, Royal navy, and Royal marines, who have fallen in action, or have died of wounds received in action, or of diseases contracted on active service, and who have left their families in reduced circumstances.

"Gentlemen cadets on this class are educated gratuitously.

"The nominations, with the concurrence of the Secretary of State for War, are made by the Commander-in-Chief for the army, in the proportion of 15 cadetships, and by first Lord of the Admiralty for the navy and marines, in that of five cadetships,—to whom applications are to be made.

"No candidate can be admitted under the age of 15 nor above that of 17.

"In a case where the services of the father and the circumstances of the family are deemed such as to constitute a claim, a candidate ineligible for immediate admission, on account of his not having attained the proper age, but being a promising youth, may, at the discretion of the Secretary of State for War, be allowed an addition to the compassionate allowance, with the especial view of promoting his education, until he is eligible for admission into the College."

The regulations under which Queen's cadets are at present nominated are similar to the above, with the exception that the wording of the phrase "diseases contracted on "*active service*" has been altered to "diseases contracted "on *service abroad*," and that Queen's cadets, like other candidates, are not now admitted until the age of 16. An addition to the "Compassionate Allowance," not exceeding 40*l.* a year, may at the same time be granted to a candidate after the age of 13, in order to assist him in his education until he becomes eligible for admission to the College. The number of 20, however, to which the Queen's cadetships are limited, includes both those who have entered the College and those to whom the educational allowance is granted, between the ages of 13 and 16, previously to their admission.

From the first institution of Queen's cadetships, the candidates nominated to them have been admitted to the College on passing a qualifying examination, and have received a gratuitous education; they were, however, originally required to compete for commissions without purchase with other candidates at the end of the College course. The privilege of obtaining a free commission on passing merely a qualifying examination was not extended to them until the institution of the Indian cadetships in 1862. As it was found necessary to exempt the Indian cadets from competition with other candidates for commissions without purchase, it was considered that a similar privilege could not be withheld from the Queen's cadets.† Both classes of cadets, in addition to their free education and maintenance, receive clothing and pocket-money at the public expense.

The institution of Indian cadetships at Sandhurst took place in consequence of the transfer of the government of India from the East India Company to the Crown, and the subsequent amalgamation of the Indian and Imperial forces.‡

The notice of the admission of Indian cadets to the establishment appears for the first time in the College regulations of 1st May 1862. Their number, like that of the Queen's cadets, is limited to 20. They are nominated, under the provisions of Acts 21 & 22 Vict. cap. 106. s. 35. and 23 & 24 Vict. cap. 100. by the Secretary of State for India in Council,

* *See* War Office letter of 27th May 1856, printed among the correspondence connected with the establishment of Queen's cadetships, page xxxvi.

† *See* Treasury letter of 17th September 1856, page xxxvii.

* It has been proposed by the Council of Military Education to add the third book in the event of the present examinations for direct commissions (in which three books are required) being abolished, and all candidates being commissioned from Sandhurst.

† *See* War Office letter of 24th March 1862, printed among the correspondence connected with the establishment of Indian cadetships, page xl.

‡ *See* correspondence connected with the establishment of Indian cadetships, page xxxvii.

Appendix II. (I.)

Royal Military College, Sandhurst.

from the sons "of persons who have served in India in the "military or civil services of Her Majesty or the East India "Company." The restrictions, however, regarding the death of the father and the circumstances of the family, which apply to a candidate for a Queen's cadetship, do not limit the nomination of Indian cadets. The expense of the education and maintenance of the latter is borne by Indian revenues.

(ii.)—Correspondence connected with the Establishment of Queen's Cadetships at the Royal Military College.

Sir, War Department, 27th May 1856.

I am directed by Lord Panmure to request that you will state to the Lords Commissioners of Her Majesty's Treasury that it appears to his Lordship the time has now arrived for giving effect to that part of the report of the Select Committee of inquiry into the establishment and system of education at the Royal Military College, Sandhurst, which related to the claims of the orphans of army, navy, and marine officers.

At page vii. of the Committee's Report, dated 18th June 1855,* the creation of 20 Queen's cadetships was recommended—to be confined to the sons of officers in the army, navy, and marines who have fallen in action, or have died of wounds received in action, or of diseases contracted on active service, and who have left their families in reduced circumstances.

The public charge which these cadetships would involve is estimated in the report at page viii. at about 100*l.* each.

Lord Panmure is desirous of having an estimate forthwith submitted to Parliament to meet the charge of the college for the education of the Queen's cadets, which probably during the remainder of the current year would not exceed the sum of 1,500*l.*; and I am to request that you will move the Lords Commissioners of the Treasury to sanction the submission to Parliament of such an estimate accordingly.

I am, &c.
(Signed) F. Peel.

The Secretary to the Treasury.

Sir, Treasury Chambers, 2nd June 1856.

The Lords Commissioners of Her Majesty's Treasury having had before them your letter of the 27th ultimo. requesting their sanction to a charge in connection with the Military College at Sandhurst, for the education of the Queen's cadets during the remainder of the current year, I am directed to acquaint you, for the information of the Secretary of State for War, that their Lordships are pleased to authorize the insertion of the requisite sum not exceeding 1,500*l.* in the supplementary army estimate as proposed: and they have only to request that regulations may be framed for confining the cadetships, as recommended in the Report of the Committee, to the sons of officers "who have "fallen in action or have died of wounds received in action, "or of diseases contracted on active service, and who have "left their families in reduced circumstances."

I remain, &c.
(Signed) C. E. Trevelyan.

F. Peel, Esq., M.P.

Sir, War Office, 12th June 1856.

I am directed by Lord Panmure to request that you will state to the Field Marshal Commanding-in-Chief that, in pursuance of the recommendation of the Select Committee appointed to inquire into the establishment and system of education of the Royal Military College at Sandhurst, contained in their report of 18th June 1855, page vii., his Lordship has obtained the concurrence of the Lords Commissioners of Her Majesty's Treasury for submitting to Parliament an estimate for meeting the expense of the 20 Queen's cadetships which the Committee proposed should be created for the education of the sons of officers in the army, navy, and marines, who have fallen in action or who have died of wounds received in action, or of diseases contracted on active service, and who have left their families in reduced circumstances.

Lord Panmure is desirous that the first appointments should take effect from the beginning of next term, and proposes to allot their distribution in the first instance in the proportion of fifteen for the army and five for the navy. The selection of candidates from the military service will be vested in the Commander-in-Chief, subject to the confirmation of the Secretary of State for War, who will signify the Queen's approval.

I am therefore to request that you will move Viscount Hardinge to take the necessary steps for carrying out this measure, and that special attention be paid to the qualification above enumerated, as the conditions upon which these applications are to be made.

I have, &c.
(Signed) F. Peel.

Maj.-Gen. Sir Charles Yorke, K.C.B.

Sir, War Office, 12th June 1856.

I am directed by Lord Panmure to state to you, for the information of the Lords Commissioners of the Admiralty, that his Lordship has obtained the concurrence of the Lords Commissioners of Her Majesty's Treasury for submitting to Parliament an estimate for meeting the expense of the 20 Queen's cadetships which the Select Committee of inquiry into Sandhurst Royal Military College in their report of 18th June 1855, page vii., recommended should be created.

The appointments to these cadetships will, in the first instance, be distributed in the proportion of 15 to the sons of military officers and 5 to the sons of officers of the Royal navy and Royal marines, who have fallen in action, or who have died of wounds received in action or of diseases contracted on active service, and who have left their families in reduced circumstances.

The first appointments can be made from the beginning of next term; the selection of candidates, the sons of naval and Royal marine officers, will be vested in the First Lord of the Admiralty, subject to confirmation by the Secretary of State for War, by whom the names will be submitted for Her Majesty's approval.

I am further to beg that special regard may be paid to the qualifications above pointed out, as the conditions upon which candidates are to be appointed.

I am, &c.
(Signed) F. Peel.

The Secretary to the Admiralty.

Sir, Horse Guards, 14th June 1856.

Having laid before the Field Marshal Commanding-in-Chief your letter of the 12th instant, respecting the proposed establishment of 20 Queen's cadetships for the education of the sons of officers in the army, navy, and marines who have fallen in action, died of wounds received on action, or of diseases contracted on active service, and who have left their families in reduced circumstances, I am directed by his Lordship to state that before giving any public notice of the establishment of this class he considers it very desirable, in order to prevent disappointment, that it should be decided at what age cadets for this class will be eligible for admission.

The Field Marshal understands that the question as to the age at which the cadets in general shall be admissible to the Royal Military College is under consideration; and

* The passage in the Report to which reference is made is as follows:—

"Your Committee are unanimously of opinion that the claims of the orphans of our army, navy, and marine officers are entitled to more favourable consideration than they now receive, and that the institution should be put more in harmony with the humane and just views of the Royal Warrant of 1808; and they have no hesitation in recommending an appeal to the liberality of Parliament for such a purpose.

"Your Committee would suggest that 20 Queen's cadetships should be created, 10 to be filled up this year, and 10 the next. That these cadetships should be confined to the sons of officers in the army, navy, and marines, who have fallen in action, or have died of wounds received in action, or of diseases contracted on active service, and who have left their families in reduced circumstances. That these cadetships should not be given by priority of application, but by selection, having reference to the services of the father, and the circumstances of the family. That the selection should be made by the Commander-in-Chief for the army, and the First Lord of the Admiralty for the navy and marines. That the nomination should be made by them, accompanied by a declaration, written in their own hand and signed by them, that (having reference to the services of the father, and the circumstances of the family), the party named has, in their judgment, the best claims for the appointment of all who have applied.

"These cadets should be subject to the examination on entrance, and to all the other rules and regulations of the college, as other cadets; they should receive their education free of expense, and be relieved from the payment for books, &c.; and your Committee would recommend that if their conduct shall have been perfectly satisfactory, and they shall have passed their final examination well, they should receive the same outfit as is granted to an officer promoted from the ranks.

"The fair payment of a cadet for his board and education has been calculated at 80*l.* This is possibly somewhat underrated. To this, however, something must be added for payments for books, &c., from which the Queen's cadet should be free, which would bring the expense of each cadet to 100*l.*; and if it should please Her Majesty to sanction by warrant the appointment of such cadets, your Committee would suggest that the estimates for the Military College should contain a special item, based on this calculation, 'in aid of the funds of the college 'for the gratuitous education of 20 Queen's cadets, being the sons of 'officers who have died in the service of their country, and whose fami-'lies are in reduced circumstances.'

"Your Committee trust that by this vote, and by some arrangements which they have to propose in the senior department, the funds of the junior department will, to a small extent, be relieved; and that the educational staff of the college may receive such increase as would appear to be required."

his Lordship inclines to the opinion that there would be an advantage in the age being so fixed that they might receive the ordinary education of the sons of gentlemen at some public or other school before commencing the course of military instruction at Sandhurst, consequently that they should not enter the Royal Military College before the age of 15; but in the case of the Queen's cadets, as [illegible] appears to be, in consequence of the claims they derive from the services of their fathers and the reduced circumstances in which their families have been left, that the State should charge itself with their education, it would be desirable that they should enter at an earlier age, probably at 12, or not later than 13, and that the education should at first be different from that of the other cadets, being of the nature of that given at other schools, and preparatory to their taking their places amongst the other cadets in the ordinary course of military instruction.

The Field Marshal, therefore, requests that you will bring the subject under the early consideration of Lord Panmure with the view to directions being given thereon.

I have, &c.
(Signed) C. YORKE.

F. Peel, Esq., M.P.

SIR, War Office, 14th August 1856.

REFERRING to the intention announced by the Government during the last session of Parliament, of carrying into effect at once the recommendation of the Select Committee of the House of Commons on Sandhurst Royal Military College, 1855, by the establishment of 20 Queen's cadetships for the education of the sons of officers of the army, navy, and marines, who have fallen in action, died of wounds received in action, or of diseases contracted on active service, and who have left their families in reduced circumstances, I am directed by Lord Panmure to request that you will lay before the Lords Commissioners of the Treasury the accompanying copy of a letter from Viscount Hardinge on the subject of the age at which this advantage is to be made available to the class of orphans proposed, stating at the same time that as Lord Panmure sees considerable objection to the very early age of admission named by Lord Hardinge, while he is at the same time sensible of the force of his Lordship's reason for it, he is induced to request the concurrence of their Lordships in an arrangement by which the same result may be obtained in a different way.

Lord Hardinge would commence the military education of these young gentlemen at 12, or not later than 13 years of age, whereas the result of careful inquiry has been to convince Lord Panmure that it ought not to commence before 16, which is the age his Lordship proposes for admission to Sandhurst hereafter. As this would throw upon the surviving parent or relatives of orphans the expenses of their education for a longer period than heretofore, Lord Panmure proposes to meet the difficulty in their case by a special addition to the compassionate allowance of 40*l.* a year from the age of 13 until they are brought up for examination at 16. This will be a less expense to the public than if they were received as cadets at 13. It will permit them to partake of the advantages of a sound general education during the period at which it is most desirable not to confine the mind to the special objects of military education, and it will leave them under the care and moral training of their natural guardians while it may be most beneficial to them. The total number of Queen's cadets being limited to 20, of whom from six to ten would probably obtain commissions every year, the number of Queen's scholars will not exceed what may be necessary to keep up the supply. It cannot be greater than 10, of whom somewhat more than half would be the orphans of military officers, the remainder of officers of the navy and marines. The expense would be divided between the army and navy estimates in the same proportion.

I am to request that you will submit this proposal for the favourable consideration of the Lords Commissioners of the Treasury, and should their Lordships concur with him, Lord Panmure will take care to frame such regulations as shall effectually secure the objects in view and guard this public provision from abuse, in conformity with the recommendations of the Committee above referred to.

I have, &c.
Sir C. Trevelyan. (Signed) G. C. MUNDY.

SIR, Treasury Chambers, 23d August 1856.

THE Lords Commissioners of Her Majesty's Treasury have had before them your letter of the 14th instant proposing to establish 20 Queen's cadetships for the education of the sons of officers of the army, navy, and marines who have been killed in action, died of wounds received in action, or of disease contracted on active service, in accordance with the recommendation of the Select Committee of the House of Commons on Sandhurst Royal Military College, 1855, and stating that Lord Panmure, being of opinion that the age of admission to the cadetships should be fixed at 16 instead of at 12 or 13 as at present, is desirous of obtaining their Lordships' concurrence in the grant of an addition to the compassionate allowance of 40*l.* a year to the young gentlemen who may be nominated, from the age of 13 until they are brought up for examination at 16.

I am commanded to observe that it appears to my Lords that the proposal to grant this special allowance goes beyond the recommendation of the Select Committee, which was, that "they should be subject to the examination on entrance, and to all other rules of the College as other cadets," the only difference being that in the case of the Queen's cadets the education should be afforded gratuitously.

My Lords are also of opinion that provision is already made under the ordinary regulations relating to widows' pensions and compassionate allowances for such aid as ought to be given from public funds towards the education of the sons of deceased officers of the army, and that by the adoption of the proposed measure a new practice would be introduced, and obligations would be assumed which might lead to serious inconvenience.

I remain, &c.
Colonel Mundy. C. E. TREVELYAN.

SIR, War Office, 3d September 1856.

HAVING submitted to Lord Panmure your letter of the 23d instant, I am directed by his Lordship to request that you will point out to the Lords Commissioners of the Treasury, in reference to their Lordships' remark on Lord Panmure's proposal for the establishment of Queen's cadetships, that at the time of the report of the Committee of the House of Commons on Sandhurst College, the age of admission to that establishment was, as it has hitherto continued to be, 13 years, and that Committee contemplated the education of the military and naval orphans under consideration, from the age of 13 to 17 or 18. It would still be competent to the Secretary of State for War to maintain that rule as regards this or any other class of scholars. Having been led, however, to the general conclusion that it is better for the individual, and ultimately for the service, that his purely military training should commence later, Lord Panmure proposes to make it 16 in general, but his Lordship must hesitate to apply this new regulation to the orphan class, if it is to have the effect of throwing their education on their surviving parent for three years longer than before, and to require it to be of a much higher and more expensive character than her means can possibly admit of; for their Lordships will observe that poverty is one of the indispensable qualifications for this boon. Lord Panmure cannot suppose that the compassionate allowance, never exceeding 20*l.* a year, for the children of officers below the rank of Lieut.-Colonel, is a sum upon which any parent or guardian can maintain, clothe, and educate a boy from the age of 13 to 16, so as to qualify him for admission at that age to the Royal Military College; nor can his Lordship see any alternative, if the intended boon is to be really operative, between an addition to that sum as proposed in Mr. Peel's letter of the 14th instant, and the retention, as regards that class of cadets, of the existing rule. This latter course his Lordship is reluctant to adopt, and I am therefore to request that you will again bring the subject to their Lordships' consideration.

I have, &c.
(Signed) F. PEEL.

SIR, Treasury Chambers, 17th September 1856.

I AM commanded to acquaint you for the information of Lord Panmure, that under the circumstances represented in your letter of the 3d instant, the Lords Commissioners of Her Majesty's Treasury accede, though with reluctance, to the recommendation of his Lordship, that a special addition of 40*l.* a year should be made to the compassionate allowance of the youths who may be selected for the Queen's cadetships at Sandhurst, to be received by them from the age of 13 until they are brought up for examination at 16.

I remain, &c.
F. Peel, Esq. G. ARBUTHNOT.

(iii.)—CORRESPONDENCE CONNECTED WITH THE ESTABLISHMENT OF INDIAN CADETSHIPS AT THE ROYAL MILITARY COLLEGE.

SIR, Horse Guards, November 7, 1861.

I AM directed by His Royal Highness the General Commanding-in-Chief to request that you will bring under

Appendix II. (I.)

Royal Military College, Sandhurst.

the consideration of the Secretary of State for War, that, since the sons of Indian military and naval officers have been admissible to the Royal Military College on the same terms as those of officers of the Queen's services, several applications have been received on behalf of the orphans of deceased officers of the former service for admission to the College on the footing of Queen's cadets.

Though some of the cases would under other circumstances have been in every point of view clearly eligible, and are, from the ages of the youths, of an urgent nature, the Duke of Cambridge has felt himself precluded from entertaining any of these cases by reason of the prior claims of the orphans of the Queen's services, and of there having been no vacancies for some time past on the present very limited establishment of 15, including candidates who are in the receipt of the educational allowance between the ages of 13 and 16.

In order to meet the additional claims of the families of deceased Indian officers, I am directed to convey His Royal Highness's recommendation that the present limited number of Queen's cadets and scholarships should be increased to 20.

I have, &c.

The Under Secretary of State, War Office. (Signed) W. F. Forster.

Sir, War Office, November 26, 1861.

I am directed to acknowledge the receipt of your letter of the 7th instant, conveying a recommendation that the present number of Queen's cadets and scholarships should be increased on account of the claims of orphans of Indian officers, and to acquaint you in reply, that, before communicating with the Secretary of State for India on the subject, Sir G. C. Lewis is desirous of obtaining the opinion of the Council of Military Education on the increase proposed for this particular class of cadets.

I have, &c.

The Military Secretary. (Signed) B. Hawes.

Sir, Horse Guards, December 30, 1861.

I am directed by the General Commanding-in-Chief to request you to lay before the Right Honourable the Secretary of State for War a correspondence which has arisen with the Council of Military Education in reference to the subject of your letter of the 26th November last, and to propose, for Sir George Lewis's consideration, that the addition to the present number of 20 Queen's cadetships at the Royal Military College, for the benefit of the sons of officers of the civil and military services in India, as recommended in the late Lord Herbert's letter of the 1st November 1860,* should, with the approval of the Secretary of State for India in Council, be provided in the estimates now under preparation.

His Royal Highness is aware that even this liberal measure would not literally fulfil the obligations imposed by Clause XXXV. of the Act of 2nd August 1858, which provides for the assignment of "cadetships," that is, commissions without purchase granted on a test examination, whereas a commission without purchase does not fall as a matter of course to the holder of a Queen's cadetship, who cannot obtain it otherwise than by competition with others.

Still, as Lord Herbert's proposal affords to those who would benefit by it every opportunity of obtaining such a commission, and further extends to them the bounty of a free education, which was not guaranteed, either directly or by implication, in the Bill, His Royal Highness is of opinion that the allotment of 20 Queen's cadetships to the sons of officers of the Indian services, civil, naval, and military, would be generally considered ample to satisfy the promise made by Parliament, which it would appear almost impracticable to fulfil by any other means.

I have, &c.

The Under Secretary of State, War Office. (Signed) W. F. Forster.

Memorandum by the Council of Military Education.

1, Whitehall Yard, December 4, 1861.

With reference to the letter of the 28th ultimo from the Military Secretary, the Council of Military Education have the honour to submit, for the consideration of His Royal Highness the General Commanding-in-Chief, that it would appear form the letter of the late Secretary of State for War of the 1st November 1860, $\frac{7611}{1152}$, that in order to comply with the India Government Act of 1858 a certain proportionate number of the commissions formerly given by the India Government in the local army should be given to the sons of officers in reduced circumstances, and that these amounted to about 20 a year. It was then decided that as a commission without purchase would be no boon to such candidates, if the cost of their previous education at the college were exacted from them, it would be necessary to establish 20 new Queen's cadetships to meet their claims.

This decision was no doubt given in contemplation of the establishment of a military college, through which all candidates for commissions would be required to pass; but as it has been decided that candidates for commissions without purchase will in future be required to pass through the Royal Military College, and obtain them as the prize of successful competition, the above reasoning appears equally to hold good under the present regulations.

While, however, it is their duty to refer to the above decision, as bearing materially upon the question now before them, the Council must state their opinion, that, assuming the proportion of the Indian force in officers to be, as stated in the War Office letter of the 7th November 1860, $\frac{7611}{1135}$, not more than one-twelfth of the Imperial, the number of Queen's cadetships above proposed to be granted to the former appears to be out of all fair proportion to that which has been actually accorded to the latter army, and that the addition now proposed of five to the present number of Queen's cadetships would seem to be amply sufficient for the requirements of the Indian military service. The Council, however, would suggest that as, in addition to the 15 Queen's cadetships appropriated to the Royal army, five are also given to the orphans of officers in the Royal Navy, two Queen's cadetships additional to the above might fairly be allotted to the Naval service of the late East India Government.

(Signed) W. Knollys, Lt.-Gen., V.P.
J. E. Portlock, Maj.-Gen.
T. Elwyn, Colonel.
J. E. Addison, Colonel.

Sir, Horse Guards, December 10, 1861.

In reference to your memorandum of the 4th instant, reporting upon a proposal to add five to the number of Queen's cadets at Sandhurst, I am desired by the General Commanding-in-Chief to point out to you that the recommendation of the late Lord Herbert to add 20 to the number of Queen's cadets on account of the sons of officers in the Indian army is based, not on the proportion between the officers of the British and Indian armies, but on the specific guarantee of Clause XXXV. of the Act of 2nd August 1858, wherein it is enacted that "not less "than one-tenth of the whole number of persons to be "recommended in any year for military cadetships shall "be selected from among the sons of persons who have "served in India in the *military and civil services*." This guarantee is deliberately renewed in the Act of 20th August 1860.

It now appears to His Royal Highness that it would be more convenient to invite the fulfilment of Lord Herbert's recommendation in its entirety instead of by instalments, and I am to request you accordingly to favour His Royal Highness, for the information of the Secretary of State for War, with the opinion of the Council upon the original recommendation to increase the Queen's cadetships from 20 to 40.

I have, &c.

Lieut.-Gen. Knollys, &c. &c. &c. (Signed) W. F. Forster.
Council of Military Education.

Memorandum by the Council of Military Education.

1, Whitehall Yard, December 24, 1861.

With reference to the letter from the Military Secretary of the 10th instant, the Council of Military Education have the honour to report, for the information of His Royal Highness the General Commanding-in-Chief, their opinion that, under the circumstances therein stated, the establishment of Queen's cadetships at the Royal Military College should be increased from 20 to 40, in order to meet the requirements of the Indian military and civil service, in accordance with Clause XXXV. of the Act of 2nd August 1858.

(Signed) W. Knollys, Lt.-Gen., V.P.
T. Elwyn, Colonel.
J. E. Addison, Colonel.

---

* *See* correspondence connected with the schemes for requiring all candidates for commissions to pass through Sandhurst, Appendix II. H., page xxvii.

SIR, War Office, January 4, 1862.

IN transmitting the enclosed copies of correspondence relative to the establishment of a certain number of Queen's cadetships at the Royal Military College at Sandhurst, for the sons of officers of the Indian military, naval, and civil service, I am desired by Secretary Sir G. C. Lewis to state that it has been decided, subject to the concurrence of Parliament, to require a compulsory course of one year's professional study at the college for all candidates for commissions. Having in view, however, the Acts of Parliament as quoted in the correspondence relative to military cadetships, Lord Herbert proposed to create 20 Queen's cadetships exclusively for the Indian service. As, however, the expense thus occasioned by a gratuitous education would amount (calculated at the rate of 100*l.* per cadet) to about 2,000*l.*, and as such expense could not consistently fall upon Imperial revenues, Sir G. C. Lewis desires that the subject may be brought to the attention of Secretary Sir Charles Wood, and his views obtained in regard to the course suggested.

I am, &c.
(Signed) E. LUGARD.

The Under Secretary of State for India.

SIR, India Office, February 1, 1862.

I AM directed by the Secretary of State for India in Council to acknowledge the receipt of your letter, No. $\frac{7620}{270}$, dated 4th January, transmitting copies of correspondence relative to the establishment of a certain number of Queen's cadetships at the Royal Military College at Sandhurst, for the sons of persons who have served in India in the military or civil services of Her Majesty or of the East India Company, under the Acts 21 & 22 Vict. c. 106. s. 35., and 23 & 24 Vict. c. 100.

Sir Charles Wood learns from your letter that it has been decided, subject to the concurrence of Parliament, to require a compulsory course of one year's professional study at the Royal Military College for all candidates for commissions; that it is proposed in order to meet the provisions of the above quoted Acts of Parliament, that 20 Queen's cadets selected by the Secretary of State for India in Council should receive a gratuitous education at that college; but that they should only be appointed to commissions without purchase if they should be successful competitors for such commissions with all the other cadets in the college.

Sir Charles Wood is of opinion that the provisions of the Acts of Parliament will not be complied with by this arrangement. It was clearly intended that commissions without purchase should be allotted to the sons of the persons specified in those Acts, and Sir Charles Wood, therefore, does not consider that their commissions should depend upon success in a competitive examination to which other persons are admitted.

Sir Charles Wood fully acknowledges the justice and propriety of requiring that the candidates selected by the Secretary of State for India in Council, on account of the claim of their parents, should be subjected to a test as to their perfect fitness in every respect to hold commissions in Her Majesty's service; and he could not object to their being required, in common with all other candidates for commissions, to pass a certain time in a military college for purposes of professional education; but he considers that they should receive commissions without purchase, after passing such an examination as may be considered necessary, at the expiration of the period which may be fixed for their residence at the college.

Sir Charles Wood agrees with Sir G. C. Lewis, that if it be decided that the education of the candidates to be selected by the Secretary of State for India in Council should be gratuitous, its cost should properly be defrayed out of the revenues of India, but he abstains from expressing an opinion upon this point until he shall have learnt the views of Sir George C. Lewis with regard to the suggestions which are contained in this letter.

I have, &c.
T. T. PEARS,
Major-General,
Military Secretary.

The Under Secretary of State for War.

SIR, War Office, February 13, 1862.

WITH reference to your letter of 30th December last relative to the establishment of 20 Queen's cadetships at Sandhurst for the sons of officers of the Indian service, and of the mode therein proposed of giving effect to the several Acts of Parliament in which commissions without purchase are guaranteed to such officers' sons, I am directed by Secretary Sir G. C. Lewis to transmit, for the information of His Royal Highness the General Commanding-in-Chief, copies of letters, viz., one from this department of 4th ult., and the reply of the India Office of 1st inst. on the subject, and I am to request you will cause the same to be submitted to His Royal Highness, with a view to any further observations or suggestions he may have to make thereon being furnished to the Secretary of State.

I am to add that unless His Royal Highness sees reason to dissent, Sir G. C. Lewis would entertain no objection to the examination being made qualifying instead of competitive in regard to these cadets, and that the only point (should this be conceded) remaining to be determined in regard to the granting of commissions without purchase would be the limit in regard to numbers.

I have, &c.
(Signed) E. LUGARD.

The Military Secretary.

SIR, Horse Guards, March 4, 1862.

I HAVE laid before His Royal Highness the General Commanding-in-Chief your letter of the 13th ultimo, forwarding a correspondence in which Sir Charles Wood advocates that in lieu of Queen's cadetships, commissions without purchase should be given to the sons of Indian officers who may be selected by the Secretary of State for India, on their going through Sandhurst and passing a qualifying examination.

To which proposal you signify the assent of Sir George Lewis.

In reply His Royal Highness desires to express his entire concurrence in the object proposed, and would suggest for the favourable consideration of the Secretary of State that commissions without purchase be henceforth extended on the same terms to the Queen's cadets on the original foundation.

But at this point it becomes necessary to consider the numbers of commissions without purchase which will be disposable annually, and the various claims for their allotment.

His Royal Highness understands that the vacancies in line regiments caused by appointments to the staff corps, and in the twelve new non-purchase regiments, will probably amount to upwards of 80 annually.

The number of such vacancies in the British army at its present strength, exclusive of these regiments, may be taken at 150, giving a total of 234 per annum as the probable annual supply so long as the British army is maintained at its present strength. His Royal Highness, however, would prefer to base his calculations on a total of only 200.

Hereafter the distribution of these commissions might be arranged as follows:—

To sons of Indian officers - -	20
To Queen's cadets - - -	20
To non-commissioned officers - -	40
Leaving for competition at Sandhurst -	120

which His Royal Highness considers a very liberal proportion to the full establishment of 500 cadets proposed ultimately to be passed through the college every year.

And as the gentlemen who might enter Sandhurst at midsummer on nomination, either as Queen's or Indian cadets, cannot obtain their commissions in the current year, His Royal Highness sees no reason why the first nominations under the arrangements now proposed should not be made in June next.

For the present the arrangements must be exceptional. There are upwards of 50 names of gentlemen on His Royal Highness's list, who were noted and have passed under the old system of direct commissions without purchase, for whom provision must be made.

There are, moreover, about 300 lieutenants and 300 ensigns of the Indian service, supernumerary or unposted to regiments. Of these a large number desirous of entering the Staff corps and adopting an Indian career, will probably prefer adhering to the local service till they can obtain admission to the Staff corps; but it has been already arranged that those who desire it are to be absorbed, as far as practicable, by appointments caused by transfers to the Staff corps.

For the present year His Royal Highness would propose to distribute commissions without purchase as follows:—

The 150 commissions without purchase which may be available in the British army exclusive of the 12 new regiments,—

For Sandhurst - - - -	50
For non-commissioned officers - -	20
Queen's cadets at Sandhurst - -	4
His Royal Highness's list - -	60
	134

This is, perhaps, as many as can be depended on for this year, though the average of late years has been greater.

APPENDIX II. (I.)

Royal Military College, Sandhurst.

Any surplus may be given either to unposted Indian officers, or added to Sandhurst, as may be determined when other requirements are satisfied.

The vacancies which may be expected owing to transfers to the Staff corps, and to casualties, in the twelve new line regiments, His Royal Highness would assign entirely to the Indian service.

Should these views be concurred in by the Secretaries of State, His Royal Highness will instruct the Council of Military Education to report on the means by which they would propose to combine education at Sandhurst for competitive and qualifying examination under one system.

I have, &c.
(Signed) W. F. FORSTER.

The Under Secretary of State for War.

SIR, War Office, March 24, 1862.

IN reply to your letter of the 4th instant, I am directed to acquaint you that Secretary Sir G. C. Lewis is disposed to concur in the arrangements suggested by His Royal Highness the General Commanding-in-Chief in regard to the distribution and grant of commissions as therein detailed.

Prior, however, to making any further communication to the Secretary of State for India relative to the 20 Indian Queen's cadetships, Sir G. C. Lewis is desirous of being informed of the number of Indian Queen's cadets which can be admitted to the Royal Military College at Sandhurst on the next examination, in order that the Secretary of State for India may make arrangements for the candidates nominated by the Indian department.

I am to add that in the event of the 20 Indian Queen's cadetships being established and their commissions granted to them without purchase on passing a qualifying examination, Sir G. C. Lewis will have no objection to a similar course being pursued in regard to the Queen's cadets, *i.e.*, that they should obtain their commissions by passing a qualifying instead of a competitive examination.

I have, &c.
(Signed) E. LUGARD.

The Military Secretary.

SIR, Horse Guards, March 26, 1862.

IN reply to your letter of the 24th instant relative to the distribution and grant of non-purchase commissions to sons of Indian officers, I am directed by the General Commanding-in-Chief to acquaint you that His Royal Highness, having referred to the Council of Military Education, has the satisfaction of informing the Secretary of State for War that in the event of its being decided to allot 20 Queen's cadetships to the sons of officers of the Indian service, there appears to the Council to be no reason why 10 such cadets should not be admitted to the Royal Military College at the next examination, and 10 more at the following examination in December, all subsequent admissions being regulated by the vacancies which may occur at the college.

I have, &c.
(Signed) W. H. GREATHED,
Lt.-Colonel, for
Military Secretary.

The Under Secretary of State for War.

SIR, War Office, April 3, 1862.

IN reply to Major-General Pears' letter of the 1st February, $\frac{473}{104}$ W., in which it is stated that Sir Charles Wood fully acknowledges the justice and propriety of candidates for commissions without purchase being required to pass through a military college, but "considers that they should "receive commissions without purchase after passing such "an examination as may be considered necessary at the "expiration of the period which may be fixed for their "residence at the college," I am directed by Secretary Sir G. C. Lewis to state that, having conferred with His Royal Highness the General Commanding-in-Chief, and it being agreed that the examination to establish a claim to a commission on the part of such candidates as may be recommended by the Secretary of State for India under the provisions of the Act 21 & 22 Vict. c. 106. shall be of a qualifying nature only, Secretary Sir G. C. Lewis will be prepared, having reference to the accommodation at Sandhurst, to give the necessary directions for the reception of 10 candidates who may pass a qualifying entrance examination at Sandhurst at the next examination in June, and 10 more at the subsequent examination in December, all subsequent admissions being regulated by the vacancies which may occur at the college, but a reserve of 20 being as far as practicable maintained for the cadets to be nominated by the Secretary of State for India.

I am to add in regard to the last paragraph of Major-General Pears' letter, under acknowledgment, that Sir G. C. Lewis would be glad to be informed whether the whole or any portion of the number of these cadets should be admitted on the terms of Queen's cadets, *i.e.*, to be educated and maintained at the expense of the State, in this case of course, at the cost of Indian revenues.

I am, &c.
(Signed) E. LUGARD.

The Under Secretary of State for India.

SIR, India Office, S.W., April 12, 1862.

I AM directed by the Secretary of State for India in Council to acknowledge the receipt of Sir E. Lugard's letter of the 3rd April, No. $\frac{7641}{135}$, stating, with reference to the subject of my letter No. $\frac{473}{104}$ W., dated 1st February 1862, that Sir G. Lewis, having conferred with His Royal Highness the General Commanding-in-Chief, and it being agreed that the examination to establish a claim to a commission on the part of such candidates as may be recommended by the Secretary of State for India, under the provisions of the Act 21 & 22 Vict. c. 106., shall be of a qualifying nature only, will be prepared, having reference to the accommodation at Sandhurst, to give the necessary directions for the reception of 10 candidates at the next examination in June and 10 more in December and inquiring whether the whole or any portion of the number of these cadets should be admitted on the terms of Queen's cadets, *i.e.*, to be educated and maintained at the expense of the State.

Sir C. Wood is gratified to learn that Sir G. Lewis concurs in the views expressed in my letter of the 1st February, with respect to the conditions upon which the sons of officers who have served in India should receive commissions in the army under the Acts referred to in that letter.

With a view to carry into effect the arrangement which has now been determined upon, I am desired to request information on the following points:—The period of residence at the Military College proposed for these cadets; the nature of the examination to which they will be subjected on entrance and on passing out; the actual date of the proposed examination, as well as the date by which the qualifying age is to be determined; and the terms and conditions generally under which they will be received at the college.

It is desirable that these particulars should be communicated with as little delay as possible to those whose names have been from time to time recorded in this office as applicants for commissions for their relatives and friends, such applications having in most cases been made with a view to appointments given under different circumstances from those under which these Queen's cadetships will be conferred.

I am further instructed to state that it has been determined by the Secretary of State for India in Council that the whole of the cadets nominated by this office should be admitted on the terms of the Queen's cadets, and the expense of their maintenance and education be defrayed out of the Indian revenues.

I have, &c.
(Signed) T. T. PEARS,
Major-General,
Military Secretary.

The Under Secretary of State for War.

SIR, War Office, July 31, 1862.

ADVERTING to the last paragraph of your letter of the 12th April last, stating that it has been determined that the expense of the maintenance and education of the whole of the cadets nominated to the Royal Military College by the Secretary of State for India shall be defrayed out of Indian revenues, I am directed by Secretary Sir G. C. Lewis to transmit the copy of a letter and its enclosure from the Lieutenant-Governor of Sandhurst, by which it will be seen that the present expense of a gentleman cadet at Sandhurst is estimated at 153*l.* 15*s.* a year, and I am to state that under all the circumstances Sir George Lewis would propose that a sum not exceeding 75*l.* per term, or 150*l.* per annum, should be paid for each cadet nominated by the Secretary of State for India to the Royal Military College, this sum to include all expenses for education, maintenance, and clothing.

As, however, the general expenses of the cadets will fluctuate year by year according to the total number of cadets educated there, it appears to Sir G. C. Lewis that it will be desirable that the rate to be paid by the Indian Government should be fixed once in each year.

I am to add that should Sir C. Wood concur in this proposal, it will be desirable that the first payment should be made by the Indian Government so soon as the cadets

shall have joined, and that subsequent payments should be made at the commencement of each term.

I have, &c.
(Signed) E. LUGARD.

The Under Secretary of State,
India Office.

SIR, India Office, S.W., September 5, 1862.

I AM directed by the Secretary of State for India in Council to acknowledge the receipt of your letter dated 31st ultimo, on the subject of the payment of the expenses of the Queen's cadets at the Royal Military College, Sandhurst, nominated by the Secretary of State for India, and to inform you in reply, that Sir Charles Wood will authorize payment of the sum of 75*l.* on account of each of such cadets as have now joined the college at Sandhurst, and will be prepared to authorize payment of a like amount on account of the cadets who may join the college in February next.

Sir Charles Wood agrees with the Secretary of State for War that it is desirable that the rate to be paid by the Indian Government on account of these cadets should be fixed annually.

I have, &c.
(Signed) T. T. PEARS,
Major-General,
Military Secretary.

The Under Secretary of State for War.

APPENDIX (I.)

Royal Military College, Sandhurst.

K.—CORRESPONDENCE ON THE QUESTION OF REDUCING THE INSTRUCTIONAL STAFF OF THE COLLEGE.

APPENDIX II. (K.)

6609/2052.

SIR, Horse Guards, 2nd September 1867.

WITH reference to your letter of the 29th June last, calling for a report of the time devoted by the professors and masters at the Royal Military College to their tutorial duties and inquiring whether some modification of the present system of instruction would not secure greater economy without impairing efficiency, also calling for a report of the expense of the Staff College, showing whether such is really commensurate with the result, viz., the number of officers qualified therein for staff employment, I am directed by the Field-Marshal Commanding-in-Chief to transmit to you for submission to the Secretary of State for War the enclosed reports (Council, 16th August 1867, College, 2nd August 1867), and I am to request that you will acquaint Sir John Pakington that His Royal Highness concurs most fully in the views adopted by the Council of Military Education, and is strongly of opinion that no change ought to be made in the present system of education at Sandhurst. The Duke of Cambridge is further of opinion, looking to the small remuneration received by the professors and masters, that they should be allowed to take private pupils, provided no such tuition be given to the cadets, which he considers would be most improper.

As regards the report on the efficiency of the Staff College, I am to observe that this institution appears to have perfectly answered its purpose of supplying to the Staff of the Army a sufficient number of officers of ability and of requisite professional attainments.

I have, &c.
W. F. FORSTER.

The Under Secretary of State for War.

CORRESPONDENCE ENCLOSED IN THE ABOVE LETTER.

Royal Military College, Farnboro' Station,
SIR, Hants, August 2, 1867.

IN compliance with the instructions conveyed in your letter of the 2nd July last, I transmit a report of the time employed by the professors of the Royal Military College in their tutorial duties.

If it be His Royal Highness's command that professors should not be permitted to receive private pupils, as suggested by the Secretary of State for War, orders will be given accordingly. They are permitted so to do by the present regulations of the college, and it is feared that if deprived of that privilege, professors would be men of inferior talents. I beg to draw His Royal Highness's attention to paragraphs 4 and 5 in Colonel Hallewell's letter on this subject, herewith enclosed, with which I entirely agree.

I beg leave to state, for the information of His Royal Highness, that no material modification can be made in the present system of instruction; but the course of instruction may, in my opinion, be modified without impairing efficiency, and be productive of economy. This subject (the course of study) has received mature consideration, and is fully discussed in the accompanying report of Colonel Addison, the Superintendent of Studies. The subjects of study may be reduced, and a reduction of professors in consequence. The different schemes of the Superintendent of Studies require serious investigation.

In each he retains two subjects, viz., chemistry and geology, which, in my opinion, may be entirely dispensed with. The instruction is limited to lectures only, occupying, as shown by the return, a short period of the week. I submit that all studies at the Royal Military College should be purely military, and of practical use in military life. I cannot reconcile to myself that chemistry and geology are so; they may be interesting studies to men in mature life. Cadets can only acquire a smattering of these sciences, and even to staff officers they are, so far as my experience goes, of no practical utility, except as regards the management of the electric telegraph, which is not taught either at the Staff or Cadet College.

The only other change, with a view to economy, is a new distribution of the duties of the professors of languages. To this end I propose that the professors of German and French be made available for both the Staff and Cadet Colleges. There are at present two of the former and five of the latter. The reduction of one French and one German master would not, in my opinion, impair efficiency.

As regards the third paragraph of the Secretary of State's letter, viz., a report of the expense of the Staff College, showing whether it is really commensurate with the result, viz., the number of officers qualified therein for staff employment, the expense of the Staff College, as shown by the army estimates, amounts nearly to 8,600*l.* per annum, about one half of which is for the educational branch, the remainder for the maintenance of the establishment. The number of officers qualified for staff appointment since its foundation in 1858 (exclusive of deaths and retirements) is 106 Whether this result is commensurate with the expense is a matter for the consideration of His Royal Highness the Field-Marshal Commanding-in-Chief, and upon which I cannot offer an opinion. Certain it is, however, that much valuable talent has been developed by means of the Staff College, which, but for it, would probably have continued in obscurity, and from which the service cannot fail to derive great advantages.

I have, &c.
G. A. WETHERALL,
Governor Royal Military College.

The Military Secretary,
&c. &c.
Horse Guards, London.

Royal Military College, Farnboro' Station,
SIR, Hants, August 1, 1867.

ADVERTING to the letter from the Military Secretary of the 2nd ultimo, I have the honour to submit to you a letter from the Superintendent of Studies, Colonel Addison, on the subject of possible reductions in the number of professors and instructors in the Gentlemen Cadet branch of the Royal Military College. After careful consideration with Colonel Addison, it appears to me doubtful whether the result, as to economy, of anything short of a very material change in the course of study here could be considered equal to the loss which would occur on the present course.

2. Should the third scheme be entertained (in which, however, I think landscape drawing should be added, for there is no doubt it assists field surveying, and *vice versâ*) one important fact should not be lost sight of, viz., that the gentlemen cadets' time would be fully occupied in subjects that may be regarded as strictly military, and consequently a much higher standard would be attained in the very subjects which hereafter must prove most useful to a young officer. Moreover,

3. Viewing the age at which the gentlemen cadets now enter the college, is it too much to require that their civil education should be sufficiently advanced, on their becoming candidates for the college, to enable them to pass such an entrance examination as shall show a sufficient preparation for the college studies?

4. With regard to the professors not being permitted to take private pupils, I do not know whether it is proposed that such a prohibition should extend to the gentlemen cadets.

5. There are always a certain number of young men who like devoting some portion of their spare time to study, and I would submit that it would be impolitic to interfere with such a proceeding. Indeed, if it were to be prohibited,

Appendix II. (K.)

Royal Military College, Sandhurst.

it might become worth while for strangers to come into the neighbouring villages towards the end of the term to give private tuition, which I should regard as more objectionable than cadets receiving private tuition from our own professors.

I have, &c.
E. G. Hallewell, Colonel,
and Commandant Royal Military College.

General Sir G. A. Wetherall, G.C.B.
&c. &c. &c.
Governor Royal Military College.

Royal Military College,
Sir, 26th July 1867.

With reference to the inquiry whether the instruction at this college could not be conducted with greater economy without impairing its efficiency, I have the honour to state that, after a long examination of this question, and after repeated trials by construction of supposed study time-tables, I can see no way of reducing the educational staff, while continuing the present scheme of studies, without exceeding the limit of 24 hours' attendance per week which forms one of the conditions of the agreement with the masters.

By altering, however, the scheme of studies a reduction might undoubtedly be effected. The excess of masters arises chiefly from the great number of subjects of study. Diminish the number of subjects, or the number of studies in some of the subjects, and a corresponding reduction of masters may be made without lessening the number of hours per diem in which the cadet is employed.

I.—Assume that the number of studies in mathematics and languages is reduced, by striking off these subjects from the work of the third term, and replacing them by a more extended course in the military subjects. The number of studies per week, as compared with the present numbers, will then stand for the respective terms as follows:—

Subject.	Present System.	Suggested System.		
	Number of Lessons per Week during entire Residence.	Number of Lessons per Week.		
		1st Term.	2d Term.	3d Term.
Mathematics	4*	4*	4*	—
Languages	3*	3*	3*	—
Fortification	4	4	4	6
Surveying	4	4	4	6
Military history	2	2	2	4
Landscape drawing	1	1	1	2
Chemistry	1	1	1	1
Geology	1	1	1	1
Total	20	20	20	20

* These numbers are interchanged in the middle of the term.

It will be observed that in this scheme the discontinuance of mathematics and languages in the third term is met by two additional studies in fortification, surveying, and military history, and one additional study in landscape drawing.

The following would be the number of masters, and of hours per week in which they would be employed, under this arrangement:—

Subject.	Number of Masters.	Number of Hours' Employment per Week.
Mathematics	3	21
Languages	3 (French) 1 (German)	21
Fortification	6	21
Surveying	6	21
Military history	3	13½
Landscape drawing	2	15
Chemistry	1	4½*
Geology	1	4½*
Total	26	—

* In addition to work at the Staff College.

The present establishment consisting of 29 masters, there would be a reduction of three, viz.:—

Two masters in mathematics.
One master in French.

It will be observed that the masters would be still underworked, with respect even to the limitation of 24 hours per week; nor do I see how this can be avoided so long as the number of subjects remains so great.

II.—It must be confessed, however, that the reduction above suggested, from 29 to 26 masters, will scarcely meet the arguments of those who estimate the proper amount of educational staff simply by dividing the number of pupils by the number of masters. This, indeed, would be a true mode of estimating where, as in the public schools, one subject of study is entirely predominant. It is impracticable, however, where there are a great number of subjects of nearly equal weight. The only way in this case of reducing considerably the educational staff is by reducing the number of subjects. If the non-military subjects were altogether expunged, the staff might be reduced by nearly one half. Without going so far as this, if it be assumed that mathematics and languages be struck out from the course of study, landscape drawing, as a most useful auxiliary to surveying, and chemistry and geology as voluntary studies, being retained, the following would be the number of masters and the number of hours in which they would be employed:—

Subject.	Number of Masters.	Hours of Employment per Week.
Fortification	6	27
Surveying	6	27
Military history	3	15
Landscape drawing	2	18
Chemistry	1	4½
Geology	1	4½
Total	19	—

The reduction is therefore from 29 to 19 masters. The latter would have in some cases rather more than the amount of work at present stipulated for the civilian masters; but, being military professors, the rule does not, strictly speaking, apply to them.

The following might in this case be the number of studies in each subject for each cadet during his residence:—

Subject.	Number of Lessons per Week.
Fortification	6
Surveying	6
Military history	4
Landscape drawing	2
Chemistry	1
Geology	1
Total	20

Thus, on the present establishment of military professors and instructors, and of those in landscape drawing and the sciences, the cadets would be kept as fully occupied as they are at present, even though 10 masters in mathematics and languages were reduced; a fact that proves what has been above stated, that the excess of masters is mainly due to the great number of subjects of study. There are also, indeed, other causes which, by rendering the construction of the study time-table very complicated and difficult, and making it impossible to give the masters their full work, lead to the same result; but these are in their nature irremediable, as arising from the peculiar nature of some of the studies, and perhaps need not be entered into here.

If it were desired to reduce still further the establishment, the remainder of the non-military studies might be struck off, and the establishment would then consist of—

6 Instructors in Fortification,
6 „ Surveying,
3 „ Military History,

15 Total,

which appears to be the extreme limit to which reduction could be carried for 300 cadets.

Such a reduction of the subjects of study at the college would have to be accompanied by a higher standard on admission, especially in the subjects so struck out from the course. Probably also, in order to give sufficient encouragement to civil education, it would be desirable to carry forward a portion of the marks obtained at the admission examination to the final one for commissions.

It will be understood that in the above tabular statements the figures by no means represent the whole number of hours during which the instructors would be employed. There would be, as at present, examinations during and at the end of the term. Those during the term are conducted

entirely by the masters, and, in the case of the cadets of the first two terms, constituting two-thirds of the college; those at the end of the term also. In military history at least as many hours must be spent in the preparation of the lectures as in the study attendances.

The general conclusion, therefore, so far as I have been able to arrive at it, is,—

1. That no reduction is practicable under the present scheme of studies and the present agreements with the masters.

2. That a partial reduction is possible by expunging mathematics and languages from the work of the third term.

3. That a very considerable reduction is possible by abolishing the last-named studies altogether, and still more if the remainder of the civil studies were also abolished.

Lastly. That in all these cases the time of the cadets could be as fully occupied as it is at present.

I have, &c.
J. E. ADDISON, Colonel,
Major and Superintendent of Studies.

The Commandant,
Royal Military College.

REPORT of the TIME devoted by the PROFESSORS and INSTRUCTORS at the ROYAL MILITARY COLLEGE, SANDHURST, to their Tutorial Duties in the Halls of Study.

Branches of Study.	Hours.							Remarks.
	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	Total per Week.	
CADET COLLEGE.								
Mathematics	4½	3	1½	4½	3	4½	*21	The professor and senior master have at present 4½ hours less attendance; 3 other masters.
Fortification	3	3	3	3	3	3	18	6 professors.
Military Surveying	3	3	3	3	3	3	18	„ „
Landscape Drawing	1½	1½	1½	3	1½	—	9	2 „
French	4½	4½	1½	4½	4½	3	*22½	The professor has at present 4½ hours less attendance; 3 other instructors.
German	3	4½	1½	3	4½	1½	18	1 professor.
Military History	3	1½	3	3	1½	1½	13½	1 professor; 2 instructors.
Geology	—	—	—	1½	3	—	4½	Employed at Staff College 6½ hours per week.
Chemistry	1½	3	—	—	—	—	4½	Employed at Staff College 4½ hours per week.

E. G. HALLEWELL, Colonel.
For the 2nd Term, 1867.

STAFF COLLEGE.

Mathematics { Professor	2	—	—	2	2	3½	9½	1 professor.
Mathematics { Instructor	3½	2	2	—	—	2	9½	1 instructor.
Military Art and History	—	2	—	2	—	—	4	1 professor.
Fortification and Artillery	3	3	4½	1½	1½	—	13½	1 „
Military Topography	3	—	—	—	6	—	9	1 „
Military Administration	—	—	2	—	2	—	4	1 „
French	4	2	2	2	2	—	12	1 „
German	—	3	—	3	—	3	9	1 „
Hindustani	—	1½	1½	3	—	3	9	1 „
Geology	3½	3	—	—	—	—	6½	Employed at Cadet College 4½ hours per week.
Chemistry	1½	—	1½	1½	—	—	4½	Employed at Cadet College 4½ hours per week.

G. A. WETHERALL, Governor,
Royal Military College.

Royal Military College,
Farnboro' Station, Hants, July 1867.

* These numbers are interchanged in the middle of the Term.

MEMORANDUM by the COUNCIL of MILITARY EDUCATION on the above CORRESPONDENCE.

13, Great George Street, S.W.
August 16, 1867.

The Council of Military Education have the honour to submit for the consideration of His Royal Highness the Field-Marshal Commanding-in-Chief, and the Secretary of State for War, the following observations on the accompanying correspondence relative to the Royal Military College.

1. They consider that, provided the professors and instructors give the stipulated time to their official duties which is required of them by the rules of the college and by their agreements, there is no objection to their increasing their very moderate stipends by giving private tuition, but the Council are of opinion that they should not be allowed to give private instruction to the gentlemen cadets, as such a practice appears to them to be open to grave objections, as already stated in their memorandum of the 23rd July 1867.

2. With respect to a reduction in the number of the masters at the Royal Military College, the Superintendent of Studies proposes three plans. In the first a very trifling reduction (three masters) is contemplated at a considerable sacrifice of instruction in the subjects of mathematics and languages, and the Council consider it inexpedient to disturb the present arrrngements for the sake of so inconsiderable a result. In the second plan he proposes to reduce 10 masters, by altogether excluding mathematics and languages from the college course; while by his third plan he would abolish four more instructors by limiting the instruction entirely to three military subjects, namely, fortification, military drawing, and military history.

Appendix II. (K.)

Royal Military College, Sandhurst.

Either of these latter propositions, if adopted, would entirely change the constitution of the college, and would convert it from a place of general, as well as special education, into one of purely military training.

This would necessarily entail the raising of the standard of qualifications for the entrance into the college, and from this would follow the necessity of raising the age of admission from 16 to 17 in order to enable youths to complete in some degree their general education, and to acquire a sufficient knowledge of mathematics for pursuing with advantage their military studies.

The present system of education at the Royal Military College has been established after long experience and on conviction of its expediency, and the Council consider it would be injudicious to introduce without a better reason than that of a mere saving in the expense of instruction a sweeping change, which would perplex parents, and render the public distrustful of an establishment where the conditions of education were so often varied.

For these reasons the Council submit that it is inexpedient to introduce at present any of the proposed changes in the system of the Royal Military College.

3. With respect to the question whether the result of the Staff College is commensurate with its expense, the Council find the number of qualified officers to be rather in excess of that stated by the governor (115 instead of 106), and they further submit that the value of a well educated staff is not to be estimated by a mere reference to the cost of their instruction.

The Staff College appears to have perfectly answered its purpose of supplying to the staff of the army a sufficient number of officers of ability and of requisite professional attainments.

Lastly, with regard to the governor's suggestion, that the professor of German and French should be made available for both colleges, the Council beg to observe that the post already exists in the branches of chemistry, geology, and riding, and that having been found extremely inconvenient, as it hampers the arrangements of both colleges, it is very inadvisable to extend it further; on the contrary, it is most desirable that the two colleges should be kept as distinct and independent as possible.

Wm. Napier,
Major-General, V.P.
E. B. Hamley,
Colonel.
F. Abbott,
Major-General.

Canon Moseley concurs. Colonel Pocklington is absent on leave.

Wm. Napier.

Minute of the Secretary of State for War on the above Papers.

These reports have been very well prepared, and they meet my inquiries in a complete and satisfactory manner.

Of the three plans suggested by the Superintendent of Studies, with a view to economy and improvement, I think the two first are open to grave objections.

The third appears to me in its principle, though not exactly in its details, worthy of serious consideration.

But it involves so extensive a change that I cannot at once express an opinion upon it, and in any case it could not be adopted without full and further investigation.

I therefore concur with His Royal Highness the Commander-in-Chief and the Council in abstaining for the present from any change.

23/10/67. J.S.P.

Appendix II. (L.)

L.—PRESENT REGULATIONS OF THE ROYAL MILITARY COLLEGE.

Horse Guards, 5th Sept. 1867.

Her Majesty having been pleased to direct that the Regulations of the Royal Military College at Sandhurst, relative to the admission, education, and military training of gentlemen cadets, should be revised and corrected, the following are to be substituted for those now in force.

Admission.

1. Candidates for vacancies at the Royal Military College, Sandhurst, will be required to undergo an examination under the superintendence of the Council of Military Education. Examinations for this purpose will be held in June and December of each year at the Royal Hospital, Chelsea.

2. Twenty Queen's cadets will be borne on the establishments, being the sons of officers who have fallen in action, or have died of wounds received in action, or of diseases contracted on service abroad; and who have left their families in reduced circumstances. Fifteen will be sons of officers of the army, and five will be sons of officers of the Royal Navy and Royal Marines.*

There will be, in addition, twenty Indian cadetships, for nomination to which the sons of persons will be selected who have served in India in the military or civil services of Her Majesty, or of the East India Company.

3. Candidates, whether for the infantry or the cavalry, must be between 16 and 19 years of age at the commencement of the term immediately succeeding their admission examination.

Terms commence on the 1st February and 1st August.

Students from the Universities will be admissible at the ages stated in Art. 11. of these regulations.

4. Every candidate for admission must apply (if under age through his parent or guardian) to the Commander-in-Chief, to have his name entered on the list of candidates.

5. He must transmit, with his application, the following documents, viz.:—(*a.*) An extract from the register of his baptism,† or, in default of that, a declaration before a magistrate, taken by one of his parents, giving his exact age. (*b.*) A certificate from the minister of the church or denomination to which he belongs, of his having been duly instructed in the principles of the Christian religion.

6. His name having been placed upon the list of candidates, it will be open to him to offer himself at any of the half-yearly examinations which may occur while he is within the prescribed limits of age. If unsuccessful in obtaining one of the vacancies at the college, he will be allowed to present himself at any subsequent examination until he has exceeded the maximum age. After he has exceeded the maximum age, he can only be admitted into the army on obtaining a direct commission by purchase, in the usual manner, after passing a qualifying examination.

7. He will be examined by a medical officer who will ascertain whether he is free from all bodily and organic defects, and whether, as far as regards physical constitution, he is in every point of view fit for military service.

8. The following will be the subjects of examination, but no candidate will be allowed to be examined in more than *five* of these subjects.

	Marks.
Classics { Latin, 2,000 / Greek, 1,600 }	3,600
Mathematics	3,600
English language	1,200
Modern languages, each	1,200
History with geography	1,200
Natural sciences (*i.e.* mineralogy and geology)	1,200
Experimental sciences (chemistry, heat, and electricity, including magnetism)	1,200
Geometrical drawing	600
Freehand drawing	600

Of the above subjects, the elementary portions of mathematics and the English language are obligatory on each candidate.

The following elementary branches will be included in the obligatory section of mathematics, viz.:—

In arithmetic: vulgar and decimal fractions, proportion, extraction of the square root, and interest.

In algebra: fractions, simple equations, and questions producing them.

In Euclid: the first three books.

To these elementary branches 1,200 marks (out of the whole 3,600 for mathematics) will be allotted, and it will be necessary for qualification that at least 400 be obtained, of which 200 must be obtained in arithmetic.

In the English language 400 marks will be allotted to correct and legible writing from dictation, and to composition; and of these it will be necessary for qualification that 200 be obtained.

Out of the remaining subjects the candidate may select any three.

No candidate will be allowed to count the marks gained in any of the three voluntary subjects, unless amounting to one sixth of the whole number of marks allotted to that subject; and for qualification he will be required to obtain on his five subjects a total of 1,500 marks.

* These limited numbers include the cadets who have entered the college, and those candidates who have been granted the educational allowance referred to in article 47.

† Note.—When the register of baptism does not contain the date of birth, it should be accompanied by a memorandum, signed by one of his parents or guardians, stating the day on which the candidate was born.

No marks will be allowed to count in any subject left optional to the candidate, unless he gain at least one-sixth of the whole number allotted to that subject.

9. Every candidate will be required to forward to the Military Secretary, Horse Guards, one month before the examination, a statement of the subjects he desires to take up, as well as a certificate from the master or tutor under whom he has been educated, of his general moral conduct for at least the two preceding years. If a candidate has failed in a previous examination he will only be required to forward a list of the subjects he selects, and a certificate of conduct between the two examinations. These documents are under no circumstances to be transmitted before the date above specified.

10. After the examination the candidates will be reported to the Commander-in-Chief in the order of their merit, and will be appointed accordingly as far as vacancies will allow.

11. Candidates who have passed the examinations called "responsions" and "moderations" at the University of Oxford, or those called "previous examinations" at the Universities of Cambridge and Dublin, or the matriculation examination of the University of London; or any one of the three examinations required for the degree of M.A. at the Universities of St. Andrew's and Glasgow; or the "class examination of the second year" (Curriculum of Arts) at the University of Aberdeen; or the "preliminary examination" at the University of Edinburgh; or the "first University examination" of Queen's University, Ireland, will be considered as qualified for admission to the Royal Military College without further examination.

Candidates from the Universities must not be more than 21 years of age for the infantry, nor more than 23 years for the cavalry. They will be required to send to the Military Secretary, Horse Guards, two months before the commencement of the term at which they desire to enter, certificates from the responsible authorities of their college, of general moral conduct during residence at the University, and of having passed the above-mentioned examinations, together with the certificate of age, as required by clause 5.

Should the number of general candidates be considerably in excess of the number of vacancies at the college, a suitable portion of those vacancies will be offered to the University and to the competing candidates respectively.

12. Candidates for admission as Queen's cadets must apply for a nomination to the Commander-in-Chief, if the sons of officers in the army; or to the First Lord of the Admiralty, if the sons of officers in the royal navy, or royal marines. The above nominations will be made by the Commander-in-Chief or First Lord of the Admiralty, with the concurrence of the Secretary of State for War. The Secretary of State for India in Council will nominate to cadetships for the Indian services.

Provision of Necessaries, Books, &c.

13. Every gentleman cadet will receive from the Military Secretary a list of the articles of clothing, books, and instruments with which he must provide himself before joining the college, and which he will be required to keep complete during his residence.

Any other books, instruments, or drawing implements that he may subsequently require for the prosecution of his studies, will be provided at the college, and charged to his account.

Payments, Contributions, &c.

14. The amount of contribution for education, board, washing, and medical attendance, on account of each cadet, is as follows:—

	per Annum.
a. For sons of private gentlemen - -	£100
b. For sons of admirals, and general officers having regiments or receiving Indian colonels' allowances - -	80
c. For sons of general officers - -	70
d. For sons of captains and commanders of the royal navy, and field officers of the army having substantive rank -	50
e. For sons of all officers of the royal navy and army under the above rank -	40
f. For sons of officers of the royal navy and army who have died in the service, and whose families are proved to be left in pecuniary distress -	20
g. Queen's cadets and cadets nominated by the Secretary of State for India in Council - - - -	Free.

15. General officers on the non-effective list will pay according to their last substantive rank.

Officers who have sold their commissions are, in this classification, reckoned as private gentlemen.

The cases of officers who have retired voluntarily upon half-pay previous to having served twenty-five years on full pay will be specially considered.

Officers who retire on half-pay after twenty-five years service on full pay will be entitled to be classified for payment with the rank in which they last served.

16. The orphans of officers whose claims do not come under classes *f.* and *g.* must contribute according to the substantive rank last held by their fathers.

17. For sons of officers who have retired on *full* pay the payments will be according to the substantive rank last held by their fathers.

18. The sons of officers of civil departments having relative rank with officers of the army and navy, of the permanent militia staff, and of adjutants of the volunteer force, are admissible to the college on the same terms as those prescribed for the sons of officers of the army and navy of corresponding rank.

19. The sons of Indian naval and military officers not specially nominated by the Secretary of State for India will be admitted on the same terms as the sons of officers of the Queen's service.

20. Contributions for the sons of professors at the Staff and Cadet Colleges, at the Royal Military Academy, and at the late Indian College, Addiscombe, will be - - - - - £50

For the sons of masters at the above institutions - - - - - - 40

21. Any change which may take place by promotion or retirement in the rank of the father of a cadet must be immediately notified to the Military Secretary, in order that the contribution paid to the college on account of such cadet may be regulated accordingly.

22. *Previously* to the admission of a cadet (not a Queen's cadet) he; or if a minor his parent or guardian, will be required to make the following payments, viz.:—

1. His contribution for half a year.
2. The sum of 15*l.* for the provision of his first equipment of uniform clothing.
3. The sum of 10*s.* for the support of the company reading rooms of the gentlemen cadets.
4. A deposit of 15*l.* on account, for contingent expenses.

23. The above sums are to be paid to the paymaster of the Royal Military College at Sandhurst.

24. For each succeeding half-year the regulated contribution is in like manner to be paid in advance, to the paymaster of the college, to whom must also be remitted the sum of 5*l.* for the further provision of uniform clothing, and such sum as may be required to make up the contingent deposit to 15*l.* The amount of this balance will be shown by an account rendered at the end of every half-year, of the sums paid out of the deposit, during the past term.

25. No cadet on whose behalf these regulations in regard to payments have not been complied with, will be received at the college.

26. No refund of contribution will be made for any portion of the half-year in which the cadet may be removed from the establishment, without the special sanction of the Secretary of State for War.

27. No payments will be required from Queen's or Indian cadets.

28. If a cadet be rusticated during a term, his contribution for the half-year will be forfeited.

29. If absent a whole term in consequence of rustication or sickness, a contribution of 10*l.* will be required for the privilege of his name being kept on the rolls of the establishment, and for a vacancy being guaranteed at the commencement of the next term.

30. If absent from sickness during any portion of a term, a refund of that portion applicable to subsistence will be permitted.

31. In the cases of cadets of the orphan class, whose annual contribution is only 20*l.*, the amount to be paid when the absence extends over a whole term will be submitted to and determined by the Secretary of State.

32. Every gentleman cadet will be supplied with a weekly allowance of pocket money, at the discretion of the commandant of the college; but this allowance will not exceed 4*s.* 6*d.* a week for a gentleman cadet who is a responsible under officer, 4*s.* a week for a gentleman cadet who is an under officer, 3*s.* 6*d.* a week for a gentleman cadet who is a corporal, and 2*s.* 6*d.* a week for all other gentlemen cadets. The expense of this allowance will be defrayed out of the amount deposited for the purpose of meeting contingent expenses, and in the case of Queen's or Indian cadets it will be borne by the public.

Discipline.

33. All gentlemen cadets are subject to such rules and regulations as are, or may be from time to time, established for the maintenance of good order and discipline.

APPENDIX II. (L.)

Royal Military College, Sandhurst.

34. Every gentleman cadet will be liable to be removed from the college at any time should his conduct be such as to render it obvious that his remaining longer would be either hurtful to the institution or unprofitable to himself.

35. To every cadet will be assigned, at the commencement of each term, 100 marks for conduct.*

From this number deductions will be made in certain authorized proportions for every offence which shall have been met by a punishment of more than two days' drill.

Should the cadet forfeit more than three-fourths, or 75 of the above 100 marks, he will not be gazetted to his commission until all other gentleman cadets of the same batch shall have been provided for; and should he lose all his marks for conduct he will be rusticated for one term.

36. Gentlemen cadets are strictly prohibited from contracting debts with any publican or tradesmen in the vicinity of the college.

37. No perquisites or presents of any kind are to be received by any person belonging to the college from either the gentlemen cadets or their friends.

38. Gentlemen cadets will not be allowed to remain at the college during the vacations without the special sanction of the Secretary of State for War, on satisfactory proof being shown that they have no friends in the United Kingdom to whom they could go. Payment of 1*l.* 1*s.* a week will be required in such cases from those who are not Queen's cadets.

Termination of the Course, and removal from the College.

39. The course of study is calculated for a residence of three terms, or 18 months, reckoned from the commencement of the term in which a gentleman cadet may join. It is open, however, for any cadet, who at the end of his first term shall have proved himself qualified for promotion at once to the third term classes, to compete for a commission without purchase, or to be examined for a commission by purchase, at the end of his second term; but no fourth term will be allowed on any plea but that of long continued sickness, in which case special application must be made to the Commander-in-Chief, accompanied by an opinion from the surgeon of the college.

Gentlemen cadets allowed a fourth term will not be permitted to compete for commissions without purchase.

40. Examinations for commissions will be held periodically. The number of commissions to be given without purchase will be announced previously to the examination. These will be competed for and awarded to the candidates who are first in order of merit.

41. Candidates who have not succeeded in obtaining a place amongst those to whom commissions without purchase can be awarded, but who have obtained the minimum number of marks required for qualification, will be considered to have prior claims to all other candidates for commissions by purchase.

42. Queen's and Indian cadets will receive commissions without purchase on passing the qualifying examination. The names of those who distinguish themselves equally with competitors for commissions without purchase will be published in the same lists with the latter.

43. In every case a certificate of conduct and proficiency in military and athletic exercises will be required from the governor of the college before a cadet can be examined for his commission.

44. Any gentleman cadet desirous of entering the Royal Artillery or Royal Engineers will be permitted, if otherwise eligible, to offer himself as a candidate at any of the competitive examinations for admission into the Royal Military Academy at Woolwich; and his position at the Royal Military College will not be affected by his failure at such examination.

45. No gentleman cadet will be allowed to present himself at a direct commission examination during his residence at the Royal Military College.

46. No gentleman cadet is to be removed from the college without the permission of the Commander-in-Chief, obtained through the governor of the college. And when a parent or guardian intends to withdraw a cadet, or, if of age, the gentleman cadet intends to leave the college at the end of a term, at least six weeks' notice of his intention is to be given to the governor. In default of such notice a quarter's subscription must be paid.

Miscellaneous.

47. The establishment for Queen's cadets having been sanctioned by Parliament when the age of admission to the Royal Military College was from 13 to 15 years, it has been decided that in any case when the services of the father and the circumstances of his family are such as to constitute a claim, an addition of not more than 40*l.* a year to the "compassionate allowance" may, at the discretion of the Secretary of State for War, be allowed to a candidate who is over 13, to enable him to complete his preparatory education, as he is ineligible for immediate admission into the college in consequence of the minimum age of admission having been raised to 16.*

48. It is desirable that every candidate who is under 21 years of age should, at his admission, be accompanied by his parent, guardian, or some other responsible person, to satisfy the requirements of the college on his behalf.

49. The responsible parent or guardian of every successful candidate, and the candidate himself, before he can be admitted as a cadet, will be required to sign respectively the following declarations:—

Declaration by Cadet.

"I_____, do hereby declare that I have attentively considered the regulations for admission to the Royal Military College, and I consent to abide by the same in every particular, as well as to observe and follow all such orders and directions as I shall from time to time receive from the governor, the commandant, or other officers or authorities of the Royal Military College. And I further hold myself bound to conform, in every respect, to Her Majesty's regulations, and to the rules and discipline of the service."

(Signature)_____

Declaration by the Parent or Guardian.

"I hereby declare that I consent to the admission of my (son or ward) to the Royal Military College, on the foregoing conditions."

(Signature)_____

Subjects of the Final Examination.

	Max.	Min. allowed to count.	Min. required for Qualification.
50. Field fortification and elements of permanent fortification, including preparatory course of practical geometry	1,800	450	1,200
Military drawing and surveying	1,800	450	
Military history and geography	1,800	450	

	Max.	Min. allowed to count.	
Mathematics:—			
First section.—Arithmetic, algebra up to simple equations, Euclid, four books, use of logarithmic tables, elementary problems in heights and distances, and mensuration	1,200	300	
Second section.—Euclid, Books V., VI., and XI. (propositions 1–20), higher algebra, plane trigonometry, and mensuration	1,200		
Third section.—Practical mechanics and hydrostatics	1,200		
Higher fortification	600		
French	1,200	300	
German	1,200	300	
Chemistry	1,200	300	
Geology	1,200	300	
Freehand drawing	600	150	

In order to qualify for a commission, every gentleman cadet will be required to obtain 1,950 marks in the obligatory section of fortification, military drawing and surveying, military history, the first section of mathematics, and one foreign language; of which number of marks 1,200 must be gained in the three *military* subjects, as shown on the preceding page.

W. F. FORSTER,
Military Secretary.

* The system of conduct marks has been abolished since the publication of these regulations (*vide* Evidence 3354–3357).

* In order to establish a claim to the allowance, a certificate must accompany the application from the candidate's tutor that will enable the authorities to come to a reasonable conclusion that his education will be sufficiently advanced on his attaining the proper age to pass the examination for admission to the college.

APPENDIX III.—ROYAL MILITARY ACADEMY, WOOLWICH.

A.—QUESTIONS AND REPLIES RELATING TO THE ACADEMY.

FIRST SERIES.

QUESTIONS ADDRESSED TO OFFICERS AND PROFESSORS CONNECTED WITH THE ROYAL MILITARY ACADEMY.

(I.) Will you state your opinion regarding the present regulations for admission to Woolwich, the entrance examinations, and the results of the adoption of the system of admission by open competition?

(II.) What do you consider the most desirable limits of age for admission, and the length of course necessary for the instruction of candidates for the scientific corps?

(III.) Are you of opinion that either the course or the method of instruction at Woolwich is susceptible of improvement?

If so, what are the alterations which you would suggest?

(IV.) Do you consider it desirable that the course of instruction should be the same for the candidates for the Artillery and the Engineers; or would you suggest any alteration in this respect?

(V.) Will you express your opinion regarding the present organization of the establishment, the powers of the company officers and professors, and the state of discipline among the cadets?

(VI.) Do you consider that it would be possible, and, if possible, that it would be desirable, to effect either a complete amalgamation or a partial union between the Royal Military College at Sandhurst and the Royal Military Academy?

(VII.) Will you favour the Commission with any other suggestions which you may think it desirable to make in regard to the Royal Military Academy?

The above questions were addressed to—

J. J. Sylvester, Esq., M.A., F.R.S., Professor of Mathematics at the Academy.

Lieut.-Colonel J. J. Wilson, Royal Engineers, Professor of Fortification.

Lieut.-Colonel C. H. Owen, Royal Artillery, Professor of Artillery.

Lieut.-Colonel G. A. Milman, Royal Artillery, Captain of a company of Cadets.

Major W. J. Stuart, Royal Engineers, Instructor in Fortification.

Captain C. B. Brackenbury, Royal Artillery, Assistant Director of Artillery Studies, Woolwich.

Captain H. Brackenbury, Royal Artillery, Professor of Military History.

(i.)—ANSWERS received from J. J. SYLVESTER, Esq., Professor of Mathematics.

(I.) (*a.*) On the whole, except in the particulars hereinunder mentioned, the regulations for admission appear to me to be judicious; only I would limit to two, or at most to three, the number of trials allowed for admission to the Academy.

(*b.*) The obligatory number of marks for passing in mathematics ought I think to be raised.

The number of marks assigned to subjects not subsequently taught in the Academy is too great.

3,000 marks can be gained by classics alone, only 2,500 by pure mathematics.

(*c.*) The adoption of the competitive system has resulted in an increase in the average general intelligence as well as special knowledge of the cadets. Their application to study is greater than under the old system, in a degree which it would be difficult to over-estimate; the tone of feeling and conduct (subject to certain limited exceptions) is higher, and I think there is more general regard to veracity. Bullying and other worse practices which formerly prevailed are practically extinct, and cadets disposed to work hard at their studies are not interfered with and persecuted by their comrades as was formerly the case.

(II.) The present limits of age are in my opinion the best that could be adopted.

The conditions for entrance being supposed to continue as they are, I see no reason for altering the length of the course.

(III.) In answering this question it is expedient that I should confine myself to my own department of study. The course of instruction in mathematics would be susceptible of considerable improvement were more importance assigned to it as a condition for admission, and a higher scale of attainments, especially in pure mathematics, insisted upon at entrance. In such case the time now bestowed in the earlier part of the course upon elementary mathematics might be greatly abridged, and an opportunity given for the introduction or more detailed study of subjects now either omitted altogether or only studied by a few as extra subjects, and the want of a knowledge of which is felt as a practical inconvenience in other departments of study at the Academy. I think also that the business of the Professor of mathematics should be to deliver, supervise, and examine; the tutorial part of the instruction being carried on under him by the mathematical masters. Except so far as the present Inspector of studies has made it a rule to bring under his notice all reports connected with the mathematical studies in the junior classes, the Professor of mathematics has no cognizance of the mode in which the mathematical instruction is carried on in any other class than his own.

The marks gained in the junior classes in extra subjects of mathematics ought to be *carried on* to the credit of those who obtain them, in giving them places on obtaining their commissions.

The mathematical parts of the instruction in practical geometry, artillery, fortification, and surveying, ought to be brought within the cognizance of the Professor of mathematics or of mechanics (as the case may be), who at present have no means of ascertaining with what degree of efficiency, completeness, or reference to correct principles such mathematical or mechanical applications are taught in the Academy.

(IV.) I consider it desirable that the course of mathematical instruction should be the same for candidates for the Artillery and for the Engineers.

(V.) (*a.*) I am of opinion that the Royal Military Academy is greatly over-officered, there being now eight officers engaged to perform for 200, recently raised to about 220, cadets, up on the Common, the same duty as formerly was discharged nominally by three, but virtually by two officers for 160 cadets. The organization is quite unnecessarily elaborate. The Academy groans under the weight of a triple government, one (itself heavily loaded) at Woolwich, a second at the Council of Military Education, and a third at the Horse Guards.

I think advantage ought to be taken of the existing interregnum to do away with the now superfluous and costly office of Lieut.-Governor.

(*b.*) Sufficient power is not entrusted to the professors or masters. They ought to have authority to order out of their class rooms any recalcitrant cadets impeding others in their studies, reporting the same to the Inspector of studies, who would at once consign them to their own rooms.

(*c.*) There ought to be a mixed council of professors and the military authorities to look after cases of discipline arising in study, to arrange or suggest the distribution of the hours of study, to provide for the changes that might from time to time become necessary in the books and modes of teaching, and to guard the purity of examination. With such a council, so great a scandal as allowing a cadet detected in fudging to get his promotion at the tail of his batch would become impossible. Under existing arrangements an order to such effect might come down from the Horse Guards, and no one on the spot would have the power of protesting against its being carried out.

(VI.) (*a.*) I think that a complete amalgamation of the Royal Military Academy with the Royal Military College at Sandhurst, as at present constituted, would be like linking the living with the dead.

Appendix III. (A.)

Royal Military Academy, Woolwich.

(*b.*) The terms of the partial union must be specified before I can presume to offer any opinion on the desirability of such taking place. I should see, however, no objection to an arrangement which would admit of a limited number of commissions without purchase in the Line being given to cadets of good conduct from the Royal Military Academy, who, through no want of application to the studies of the place, have not quite attained the minimum of marks requisite for promotion to the scientific corps, or for passing out from one class to another when there is no probability that they will be able eventually to pass the final examination.

(VII.) (*a.*) The scale of remuneration to the mathematical masters on joining the Academy compares very unfavourably, and I think unfairly, with that of the junior military instructors on first joining. After five years' devotion to his work, Mr. Crofton, a gentleman who has obtained the highest honours of his university, and otherwise signally distinguished himself as a mathematician, receives 100*l.* per annum less than any junior lieutenant from the first day of his taking up his duty as a military instructor. In the present state of the Academy only men of university distinction or possessing some other equivalent evidence of qualification could be presumed competent to give the necessary mathematical instruction to the more forward cadets. The mathematical masters must serve 15 years before their pay, exclusive of lodging money, reaches 350*l.* per annum. From the first day of joining each military instructor under the new arrangement draws 400*l.* per annum, with the advantage of his time counting all the while towards seniority and promotion in his profession.

(*b.*) Until recent times the evenings were either at the disposal of the cadets or devoted to the lighter studies of modern languages, geography, and history, lectures, and experiments. A great change has, within the last few years, been made for the worse in causing half the mathematical instruction to take place late in the evening. This most objectionable practice ought to be abolished, and the old system reverted to of mathematical studies taking place in the mornings or early afternoons, when the mind is fresh and the energies of the body unimpared.

(*c.*) The cadets should in my opinion have more time for private study. The system which commenced when they were mere boys is still continued now that they enter the Academy as young men. They are, I think, on an average occupied 6½ hours daily in the class rooms, during which time they are tied to forms and desks like school-boys. If treated like boys they will be apt to act as boys, if as men they will also act accordingly; and I think great good would arise from assimilating the system of management at the Royal Military Academy more closely to a university type, and by giving freer scope to the spontaneous energies of its alumni.

(*d.*) The urgency of the occasion (leaving only one clear day for considering the subject) has not allowed me sufficient time to do justice to all the questions submitted, or to answer them with the fulness and detail their importance deserves, or to think of possibly various other points which would suggest themselves to my mind, were time allowed for more mature and deliberate reflection.

J. Sylvester,
Professor of Mathematics,
Royal Military Academy.

(ii.)—Answers received from Lieut.-Colonel J. J. Wilson, Royal Engineers, Professor of Fortification.

Lt.-Col. Wilson.

(I.) I think that the present arrangement of permitting lads to come up for examination as often as the limits of age permit is a bad one. It is thoroughly understood that experience in the nature of the examination is gained thereby, and subsequent success unduly facilitated. The system permits the presence at the examination of a number of lads, who, as proved by the reports afterwards published, have no pretensions for presenting themselves, so that the public are led to believe that a severe competition is going on, whereas perhaps one-third of the so-called competitors have no chance even of qualifying. No lad ought to be allowed more than two chances.

I think a much higher qualification in geometrical drawing and practical geometry ought to be insisted upon. I would propose a rigorous examination, with ·5 as a minimum qualification. At present we suffer at the Royal Military Academy from want of early practice in the subject. I have several times made careful comparisons, and I feel sure that, in the old time of younger cadets, more rapid execution of mechanical drawing was the rule. It would be necessary also to appropriate more marks to this subject, and to allow those obtained to count towards the general aggregate.

I think the mathematical minimum of 700 out of 2,000 in Section I. (see syllabus of examination) too low. It ought to be at least 1,000, *i.e.*, ·5. The examination papers in elementary mathematics should be more copious and searching. Sound knowledge of arithmetic, algebra, trigonometry, co-ordinate geometry, and use of logarithms, is far more valuable than a moderate acquaintance with more advanced subjects, probably only crammed up for the occasion. When engaged in instructing the junior classes, I was much struck by the inability to apply simple algebra to plane geometry evinced by many of the cadets at the top of the list on entrance to the Academy. I wish more attention were given to the subject of the application of algebra to geometry.

I fear that the marks given for classics are somewhat too high, and perhaps too easily obtained. For quick progress in the technical subjects taught at the Royal Military Academy, mathematical training is most desirable. Nothing but very good abilities can make up for the want of it, and the classical marks ought to be within the reach only of lads above the average in talent.

The adoption of the system of admission to Woolwich by open competition I regard as successful. Its results necessarily depend largely on the treatment the material supplied by its means receives at the Royal Military Academy, and I believe those results may be confidently appealed to in proof of its success. The average mental calibre of each batch commissioned, after making due allowance for difference of age, is, in my judgment, higher than before the system was adopted. Those at the bottom of each batch are decidedly abler than was formerly the case. With respect to those at the top, I do not think there is much difference. But of course, owing to greater age, their stock of information is greater, and their mental culture more advanced.

(II.) I am of opinion that the best limits of age for admission to the Royal Military Academy are 16 to 18 or 18½ years. I have had considerable experience in the matter, as since I had the honour to become connected with the instructional staff at the Academy cadets have been admitted at various limits, from 14½ years to 21. I believe that under any limits as to age good officers may be obtained for the ordnance corps, provided that a suitable system of instruction and of examinational tests be applied. But to bring about this result not only does the strain thrown upon all responsible for the conduct of the institution become greater as the age of admission is diminished, but in order to produce a certain number of officers per annum a more numerous establishment will have to be kept up. Youths of 15 or 16 are not, as a rule, easily convinced of the necessity for close application; they have not so clear an appreciation of the object in view as lads of 18 or 19, and therefore not so great a determination to attain that object; nor will the spirit of competition work so vigorously among them. Failures to pass the several examinations will be more frequent, and a longer term of residence than five terms will be required for the greater part. Hence there must always be a greater number of cadets maintained in the institution under such a system than is the case at present. These evils were felt formerly, and would be felt again, and I think it would be more difficult to enforce the necessary elimination of the inefficient ones now than it was 12 or 14 years ago. With older lads and a good system of entrance examination this weeding process is effected before admission, and since the age for admission has been raised very few failures to pass through have occurred from incompetence, certainly not 3 per cent.

The objections urged against high limits are mainly laxity of discipline, great age when commissioned, and consequent want of flexibility. They possibly had some force when the superior limit was 21 years, but very little since it was lowered to 19. In fact, laxity of discipline does not exist now at the Royal Military Academy, the tone being undeniably good, and I think the alterations I have suggested in the entrance examination, coupled with the educational revival of our public schools, will indirectly lead to further improvement by diminishing the necessity for each candidate's passing six months at what is called a cramming establishment previous to the examination. With respect to the other two objections, I do not attach much importance to them. It is far better for a young man to be 19 or 20 years of age when commissioned than to be thrown into the midst of temptation and independence two years younger. They are flexible enough when they leave the Royal Military Academy, and I humbly think, with few exceptions depending on native character more than age, will remain so in proper hands.

The present superior limit is 19 years. This I have proposed to lower to 18 or at least 18½ years, and I think a further reduction of age when commissioned may be obtained by enabling lads to pass through the Royal Military Academy in two in place of 2½ years. At 17, which will be the age of the greater number admitted, lads who pass the entrance examination, *subject to the alterations which I have proposed in drawing and mathematics*, not otherwise, would be able to commence the technical subjects sooner, and might be expected to make more rapid progress in them than is at present the case. Bearing in mind also the fact that the course of instruction is intended for lads who may serve in either the Royal Artillery or Royal Engineers, who are not supposed to be turned out of the Academy complete officers in either case, but who will have afterwards to extend their acquaintance with the subjects commenced here, I am of opinion that the necessary studies might be compressed into a two years' course, with an additional half year in case of failure.

(III.) I do not think any radical alteration is required in the course of instruction at Woolwich.

The list of subjects taught is much the same as when I was myself a cadet in 1843–45, the age of admission then being 15 to 17, but their range is somewhat more extensive.

In 1843–45.	At present.
Mathematics.	Mathematics.
Fortification.	Fortification.
Artillery.	Artillery.
Surveying.—Topography.	Surveying.—Topography.
Practical Geometry.	Practical Geometry.
Landscape drawing.	Landscape drawing.
French.	French.
German.	German or Hindustani.
History and geography.	Military history.
Mechanics (Lectures.)	Mechanics.
Chemistry (Lectures.)	Chemistry.
Natural philosophy (Lectures.)	Natural philosophy.

The three subjects last named have been raised in importance; more time has been appropriated for them, and marks are given. I doubt whether this has been altogether an improvement. In fact, considering the nature of the last two of these subjects, and the general inability of youthful intellects to grasp and master them, especially when fairly occupied with other matters, I think too much has been attempted, and that the time given to them might be reduced with advantage. Two years ago geology was also on the list of subjects. Its omission and replacement by military history was a wise step, not only because of the value of the latter subject to military students, but also because little good came of the former.

I do not think that any change could be made with advantage in the method of instruction pursued. It may be defined in general (*i.e.*, except for some special subjects) as the individual system; and I am convinced it is not only the best, but the only one by which young people can be thoroughly taught; and I firmly believe that, mainly owing to this method being pursued at the Royal Military Academy, more useful knowledge is acquired at that institution than at any other in the country.

I believe it has been proposed in some quarters to make the study of the whole or part of some subjects voluntary. This I fear would be a disastrous alteration, difficult to apply, and one likely to produce great unevenness (so to speak) as to educational results. Holding that the present course, subject to the amendments I have suggested above, is only what is wanted, I object to any plan for reducing or lowering the standard it ensures; and this the voluntary system must come to. In fact it seems to me a slipshod way of reducing the number and range of the subjects taught. Some persons may think our present rigid system operates hardly on some of the cadets. If so it is but on very few; and it seems to me advisable to arrange as far as possible for the good of the whole, rather than shape a scheme by its bearings on individual cases.

(IV.) I believe the present system of carrying on the instruction of the cadets together, up to the time of their being commissioned, irrespective of the service they may enter, to be fraught with many valuable results which would be endangered, if not lost, by making any alteration in it.

If separated into distinct batches before that time much valuable incentive to exertion, in the shape of competition for the favourite corps, would be lost. Moreover the two services are so connected together and dependent on each other, especially in actual warfare, that it is not only desirable that cordiality and harmony should exist between them, but that each should have an intelligent and educated knowledge of the duties of the other, as is certainly the case at present. Instances may occur where artillery or engineer officers may be forced by circumstances to undertake the duties of the sister corps, and the officers so called upon would be stranded if they had not studied those duties at the Royal Military Academy.

The theoretical subjects required as a basis for each may be called identical, and the same may be said of the three technical subjects of fortification, artillery, and surveying, so far as they should be carried at the Academy. The knowledge of fortification acquired there by the future artillery officer is no more than is necessary for him. The extra subjects in this branch of study (military mining for instance) are rarely reached except by the cadets near the top of each batch, who almost always choose the Engineers. Similarly the knowledge of artillery acquired at the Royal Military Academy is indispensable to the engineer, and I know of no other opportunity for his seeing and studying the application of machinery so good as when he is a cadet going through the arsenal course. And so again with regard to surveying and topography. Supposed to be indispensable to the engineer, they are of the greatest value to all military aspirants. No other study does so much to train the mind to habits of quick and accurate observation; and it would be bad policy indeed to refrain from teaching them on the plea that it is not certain that each of the students will have to make a survey.

The notion of separating the instruction seems to me to arise from a false view of education. It surely is not desirable to confine it to the acquiring only such information as is likely to be put in practice in after life. This would only cramp the intellect; and believing, as I do, that artillery and engineer officers already suffer somewhat from the special nature of their studies and duties, I should deplore any attempt to separate them at the Academy, as it would only increase the evil by diminishing the comprehensiveness of their education.

(V.) The state of discipline is very good. The cadets are respectful in demeanour, both in and out of study, so far as they come under my notice. In class they always behave well and work hard, and I may say that I have never had to report one for a breach of discipline or misconduct of any sort.

With such results I need scarcely say that I have no fault to find with the present organization, from which those results are derived, nor with the powers of the company officers and professors.

I think it unnecessary and unwise to give the latter charge of the cadets, when out of class, as has been proposed in some quarters. It would increase their labours, already sufficient, and entail an addition to the instructional staff. The number of hours passed by a professor in class with the cadets is a very imperfect basis for an estimate of the labours of his office.

(VI.) I do not think it would be possible to effect either an amalgamation or partial union with the Royal Military College of Sandhurst, without injuring the Royal Military Academy, and that can scarcely be called a desirable object.

The present system of having two colleges is advantageous, as, besides avoiding complication as to arrangement of studies, there is no doubt that a wholesome influence is produced by comparison and emulation between them. The amalgamation or union involving the suppression of one would put an end to this; and the increased number of students it would be necessary to maintain in a single institution would be more difficult to control and manage. I think also it would entail a lowering of the standard of education at Woolwich, or the making an unnecessary attempt to force the line pupils up to the same mark. If treated separately as to studies, and only united in barracks and on parade, the presence of the line students, pursuing a lighter course of instruction, and probably earning their commissions in a shorter time of residence, could only have an unsettling influence upon the others.

(VII.) The preceding questions having been very comprehensive, I will only add that I think a revival of the system of having a probationary examination at the end of the first or second term would act well, as an opportunity would be afforded thereby for weeding out the few inefficient ones, who manage to struggle in, at a period sufficiently early to enable them to turn profitably to some other pursuit, and the institution could only gain by being relieved of their presence.

JOHN J. WILSON, Lieut.-Col., R.E.,
Professor of Fortification,
Royal Military Academy.

APPENDIX III. (A.)

Royal Military Academy, Woolwich.

Lt.-Col. Owen.

(iii.)—ANSWERS received from LIEUT.-COL. C. H. OWEN, Royal Artillery, Professor of Artillery.

(I.) The regulations for admission are, I think, well adapted to answer their intended purpose, except that too many trials for entrance are allowed; one or two of the subjects for examination might be struck out of the list, and the qualifying marks might probably be slightly modified with advantage.

One result of the open competition system, *combined with increased age at entrance*, has been, that cadets have more general knowledge than formerly, and that the tone of the Royal Military Academy has considerably improved. This latter statement may be questioned, but its truth can, I think, be easily demonstrated.

One objectionable result has been, that many cadets before joining have contracted an independent and insubordinate spirit, which has tended to make them wish to resist the proper restraints of discipline. This spirit has doubtless been fostered by those who have prepared such cadets, and who can have taken no trouble to train them in habits of order and obedience. It would, however, be wrong to suppose that this spirit is general, and that there are no good preparatory schools, the pupils from which have proved satisfactory in all respects.

It is to be regretted that our chief public schools have not followed the example of Cheltenham, Marlborough, and some others, and organized special departments—the ordinary public school course being totally unsuited to the entrance examination requisite for the Royal Military Academy.

(II.) From 16 to 18, for reasons given in my pamphlet, p. 17.

If the course be chiefly confined to special subjects (which in my opinion it should be) two years would be sufficient.

If general subjects be included in the compulsory course, more time must be allowed, and the age at entrance might have to be reduced.

(III.) Time is, I consider, wasted during the first year in compelling *all* the cadets to give so many attendances to subjects (mathematics and languages) which they should have studied sufficiently for ordinary purposes before entrance.

A certain number may pursue such subjects with advantage, viz., those who have more than average talent for any of them.

The marks at entrance should be carried forward and count at the commission examination.

Qualification* in *pure* mathematics (without calculus), and perhaps in French or German, should be indispensable.

The higher branches of pure mathematics, languages, and landscape drawing should be *optional* subjects at the Royal Military Academy, but they should carry marks to count for place in examinations. Their study might be encouraged by giving a few scholarships at entrance, to be held during residence.†

The compulsory or course subjects at the Royal Military Academy should, I think, include—

- Mixed mathematics
- Natural Philosophy
- Machinery

} Combined in the same branch.

- Chemistry.
- Practical geometry.
- Surveying and topographical drawing.
- Fortification.
- Artillery.
- Military history.

The marks and time devoted to each subject should be regulated by its relative importance as regards its future utility. The following figures will show how this principle has been neglected.

	Total Marks.	Total Attendances.
Fortification - - -	6,300	221
Artillery - - -	6,200	170
Surveying and topographical drawing - - -	4,000	221

* By qualification, I mean ·5 of total marks. No qualification in any particular subject is now necessary. *See* Pamphlet on "Education at R. M. Academy," p. 10.

† Pamphlet, p. 13.

Artillery having manifestly too few, and surveying too many, attendances in proportion to their respective importance.

During late years the artillery attendances have been systematically reduced. Some 10 years ago each cadet had eight artillery attendances per week for a year. They were reduced to four per week, but in consequence of a strong remonstrance from myself, they were after a time raised to six per week in one class, and five in the other. About a year ago they were again reduced to five per week in the year. On my representation they have been again raised to six in one class and five in the other. This, however, falls far short of the eight per week during the year formerly given, although the subject has of late years been considerably developed, and has grown in importance.

The fortification and artillery courses should be carried on simultaneously. Now the fortification instructors are obliged to give some fragmentary instruction in artillery to enable cadets to comprehend enough to go on with their fortification course.

A few subjects only should be studied at a time (or during a term), as I have indicated in my pamphlet, p. 14.

I have taken considerable pains to render the method of instruction thoroughly efficient in my own branch, artillery,* but this method might not suit other subjects. As a general rule I think the instruction should be as much as possible *class instruction*, and, in the case of lectures, they should be followed by carefully written essays or reading up, with frequent verbal examination; without one or other of these the lectures will be worthless.

(IV.) In my opinion the candidates for Artillery and Engineers should go through the same course at the Royal Military Academy.

(V.) It is questionable whether the old company organization was not preferable to the present one.

The discipline and instructional branches should, I think, be kept distinct, but there should at the same time be an intimate connexion between the two. This might be supplied by the appointment of a board or council composed of officers of different branches, as I have suggested, p. 23 of my pamphlet.

No officer or civilian engaged in instruction has any power. Practically in my own branch, and I believe in the surveying department, it has always been the custom for the instructor to give a cadet 24 hours' arrest should he think necessary to do so. This is certainly required now and then. It is very desirable that the punishments for serious offences should not be administered but by one or two officers who have access to the records of the general conduct of the cadets, but for minor offences the instantaneous exertion of a little power by an instructor may at once check any bad behaviour, and thus prevent serious offences. In all the out-door work, in the special studies, discipline is just as requisite as on parade.

The tendency of late years, since the practical class was merged into the upper academy, has been to treat the military instructors as civilians, but to hold them responsible for proper discipline; this cannot be fair to them.

Defective discipline has of late years been shown chiefly in unsteadiness on parade, and in what is popularly termed slackness. The cadets do not usually perform promptly what they are told to do, but show an inclination to question rather than obey orders. This is doubtless due in some measure to defects in training previous to joining, and to the more advanced age of the cadets, but must also be attributed to the tendency latterly to defer to the ideas of the cadets without reference to the interests of the service or the opinions of the working staff. More assistance might also, I think, be derived from the corporals. As far, however, as my experience goes, a class of cadets behaves very well when an officer is present, but if left to themselves under their own corporals confusion or disturbance may not unfrequently arise.

(VI.) I think an amalgamation of Woolwich and Sandhurst would be very prejudicial as far as officers of Artillery and Engineers are concerned. A cadet for either of these services requires such a very much more extended special course than officers for the Line that no common plan could be arranged which would have a chance of working satisfactorily, unless cadets for the Line were taxed beyond what is at all necessary. With regard to cadets first going to Sandhurst and afterwards passing on to Woolwich, I can see no practical advantage, but on the contrary much probable waste of time with a prospect of indifferent results. If a cadet had a chance of getting a commission in the Line to fall back upon, he would, in many cases, not take the

* Pamphlet, p. 28.

trouble to try for the Artillery and Engineers. We might thus lose many good men besides lowering the standard by reducing the competition. Under the present system at Woolwich a cadet is compelled to work hard under peril of failing to obtain a commission.

The Polytechnic in France, the old Indian College at Addiscombe, and West Point in America are not parallel cases.

The advantages we possess at Woolwich for an Artillery course could be obtained in no other place. Another point which must not be lost sight of is the immense number of cadets which would be required in time of war to supply the whole army from one college.

(VII.) Considering the greater age at which officers of Artillery and Engineers are commissioned compared with line officers, would it not be desirable to let service count from entrance, or from some stage of progress at the Royal Military Academy?

CHARLES H. OWEN,
Captain, R.A., and Lieut-Col.

(iv.)—ANSWERS received from LIEUT.-COLONEL G. A. MILMAN, Royal Artillery, Captain of a Company of Gentlemen Cadets.

(I.) The regulations are to a certain extent satisfactory.

As classics count high at the entrance examination, it seems hard that *after entrance* a cadet should lose all profit from his knowledge of classics, and as it is a great object to get young men with a good general liberal education, I think some arrangement should be made by which cadets might carry on a portion of the marks gained at the entrance examination, and thus be on a more equal footing when in the Academy.

As to open competition, it is found that men of the same class, and drawn from the same sources, come in now as in the close or nomination time. There is no difference in this respect.

Cramming or forcing houses are a necessary evil, and are merely a case of supply and demand. It is possible that the introduction of special classes at the great public schools may help to mitigate this evil, but I doubt it. A clever man taking a few pupils for a special purpose will probably be more successful than any large establishment, as a general rule.

(II.) 16 to 18 years. And I should only allow two trials. At present a candidate by going up each half year may try five or six times, which is decidedly objectionable.

Length of course two to two and a half years.

(III.) I am not very well up in this subject, but as a matter of opinion, it seems to me that there are too many subjects, that matters of a professional and practical character should be more attended to.

The large class rooms with 40 cadets and three instructors in each room, appear to me highly objectionable.

It also seems worthy of consideration whether it would not be possible in certain cases to introduce the French system of lecturers, *répétiteurs*, and *interrogations particulières*.

(IV.) As practical instruction is necessary for the officers of both corps (after they have quitted the Academy), I see no drawbacks to the joint education, and many recommendations.

It is very important to an engineer officer to be well acquainted with artillery matters, and to an artillery man to have some knowledge of fortification and engineering matters.

It also tends to promote good feeling in after life, between the officers of the two corps, and to make them act cordially together when brought into professional contact, a point always of the highest importance, the neglect of which has produced and may produce great evils.

(V.) The conduct and discipline of the cadets is satisfactory.

I believe that it is a great advantage having a certain number of military officers in charge of the cadets, but no doubt certain modifications might be made with *advantage* also.

A board of improvement, as in foreign colleges, where some of the professors and military officers might be associated together, would be a useful institution, and would tend to break through the strong line of demarcation drawn between the "two elements," the instructional and the military.

(VI.) I do not know about the possibility, but I am of opinion that it would not be desirable. The general standard of admission would have to be lowered.

APPENDIX III. (A.)

Royal Military Academy, Woolwich.

I fully believe that Sandhurst is now improving rapidly; but I think that a little leaven leavens the whole lump, and this element would exist in a college where some cadets might be able to get commissions by purchase.

(VII.) It may be presumptuous in an executive officer to give his opinion upon such a matter, but I certainly think the Governor of Woolwich, if a general officer, ought to have full powers, and that the President of the Council of Military Education should be the medium of communication with the Commander-in-Chief in all matters of education connected with the Military Colleges. At present there is considerable circumlocution.

G. A. MILMAN,
Captain, R.A., and Lieut.-Col.

(v.)—ANSWERS received from MAJOR W. J. STUART, Royal Engineers, Instructor in Fortification.

Major Stuart.

(I.) (*a.*) They are, with certain exceptions specified, very good; but I should prefer "limited competition," no matter how extended the nominations might be.

(*b.*) The examinations should be conducted with the special object of defeating cramming, and of testing sound available knowledge and natural ability. I question if this is sufficiently carried out.

I would raise the obligatory qualifying minimum in mathematics so as to make the entrance examination a final and sufficient test for *pure mathematics*, which, I think, should not be studied after entrance, but only mixed and applied mathematics. This is on the assumption that the minimum age of entrance is raised rather than lowered.

I would demand, after due notice, a higher obligatory qualification in geometrical drawing, as progress in the Academy depends so much upon it, and as the recent change has proved so beneficial.

I would require a high obligatory qualification in French, and, if possible, in German, neither of which, I think, need be studied at the Royal Military Academy, although I should like to see a course of professional reading in foreign languages introduced.

(*c.*) I think that the marks for classics are quite too high. I admit the desirability of obtaining a proportion of public school men, but with the present tendency to create "modern sides" at the public schools, it seems likely that we should very soon get from them what we require, especially if it were shown that classics would not count as at present.

(*d.*) The results of open competition are, I think, better on the whole than could have been expected. A high standard of attainments has undoubtedly been obtained. But a few objectionable men, in a social sense, have been passed into the service, and it is to meet this that I would propose a liberal system of nomination.

Full advantage of the system has not, I think, been taken in respect of testing mental capacity.

(II.) (*a.*) I am entirely in favour of a high standard of age at entrance, in order to obtain a sound liberal and general education, combined with an advanced special training. Limiting the course to two years, I would fix the maximum age at 18½, and the minimum at 17. This is with the view of giving candidates only *two* trials, of running men of nearly the same age against each other, of preventing reiterated cramming, of testing talent more completely, and of making the Academy as nearly as possible a school of application. If this arrangement should give a higher average age on entrance into the Artillery and Engineers than in the rest of the army, a portion of the time at the Academy might be allowed to count as service.

(*b.*) Two years would suffice if pure mathematics and languages were omitted from the curriculum.

(III.) Yes.

(*a.*) When lectures are given (and they should be as much as possible), the lecturers should be supplemented by assistants to examine and explain.

(*b*) The present system of having two and even three instructors working in the same class-room is not only highly inconvenient, but it is detrimental to effective teaching. Every instructor should have a room to himself, by which means he could frequently address his class as a whole, and, by lessening the amount of instruction given individually, he could supervise more cadets than at present is possible.

(*c.*) There should be a large well-supplied model room.

Appendix III. (A.)

Royal Military Academy, Woolwich.

(*d.*) The instructors, with a few exceptions, should be military men, and in my opinion these appointments should be deemed to be of considerable importance, and be made worth something more than to suit a man's convenience.

(*e.*) The Academy should be considered as a preliminary school of application leading up to Chatham and Shoeburyness.

(*f.*) The professor or head of each branch of study should be the *lecturer*, and not merely head instructor.

(IV.) I have written a small pamphlet advocating a separation of artillery and engineer cadets at some period prior to the final term. I forward herewith some copies of this pamphlet, which also touches on other parts of the subject.

(V.) (*a.*) As I have been exclusively employed on the instructional department, I speak with great diffidence on this part of the subject. I think the head of the establishment should be Governor, not Lieutenant Governor; that he should be armed with extensive powers; that he should be alone held responsible for the discipline of the Academy; and that his decisions should be final and irrevocable save in extremely exceptional cases.

(*b.*) I see no necessity for dividing the cadets into three divisions, with three captains. I would prefer either that the cadets should be considered as one company undivided, with a captain and a second captain; or that there should be but two divisions, with two captains. The company officers should have considerable powers, and the subalterns, as being brought into constant contact with the cadets, should especially have their hands strengthened so as to carry undoubted weight with them.

(*c.*) The professors, masters, and instructors have ample powers if they know how to use them. If it were deemed desirable to combine military and tutorial functions in one and the same individual, I can see no difficulties in the way. If, however, the system were adopted the officers selected to exercise both functions should, I think, receive a liberal remuneration. The practice of late years of adding work and reducing pay, has, in my opinion, been a short-sighted policy, and one by no means conducive to cheerful contented service. It is a mistake to calculate the services of military instructors at so many hours a week. The duties are irksome, and the situations lead to nothing.

(*d.*) To all appearances things seem to go smoothly enough, but I venture to think too much concession has been made to the supposed necessity for modifying rules and regulations on the score of age. Twenty years ago there were occasionally men who, having remained nearly four years at the Academy, had attained a comparatively high age, and yet we never heard that the stringent rules of the day were unsuitable to them. As things now stand, however, I think the code should be revised by the light of recent experience, and the rules, reduced to a minimum, should be carried out to the letter, and with a strictness and certainty with which nothing should be allowed to interfere.

(VI.) I think it would be *possible* to effect either a complete amalgamation or a partial union between the Royal Military College and the Royal Military Academy. But, after a great deal of reflection, I think either would be highly undesirable. The attempt could only result in a lowering of the standard of qualification. Woolwich Academy has produced very good practical results, and with some changes it might be made perfect. This being the case I should be sorry to see an experiment of so doubtful a character tried. If Sandhurst is not in so satisfactory a condition, the causes are patent and the remedies can be easily applied. Moreover, the requirements of the Artillery and Engineers and the rest of the army are, I take it, essentially different, and therefore I can see no advantage in starting from a common basis. If the present entrance standard for Woolwich could be maintained for the combined college, one objection would no doubt vanish. But it must be remembered that a sufficient number of candidates to satisfy the wants of the combined college could not be expected, when not many more than are required for Woolwich qualify each examination. Even with the present obligatory entrance minimum, which I should like to see raised, only some 60 to 80 candidates qualify each examination; how then are the numerous candidates required for Sandhurst to be obtained unless the standard of qualification be lowered? Further, if the central college were not at Woolwich, it would be necessary to send the Royal Artillery and Royal Engineer cadets to Woolwich, in which case there must be an establishment there, and if so, I cannot see the advantage of commencing their instruction elsewhere. As to the idea of drafting the cadets from a central college to Woolwich and Chatham, as provisionally commissioned officers, however it might answer for the Artillery, it would, I think, be highly objectionable for the Engineers; the course at Chatham is already sufficiently extended. Again, the principle is contrary to that in force in all continental nations. Moreover, the effect upon parents of the uncertainty as to what arm of the service a young man might fall to, if sent to a central or combined college, might act prejudicially upon the supply of candidates.

(VII.) Several suggestions will be found in my pamphlet. I would specially wish to call attention to a proposal to keep the strength of the Woolwich cadets slightly over what is required, in order to have the power of commissioning those who showed no aptitude for the scientific corps, in other branches of the service. Some spur is required to get energetic work out of those who have no higher ambition than to just scrape through. I am not satisfied with the position and functions of the under officers and corporals. They are called upon to perform very delicate and difficult duties, which extend so far as "at all "times and in all places to notice every irregularity on the "part of any cadet, even of their own rank, reporting the "same to the officer on duty." Few, if any, can conform to this; those who try are not sufficiently rewarded, and those who do not are learning lax ideas of discipline. I should like to see the cadets, as far as the case will permit, considered and treated as soldiers. I should wish to see them under a vigorous powerful local control. The interference of parents or friends should be resolutely discountenanced. I would have the cadets to take part in all reviews and field days. The French system of *Étude libre* should form a distinct feature of the course of study.

W. J. Stuart,
Captain, Royal Engineers, and Major.

(vi.)—Answers received from Capt. C. B. Brackenbury, Royal Artillery, Assistant Director of Artillery Studies, Woolwich.

(I.) Since the main principle should, in my opinion, be to draw candidates directly from the great schools of the country, I think that—

All catch questions should be avoided.

The examination in the early part of mathematics should be deep and searching.

If the schools cannot be persuaded to teach Hindustani and the natural and experimental sciences, I would omit them.

Modern history and geography should be combined to fom one subject, and be compulsory.

One modern language should be compulsory, and a portion of the marks should be given for conversation.

Every effort should be made to ascertain the amount of knowledge a candidate can digest, not merely what he can swallow.

Open competition works well.

I should like to see military exhibitions or scholarships offered for competition at the public schools.

(II.) This involves the question of promotion. I should prefer to leave boys as long as possible untouched by military prejudices, say to 17 or 18; but the country must take care that their future promotion moves fast enough. The course should be reduced by one year.

(III.) All classes of minds should have opportunities for free developement. There should be some choice possible to cadets both of the kind and amount of study to be devoted to particular branches of education. Capability of self-denial to gain a given end is one of the most valuable of all acquisitions. Mathematics, except the working of simple artillery and engineering problems, should certainly be voluntary. By giving mathematics a proper place in the scale of values for examination, those students who have real mathematical talent will pursue the subject. It is not of the slightest avail to attempt to force it upon others.

The manufacturing part of the artillery course might be almost entirely left to be taught after a commission has been obtained. It is of no use to engineers.

On the other hand, the painful drawing of neat fortification plates is of no use to artillerymen.

The French system of lectures and verbal examinations is an excellent one. It is a test for the teachers, and keeps up the attention of the students.

The following subjects should be compulsory; all others voluntary:—

1. Artillery.
2. Fortification.
3. Military sketching and reconnaissance.

4. Practical mechanics, involving the application but not the investigation of known mathematical formulæ.
5. Military history, the art of war, and military topography.
6. Elementary chemistry. A higher course of this useful subject might be voluntary.

(IV.) I would not separate the students at the Royal Military Academy into Artillery and Engineers; but, on the other hand, I would insist on a further course in artillery for the young officers joining that corps.

(V.) As far as I can judge from outside, the educational staff is too strong numerically, too weak influentially.

So long as the cadets are fairly obedient, I think it mischievous to force upon them the temporary tone of the army. The army should take its tone from the nation, not the nation from the army.

(VI.) For the reason stated in the previous answer, I should abolish the Military College at Sandhurst altogether, or retain it merely as a help to the sons of poor officers. Entrance examinations for the Line might be made obligatory and equal for all.

(VII.) Military education should be treated as a whole, and officers should by no means be permitted to drop their studies on joining their regiments.

For the scientific corps the Royal Military Academy should be a first school of application preparatory to further and perhaps deeper studies. Provisional commissions should be given on leaving it. Permanent commissions should be won afterwards. I should like to see young officers get into the habit of studying in their rooms; it would adhere to them afterwards. I am of opinion that physical powers should count for something, both on entrance to and exit from the Royal Military Academy. It would tend towards the preservation of a sound mind in a sound body. Military scholarships to be competed for at the Royal Military Academy would be valuable.

It is a great mistake to suppose high mathematics necessary for all officers. There are two classes—

1. The born mathematician, who may be counted on always. He should be encouraged.
2. The officer who may learn to manipulate formulæ with ease, but will never be a mathematician. He need not therefore be classed as unscientific.

C. B. Brackenbury, Capt. R.A.,
Assistant Director of Artillery Studies.

(vii.)—Answers received from Captain H. Brackenbury, Royal Artillery, Professor of Military History.

(I.) "The admissions are determined by the result of "the examinations," in which, in my opinion,—

Mathematics are carried too far.

Hindustani, experimental sciences, and natural sciences, not being part of an ordinary public school course, should be omitted.

Geography and French (reading, speaking, and writing) should be compulsory.

The entrance examinations are too much a test of memory, too little a test of power to apply knowledge. In mathematics, bookwork counts for too much, and the examinations in languages feed the "cramming schools" by their quaint grammatical puzzles.

The system of admission by open competition gives, on the whole, a superior class of young men, into many of whom bad habits are ingrained by the cramming schools, which are nourished, in my opinion, more by the present style of examination than by the system of open competition. After the toil at the crammers', reaction often sets in, in the shape of idleness.

(II.) Eighteen to nineteen—the earliest age at which it is desirable, in my opinion, to leave a *liberal*, in order to commence a *special* education. I see no necessity for extending these limits.

After a good liberal education up to 18 years of age, eighteen months' practical instruction would be sufficient for the Artillery.

I think the Engineers require considerably more.

(III.) The course and method of instruction might be much improved.

Woolwich should be a practical school, a school of application.

Its compulsory subjects of instruction should be,—

Artillery.	Mechanics.
Fortification.	Chemistry.
Surveying (to a lower point than now).	Military History and Art of War.

Voluntary subjects for those who have special taste in any of those directions, should be,— Appendix III. (A.) Royal Military Academy, Woolwich.

Mathematics (higher branches).	Other modern languages.
French.	Drawing.
German.	Surveying (higher branches).
Hindustani.	

Lectures by professors, followed by verbal teaching by instructors, with bookwork done by the students at their own time, should supersede, as much as possible, the present system of instruction, which involves waste of instructional power.

More freedom to study what subject a student prefers, is most desirable.

(IV.) One year should be sufficient to teach what is common in value to both corps.

The artilleryman should then have a special course of six months.

The engineer a longer special course.

(V.) The staff appears to me unnecessarily large, and the organization not thoroughly satisfactory.

Fewer company officers would be better with increased power.

The professors have not that position nor that voice in the management of the institution which it is most important they should have.

I have very little opportunity of seeing what the state of discipline is *now*.

(VI.) I can see no reason why it should be impossible, but it seems to me far from desirable, for either the Royal Artillery or Royal Engineers, that any portion of the education of their future officers should be transferred from the Royal Military Academy to the Royal Military College; and I think it would do Woolwich harm to transfer to it an inferior class of cadets from Sandhurst.

(VII.) I think the public schools should be invited to undertake the preparation of candidates for the army, and assist in abolishing "crammers." The lowest age of admission 18—the length of course reduced—more freedom in study—fewer vexatious restrictions—should, in my opinion, form the basis of our system of military education; and I think that the abolition of the "cadet" altogether, and the grant of provisional commissions to the successful candidates, would be of great advantage in getting the best men and securing the truest discipline.

H. Brackenbury,
Captain, Royal Artillery.

SECOND SERIES.

Questions addressed to Captain T. B. Strange, Royal Artillery, Gunnery Instructor, Royal Military Repository, Woolwich.

(I.) From your acquaintance with the young officers of Artillery, are you satisfied with the results of the instruction given at the Royal Military Academy, or do you think that it is in any respects susceptible of improvment?

(II.) Will you favour the Commission with any suggestions which you may think it desirable to make in regard to the practical instruction of officers of the Artillery either before or after entering the service?

Answers received from Captain Strange.

(I.) Judging from my experience in the instruction of young artillery officers, I am of opinion that no service could possibly desire greater capabilities, mental or physical, than those of the gentlemen (in every sense of the word) who now join the Royal Artillery; but their knowledge of practical artillery is very limited, and their military discipline inclined to be lax. Capt. Strange.

They give me the impression of being, for the most part, young men who have read nothing but what they are obliged to read, or can get marks for, and consequently appear comparatively ignorant of historical or general subjects.

Though their intelligence is evidently of a very high order, and their mathematical attainments beyond my measure, the majority do not seem inclined to continue their own education from any interest they take in it, from a taste for general reading, or professional ambition, which

Appendix III. (A.)

last motive would, under existing circumstances, indicate a temperament sanguine above average.

Royal Military Academy, Woolwich.

(II.) I do not think sufficient time is devoted to the subject of practical artillery at the Royal Military Academy, and no marks are given for out-door artillery work.

I would divide the subject of artillery into four sections.

1st. The first to be studied at the Royal Military Academy.

2nd. The second to be practically learnt at the School of Gunnery, Shoeburyness, after being commissioned provisionally.

3rd. Third in the Royal Arsenal, Woolwich.

4th. Fourth in the field batteries of the depôt, and the Riding Establishment, Woolwich.

First Section.

The first to include theory (founded upon the valuable text-book compiled by the Professor of Artillery) and the ordinary out-door drills with various natures of ordnance and artillery machines. This out-door drill to be in the hands of the officers attached, who might in that case be required to go through the long course, School of Gunnery, before appointment.

Second Section, three months' School of Gunnery, Spring, Summer, or Autumn.

After being commissioned (provisionally as the Royal Engineers). Three months' course at the School of Gunnery, Shoeburyness,—to include all the various shifts, dismounts, and embarkation of siege ordnance, as well as the mechanical appliances for, and methods of mounting the heaviest garrison guns, inside, and on the top of casemates, together with firing at unserviceable guns in earth works, and at moving sea targets, from every nature of ordnance.

Third Section, three months' Royal Arsenal, Winter.

A course of three winter months in the Royal Arsenal, under the captain instructor of each department, viz.,—

Royal Laboratory.
Gun Factories.
Carriage Department.

The whole of the courses to be methodized and arranged, by the Director of Artillery Studies.

Fourth Section, Field Artillery.

Field artillery to conclude the whole; three months, (spring, summer, or autumn) attached to field batteries of instruction in the depôt, Woolwich. To learn field battery, riding, and driving drills, personally and practically. Stable management, &c.

A course of lectures at the Royal Artillery Institution on elementary veterinary knowledge. A course of military law, under the Assistant Director of Artillery Studies.

To stimulate, and in some slight manner mark approval of the most energetic, the choice of brigades, and stations, might be given according to the report of the Director of Artillery Studies, drawn from the various officers concerned in instruction.

T. B. Strange, Captain, R.A.
I. G. R. M. R.

Appendix III. (B.)

B.—MEMORANDUM BY COLONEL FIELD.

Memorandum by Colonel G. T. Field, Inspector of Studies and Second Commandant at the Royal Military Academy, on various points referred to in his evidence.

(I.)—Regulations for admission to the Academy.

Admission to the Royal Military Academy.

Col. Field.

The limits of age (16 to 19 years) allowed by the regulations for admission to the Royal Military Academy are in my opinion too wide, and the number of trials too many.

I consider that from 17 to 19 is the best period for the special military training required.

The limit of age for admission might, therefore, be from 16 to 18, or from 16½ to 18; and not more than two, or at most, three trials should be allowed.

Such an alteration in age would lead to some change in the subjects for entrance examination. These might be altered in number and somewhat modified in value. Before entrance to the Royal Military Academy, a thoroughly *sound* and *general* education is most desirable, based upon the solid foundation of mathematical and classical study.

A knowledge of freehand drawing is desirable; a fair knowledge of practical geometry, (geometrical drawing, printing, and the use of mathematical instruments) is essential.

The entrance examination should be such as would thoroughly test the amount and range of knowledge possessed by the candidates.

After admission to the Royal Military Academy the studies must be more special, and the cadet of 16 or 17 years old can fairly be expected to bring with him the ability to apply the knowledge he has already gained, to the professional subjects he is called upon to learn.

It would, in my opinion, be unwise to *discontinue* the study of pure mathematics, but I think that "Euclid," "algebra," "trigonometry," and "co-ordinate geometry," should hold quite a subordinate place among the subjects of study at the Royal Military Academy, if they could not be discontinued altogether.

Without entering into the details of the entrance examination, I would submit the following as obligatory subjects:—

		Value Marks.	Qualification.
Mathematics.	Arithmetic, Algebra, Geometry, Plane Trigonometry, Logarithms, Mensuration, Co-ordinate Geometry	2,000	·5
*Classics.	†Latin	1,000	·5
	‡Greek	1,000	.5
French or German		1,000	·5
Practical Geometry.	Geometrical Drawing, Printing, Knowledge of use of Mathematical Instruments.	500	·5

Higher mathematics (pure and mixed), ancient and modern history, geography, English language and composition, and other modern languages, to be optional subjects.

I attach no great importance to the study of chemistry, natural philosophy, geology, and mineralogy before entrance. If desirable, these could form optional subjects of examination; but the knowledge acquired would probably be so superficial, that not much real value, in an educational point of view, could be attached to it.

Open Competition.

I am no advocate for open competition among all comers, without nomination. I should prefer a competitive examination among a definite, though considerable number of

---

* Education in classics (at 16 to 18 years of age) should include the following:—

† Latin.
- Ovid.
- Cæsar.
- Virgil.
- Horace.
- Tacitus.
- Livy.
- Cicero.

‡ Greek.
- Homer's Iliad.
- Xenophon.
- Greek Plays, viz.,—
  - Euripides.
  - Sophocles, or
  - Æschylus.

candidates. There is a considerable element of chance; and while open competitive examinations test the most retentive memories, quickness of mind, and aptitude *to win easily* against more plodding (though slower) men, the service may lose excellent officers—men possessed of the most important qualities, temper, tact, subordination, and industry.

But I must confess that open competition at the Royal Military Academy has not apparently failed in its results; the system has really been in full operation for a comparatively short time (about five or six years); and while in an educational point of view I think the effect has been certainly to raise the standard, it would be difficult to show that since the principle was established there has been deterioration in social status, military aptitude, or becoming conduct in the cadets.

The result of the system is to be sought in the Royal Artillery and Royal Engineers, where the effect of the change would by this time be sensibly felt, either for improvement or deterioration.

(II.)—Organization, Discipline, &c.

My evidence before the Royal Commission shows the organization of the Royal Military Academy, and the "relations existing between the cadets and the professors "and company officers."

Discipline and Powers of Officers regarding it.

I consider the state of discipline at the Royal Military Academy to be good. The general tone is high, a considerable amount of *esprit* exists. The offences committed are trifling, and such as are incidental to all young people subjected to discipline; the cadets are respectful, subordinate, and well disposed to their officers and professors, amenable to discipline, and maintain the credit of the institution.

I think the power to inflict the penalty of temporary removal, and *rustication* should be vested in the Lieutenant-Governor, but dismissal or discharge should be reserved, as now, for the decision of His Royal Highness the Field Marshal Commanding-in-Chief. The powers of the other officers in regard to discipline do not appear to need alteration.

I have stated my opinion on this question in evidence. I may add that the *power of an officer* in whatsoever capacity employed to place a cadet in arrest at any time, and in any place, should the necessity arise, cannot in my opinion be questioned; but I think it better for the *adjudicating* power to rest, as at present, in the hands of the inspector, than that the military professors and instructors should award punishment for offences in study.

There is the guarantee of deliberate and unbiassed investigation, and impartial decision, free from personal feeling, while any fear of possibly hasty punishment is avoided, without diminishing the authority of the instructor.

The same course is adopted with the military officers; the subaltern places a cadet in arrest, but has no power to award.

Organization of a Military College.

The organization of a military college should be of the simplest character, the formation such as to habituate the cadets to military discipline, to provide for their proper instruction in drill, "interior economy," &c., to teach them in short what are the duties of non-commissioned officers and soldiers, and the nature of their life, and to ensure a watchful interest over their social and moral bearing.

For this end I think a military college should not exceed a *maximum* strength of 300 cadets; the actual strength short of that limit being governed by the number of commissions available from time to time.

The staff required for the efficient control and training of such a corps would be, under the Lieutenant-Governor,—

1 inspector and 2nd commandant,
1 assistant inspector,
1 paymaster and adjutant,
1 surgeon,
1 chaplain,
1 quartermaster,
1 1st captain,
1 2nd captain (*or the senior subaltern officer*), for the special charge of the "senior cadets" (the "commission class"), and
— subalterns (in the proportion of, say, 1 lieutenant for 50 to 70 or 75 cadets).

This would give a distinct military formation, not rigidly conforming to the unit of a battalion, a company, or a battery of artillery, but simple, effective, and capable of expansion, while within the complete control of *one* responsible executive officer, the 1st captain.

The *chain* of *responsibility*, through the means of a responsible under-officer, with subdivision under-officers and corporals in fixed proportion, should be maintained, as at present.

The appointment of assistant inspector I regard as of much importance. It is of long standing (about 27 or 28 years), and although the officer who holds it is not charged strictly with the military training, he exercises important functions in regard to discipline and control over the cadets during the hours of study, and most materially assists the inspector in the duties assigned to his office. If the close supervision of the studies, and the manner in which they are carried out which now exists, is maintained, this assistance is requisite, the more so since the Inspector now combines with his duties in respect to the studies, the charge of superintending the military training and control of the cadets.

All officers on the staff of the establishment and of the executive military branch should live either within the Royal Military Academy enclosure, or in quarters in the immediate neighbourhood.

The accommodation now provided for officers is detailed under the reply to question (IV.)

"Committee" or "Board of Improvement."

There is some degree of isolation between the different branches of study among themselves and between the educational and military branches of the Royal Military Academy. A "Committee" or "Board of Improvement," held periodically by direction of the Lieutenant-Governor, composed of the inspector and 2nd commandant, the assistant inspector, the principal professors, and one of the senior executive military officers, would, in my opinion, lead to good results and more perfect union.

Suggestions of advantage would thus be brought under the consideration of the Lieutenant-Governor, and that personal intercourse, which is so desirable between the different branches of the establishment, would be promoted. It might be of advantage to the service and to the Royal Military Academy to associate with this committee an officer of the Royal Engineer Establishment at Chatham, and an officer of the Department of Artillery Studies at Woolwich.

The association of officers employed in instruction with the executive military officers in the management of the recreation and amusements of the cadets would also, I think, be of much advantage.

Artillery Instruction.

The officers and non-commissioned officers of Royal Artillery employed for military duty might also with advantage be employed to a greater extent than now in carrying out the *Artillery instruction* of the cadets. The *drills* and *exercises* in all natures of guns and mortars, the practice, the exercise with gyns, various carriages, and in mounting and dismounting ordnance, could be taught by them. The professor of artillery having the means, by the periodical examinations and personal intercourse with the inspector and 2nd commandant, to test the accuracy of the practical instruction thus given.

Messing.

In my evidence before the Royal Commission I was questioned as to the "messing." I may add that considerable changes have been made in the system, and in carrying out the details, within the last three years. Inquiries were instituted by order of H. R. H. the Field Marshal Commanding-in-Chief in 1866, and on the report of a joint committee of officers of the War Office, the Horse Guards, and the Royal Military Academy, in that year, alterations then suggested have since been matured with great advantage. It will suffice to say that at the present time four meals are provided daily (breakfast, lunch, dinner, and tea), at three of which there is meat, with a pint of beer at dinner, *the cost being under 2s. each.* And, in addition, there is every facility to procure (under proper supervision and audit) extra supplies—meat, eggs, ham, beer, soda water, ginger beer, tea, coffee, bread and butter, biscuits, and sundry other items, at little over cost price. I think the mess establishment stands unrivalled for *economy* and *convenience.*

Chaplain and Divine Service.

The duties assigned to the chaplain are detailed in the regulations. They provide for a proper observance of reli-

APPENDIX III. (B.)

Royal Military Academy, Woolwich.

gious duties, and enjoin that relationship between the cadets and their chaplain which should lead to their conduct and general bearing being stimulated by the nature of his office and his personal influence.

But, whatever the character of the man, and the opportunities afforded him of intercourse with his charge, it seems almost impossible that, without a chapel or any place reserved wholly for Divine service, the clergyman belonging to an establishment such as the Royal Military Academy, can hope to carry out the sacred duties of his office satisfactorily. The associations of Divine service performed in the dining hall, where daily prayers are also read morning and evening just before sitting down to a meal, are not such as to create, but rather to destroy, religious impressions.

The chaplain of the Royal Military Academy has a large and *peculiarly* important charge; there are at present, including the gentlemen cadets, about 600 or 700 persons belonging to, or immediately connected with the establishment.

Chapel.

The want of a chapel where he may hope to see his congregation brought together for Divine service, where he can properly address them, and where he can administer the Holy Sacrament to those who are communicants, must surely be deeply felt by a clergyman.

If a chapel cannot be provided for the Royal Military Academy, I should prefer to see the appointment of chaplain to the establishment made for a term of years. One of the regular staff of army chaplains might be specially selected for the post, and attached to the garrison of Woolwich, where he would feel that his ministerial functions were associated with one of the most beautiful of churches.

But I should strongly deprecate any change being made in this respect which would affect the present incumbent.

(III.)—COURSE OF STUDY, EXAMINATIONS, &c.

Course of Study.

A few modifications in the carrying out of instruction appear worthy of consideration.

I advocate the time of residence being reduced *to four terms*, instead of five; the age of obtaining a commission would thus be between 18 and 20 years, or an average of 19.

The attendance in study should not exceed two hours at a time.

The *parades for study* might in part be dispensed with (when the cadets have been a certain time at the Academy). This relaxation of military routine would be a privilege, without injury to discipline. Some re-arrangement in details and re-adjustment of value of the different branches of study at the Royal Military Academy would, of course, be needed if the period of residence were altered; but this could be done without difficulty by the professors, under the superintendence of the Lieutenant-Governor and Inspector of Studies.

The professors should direct, supervise, and be responsible for the instruction in their respective branches of study, superintending the instruction in the junior classes, teaching, lecturing, and questioning in those more advanced.

But the nature of the subjects taught of necessity prevents the adoption of any general system of tuition by lectures. The tutorial and the professorial plan combined, now in operation, is best adapted to the course of study.

Classification for Study.

It would be an advantage if a separate room were available for each instructor.

With classes as at present, of 40 to 44 each, and a residence of four terms, the existing accommodation would meet this want.

The four classes to be equally distributed into eight subdivisions of 20 to 22 each. Each subdivision to have a separate room (two lecture rooms and a spare class room for special subjects being available in addition). At the age recommended, *i.e.* between 17 and 19 on an average, it is probable that one instructor in each room could, in most subjects, teach the number of cadets composing the subdivision.

Subjects of Study.

Mathematics should certainly be retained as an obligatory study at the Royal Military Academy, and should hold, as now, the chief place of importance. But, as I would insist on a sound qualification in this subject before entrance, I would if possible cease to include geometry, algebra, trigonometry, mensuration, and perhaps co-ordinate geometry, in the course of study at the Royal Military Academy. The time allotted to mathematics to be two terms, the subjects required to be co-ordinate geometry, if not learnt before entrance, spherical trigonometry, statics, dynamics, differential and integral calculus, hydrostatics, practical mechanics. The rules as to extra subjects and for conducting the examinations to remain as at present.

Fortification, artillery, surveying, and practical geometry, must be the subjects of chief importance in the curriculum of studies, the course in each being modified to meet any alteration in the time of residence.

Chemistry and natural philosophy might be taught earlier, instead of during the last two terms.

"Freehand" drawing certainly deserves careful attention, but no great importance is to be attached to *landscape drawing* as an *obligatory* branch of study; there is not time enough available.

The practical subject of mechanism (subdivided into two branches of practical and theoretical mechanics) should be pursued, as now, after the course of mathematics is ended, but I should be disposed to let the study of this part of the subject be optional, the value assigned to it being pretty high.

If it be granted that a competent knowledge of *one* modern language is required for entrance, there need be but one taught to the cadets at the Royal Military Academy. This choice should be between "French" or "German" and "Hindustani."

Whether the study of modern languages should be *optional or not*, is a question often raised. It would seem desirable to insist on a sound knowledge of *one* language, but not to require more.

Examinations. System of Credit, &c.

The present system of allotting credit at the examinations was established in 1861; the chief feature is, that an aggregate obligatory minimum is required, *not* on individual subjects, but on the total number of marks to be gained on all subjects, but the marks gained in any one do not count unless a fixed minimum in that subject be acquired.

The broad rule is, that the "*aggregate* of marks required for qualification for a commission should be equal to the sum of all the minima."

The system appears to work *fairly*, and does not lend itself to superficial knowledge of a subject, while it admits of the principle that superior excellence in one subject may compensate for deficiency in another.

It would be far better if final credit (or "permanent" marks) *only* were allowed in all subjects at the periodical examinations. The plan of allowing temporary marks to count for class promotion leads to undue complication without corresponding advantage to the cadets.

Number of Subjects taught.

A reduction in the number of subjects is desirable, but *as a rule* it is doubtful whether the plan of allowing some of those taught to be voluntary would be satisfactory. It is to be feared that such subjects would often be neglected, and a reduced standard of qualification might ultimately result from the change. To a certain extent I have recommended this system, but, exceptionally, and in a very limited degree.

The number of subjects taught should be adapted to the education needed for the service, and the time available for teaching them. And then surely a cadet who comes to the Royal Military Academy should be *required* to learn all subjects that are deemed necessary.

Staff of Professors and Instructors.

The whole staff of professors and instructors (with, perhaps, the exception of the masters in modern languages), might be composed of officers. I think it would be of advantage to introduce this change as opportunity offered.

(IV.)—ACCOMMODATION.

Barrack Accommodation.

The barrack accommodation is insufficient for the present number of cadets, at the average age of 19 years.

A statement of the accommodation and the occupation is in the hands of the Royal Commission.*

Approximately there are now—

24	rooms with	4 cadets in each.
6	„	3 „
10	„	2 „
88	„	1 „

* *See* Returns, page clvii.

The rooms occupied by four gentlemen cadets are too crowded, but there is no objection to allot these rooms to three cadets each (among the juniors), for it must be remembered they do not live altogether in the barrack rooms, excellent study rooms, halls for meals, library and reading rooms, &c., being provided for general use.

There may be enough *cubical space* on sanitary grounds, but the rooms now occupied by two cadets are small, inconvenient, and uncomfortable. It is almost superfluous to say that a single room is looked upon as a great privilege, and the possession is highly appreciated.

Dining halls, library, &c., recreation rooms.

The dining halls are commodious and very good; the library and reading rooms excellent. The school of arms and gymnasium, racquet courts, billiard room, workshops, are all that can be desired; but the smoking room is *very* incommodious.

Photography.

No accommodation has been provided for photography. The want of suitable rooms is sensibly felt by a considerable number of the cadets. Two or three small unoccupied barrack rooms on the ground floor of the "tower" are now used for the purpose, but this can be regarded only as a temporary privilege liable to be withdrawn at any time if other appropriation of the rooms is required.

Quarters for officers, &c.

With regard to the accommodation for officers, the Lieutenant-Governor, the inspector and second commandant, the medical officer, and the chaplain have official houses in the immediate neighbourhood of the enclosure.

Two captains, three lieutenants, and the quartermaster live in quarters *within* the precincts.

The assistant-inspector, one captain, one lieutenant, the paymaster, and adjutant live in *private* houses, having no quarters provided for them.

The present professor of mathematics also lives in an official house close to the Royal Military Academy.

(V.)—Amalgamation of Woolwich and Sandhurst.

Amalgamation of Royal Military Academy and Royal Military College.

I see no likelihood of advantage to be gained by either college from a complete or partial amalgamation between the Royal Military College at Sandhurst, and the Royal Military Academy at Woolwich.

The general education of an officer, for whatever branch of the service, should be acquired for the most part at school, or before he joins a military college. The special technical subjects necessary for the scientific corps are needed in but a small comparative degree for the army generally.

The almost inevitable result of amalgamation would be to lower the standard of qualification for commissions in the Royal Artillery and Royal Engineers; a standard, which, *as a whole*, is not at present higher than is desirable.

Gentlemen Cadets failing to qualify for Royal Artillery or Royal Engineers.

But an opening might be made for cadets to obtain a commission in the army, who, from unforeseen and perhaps unfortunate circumstances, have failed to qualify for commissions in the ordnance corps, provided, of course, their conduct and military aptitude were unexceptionally good. Instances may occur, and have happened, where a cadet has failed to qualify in one or other of the strictly professional subjects, or in mathematics, and has thereby, although distinguished by favourable reports of conduct, and displaying thoroughly soldierlike qualities, been of necessity withdrawn from the Royal Military Academy, and thrown upon his own or his friends' resources to begin a fresh career, after devoting perhaps three or four years, at a most important age, to the study of professional subjects.

(VI.)—Expediency of giving the same Education to Candidates for the Artillery and Engineers.

Education for Royal Artillery and Royal Engineers in common.

It seems most desirable to continue the education of candidates for the Royal Artillery and Royal Engineers together, as at present, till they leave the Royal Military Academy on obtaining their commissions. The subjects of education in common to the two services are so important that all must learn them, and no more need be taught at the Royal Military Academy in any of these subjects, than is required by the candidate for either service.

Education after leaving Royal Military Academy.

The question of education after leaving the Royal Military Academy is one of much importance. The Royal Engineer Establishment at Chatham provides for the advanced training of officers appointed to the Royal Engineers. Within the last year all young officers of Royal Artillery have been ordered to join the garrison at Woolwich, and are specially employed in professional duties, before joining their own brigades, for six months.

It must not be forgotten that during the last 10 or 12 years great facilities have been given, through the Department of Artillery Studies, and the School of Gunnery at Shoeburyness, for artillery officers to renew their scientific studies, and to perfect themselves in professional knowledge.

The various "classes" or "courses" established must prove of great advantage to the service, and every encouragement is given to officers to avail themselves of these opportunities.

An organized system of instruction now exists in the regiment, and can be applied to supplement the education given at the Royal Military Academy.

Under the auspices of the Department of Artillery Studies, the young officers on joining the Royal Artillery might obtain most useful and practical professional knowledge by spending, say, two months at Woolwich, two months at Shoeburyness, and two months at Aldershot. They need not all be at the same station together; about half the number might join at one of these stations, half at another, and relieve each other, so that all would partake in turn of the advantages of the three places.

At Woolwich an artillery officer lives in the very *atmosphere of thorough artillery training*. The Repository, the Arsenal, the riding establishment, the barracks for horse, field, and garrison artillery, afford opportunities for learning the interior economy, and all the thoroughly professional details of the Royal Artillery, such as can nowhere else be obtained.

At Shoeburyness an officer learns how to put in practice the knowledge he has acquired of his duties; he performs exercises, carries on practice, and sees experiments with guns of the heaviest natures, under conditions that are in the highest degree interesting and instructive.

At Aldershot, he has the opportunity to learn something of the use and application of the artillery in conjunction with other troops.

After six months thus spent, the officers should be required to pass an examination, by the result of which their distribution to brigades and batteries should be considerably governed. Any officer failing to pass the examinations satisfactorily, should be required to renew the course, and if again unsuccessful the commission should be forfeited. With this view provisional commissions should in the first instance be given to all.

It seems worthy of consideration to suggest further substantial advantages to a certain number of cadets, who particularly distinguish themselves at the entrance examination, and during their career at the Royal Military Academy. For instance, two or three might be admitted at each entrance at the same rate of contribution as is allowed for sons of widows of officers, or the contribution might in one or two cases be wholly dispensed with.

A substantial reward in the shape of a "scholarship" or "annuity" for a given time, or a sum of money (say 100*l.*) in aid of the "outfit" on joining, might be given to one or two of the most distinguished cadets, on obtaining their commissions.

And, in a corps where promotion is governed by seniority, it might be admissible to allow the time at the Royal Military Academy to count towards service in the army for retirement.

Geo. T. Field, Colonel,
Inspector and 2nd Commandant, R.M.A.

Royal Military Academy,
May 1869.

APPENDIX III. (C.)

Royal Military Academy, Woolwich.

C.—PAPERS HANDED IN BY COLONEL FIELD.

(1.) APPROXIMATE TOTAL STRENGTH OF THE ESTABLISHMENT OF THE ROYAL MILITARY ACADEMY.

Governor.—H.R.H. the Field Marshal Commanding-in-Chief.			
Staff.—Lieut.-Governor, Commandant		1	
Inspector and Second Commandant		1	
Assistant Inspector		1	
Medical Officer		1	
Chaplain		1	
Adjutant and Paymaster		1	
Quarter-master		1	
			7
Officers, Military Branch	Captains 3		7
	Lieutenants 4		
Educational Branch	Officers	15	
	Civil Professors and masters	19	
			34
Gentlemen Cadets			222
Civilians and Artificers, &c., attached			7*
Detachment Non-commissioned officers and men			36†
Servants			49
Housekeeper			1
Female servants, in kitchen, hospital, sweepers, &c.			13‡
Total			376

* This includes a turner paid by gentlemen cadets.

† Includes staff-serjeants, clerks, drill and gymnastic serjeants, instructors in field works and gunnery, hospital serjeant, military labourers, officers' servants, &c.

‡ One paid by gentlemen cadets.

(2.) NOMINAL LIST OF PROFESSORS, MILITARY INSTRUCTORS AND MASTERS OF THE ROYAL MILITARY ACADEMY.

Subjects.	Names.
Mathematics	Professor, J. J. Sylvester, Esq.
	Masters: S. Fenwick, Esq.; Rev. G. Y. Boddy.; W. Racster, Esq.; M. W. Crofton, Esq.
Fortification	Professor, Lieut.-Col. J. J. Wilson, R.E.
	Instructors: Major J. W. Stuart, R.E.; Captain C. N. Martin, R.E.; Captain E. L. Bland, R.E.; Captain H. F. C. Lewin, R.E.
Artillery	Professor, Lt.-Col. C. H. Owen, R.A.
	Instructors: Captain O. H. Goodenough, R.A.; Captain H. Briscoe, R.A.; Captain W. H. Wardell, R.A.
Surveying and Topographical Drawing.	Professor, Major A. W. Drayson, R.A.
	Instructors: Captain G. A. Crawford, R.A.; Captain A. H. Hutchinson, R.A.; Captain F. E. Pratt, R.E.; Lt. W. H. Collins, R.E.
Practical Geometry.	Professor, T. Bradley, Esq.
	Masters: G. S. Pritchard, Esq.; F. A. Bradley, Esq.
French	Professor, A. Lovey, Esq.
	Masters: T. Karcher, Esq.; E. Valentin, Esq.
German	Professor, C. A. Feiling, Esq.
	Masters: F. Schlutter, Esq.; C. H. Schaible, Esq.
Hindustani	Professor, Major Robertson.
Landscape drawing.	Masters: G. B. Campion, Esq.; A. Penley, Esq.
Mechanics and Natural Philosophy.	Professor, T. M. Goodeve, Esq.
Chemistry	Lecturer, C. L. Bloxam, Esq.
Military History.	Professor, Captain H. Brackenbury, R.A.

(3.) Hours of Study, Meals, Recreation and Drill.

Distribution.	Hours. Summer. From	Summer. To	Winter. From	Winter. To	Remarks.
Reveille	6·30	—	6·45	—	
Drill, extra	6·45	7·15	6·45	7·15	
Breakfast	7·30	8·15	7·30	8·15	Tea, or coffee, or cocoa, bread and butter, with fish or meat.
First study	8·30	11·0	8·30	11·0	General parade days ¼ of an hour earlier.
Drill	11·15	12·15	11·15	12·10	
Drill, general parade days	11·0	12·15	11·0	12·10	
Luncheon	12·30	12·50	12·20	12·40	Light luncheon of soup or cold meat, or sandwiches, and bread and cheese. (Beer, soda-water, lemonade, and ginger-beer, extra.)
Second study	1·0	3·0	12·45	2·45	11·30 to 1·30 on Saturdays.
Dinner	3·15	4·0	3·0	3·45	Hot meat, vegetables, puddings, or tarts, and bread. (Beer, lemonade, soda-water, and ginger-beer, extra.)
Dinner on Saturday	2·0	2·30	2·0	2·30	
Recreation	4·0	6·0	3·45	5·30	
Third study	6·0	8·0	5·30	7·30	
Prayers and tea	8·0	9·0	7·30	8·30	Tea or coffee, with bread and butter, (cold meat, eggs, marmalade, &c., extra, if required.)
Roll call	10·0	—	10·0	—	
Out lights	10·30	—	10·30	—	A division (1st Class) 11 p.m.

No. of Hours.	Summer.	Winter.		s.	d.	
Study	$6\frac{30}{60}$	$6\frac{30}{60}$	Present daily rate of messing, including luncheon, without beer.	1	10	Breakfast, Lunch, Dinner, Tea — as above.
Drill	1	$\frac{55}{60}$	Beer, charged extra, about 1 pint each per diem at dinner.		$1\frac{1}{2}$	
Recreation and Meals	$8\frac{30}{60}$	$8\frac{20}{60}$				
Sleep	8	$8\frac{15}{60}$	Total	1	$11\frac{1}{2}$	

Sundays.

Distribution.	Hours. Summer. From	Summer. To	Winter. From	Winter. To	Remarks.
Reveille	7·30	—	7·30	—	
Prayers and breakfast	8·30	—	8·30	—	
Attendance at hospital	9·0	—	9·0	—	
Church Parade	10·45	—	10·45	—	
Church parade, if the service is performed at the R.M. Academy.	9·45	—	9·45	—	
Dinner	1·30	—	1·30	—	
Check parade	5·45	—	5·45	—	
Prayers	7·45	—	7·45	—	
Roll call	10·30	—	10·30	—	
Out lights	11·0	—	11·0	—	

APPENDIX III. (C.)

Royal Military Academy, Woolwich.

(4.) DISTRIBUTION OF STUDIES.

DAYS.	1st Class. 1st Division.	1st Class. 2nd Division.	2nd Class.	3rd Class.	4th Class. 1st Division.	4th Class. 2nd Division.	5th Class. 1st Division.	5th Class. 2nd Division.
MONDAY:								
1st Study	Artillery.		Fortification	Fortification	Mathematics.		Topo. drawing.	
2nd Study	Artillery.		Fortification	Fortification	Topo. drawing.		German and Hind.	
3rd Study	Natural Philosophy.		German and Hind.	Mathematics	French.		Mathematics.	
TUESDAY:								
1st Study	Surveying	Artillery	Artillery	Mathematics	Topo. drawing.		Mathematics.	
2nd Study	Chem. Lab.	Fortification	Artillery	Brush drawing	German and Hind.		French.	
3rd Study	Artillery	Fortification	Mech. and Phil.	French	Mathematics.		German and Hind.	
WEDNESDAY:								
1st Study	Fortification	Artillery	Artillery	Topo. drawing	Landscape drawing.		Practical geometry.	
2nd Study	Fortification	Artillery	Artillery	Topo. drawing	Landscape drawing.		Practical geometry.	
3rd Study	Metallurgy.		Military history	Mathematics	Fortification.		French.	
THURSDAY:								
1st Study	Artillery	Surveying	Artillery	Mathematics	Mathematics.		Practical geometry.	
2nd Study	Artillery	Surveying	French	German and Hind.	Fortification.		Practical geometry.	
3rd Study	Mechanics.		German and Hind.	Fortification	French.		Mathematics.	
FRIDAY:								
1st Study	Fortification	Surveying	Artillery	Landscape drawing	Fortification.		Mathematics.	
2nd Study	Theoretical Mechanics.		Chemistry	French	German and Hind.		Topo. drawing.	
3rd Study	Military History.		French	German and Hind.	Mathematics.		Practical geometry.	
SATURDAY:								
1st Study	Surveying	Fortification	Surveying	Fortification	Practical geometry.		Land. drawing.	
2nd Study	Surveying	Chem. Lab.	Surveying	Fortification	Practical geometry.		Land. drawing.	
Number of attendances	Fortification 3 Artillery 5 Surveying 3 Mechanics 2 Natural Philosophy 1 Chemistry 2 Military History 1		Fortification 2 Artillery 6 Surveying 2 French 2 Germ. and Hind. 2 Mech. and Phil. 1 Chemistry 1 Military history 1	Mathematics 4 Fortification 5 Topo. drawing 3 French 2 Germ. and Hind. 2 Land. drawing 1	Mathematics 4 Fortification 3 Topo. drawing 2 Prac. geometry 2 French 2 Germ. and Hind. 2 Land. drawing 2		Mathematics 4 Topo. drawing 2 Prac. geometry 5 French 2 Germ. and Hind. 2 Land. drawing 2	

HOURS.	Summer. From	Summer. To	Winter. From	Winter. To
1st Study	8·30	11·0*	8·30	11·0*
2nd Study	1·0	3·0	12·45	2·45
3rd Study	6·0	8·0	5·30	7·30
Saturday.				
1st Study	8·30	11·0	8·30	11·0
2nd Study	11·30	1·30	11·30	1·30

* General parade days quarter of an hour earlier.

(5.) TABLE of the MAXIMUM and MINIMUM FINAL MARKS in each CLASS.

CLASSES.	Mathematics. Course.	Mathematics. Extra.	Fortification. Course.	Fortification. Extra.	Artillery. Course.	Artillery. Extra.	Surveying and Topo. Drawing. Course.	Surveying and Topo. Drawing. Extra.	Practical Geometry. Course.	Practical Geometry. Extra.	French.	German or Hindustani.	Landscape drawing.	Mechanics.	Natural Philosophy.	Chemistry.	Military History.	Total.
5th Class, maximum	1,800	—	—	—	—	—	150	—	—	—	—	—	—	—	—	—	—	1,950
„ minimum	900	—	—	—	—	—	75	—	—	—	—	—	—	—	—	—	—	975
4th Class, maximum	1,650	—	—	—	—	—	300	—	1,500	600	—	—	—	—	—	—	—	4,050
„ minimum	825	—	—	—	—	—	150	—	375	—	—	—	—	—	—	—	—	1,350
3rd Class, maximum	1,550	1,800	—	—	—	—	800	—	—	—	—	—	1,500	—	—	—	—	5,650
„ minimum	775	—	—	—	—	—	400	—	—	—	—	—	375	—	—	—	—	1,550
2nd Class, maximum	—	—	2,000	—	2,000	—	800	—	—	—	1,500	1,500	—	70	70	300	800	9,040
„ minimum	—	—	1,000	—	1,000	—	400	—	—	—	500	500	—	23	23	100	400	3,946
1st Class, maximum	—	—	3,300	1,000	3,200	1,000	1,650	500	—	—	—	—	—	1,530	830	900	1,200	15,110
„ minimum	—	—	1,650	—	1,600	—	825	—	—	—	—	—	—	510	276	300	600	5,761
TOTAL maximum	5,000	1,800	5,300	1,000	5,200	1,000	3,700	500	1,500	600	1,500	1,500	1,500	1,600	900	1,200	2,000	35,800
TOTAL minimum	2,500	—	2,650	—	2,600	—	1,850	—	375	—	500	500	375	533	300	400	1,000	13,585

(6.) LIST OF SUBJECTS OF EXAMINATION IN THE 1st CLASS.

Fortification, and field works and bridges.
Artillery.
Surveying.
Mechanics.
Natural Philosophy.
Chemistry.
Military History.

(7.) SUBJECTS FOR QUALIFICATION FOR A COMMISSION, BUT FINALLY EXAMINED IN, IN THE JUNIOR CLASSES.

Mathematics in 5, 4, & 3 Classes.
Topographical drawing in 5, 4, & 3 Classes.
Practical Geometry in 4 Class.
French - - in 2 „
German - - in 2 „
Hindustani - in 2 „
Landscape Drawing in 3

(8.) SCALE OF PUNISHMENTS.

Lieut.-Governor. General rules and regulations of the R.M. Academy, p. 4, para. 11.
Inspector. Not defined in regulations. The maximum limit appears to be 7 days' close arrest.
28 „ open „
Restriction from leave *ad lib.*
Assistant Inspector. 4 days' close arrest.
„ open „
Restriction from leave.
Captains of Divisions. Ditto.
Lieutenants. Arrest till further orders. (The case to be disposed of by higher authority.) 1 extra drill.
Responsible under Officers. Do. do.
Subdivision under Officers. Do. do.
Corporals. Do. do.

(9.) DESCRIPTION OF PUNISHMENT.

Close arrest. Carries with it extra drill of half an hour before breakfast, and in the afternoon; and confinement to room during all leisure hours.

Open arrest. The same extra drill as in close arrest but confinement to the enclosure only and restriction from engaging in any games or amusements.

Restriction from leave, and indulgences for a limited period.

D.—PAPERS HANDED IN BY CAPTAIN BRUCE, ASSISTANT-INSPECTOR OF STUDIES.

(1.) COMMISSIONS, COMMITTEES, &c., on ROYAL MILITARY ACADEMY, WOOLWICH, from 1835 to 1861.

Date.	Character of Inquiry.	Presidents, &c.	Object.	Result.
1835	Committee -	Lt.-Col. Anson, Principal Storekeeper of Ordnance.	To inquire into the state of the R.M. Academy.	Evening studies introduced; also surveying, plan drawing, German, and history, and geography. Additional attendances required from some professors and masters.
1839	Committee -	Lord Bloomfield - -	To inquire into irregularities of gent. cadets.	Printed regulations revised. Several cadets dismissed.
1846	Committee -	Capt. Sir T. Hastings, R.N., Principal Storekeeper of Ordnance.	To investigate the system at R.M. Academy.	Printed regulations revised; also salaries of professors and masters. Text book for mathematics adopted, compiled by professors and masters R.M.A., and edited by Capt. Harness, R.E. New scale of credits.
1856	Commission -	Members :— Lt.-Col. Yolland, R.E. Lt.-Col. Smyth, R.A. Rev. W. C. Lake.	To consider the best mode of reorganizing the education and training of officers of the scientific corps.	Report of Commissioners appointed to consider the best mode of organizing, &c., officers for scientific corps. Adoption of "open competition," and all changes connected therewith.
1861	Investigation-	Col. Bingham, D.A.G., R.A., Col. Wodehouse, A.A.G., R.A.	To inspect defaulter sheets of certain gent. cadets reported by the governor for smoking and playing at cards in their rooms.	Recommendation that six cadets be rusticated for remainder of term. Approved by H.R.H. Commanding-in-Chief.
1861	Court of Inquiry.	Gen. Knollys, V.P. Council of M. Educ., Col. Bingham, D.A.G., R.A., Col. Chapman, D.A.G., R.E.	To enquire into and report upon the regulations under which the R.M. Academy had hitherto been governed.	General rules and regulations revised. Appointment of resident Governor changed to that of Lt.-Governor. H.R.H. the Duke of Cambridge became Governor. The cadet company formed into three divisions: A. and C. under two first captains. B. under one second captain. A paymaster and office adjutant appointed. Certain indulgences granted to cadets.

Appendix III. (D.)

Royal Military Academy, Woolwich.

(2.) Table showing the Medley of Cadets at the Royal Military Academy, from 1857 to 1863.

1857.	1858.	1859.	1860.	1861.	1862.	1863.	Remarks.
Old Nomination—from *various* Schools.	Old Nomination—from *various* Schools.	Old Nomination—from *various* Schools.		Addiscombe.*			* Original Addiscombe cadets. † Passed for R.M. Academy, but sent to Addiscombe for first term for want of accommodation at Woolwich. ‡ Including some marked thus †. From 1863 the R.M. Academy contained none but those admitted by "open competition." Not, however, till 1865 had all alike (see those marked †) *begun* their training at the R.M.A. In November 1859 the cadets were deprived of their old gymnasium, racket courts, and workshops, the sites being wanted for other buildings. The new ones were not opened till October 1862.
Mil. Coll., Sandhurst.	Mil. Coll., Sandhurst.	Mil. Coll., Sandhurst.	Mil. Coll., Sandhurst.	Mil. Coll., Sandhurst.			
Old Nomination—from Carshalton School.	Old Nomination—from Carshalton School.	Old Nomination—from Carshalton School.	Old Nomination—from Carshalton School.	Old Nomination—from Carshalton School.	Old Nomination—from Carshalton School.	Old Nomination—from Carshalton School.	
Open competition.	Open competition.	Open competition.	Open competition.	Open competition.†	Open competition.‡	Open competition.‡	

(3.) Dates of Chief Alterations in Mode of Admission to Royal Military Academy. From March 1855 to June 1869.

Date of Examination.	No. admitted.	Mode of Admission.	Remained under Instruction.
March 1855 -	30	*Direct nomination* (exceptional), *without examination*, to a practical course in the Royal Arsenal.	Nearly 5 months; 4 commissioned in line, 1 withdrawn.
March 1855 -	24	*By old nomination*, from the country at large, and from Carshalton -	Different periods.
August 1855 -	30	Do. Do. Do.	Do.
August 1855 -	31	*Open competition* to a practical course in Royal Arsenal - - -	7 months, September 1855 to April 1856; 1 discharged, 1 removed, 5 failed, and allowed to study at home till June 1856, when they were re-examined and commissioned.
November 1855 -	39	*By old nomination;* part of large batch of 73 called up to clear off "old nomination list." Some from Carshalton, some from the country. Though examined together, they did not compete together; the vacancies, after providing for the Carshalton candidates, being given to the others.	Different periods.
January 1856 -	13	*Open competition* to a practical course, joined at the lower (or old Royal Engineer) barracks.	7½ months, April to December 1857; 1 had a further trial, commissioned April 1857.
April 1856 -	2	*Old nomination* from the country, and one from Carshalton.	—
June 1856 -	8	*Old nomination* from Carshalton only.	—
June 1856 -	30	*Open competition;* joined at "lower barracks," went through a separate theoretical course of two terms, and were examined with first theoretical class for practical class, June 1857; remained under practical instruction, 3, 4, and some 5 months.	13, 14, and 15 months.
July 1857 -	39	*By open competition;* joined at upper barracks, competed at the end of first term for promotion with the *two* classes above them; so shortening their stay at Royal Military Academy.	16 for about 16 months, the remainder till qualified for commissions, viz., 2 years 4 months.
October 1857 -	1	*Two cadets volunteered* from Sandhurst, and were examined (one admitted, one failed).	1 year 8 months.
December 1857 -	7	*Old nomination* from Carshalton only.	—
January 1858 -	31	*By open competition;* joined the upper barracks; got rapid promotion at the end of their first term to higher classes.	Some 13 months, 15 months, 1 year 10 months, nearly.
June 1858 - -	6	*Old nomination* from Carshalton only.	—
August 1858 - Date of transfer to Royal Military Academy.	16	*Portion of a batch of* 24 *admitted to Sandhurst* in January 1858 upon the understanding that they might eventually compete for Royal Military Academy, but were offered choice of remaining at Sandhurst, of receiving commissions in the cavalry or line, or of transfer *without examination* to Royal Military Academy, and to be allowed, if required, *one year* more than the other cadets at the Royal Military Academy.	1 year 10 months, some 2 or 3 months longer.
July 1858 - -	34	*By open competition;* joined at upper barracks; got quick promotion by extra demand for officers.	Varying from 1 year 3 months to 1 year 9 months.
November 1858 -	13	*Old nomination* from Carshalton only.	—
January 1859 -	35	*Open competition;* joined at upper barracks; got exceptionally rapid promotion.	Some 1 year 4 months to 1 year 9 months.
April 1859 - -	21	*Old nomination* from Carshalton only.	—
July 1859 - -	41	*Open competition;* joined at upper barracks; rapid promotion through examination with a higher class.	From 1 year 4 months to 2 years 4 months.
January 1860 -	64	*Open competition;* joined at upper barracks; promotion hastened by extra demand for officers.	Varying from 1 year 5 months to 2 years 7 months.
July 1860 - -	43	*Open competition;* joined at upper barracks; again promotion accelerated by extra commissions given.	Varying from 1 year 10 months to 3 years 2 months.

(3.) Dates of Chief Alterations in Mode of Admission to R.M. Academy—*continued.*

Date of Examination.	No. admitted.	Mode of Admission.	Remained under Instruction.
January 1861 -	28	*Senior Class of Addiscombe Cadets*, joined Addiscombe, August 1860, transferred without examination to Woolwich, to be commissioned in December 1861; underwent theoretical instruction by themselves from February to June 1861, and practical instruction from August to December 1861.	10½ months.
February 1861 -	81	*Open competition*, all sent to Addiscombe for want of accommodation at Royal Military Academy; 11 transferred to Woolwich after a few weeks, the rest in August 1861.	Varying from 1 year 3 months to 3½ years.
August 1861 -	65	From this date nothing but "open competition" direct to Royal Military Academy.	—

(4.) Dates of Chief Alterations in Character of Entrance Examinations by "Open Competition" as compared with Examinations by "Old Nomination" system.

From August 1855 to June 1869.

Dates.	Alterations, &c.
Aug. 1855	Examined on the "basis of the general education of the country." *Abandoned.*—Drawing and printing. *Introduced.*—English composition and literature, natural and moral sciences, fortification. *Classics: Greek—language, literature, geography, and history of Ancient Greece. Latin—Language, literature, geography, and history of Ancient Rome. Candidates to be examined in pure mathematics, and not less than two other subjects to be selected by themselves. Age by open competition, 17 to 19 years. „ nomination, 14 to 16 years.
Jan. 1856	Subjects same as previous examination, and *Additional.*—Experimental sciences. *Drawing.*—Reasonable proficiency in elementary geometrical drawing, including use of instruments, and either machinery, architectural engineering, or landscape drawing. A higher scale of marks assigned. Marks allotted to subjects made to differ more widely from one another, especially mathematics, rated higher in the scale. Marks under ⅛ in any subject not to count. *Age for admission.*—18 to 20 years.
June 1856	Differed from former examinations in that sufficient previous notice of subjects was now given to candidates. *Mathematics*, divided into - - - { pure, 2,000 / mixed, 1,500 } 3,500 *Natural sciences*, 750 instead of 500. *Age for admission.*—17 to 20 years.
Jan. 1857	No examination.
July 1857	*Drawing.*—1,000 instead of 705; ⅛ *required in mathematics*, all other subjects ⅛. Five subjects now obligatory (one must be mathematics). *Aggregate minimum* marks for qualification, 3,000 instead of 2,500. *Candidates* not selecting French and drawing must satisfy examiner that they have such knowledge of the elements of these subjects as to afford reasonable expectation that they will perfect themselves at the Royal Military Academy. *Marks in Latin and Greek* will not count unless they amount to ⅛ in each subdivision, nor in pure and mixed mathematics unless they amount to ⅛ in each subdivision.
Jan. 1858	*Mathematics.*—1,000 marks at least required, of which 700 must be in pure mathematics. The examination in arithmetic, algebra, plane geometry, logarithms, and plane trigonometry, close and searching. *Geometrical drawing.*—To satisfy examiner of knowledge of elements when the subject is not taken up.
July 1858	300 marks in mixed mathematics, compulsory.
Jan. 1859	*Aggregate minimum.*—Number of marks for qualification reverts to 2,500.
July 1859	*Classics*, subdivision Greek.—1,000 marks instead of 1,750. Total for classics 2,000 instead of 2,750. *German*, language, &c.—1,000 instead of 750. *Hindustani* introduced.—1,000 marks. *Natural sciences.*—1,000 instead of 750.
Jan. 1860	*English*, language, &c.—2,000 instead of 1,250 and redistribution of marks to subjects, English. *Classics.*—3,000 instead of 2,000 and redistribution of marks to subjects. *Drawing.*—Redistribution of marks allotted. *Mathematics.*—300 for mixed mathematics omitted. *Compulsory.*—French or German, 100 of 1,000. Geometrical drawing, 50 out of 500. Whether taken up as subjects or not.
July 1860	No alteration.
Jan. 1861	*Examination* in astronomical and surveying instruments for such of the candidates as desire to take it up; 700 marks allotted. *Hindustani* increased by 1,000 marks by the introduction of history of India as a section. Marks to count by sections, and a minimum of 100 marks required.
July 1861	*Experimental and natural sciences.*—Compulsory ⅙ marks. *Classics.*—Marks for history and geography (Rome and Greece) not allowed to count unless ⅛ marks in the corresponding languages be gained. *Mathematics.*—500 of the 2,500 allowed for pure mathematics allotted to differential and integral calculus.
Jan. 1862	*Age of admission.*—16 to 19 years. No other change.
July 1862	No change.
Jan. 1863	*Mathematics*: Pure { Sec. 1, 2,000 / „ 2, 500 } Mixed, 1,000 } 3,500. Total unaltered. *English*, separated as under, and 1,000 marks added (modern geography):— English language and composition 1,000 History of England, dependencies, and colonies - - - 1,000 Geography, modern - - 1,000 *Classics.*—Alteration in distribution of subjects. Marks the same. *Hindustani.*—Geography and history of India omitted. 1,000. *In all subjects*, except (⅛ in) mathematics, ⅛ of the marks must be gained before any are allowed to count. *In either* French, German, or Hindustani, and in geometrical drawing, ⅛ marks to be gained whether the subjects be taken up or not.
July 1863 Jan. 1864 July 1864 Jan. 1865 July 1865 Jan. 1866	No alterations.
July 1866	*Drawing*, freehand, of machinery, architectural, topographical, landscape, or figure subjects - - - } 1,000 instead of 500. Geometrical drawing; qualification necessary, 100 out of 300 nominally assigned to it. Marks so gained will not count towards the general aggregate.
Jan. 1867 July 1867 Jan. 1868 July 1868 Jan. 1869 July 1869	No alterations.

* Required under old nomination system merely to read Cæsar with parsing.

Appendix III. (D.)

Royal Military Academy, Woolwich.

(5.) Length and Nature of Course of Instruction at the Royal Military Academy.

(a.) *Under the Old Nomination System.*

Course at Royal Military Academy.	
Length.	Nature.
Outside limit of four years allowed, to qualify for a commission, exclusive of the practical course in the Royal Arsenal. Inside limit, about two years, exclusive of practical course.	Cadets were admitted on probation for two terms, when they were reported upon by a board as to whether they were entitled to remain at the institution. *Theoretical classes* (four),— Mathematics. Fortification. Descriptive geometry. French. German. Landscape drawing. Plan drawing. History and geography. Lectures on { Chemistry. Natural philosophy. *Practical class* (in two divisions). Practical artillery. Surveying and field works. French / German } for a time. Chemistry. Lectures on { Natural philosophy and practical astronomy. Practical mechanics, machinery, and metallurgy. Geology and mineralogy.

(b.) *Alterations in Subjects taught since the Abandonment of all Nominations and the Introduction of Open Competition.*

Date.	Course at Royal Military Academy.	
	Length.	Nature.
		The system of admitting cadets to the Royal Military Academy upon probation ceased with the old nomination cadets.
Aug. 1857	About 2 years, or until sufficiently advanced in scientific knowlege to pass a satisfactory examination.	No alteration in subjects of instruction.
Aug. 1859	About 2½ years, or until sufficiently qualified.	The terms "Practical" and "Theoretical" class abolished, and the classes numbered from 1 to 6, 1st and 2nd at lower, 3rd, 4th, 5th, and 6th at upper barracks.
July 1860	About 2½ years, or until sufficiently qualified.	History and geography abolished. A *professor* of mechanics appointed in place of a *lecturer* on "Practical Mechanics."
July 1861	About 2½ years. If a cadet failed "to "qualify within 3 "years in his pro- "fessional studies, "or to acquire a "sufficient profi- "ciency in Mili- "tary Exercises," he was subject to removal from Royal Military Academy.	
Aug. 1861*	- - - -	Hindustani introduced.
Oct. 1861	- - - -	Field works transferred from the professor of surveying to the professor of fortification.
July 1865	- - - -	Professor of surveying and sketching to instruct in plan drawing. Professor of plan drawing abolished.
Dec. 1867	- - - -	Lectures on geology and mineralogy abolished.
Feb. 1868	- - - -	Lectures on military history and art of war introduced.

* The increased accommodation at the upper barracks being now completed, the lower barracks were closed, and all were quartered within one building. The cadets were divided for studies into five classes.

(6.) Alterations in the "Establishment" Number of Gentlemen Cadets, Royal Military Academy.

From 1855 to 1859.

Date.	Number.	Remarks.
From 1855	188	Taken from Royal Military Academy and Army Estimates, but no authority in writing can be found.
From 1857	200	
From 1 July 1861.	300	Authority to charge messing for 300 cadets, W.O., 23 September 1861, 6851/519.
From 20 January 1863.	240	Horse Guards, 20 January 1863.
From 16 September 1864.	200	Do. 16 September 1864.

Appendix III. (E.)

E.—MEMORANDUM ON THE INTRODUCTION OF THE COMPETITIVE SYSTEM FOR ADMISSION TO THE ROYAL MILITARY ACADEMY.

(By the Secretary.)

Previously to the year 1855 admission to the Royal Military Academy could only be obtained by a nomination from the Master-General of the Ordnance. The limits of age for admission were at that time from 14 to 16, and the candidates nominated were required to pass an entrance examination before the professors of the Academy, which varied somewhat according to the age of the individual. A certain number of the candidates previously passed through the preparatory school at Carshalton, admission to which was equally obtained by nomination from the Master-General of the Ordnance, and were transferred to the Academy on passing an examination similar to that required from those who entered the latter establishment direct. The term of residence at the Academy varied, according to the progress of a cadet, from two to four years.

The inability of the Academy to meet the demand for officers for the Artillery and Engineers created by the Crimean war led to the introduction of a new system of obtaining commissions in the scientific corps. At first a limited number of nominations were placed in the hands of the head masters of the great public schools of the country, and the candidates nominated by them were appointed to provisional commissions on passing an examination at Woolwich; but after a short time the principle of

open competition for admission to the Artillery and Engineers was adopted in 1855 by Lord Panmure, when Secretary of State for War. Simultaneously with this change—the first recognition of the competitive principle in regard to military education in this country—a great alteration was made in the limits of age for admission to the scientific corps. Both direct appointments to commissions in the Artillery and Engineers, without any previous special instruction, and admissions to the senior or practical class at the Academy, without passing through the lower or theoretical classes at that institution, were thrown open to public competition among all natural-born subjects of Her Majesty. The limits of age for candidates for the direct appointments were from 19 to 21. Those who were successful were in the first instance to receive provisional commissions, and to be placed for instruction under the Director of Artillery Studies at Woolwich for a period of about six months, at the end of which they were to be permanently commissioned. Candidates for admission to the practical class at the Academy were required to be between the ages of 17 and 19; those admitted were to remain in the practical class for six or eight months, after which, on passing an examination, they were to receive commissions in the Artillery or Engineers. The first competitive examination under this system (the regulations for which will be found below) was held in August 1855, and was conducted by a body of examiners specially appointed for the purpose, under the direction of Canon Moseley. The examination for both classes of appointments thrown open to competition was the same, and was based on the general education of the country, the object being merely to compare the abilities and attainments of the candidates without reference to special professional knowledge. Two other similar examinations, both for provisional commissions and for admission to the practical class, were held in January and June 1856, the only difference being that the limits of age of the candidates were somewhat extended, and that in these later examinations no commissions in the *Engineers* were offered to competition.

On the conclusion of the Crimean war, however, the system of appointing officers directly from civil life to commissions in the scientific corps, as well as that of admitting candidates to the practical class at the Academy, which had been adopted to meet the pressure of the war, came to an end. No other examination after that in June 1856 was held for a year; but in June 1857 the first competitive examination for admission to the ordinary course of instruction at the Academy took place. The regulations under which this examination was held will be found at page lxvi. The limits of age for admission were fixed at 17 to 20, and it was announced that the successful candidates would remain under instruction at the Academy "until sufficiently advanced in scientific knowledge to pass "a satisfactory examination."

Since this period open competitive examinations have been held regularly every six months for admission to the Academy; and though various modifications in their details have been made, their general character remains little altered. The limits of age for candidates, originally placed at 17 to 20, were, however, in 1862 reduced to 16 to 19, at which they are at present fixed. The determination at one time adopted of abolishing this system of admission to Woolwich, and of requiring all candidates previously to pass through Sandhurst, is fully explained, together with the causes which led to the abandonment of the plan, in the account of the scheme proposed in 1857 for the amalgamation of Woolwich and Sandhurst.*

* *See* Appendix II. G., page xx.

Appendix III. (E.)

Royal Military Academy, Woolwich.

The examinations for admission to the Academy, like those which had previously been held for provisional commissions and for appointments to the practical class, were at first conducted by Canon Moseley and a special Board of examiners appointed by the Secretary of State for War, with whom the general management of the Academy, after the abolition of the office of Master-General of the Ordnance, remained.

In 1858, however, the superintendence of the system of instruction at Woolwich was transferred to the Council of Military Education, who since July 1859 have conducted the examinations for admission to the Academy.

Although the principle of open competition for appointments in the scientific corps was first recognized in 1855, and in 1857 was extended generally to admission to the ordinary course of instruction at the Academy, yet the system of competitive examination did not become the sole and universal means of admission to Woolwich until the year 1861. Time was required to clear off the vested interests of candidates who had been placed on the old nomination list of the Master-General of the Ordnance—of youths who had been admitted to the preparatory school at Carshalton—of cadets who, at the time of the proposed amalgamation of Sandhurst and Woolwich, had obtained admission to the former institution on the understanding that they would have the opportunity of obtaining commissions in the Artillery and Engineers—and, lastly, of cadets at the Indian Military College at Addiscombe, who, on the abolition of the local Indian army, were transferred to Woolwich before receiving commissions in the Royal Artillery and Royal Engineers. A paper handed in by Captain Bruce shows the various sources from which for several years the cadets admitted to the Academy were drawn.*

Information regarding the early history of the Royal Military Academy is contained in the Seventeenth Report of the Commissioners of Military Inquiry (1812). A full account of the establishment, from the time of its foundation in 1741 to the year 1840, is given in the "Records of the Royal Military Academy." The condition of the establishment in the year 1856 is described at length in the "Report of the Commissioners appointed to consider the "best mode of reorganizing the system for training officers "for the scientific corps."† At that time the Academy was, as already explained, in a state of transition from the system which existed in the days of admission by nomination, to that which has resulted from the adoption of the principle of open competition. The recommendations of the Commissioners were based upon the assumption, laid down in the instructions issued to them, that admission to the scientific corps would in future be obtained only by an open competitive examination, and that the age of candidates admitted to this examination would be from 17 to 20.

The changes which have since taken place in the system of instruction at the Academy have in general been the necessary result of the increased age at which cadets have been admitted. The details of the successive alterations are fully described in the papers handed in by Captain Bruce.

The regulations now in force for admission to Woolwich are printed at page lxvii. Full information regarding the present establishment and organization of the Academy, and the course of instruction pursued at it, will be found in the evidence of Major-General Napier, Colonel Field, and Captain Bruce, and in the various papers handed in by the two latter officers.‡

* *See* page lxii. † Pages xli to lxix, and 283 to 306.
‡ *See* pages lviii to lxiv.

F.—REGULATIONS FOR THE FIRST COMPETITIVE EXAMINATION FOR APPOINTMENTS IN THE ARTILLERY AND ENGINEERS.

Appendix III. (F.)

Prospectus of the examination in August 1855.

The examination for appointments to the Royal Artillery and Royal Engineers which was intended to take place on the 11th July is postponed until the 1st August.

Forty appointments will then be made to the senior practical class at Woolwich, the candidates for which must be between the ages of 17 and 19.

Twenty other appointments will at the same time be made to provisional commissions, the candidates for which must be between the ages of 19 and 21 years.

The gentlemen appointed to these commissions will be placed under the Director of Military Studies at Woolwich. The appointments will be determined by the results of the examination.

Each candidate will be examined in the elements of pure mathematics, and in any two or more of the following subjects which he may himself select:—

1. English composition, literature, and history.
2. Greek ditto.
3. Latin ditto.
4. French ditto.
5. German ditto.

Appendix III. (F.)

Royal Military Academy, Woolwich.

6. Mixed mathematics.
7. Natural sciences.
8. Moral sciences, that is logic, mental, moral, and political philosophy.

The standard of attainment expected in the candidates is that ordinarily reached in the upper classes of public schools, or in the first year of residence in the universities. To meet the case of gentlemen who have been pursuing the special studies recommended in a syllabus formerly issued by the Lieut.-General of the Ordnance, a section of questions in the paper on "mixed mathematics" will be set apart for those studies.

The examiners will be appointed by the Secretary of State for the War Department.

The examinations will be open to all natural-born subjects of Her Majesty.

The examination will be held in the hall of King's College, London, on Wednesday, the 1st August, at 10 o'clock in the morning.

Every candidate must transmit to the Secretary of State for the War Department before the 25th July,—

1. A certificate of his age within the limits above mentioned.
2. A certificate, signed by a physician or surgeon, of his having no disease, constitutional affection, or bodily infirmity unfitting him for military service.
3. A certificate of good moral character, signed by a clergyman of the persuasion to which he belongs, and by the head of the school or college at which he has last received his education, or such other proof of good moral character as will be satisfactory to the Secretary of State.
4. A statement of the branches of knowledge in which he desires to be examined.

W. Monsell.

War Department, 22nd June 1855.

Appendix III. (G.)

G.—REGULATIONS FOR THE FIRST COMPETITIVE EXAMINATION FOR ADMISSION TO THE ORDINARY COURSE AT THE ROYAL MILITARY ACADEMY.

Prospectus of the examination for admission to the Royal Military Academy at Woolwich in June 1857.

N.B.—No more direct appointments will be made to provisional commissions in the Royal Artillery.

An examination for the admission of cadets to the Royal Military Academy at Woolwich will be held in London in the month of June 1857.

Provided a sufficient number are found competent, 30 admissions will be made to that institution; candidates must be between the ages of 17 and 20 years. Those, however, who have not exceeded 20 years of age on the 1st of January next, will not be considered disqualified. The successful candidates will remain under instruction until they are sufficiently advanced in scientific knowledge to pass a satisfactory examination, and they will then receive commissions in the Royal Artillery or Royal Engineers. They will be required to pay a sum of 22*l.* 10*s.* on admission, to cover the expenses of uniform, books, &c., and a contribution of 62*l.* 10*s.* for each half year of the time during which they remain at the academy. The half-yearly contributions, however, for sons and orphans of naval and military officers will be regulated at the following rates, as heretofore:—

	£
For sons of admirals, and of generals having regiments	40
Sons of generals without regiments	35
Sons of captains and commanders of the navy, and of colonels and regimental field officers of the army	30
Sons of all officers of the army and navy under the above ranks	20
Sons of officers of the army and navy who have died in the service, and whose families are proved to be left in pecuniary distress	10

The sons of general officers paid only on their commissions as field officers will pay the same contribution as the sons of field officers.

The sons of officers on full and half-pay will pay alike; but the sons of officers who have voluntarily retired on half-pay, or *received the difference*, will only be admitted on the terms prescribed for the sons of private gentlemen, viz., 62*l.* 10*s.* for each half year.

The sons of officers of the civil departments of the army are admissible to the Academy upon the same terms as those prescribed for the sons of naval and military officers.

The admissions will be determined by the result of a competitive examination, the subjects of which will be as follows:—

	Marks.
Pure and mixed mathematics, *i.e.*, statics, dynamics, and hydrostatics	3,500
English language, literature, composition, history, and geography	1,250
Language, literature, geography, and history of ancient Rome and of ancient Greece	1,750
Ditto ditto of France	1,000
Ditto ditto of Germany	750
(The examination in French and German will be both written and *viva voce*.)	
Experimental sciences, *i.e.*, chemistry, heat, electricity, including magetism	1,000
Natural sciences, mineralogy, and geology	750
Moral and political sciences	1,000
Drawing, *i.e.*, elementary geometrical drawing, including the use of drawing instruments, and either machinery, architectural, engineering, or landscape drawing	1,000

No candidate will be allowed to be examined in more than five subjects, of which one must be mathematics, and no one who does not obtain at least one-fifth of the allotted number of marks in this subject will be eligible for an appointment.

From the other subjects of examination each candidate may select those in which he desires to be examined; but no one will be allowed to count the marks gained in any subject, unless those marks shall at least amount to one-sixth of the total number of marks allotted to that subject.

No candidate will be admitted into the Royal Military Academy, unless he obtain an aggregate of 3,000 marks at least.

Any candidate who shall not select French and drawing among the subjects of his examination will be required to satisfy the examiners that he has such knowledge, at least of the elements of those two subjects, as shall afford reasonable expectation that he will perfect himself in both during his residence at the Academy.

The following papers will be required to be transmitted by each gentleman to the War Department before the 1st June, with his application to be noted as a candidate, unless he shall notify that he has been a candidate at a previous examination, in which case the statement of subjects only need accompany the application:—

1st. An extract from the register of his baptism, or, in default of that, a certificate verified by affidavit.

2nd. A certificate of good moral character, signed by a clergyman of the parish to which he belongs, and by the tutor or the head of the school or college at which he has received his education for at least two years, or such other proof of good moral character as will be satisfactory to the Secretary of State.

3rd. A statement of the subjects of examination in which (in addition to mathematics) he may desire to be examined.

All candidates will be required to present themselves at the place of examination, hereafter to be determined, in order to be inspected by military surgeons, that it may be ascertained that they are free from any bodily defects, or ailments calculated to interfere with the performance of military duties.

Notice will be given a month previously, in the public papers, of the place and days appointed for holding the examination.

H. R. Drewry.

War Department, Pall Mall,
14th November 1856.

II.—PRESENT REGULATIONS FOR ADMISSION TO THE ROYAL MILITARY ACADEMY.

Horse Guards, 1st May 1868.

N.B.—All candidates for commissions in the Royal Artillery and Royal Engineers are required to go through a course of instruction at the Royal Military Academy.

I. Competitive examinations for admission are held in London twice a year, in January and July. They are conducted by examiners appointed for the purpose, in the presence and under the superintendence of the Council of Military Education.

The candidates must be between 16 and 19 years of age.

II. The admissions will be determined by the result of the examination, the subjects of which will be as follows, viz.:—

			Marks.
1. Mathematics	Pure	Section I. Arithmetic, algebra, Euclid, plane trigonometry	2,000
		Section II. Spherical trigonometry, elements of co-ordinate geometry, and of the differential and integral calculus*	500
	Mixed:—Statics, dynamics, and hydrostatics		1,000
			3,500
2. English language and composition			1,000
3. History of England, its dependencies and colonies			1,000
4. Geography (modern)			1,000
5. Classics	Latin language		1,500
	Greek ditto		1,500
6. French language			1,000
7. German ditto			1,000
8. Hindustani ditto			1,000

The examination in French, German, and Hindustani will include writing from dictation.

9. Experimental sciences, *i.e.*, chemistry, heat, electricity, including magnetism		1,000
10. Natural sciences, *i.e.*, mineralogy and geology		1,000
11. Drawing	Freehand drawing of machinery, architectural, topographical, landscape, or figure subjects	1,000

Every candidate must qualify in geometrical drawing; *i.e.*, drawing in ink, with accuracy, neatness, and to scale, the several problems of Euclid. The standard of qualification in this subject is 100 marks, which must be gained out of a maximum of 300 nominally assigned to it. But the marks so gained will not count towards the general aggregate.

III. No candidate will be allowed to be examined in more than five subjects, of which one must be mathematics, and no one who does not obtain at least 700 marks in section I. of pure mathematics, will be eligible for an appointment.

From the other subjects of examination, to which marks are assigned as above, each candidate may select any, not exceeding four in number, in which he desires to be examined. The rules for counting marks in such subjects are as follows:—

In all subjects carrying marks, except the 1st section of mathematics, in which 700 marks are required, one-sixth of the number allotted to each must be gained before they can be allowed to count.

In classics, the subject is divided into two sections as above, either or both of which the candidate may take up as one subject; but he will not be allowed to count the marks gained in either section unless they amount to one-sixth of the number allotted to it.

In either *French*, *German*, or *Hindustani*, every candidate will be required to obtain for qualification one-sixth of the maximum of marks, whether he takes it up as a subject in which he desires to compete or not.

It should be understood that, although only a small qualifying test has been imposed in respect to modern languages, a knowledge of them on admission will contribute greatly to a candidate's future success at the Royal Military Academy.

* See syllabus annexed.

IV. The candidates are allowed to answer as many questions as the time allotted to the subject will permit.

V. No candidate will be admitted unless he obtain an aggregate of at least 2,500 marks.

VI. The successful candidates will remain under instruction for about two years and a half, or until they are sufficiently advanced in scientific knowledge to pass a satisfactory examination, and they will then be qualified to receive commissions in the Royal Artillery or Royal Engineers. If, however, they should be found unable to qualify themselves within three* years in their professional studies, or to acquire a sufficient proficiency in military exercises, or if at any time, by failure at the half-yearly examinations, it should appear improbable that they will ultimately succeed in qualifying for a commission, they will be removed. Further, every cadet will be liable to be removed temporarily or permanently on the commission of any of those offences to which such penalty is awarded by the regulations of the Royal Military Academy.

VII. Each cadet on joining will be required to pay a sum of 25*l.* to cover the expense of uniform, books, &c., and to bring with him the articles of clothing of which he will receive notice, and which must afterwards be kept up at his own expense. He will also be required to pay a contribution of 62*l.* 10*s.*, payable in advance, for each half year of the time during which he remains under instruction; and a deposit of 5*l.* into the hands of the paymaster on account, for contingent expenses, which latter sum he will be required to make up on returning to the Royal Military Academy after each vacation, to cover any unavoidable expense that may be incurred on his account during the ensuing half year.

The annual contributions, however, for sons and orphans of naval and military officers will be regulated at the following rates, as heretofore:—

	£
For sons of admirals and of generals having regiments	80
For sons of generals without regiments	70
For sons of captains and commanders of the navy, and of colonels and regimental field officers of the army	60
For sons of all officers of the army and navy under the above ranks	40
For sons of officers of the army and navy who have died in the service, and whose families are proved to be left in pecuniary distress	20

The sons of general officers who are paid only on their commissions as field officers will pay the same contribution as the sons of field officers.

Officers who have sold their commissions are in this classification reckoned as private gentlemen.

The cases of officers who have retired voluntarily upon half pay previous to having served 25 years on full pay will be specially considered.

Officers who retire on half pay after 25 years service on full pay will be entitled to be classified for payment with the rank they last served in.

The sons of officers of the civil departments of the army and navy, of officers of the permanent Militia Staff, and of adjutants of the Volunteer Force, are admissible to the Academy upon the same terms as those prescribed for naval and military officers.

The sons of Indian naval and military officers will be admitted on the same terms as the sons of officers of the Queen's service.

	£
The sons of professors at the Staff and Royal Military Colleges, at the Royal Military Academy, and at the Royal Military College, Addiscombe	60
The sons of Masters at the above institutions	40

If a cadet be absent a whole term in consequence of sickness or rustication, a payment of 10*l.* will be required for the privilege of his name being kept on the rolls of the establishment, and for a vacancy being guaranteed at the commencement of the next term.

If a cadet be absent from sickness during a portion of the term, his pay will continue to be issued and credited to his account; but no refund of the contribution will be permitted.

If rusticated during a term, the daily pay will cease

* To be counted from the commencement of the term in which a cadet joins, and no extension of this period will be granted on account of absence from the Academy from any cause excepting illness. Cases of protracted absence on account of illness will be specially considered on the report of the medical officer of the Academy.

Appendix III. (H.)

Royal Military Academy, Woolwich.

from the date on which the cadet is sent away, and the contribution made for the half-year will be forfeited.

In the case of a cadet of the orphan class, whose annual contribution is only 20*l.*, the amount to be paid when absence extends over a whole term is to be determined by the Secretary of State.

VIII. Any gentleman who wishes to present himself at one of the half-yearly examinations must send in his name to the military secretary at the Horse Guards one month before the time of examination, forwarding with his application to be noted the following papers:—

1st. An extract from the register of his baptism,* or, in default of that, a declaration before a magistrate, taken by one of his parents, giving his exact age.

2nd. A certificate of good moral character, signed by a clergyman of the parish to which he belongs, and by the tutor or head of the school or college at which he has received his education for at least the two preceding years, or such other proof of good moral character as will be satisfactory to the Commander-in-Chief.

3rd. A statement of the subjects of examination in which (in addition to mathematics) he may desire to be examined.

A candidate who has been examined before, when he applies for leave to present himself again, will only be required to forward the list of subjects he selects, and a certificate from his tutor or the head of his school, &c., for the interval between the two examinations.

IX. The candidates will be inspected by military surgeons on the first day of the examination, in order that it may be ascertained that they are free from any bodily defects or ailments calculated to interfere with the performance of military duties.

Extreme short-sight, or any serious defect of vision, is regarded as a disqualification.

The responsible parent or guardian of every successful candidate, and the candidate himself, before he can be admitted as a cadet, will be required to sign respectively the following declarations:—

Declaration by Cadet.

I do hereby declare that I have attentively considered Article VI. above quoted, of the regulations for admission to the Royal Military Academy, and I consent to abide by the same in every particular, as well as to observe and follow all such orders and directions as I shall from time to time receive from the Lieutenant Governor or other officers or authorities of the Royal Military Academy. And I further hold myself bound to comform in every respect to Her Majesty's Regulations, and to the rules and discipline of the service.

Signature _____

Declaration by the Parent or Guardian.

I hereby declare that I consent to the admission of my (son or ward) to the Royal Military Academy on the foregoing conditions.

Signature _____

(Signed) W. F. Forster,
Military Secretary.

* Note.—When the register of baptism does not contain the date of birth it should be accompanied by a memorandum, signed by one of his parents or guardians, stating the day on which the candidate was born.

Syllabus of Examination in the differential and Integral Calculus.

Differential Calculus.

The meaning of differentiation.

The differentiation of elementary functions of one independent variable.

The theorems of Taylor and Maclaurin, with their applications.

The theory of maxima and minima, with its applications.

The equations to the tangents, normals, and asymptotes of plane curves.

The curvature of plane curves and their radii of curviture and evolutes.

The differential co-efficients of the arcs and areas of plane curves to rectangular and polar co-ordinates, and of the surfaces and volumes of solids of revolution.

Integral Calculus.

The meaning of integration.

The integration of elementary functions.

The integration of rational fractions.

The determination of the lengths and areas of plane curves, and of the surfaces and volumes of solids of revolution.

Appendix IV. (A.)

Examinations for Direct Commissions.

APPENDIX IV.—EXAMINATIONS FOR DIRECT COMMISSIONS.

A.—HISTORICAL NOTICE.

(By the Secretary.)

Previously to the year 1849 no educational qualifications were required as a condition of obtaining a commission, except from officers appointed to the scientific corps—admission to which could only be obtained by passing through the Royal Military Academy at Woolwich—and from the small proportion of officers, scarcely amounting at that time to one-sixth of the whole number annually obtaining commissions, who entered the other branches of the service from the Royal Military College at Sandhurst. Examinations for admission to the army generally were first instituted by the Duke of Wellington, when Commander-in-Chief, in 1849. A memorandum published in February of that year, announcing the points on which candidates would in future be examined before being recommended for commissions, will be found at page lxix. The examination, in addition to general subjects of elementary education, included the professional subject of fortification, in which the candidate was required to have read some easy work on the subject, and to have received some instruction in drawing. This requirement was subsequently somewhat modified; and the knowledge of fortification afterwards exacted from a candidate was "to be able to trace upon paper, in presence "of the examiners, a front of fortification according to "Vauban's first system, and also the profile of a rampart "and parapet." In other subjects modifications were also introduced, but the general character of the examinations remained much the same as originally established, and the regulations introduced by the Duke of Wellington in 1849 continued substantially in force, until the general revision of the system of military education, which took place in 1857. It appears, however, from the evidence given by Lord Panmure before the Royal Commission on the Purchase System, that during the Crimean war the stringency of the examinations was very much relaxed.*

The examinations were held at Sandhurst by the professors of the College, in the presence of the Lieutenant-Governor, and were conducted to a great extent *vivâ voce*. The Select Committee of the House of Commons on Sandhurst (1855) did not make any recommendation in regard to these examinations, but stated in their report that in the only branch of the examination which was of a military character, namely fortification, the knowledge required would easily be mastered in a week.† The character of the examination, however, appears to have been very generally regarded with dissatisfaction. Mr. Sidney Herbert, when Secretary at War in 1854, criticised it severely as being "too "technical, too limited, and within its limits too severe,"

* Reply to question 3593.
† Report, page x.

and as leading necessarily to a candidate cramming up a few books which happened to be in use at Sandhurst, without affording any test of general education.* He contemplated at that time a revision of the examinations, and the institution of a special board of examiners, in place of the Sandhurst professors, for the purpose of conducting them; and the Treasury in connexion with this subject suggested that the machinery proposed for the object in view should be combined, as far as practicable, with that about to be established for examining candidates for the Civil Service.†

The outbreak of the Crimean war prevented Mr. Sidney Herbert's proposals, which were connected with a general plan for the instruction of officers, from being carried into effect; and in 1856 Lord Panmure, before the Purchase System Commission, spoke of the defects of the existing examinations in nearly the same terms as those used by Mr. Herbert in 1854. After stating that they led to a system of cramming up particular books, he laid down the principle that the examination "should be such as young men "may be supposed capable of passing without having any "particular professional education. It ought to be upon "general subjects, such as a young man ought to become "acquainted with during his passage through any high "educational establishment in this country."‡

The various schemes for the reorganization of military education brought under the notice of Lord Panmure at the end of 1856 proposed improvements in the system of examinations for admission to the army; and nearly all the authorities consulted on the subject at that time appear to have concurred in the opinion that the examinations should be strictly non-professional, and should be confined to requiring proof on the part of the candidates of a knowledge of the ordinary subjects of liberal education. The Commissioners appointed in the same year to consider the training of officers for the scientific corps also recommended that the examination of candidates for commissions, who did not pass through a military college, should be of a general and not of a special character.

The Council of Military Education, on their appointment in April 1857, were instructed "to revise the whole system of "examination for direct appointments to the army, which is "at present very defective;"§ and this subject was in fact the first of those referred to in their instructions which they were directed to take into consideration. After consultation with the head masters of some of the chief public schools of the country, with the view of ascertaining the amount of knowledge which might fairly be expected from young men of 17,‖ the Council proposed a scheme of examination based on the fundamental principle that the examination should be entirely non-professional, and confined to subjects which form the course of ordinary liberal education at civil schools. Regulations founded upon the proposal of the Council were issued on the 1st of August 1857,¶ and it was announced that they would come into operation at the beginning of 1858. These regulations were subsequently modified in some of their details, even before the first examination was held under the new system; further modifications have been from time to time introduced in them, without, however, affecting their general character; and the scheme proposed by the Council in 1857 has, in its main principles, formed the basis of all the regulations under which examinations for direct commissions have been held to the present time.

It appears, however, from the evidence given before the present Commission, that it has been found necessary, from time to time, to diminish the difficulty of the examinations, owing to the number of failures among the candidates, and that the present standard is considerably lower than that originally established. An acquaintance with French, English history and geography, and drawing, was at first an indispensable condition of qualification, but is now no longer required; the obligatory subjects of examination have thus been reduced from five to two—mathematics and English; while at the same time the amount of mathematical knowledge formerly exacted has been reduced.

* Letter to Lord Hardinge, Appendix VII. D., page xciii.
† Treasury Letter, 3rd February 1854, Appendix VII. D., page xciv.
‡ Evidence before the Purchase System Commission, 3502, 3594.
§ *See* first instructions issued to the Council, Appendix I. B., page iv.
‖ The correspondence with the head masters is published in the first General Report of the Council, pages 26 to 37.
¶ *See* Appendix IV. C., page lxx.

APPENDIX IV. (A.)

Examinations for Direct Commissions.

The first examination under the new system took place in February 1858. Even before this, at the end of 1857, the place of examination had been transferred from Sandhurst to London, and the method of conducting the examinations by printed papers, instead of *viva voce*, had been adopted. The examinations have ever since that period been conducted by examiners appointed by the Council of Military Education, and have as a rule been held half-yearly. By a regulation which has been for some years in force candidates for direct commissions are also permitted to be examined at foreign stations. The examination is in this case conducted in the presence of a board appointed by the officer commanding the station, but the method of examination is, in all other respects, identical with that adopted at home. The examination papers are forwarded by, and the candidates' replies are returned to, the Council of Military Education.*

The plan proposed by the Council was intended to regulate admission to the army in ordinary times of peace; but almost immediately after it had been formally approved, and before it had actually come into operation, the pressure occasioned by the outbreak of the Indian Mutiny led to an abnormal condition of circumstances. In September 1857 a circular was issued announcing that commissions would be given without examination on the condition of the applicant raising a certain number of recruits. In March, however, of the following year, this temporary measure was abolished, the pressure for troops being no longer such as to render its continuance necessary. Since that period no candidates, with the exception of graduates of the Universities, have obtained commissions without passing the regular examination.

Before 1862 candidates were eligible for commissions without purchase on passing the examination for direct appointments; since that year, however, all free commissions have been reserved for cadets at Sandhurst, and those who pass the direct examination have only obtained commissions by purchase.

The following statement shows the alterations in regard to the age of candidates for Direct Commissions since the formation of the Council of Military Education:—

1st January 1858.	
For the Army - - - -	17 to 21
2nd August 1858.	
For the Infantry - - -	17 to 23
„ Cavalry - - -	17 to 25
1st May 1863.	
For the Infantry - - -	18 to 23
„ Cavalry - - -	18 to 25
„ Colonial Corps - -	18 to 28
1st January 1864.	
For the Infantry - - -	18 to 20
„ Cavalry - - -	18 to 22
„ Colonial Corps - -	18 to 26
1st October 1866.	
For the Infantry - - -	17 to 20
„ Cavalry - - -	17 to 22
„ Colonial Corps - -	17 to 26

The regulations at present in force with regard to the examinations for direct commissions will be found at page lxxi.

* General Order, Horse Guards, 12th February 1859.

B.—ORIGINAL REGULATIONS FOR EXAMINATIONS FOR DIRECT COMMISSIONS.

APPENDIX IV. (B.)

MEMORANDUM ISSUED BY FIELD MARSHAL THE DUKE OF WELLINGTON, IN FEBRUARY 1849, INSTITUTING FOR THE FIRST TIME EXAMINATIONS FOR CANDIDATES FOR COMMISSIONS.

Memorandum of the points upon which Candidates are to be examined before they are recommended for Commissions.

IN order to have some certainty that the applicants for commissions in Her Majesty's service have been educated as gentlemen, it is proposed that each of them should be examined by persons to be appointed by the Commander-in-Chief for that purpose, particularly on the following points, before they can be recommended for commissions.

1. The candidate should read English correctly, and write it from dictation.

2. In arithmetic he should be acquainted with the four first rules (simple and compound) and proportion.

3. In languages it is desirable that he should under-

Appendix IV. (B.)

Examinations for Direct Commissions.

stand the Latin grammar, be able to construe Cæsar's Commentaries (exclusive of the portion ascribed to Hertius), and parse if required; this should include syntax and prosody. If not master of the Latin grammar, and he should not have received a good classical education, he should thoroughly understand the French or German grammar.

4. In history he should have read Hume's History of England, with Smollett's continuation, also a History of Rome and Greece, and of Modern Europe. He should moreover be able to answer such questions on the subject as may be proposed by the examiners.

5. In geography he should possess a competent knowledge of the general divisions of the world; the name of the capital of each nation in Europe; the principal rivers, seaports, and military posts in Great Britain and Ireland; Her Majesty's dominions in every part of the world.

6. In fortification he should have read some easy work on the subject, and have received some instruction in drawing.

7. If the candidate be a member of the Church of England he will have to produce a certificate of having been confirmed. If not a member of the Church of England he will be required to produce a certificate from a minister or priest, stating that he has been well instructed in the principles of the religion in which he has been brought up.

8. A medical examination will take place to ascertain that the candidate is in every point of view fit for military service.

List of the Works which are likely to facilitate the Studies of the Candidates.

Narrien's Geometry, which includes practical geometry on the ground, and the tract on proportion and the circle.

Scott's Arithmetic and Algebra.

Keightley's History of Greece and Rome.

Hume's History of England, with Smollett's continuation.

Russell's History of Modern Europe, and the continuation to 1832.

The Rev. H. L. M. Chepmell's Abridgment of the Histories of Greece, Rome, and England.

Samuel Butler's Sketch of Ancient and Modern Geography.

Captain Macaulay's Field Fortification.

The Eton Latin Grammar.

The Valpy or Delphin Editions of Cæsar, Virgil, and Livy.

Tarver's French Grammar.

Demmler's German Grammar.

Appendix IV. (C.)

C.—FIRST REGULATIONS FOR THE EXAMINATIONS FOR DIRECT COMMISSIONS ISSUED AFTER THE APPOINTMENT OF THE COUNCIL OF MILITARY EDUCATION.

Horse Guards, August 1, 1857.

The following regulations, in regard to the examination of gentlemen preparatory to receiving commissions in the army, will take effect from the 1st January 1858:—

1. The examinations of candidates for direct commissions will be held quarterly in London, and be conducted under the direction of the Council of Military Education, by examiners who will be appointed for the purpose.

2. The age of candidates examined for direct appointments will be, from the 1st January 1858, not under 17 years, and after the 1st January 1859, not under 18 years, the latest limit being in each case 21 years.

3. The candidate will be required to produce a certificate of baptism, or other satisfactory proof of his age.

The candidate will be examined by a medical board to ascertain that he is in every point of view, as regards his physical constitution, fit for military service.

He will produce a certificate from a minister of the church or other denomination to which he belongs, that he has been duly instructed in the principles of religion.

The candidate will further produce a certificate from the master or tutor under whom he has been educated of his general moral conduct for at least the two preceding years.

He will also forward, when reporting himself prepared for examination, a statement of the subjects in which he wishes to be examined, including the names of the classical authors, and, in the case of history, the course he has been reading.

4. The following will be the subjects of examination, viz.:—

The classics.
Mathematics.
English language.
French language.
Other modern languages.
History, ancient and modern, with geography.
Natural sciences, *i.e.*, mineralogy and geology.
Experimental sciences, *i.e.*, chemistry, heat, electricity, including magnetism.
Drawing.

Of the above a thorough knowledge of the following portions of subjects will be deemed indispensable, and the want of it considered a ground of disqualification, viz.:—

1. In mathematics; arithmetic, including vulgar and decimal fractions, proportion, extraction of the square and cube root, and interest.

Algebra, including fractions, simple equation, and questions producing them, and the use of logarithmic tables.

Euclid, the first four books.

2. In the English language the candidate will be required to write correctly and in a good legible hand from dictation.

To compose grammatically.

3. In the French language, to read, translate, and parse a prose author, and to write from dictation.

4. In history, that of England with its dependencies (with geography) will be required.

5. In drawing the candidate will be required to show that he has a fair use of the pencil.

To each of the subjects enumerated in paragraph 4 marks will be allotted as follows:—

	Marks.
Classics { Latin, 2,000 / Greek, 1,600 }	3,600
Mathematics (pure and mixed)	3,600
English language	1,200
French „	1,200
Any other modern language	800
History and geography, ancient and modern	1,200
Natural sciences, mineralogy and geology	600
Experimental sciences, chemistry, heat, &c.	600
Drawing	500

Out of the above, there will be allotted to the portions of subjects noted in paragraph 4 as indispensable, marks as follows, viz.:—

	Marks.
Mathematics	1,200
English	400
French	400
History, &c.	400
	2,400

And of these at least *three-fourths* in each subject will be required from all candidates, making in all 1,800 marks as a *minimum* in the subjects deemed indispensable.

In respect to the other subjects, or portions of subjects, left as voluntary for examination, it will be required that in these such a number of marks shall be obtained as shall raise the total number necessary for qualification to 3,000.

6. In estimating the marks attained at the quarterly examinations, no subjects left voluntary will be allowed to count unless one-fifth of the number allotted to them be gained.

With regard to the classics, no particular authors or portions of authors will be announced as those in which candidates will be examined, but a sufficient number of printed questions will be prepared of different degrees of difficulty, and as varied as possible, in the books usually read at schools, so as to place candidates from different educational establishments on an equal footing.

Passages will be set for translation from the classical and modern languages into English, and also from English into those languages.

No candidates will be allowed more than two trials, but the second may take place at any interval after the first, provided the limit of age be not exceeded. In the second examination no credit will be given for any subject in which the candidates may have passed in the first.

7. The result of each quarterly examination will be reported to the Commander-in-Chief, and the names of any candidates who distinguish themselves will be specially brought to his notice.

8. Commissions will at first be only granted provisionally, and will not be finally confirmed until the candidate shall have passed through a course of regimental and general professional instruction, which will be hereafter defined.

D.—PRESENT REGULATIONS FOR EXAMINATIONS FOR DIRECT COMMISSIONS.

Appendix IV. (D.) Examinations for Direct Commissions.

Horse Guards, 1st January 1867.

I. The examinations of candidates for direct commissions will be held in London at such periods as the exigencies of the service may require, and be conducted under the direction of the Council of Military Education by examiners appointed for the purpose. The number of candidates summoned to attend each examination will be limited to the requirements of the service.

II. The age of candidates examined for direct appointments will be, until further notice, from 17 to 20 years for the infantry, from 17 to 22 years for the cavalry, and from 17 to 26 years for colonial corps.

III. The candidate will be examined by a medical board, to ascertain that he is in every point of view, as regards his physical constitution, fit for military service.

He will be required to produce the following certificates, which must be forwarded to the Council of Military Education, 13, Great George Street, S.W., as soon as possible after the receipt of the Military Secretary's order to attend for examination.

a. A certificate of baptism, or other satisfactory proof of his age.

b. A certificate from a minister of the church or of the denomination to which he belongs, that he has been duly instructed in the principles of religion.

c. A certificate of good moral character, signed by a clergyman of the parish to which he belongs, or by the tutor or head of the school or college at which he has received his education, for at least the two preceding years; or such other proof of good moral character as will be satisfactory to the Commander-in-Chief.

d. A statement of the subjects in which he wishes to be examined.

IV. The following will be the subjects of examination, but no candidate will be allowed to be examined in more than *five* of these subjects.

		Marks.
The classics	Latin	2,000
	Greek	1,600
Mathematics, pure and mixed		3,600
English language		1,200
Modern languages (not including provincial dialects) each		1,200
History, ancient and modern, with geography		1,200
Natural sciences, *i.e.*, mineralogy and geology		1,200
Experimental sciences, *i.e.*, chemistry, heat, electricity, including magnetism		1,200
Drawing		600

V. Of the foregoing subjects, the elementary branches of mathematics and the English language, to the extent stated in the following paragraphs, will be considered obligatory:—

1. In mathematics, 1,200 marks will be given to the following obligatory portions, viz., arithmetic, including vulgar and decimal fractions, proportion, extraction of the square root, and simple interest.

Algebra, including fractions, simple equations, and questions producing them: Euclid, the first three books.

Of the 1,200 marks allotted to the foregoing portions of mathematics, 400 will be required for qualification, and of these at least 200 must be obtained in arithmetic.

2. In the English language, the candidate will be required to write correctly and in a good legible hand from dictation, and to compose grammatically. He will be required to obtain at least 200 marks in this subject.

3. Out of the remaining subjects the candidate may select any three.

4. No candidate will be allowed to count the marks gained in any one of the three voluntary subjects, unless amounting to one-sixth of the whole number of marks allotted to that subject; and for qualification, he will be required to obtain on his five subjects a total of 1,500 marks.

5. In the examination in classics passages will be given for translation from the books usually read at schools; grammatical questions will be set, and English passages also given for translation into the Latin and Greek languages.

VI. The result of each examination will be reported to the Commander-in-Chief, and the names of any candidates who distinguish themselves will be specially brought to his notice.

VII. An unsuccessful candidate will not be debarred from applying to the Commander-in-Chief for permission to attend a future examination. No candidate, however, will be allowed more than three trials.

Should a candidate obtain only between 700 and 1,200 marks, he will not be allowed to present himself for re-examination for at least six months. If he obtains less than 700 marks, a period of at least twelve months must elapse before he can be allowed to present himself again.

In all cases permission to be re-examined must depend upon the number of applicants on the list.

In subsequent examinations no credit will be given for the marks gained by a candidate on former occasions.

In the event of a candidate not appearing for examination at the time appointed, such candidate will not be permitted to attend on the next occasion, and he will render himself liable to have his name either erased entirely or placed at the bottom of the list of those noted for examination.

VIII. A student at either of the Universities of Oxford, Cambridge, Dublin, London, St. Andrew's, Glasgow, Aberdeen, Edinburgh, or Queen's University, Ireland, who shall have passed the examination necessary for taking a degree in arts, is qualified for a commission by purchase without being required to pass the foregoing examination, provided he is within the limits of 17 and 23 years of age if for the infantry, 17 and 25 years if for the cavalry, and of 17 and 28 years for colonial corps, and can produce the certificates marked (*a*), (*b*), and (*c*).

Such candidate must furnish a certificate of having graduated, or of having passed the examinations, signed by the Registrar of the University, and showing the date on which the examination took place.

On his application being approved, the candidate will receive an order to be medically examined as to his physical fitness for the service.

The candidate will address his application, accompanied by the necessary certificates, to the Military Secretary, Horse Guards.

W. F. Forster,
Military Secretary.

APPENDIX V.—PUBLIC SCHOOL EDUCATION AS A PREPARATION FOR THE MILITARY EXAMINATIONS.

Appendix V. (A.) Public School Education.

A.—GENERAL NOTICE.

(By the Secretary.)

In connexion with the Modern Departments at some public schools technical instruction in military subjects is actually at present given. This, for instance, is the case at Cheltenham College, the Modern Department at which appears in fact to have been originally instituted with the express object of affording means of special military education, and at the present day is officially called the "military and civil department."* At one time also, even at some schools in which Modern Departments did not exist, classes were formed, in which instruction in military subjects was given to boys intended for the army. Both at Eton and at Harrow such classes existed, and fortification and military drawing were taught in them. The object of the formation of these classes appears in both cases to have been to enable boys to go up straight from school to the examinations for admission to the army, without the necessity of having recourse to private tuition. At the time of their institution a knowledge of fortification was required in the examination for

* Evidence of Mr. Southwood, 5563, 5593.

APPENDIX V. (A.)

Public School Education.

direct commissions, and a candidate was therefore unable to present himself for this examination without some special preparation. At the commencement of 1858, however, the direct commission examinations were entirely remodelled; the small amount of fortification previously required was at that time excluded from the subjects of examination, which have ever since been of a non-professional character, and more or less such as enter into the course of ordinary liberal education. With the exclusion of technical subjects from the military examinations, the necessity for any special instruction in such subjects in candidates for admission to the army ceased. The military class at Harrow seems to have died out within a few years of its establishment; it has not been in existence during the last 10 years and more. At Eton, though the corresponding class is still maintained, the teaching of technical military subjects in it has been abandoned. Even in the Modern Department at Cheltenham the instruction appears of late years to have become of a less decidedly military character than it originally was; and fortification, which was at one time taught at Wellington College, no longer enters into the course of instruction there. In the Modern Side which has within the present year been established at Harrow, though partially intended, among other purposes, to assist the education of boys intended for the army, no attempt is made to give special military instruction.

The question of the possibility of affording an adequate military education at civil schools was fully discussed by the Commissioners appointed in 1856 to consider the training of officers for the scientific corps. "Having arrived at the "conclusion," their Report says, "that professional mili- "tary education as hitherto given in this country has been "begun at too early an age, we are met by what may be "called the extreme opposite view, which would suggest "the desirableness of giving up altogether education in "military colleges previously to entering the army, or to "entering a purely practical class or college for the special "corps of Artillery and Engineers. An opinion appears to "exist that the ordinary schools of the country are the "best means of giving nearly the whole teaching of "general and even military science which is desirable for "all classes of officers before entering the army. It seems "to be thought that not only modern languages and "mathematics, but military history and topography are "likely to be taught in such schools sufficiently for the "highest military purposes, and that even young men "intended for the special arms of the service may, on join- "ing a military academy, be absolved, or almost entirely "absolved, from any other studies than those included "under the expression '*a purely practical course.*'"*

The Commissioners expressed their unhesitating dissent from this view. After pointing out the difficulties of giving at ordinary schools a complete preparation even in studies of a general preparatory character—such as modern languages and mathematics—and the still greater difficulties of teaching special subjects like military history and topography, the Report proceeds:—"Agreeing, therefore, "as to the fact of a 'sound general education being given "'by public schools,' we are unable to draw from it the "conclusion that they will 'give a specific military educa- "'tion.' They may indeed assist our military education, "in a manner which the true sense of the terms 'sound "'general education' expresses, by encouraging prelimi- "nary tastes and studies, such as general history, mathe- "matics, and modern languages, English included, to a "greater extent than they do at present. But if there is "such a thing as a science of war at all, it stands to reason "that it can only be taught fully in cases where young "officers have the passion and the capacity to begin it "early, by its own teachers, and in its own place. The "teachers should be practical men, as well as men of mili- "tary science; the place a military college. And the "great schools of the country will perform the same "service to such an academy for young scientific officers "as they do for places which give a specific education for "other professions; they will *prepare for it*, but disclaim "any attempt to *complete it.*"†

The Report of the Public Schools Commission does not appear to have made any direct reference to the question of the possibility of giving technical military instruction at civil schools; but the disinclination shown by the Commissioners to recommend even the general institution of "Modern Departments" would lead to the conclusion that they were not disposed to view with favour the introduction of any system of special instruction into the ordinary school course.

The question has been dealt with at considerable length in the evidence taken before the present Commission. In addition to the evidence given by Dr. Barry, Mr. Southwood, Dr. Benson, and Dr. Temple, to which particular reference is made in the Report, opinions on the subject have been expressed by several military witnesses. Major-General Sir P. Herbert considers that all which is learnt at Sandhurst—all the knowledge requisite for a line officer—might equally well be acquired at a public school, if proper arrangements were made for teaching it. In his opinion fortification (including the practical construction of field-works), military drawing and surveying, military history, and drill, could all be taught by military instructors at public schools without difficulty, and without interference with the subjects of general education.* Major-General White considers that military history, modern languages, and drawing might be taught with advantage at public schools to boys intended for the army, although it would be difficult to teach the practical work of field fortification, artillery, and surveying.† Colonel Baker appears to be of opinion that at the Universities, certainly, a special preliminary education might be given to candidates for the army, on a system similar to that which it was at one time proposed to introduce at Cambridge, but which does not appear to have ever been actually adopted. At the same time, though this instruction would be of a special character, Colonel Baker does not seem to contemplate its embracing strictly technical military subjects.‡ On the other hand, His Royal Highness the Duke of Cambridge is of opinion that special military classes at public schools would fail;§ Major-General Sir F. Abbott thinks it unnecessary to establish such classes;‖ Colonel Hort is decidedly opposed to an attempt to give military instruction at any but a military college, on the ground that it could not be so effectively given at a civil establishment, and would, moreover, interfere with the acquisition of a general education;¶ and Lieut.-General Sir D. Cameron considers that it would be impossible for public schools to give a thorough or perfect knowledge of the practical subjects taught at Sandhurst, such as fortification, artillery, military drawing, and surveying.**

In connexion with the same subject suggestions have been made by some witnesses that the Government should assign a certain number of free commissions annually, as prizes to be competed for, either at particular public schools or more generally amongst candidates educated at such schools.†† The institution of military exhibitions or scholarships at civil schools, and of military degrees at the Universities, has been also suggested.‡‡ By some witnesses these proposals are advocated with the special view of inducing public schools to adopt a system of military instruction; by others with the more general object of holding out increased encouragement to enter the service to candidates who have had the advantage of a public school education.

Although the question of giving military instruction at public schools was not specially discussed by the Public School Commissioners, their attention was directed to the results of public school education in preparing candidates for the military examinations. Their Report§§ speaks as follows in reference to this subject:—

"The number of public-school boys who enter the army "is not large. Of 1,976 candidates for direct commissions "within three years, 122 only had been at any of these "schools. Of these 102 succeeded and 20 failed. It will "be observed, on reference to the returns, that this propor- "tion of failures is considerably below the average; the "public school men, therefore, were better prepared than "the general run of candidates. Of 96 who passed at "their first examination, 38 came immediately from school, "58 had had intermediate tuition. Of the 20 who failed, "14 had had such tuition.

"The public-school candidates for Sandhurst during the "same period were 23 out of 375; the proportion who "succeeded being here also above the average. Of 18 "who succeeded, 11 came straight from school; of five "who failed, only one.

"The scheme of examinations for direct commissions, "framed to meet the suggestions of the Head Masters of "public schools, is simple and easy, and requires nothing "that is beyond the reach of any boy of moderate industry "and ordinary capacity; and it is clear that no boy, who "will give himself a little trouble, needs to forego the "wholesome influences of a great school for the sake of "being 'crammed' in the house of a tutor. The Sand-

* Report, page xxviii. † Report, pages xxix., xxx.

* Evidence, 5014, 5032, 5041, 5050, 5065-5070.
† Evidence, 4828, 4844-46, 4851.
‡ Evidence, 6173, 4, and Replies to Questions, Appendix VII. B., page lxxxvi.
§ Evidence, 6496.
‖ Evidence, 1681.
¶ Evidence, 5118-5125.
** Evidence, 5312-5315, 5338-5340.
†† Evidence, 4833, 4882, 5065, 5066, 6174-6176.
‡‡ Evidence, 6173; Captain C. B. Brackenbury's Replies to Questions, Appendix III. A., page lii.
§§ Report, page 27.

hurst examination is also evidently within the reach of the schools.

"The qualifying examination for Woolwich appears, before 1862, to have required an amount of mathematical knowledge difficult of attainment for a boy educated at a public school; but it underwent in that year some changes which have made it easier for candidates who have not received a special training. The obligatory mathematics do not now go beyond plane trigonometry; and a candidate need not obtain in them, to qualify, more than 700 marks out of 3,500; with this minimum, and with a fair proficiency in Latin, Greek, French, and geometrical drawing, he is entitled to enter into the competition. This standard is certainly not so high as to be inaccessible to a boy educated at a good public scoool, and from a table showing the working of the scheme at the examination of January 1863, it appears that of the 20 successful competitors, 11 distinguished themselves in classics; the other marks were chiefly gained in mathematics and French. In three years, previous to this change, 35 public-school candidates passed and 49 failed to pass the qualifying examination, the totals being 545 and 689. Of the whole 84, two only went direct from the schools, and these failed."*

In another passage† the Commissioners say:—"The main studies of the public schools being classical, it is obvious that, unless a due amount of weight is given to the classics in the Woolwich examinations, boys from those schools will not stand a fair chance in the competition. On the other hand, as it is of importance that the examinations should comprise other subjects besides classics, it is also obvious that unless the public schools provide a due amount of instruction in those other subjects, the candidates whom they send up must compete at a disadvantage. It is certain that there has hitherto been a want of adjustment between the Woolwich standard and the teaching of the public schools. The fault, we think, lies chiefly, though not wholly, in the deficiencies in the course of education pursued at the latter; and we are convinced that when these deficiencies have been supplied the difficulty which is now complained of will speedily disappear. But it is also to be observed, with respect to the Woolwich examinations themselves, that the scale of marks has lately (as we have already stated) undergone an alteration, which diminishes the amount of mathematical attainment required, and allows greater weight to classical scholarship. It appears probable that the Modern Departments at Cheltenham and Marlborough would not have been what they are had the old Woolwich standard, which is stated to have influenced them so strongly, been the same as the present; and probable also that they will hereafter feel the effects of the change which has been made in it."

The above statements show that at the time referred to (1864) a very small proportion of boys went up to the military examinations from public schools at which Modern Departments did not exist. From the returns and evidence furnished to the present Commission it appears that there has been but little change in this respect of late years. It is an extremely rare occurrence for a candidate to go up direct from a public school which does not possess a Modern Department to the examination for admission to Woolwich; out of 855 candidates admitted to Woolwich in 10 years—from 1858 to 1867—the six public schools of Eton, Harrow, Rugby, Winchester, Westminster, and Shrewsbury only sent up five direct.‡ Colonel Addison states that at Sandhurst, out of 320 admissions during the last two years, there have been only 16 from the nine schools mentioned in the Report of the Royal Commission on Public Schools; but from Cheltenham and Wellington College the admissions have been more numerous.* Even for the direct commission examination, those who present themselves from public schools (including Cheltenham and Marlborough, where Modern Departments exist), without seeking the assistance of a private tutor, scarcely amount to five per cent. of the whole number of candidates.† At the same time, it may be observed that the proportion of failures among such candidates in the latter examination is comparatively slight, not amounting to more than 8 per cent., while the average number of failures among the candidates generally during the last four years has been very nearly 25 per cent.‡ In fact, the general tenour of the evidence goes to show that, in the case of the examinations both for direct commissions and for admission to Sandhurst, there is, or at least should be, no necessity for candidates who have had the ordinary education of a classical public school to have recourse to private tuition.§ The Woolwich examination appears generally to be regarded in a different light. Its higher and more special character, and the great importance attached to mathematics, coupled with the competition which exists for it, render it apparently doubtful whether success would generally be obtained by candidates from public schools—other than those where, like Cheltenham, instruction is given with a particular view to this examination—without going through a special course of preparatory tuition.‖

An account of the Modern Departments at Cheltenham, Wellington, and Marlborough Colleges, at the City of London School, and at King's College School, is given in the Report of the Public Schools Commission. Further information regarding the institutions at Cheltenham and Wellington Colleges will be found in the evidence given by Dr. Barry, Mr. Southwood, and Dr. Benson before the present Commission. The nature of the instruction in the "Army Class" at Eton is described in a letter from Dr. Hornby, the Head Master.¶

The general character of the "Modern Side" at Harrow, which was established in September of the present year, "for the benefit of boys for whom, from various causes, an "advanced classical training seems undesirable," is explained as follows in a circular issued by the Head Master when announcing the intention of adopting the institution:—

"The principal subjects of instruction on the 'Modern "Side' will be mathematics, French, German, Latin, "history, English literature, and physical science.

"The requirements of boys not intended for the Univer- "sities will be specially kept in view, including the case of "those who are candidates for Woolwich or the Indian "Civil Service. It is hoped that this provision may obviate "the supposed necessity for removing boys to a private "tutor's precisely at an age when the influences of public "school life are most powerful and most salutary.

"Except for purposes of instruction there will be no "distinction whatever between boys on the Modern Side "and boys on the Classical Side.

"No boy will, for the present, be admitted to the "Modern Side unless he has been in the school for at least "a year, and has hitherto shown diligence and made fair "progress."

* The Returns on which these statements are founded are printed in Appendix E. of the Report of the Public Schools Commission.
† Report, page 38.
‡ Returns, Appendix XIII. C., page clvi.

* Evidence, 3793, 3877.
† Returns, Appendix XIII. D., page clix.
‡ Returns, Appendix XIII. D., page clix.
§ Evidence, 152-165, 320, 1692, 2386, 2425, 2431, 2482, 2507, 2609, 4355, 4507, 4525, 4569.
‖ Evidence, 1218-1234, 1676, 2424-2429, 2449.
¶ *See* Appendix V. B., immediately following.

B.—ACCOUNT OF THE ARMY CLASS AT ETON.

LETTER FROM THE REV. DR. HORNBY, HEAD MASTER OF ETON.

SIR, Eton, October 13, 1869.

IN answer to the request conveyed in your letter of October the 11th, I have the honour to give the following account of the "Army Class" at Eton.

The Army Class was established by Dr. Goodford in the year 1858. It was established in order to give Eton boys greater facilities for preparing certain subjects which were required in the army examinations, and to obviate the supposed necessity of giving Eton boys a special preparation, elsewhere than at Eton, in order to fit them for the army examinations.

At first fortification and military drawing were included in the course, and a considerable proportion of the ordinary school work (*e.g.*, Latin verse writing) was remitted. This was not found to answer. The course included more than was necessary for the ordinary army examination, and not enough for the higher examinations at Woolwich. There seemed to be a danger of the class becoming a sort of refuge for the idlest boys in the school.

Dr. Goodford subsequently altered all this and placed the class upon its present footing.

Its present constitution is as follows:—

Two lessons a week (repetition lessons) are remitted to make time for lessons in modern history. English essays, or abstracts of what has been taught in school, are written by the boys out of school (one exercise a week), and carefully looked over. No other part of the ordinary school work (except the two repetition lessons) is given up. Boys cannot join the class till they are 16 years of age. They are expected to stay at Eton till the time comes for their examination.

Appendix V. (B.)

Public School Education.

The class consists at present of 28 boys. The average number is 25.

The class has certainly been successful. No boy going up from Eton has failed yet in the army examination since the reconstitution of the class of which I have spoken. I think the class has done good in the school.

It will be seen that nothing more has been seriously attempted as yet than to secure boys from failure in the ordinary examinations. If boys are to be prepared at Eton for any higher competition, such as that at Woolwich, a very different course will obviously be necessary, and probably a system of "bifurcation" will be found indispensable.

I am not prepared to say that this may not be introduced with advantage at Eton; but the impending changes in the governing body at Eton, and the anticipated changes with regard to army examinations, make it difficult to commence any work of reconstruction at the present moment.

I have, &c.

The Secretary to the Royal Commission on Military Education. J. J. Hornby.

Appendix VI. (A.)

Examinations for Promotion.

APPENDIX VI.—EXAMINATIONS FOR PROMOTION.

A.—HISTORICAL NOTICE.

(By the Secretary.)

Examinations for promotion were for the first time instituted, shortly after the introduction of examinations for admission to the army, by the Duke of Wellington when Commander-in-Chief, in the year 1850. A circular memorandum, published on the 14th of May* of that year, announced that all officers would in future be subjected to an examination previously to promotion to the respective ranks of lieutenant and captain. The first examination was to be confined to subjects connected with the rudiments of drill, regimental duties, interior economy, and the Mutiny Act and Articles of War. The second examination for the rank of captain was in addition to extend to more general subjects, and to include geography, ancient and modern history, mathematics, and field and permanent fortification; but the examination in these subjects was not intended to affect lieutenants who had entered the service previously to 1849.

The examination for promotion to the rank of lieutenant was to be conducted regimentally by the commanding officer and the two next senior officers of the candidate's regiment. The purely professional portion of the second examination, for the rank of captain, was to be conducted in the same manner; with regard to the mode of testing the candidates' qualifications in the more general subjects required in this examination, it was stated that such orders would be given in each individual case as the Commander-in-Chief might think proper and necessary.

These regulations continued in force up to the time of the institution of the Council of Military Education in 1857, although it appears, both from official statements made by the Secretary at War,† and from numerous expressions of opinion in Parliament between the years 1854 and 1857, that, at least so far as regarded the second examination for the rank of captain, little attempt was made, even nominally, to enforce the regulations. Mr. Sidney Herbert proposed in 1854, in connexion with his general scheme of military education, to remodel the examinations and to institute a special machinery for conducting them; and though no actual steps were taken to carry out his proposal, the necessity of making the examinations real and genuine tests of professional knowledge, and of enforcing strict qualifications for promotion, was frequently recognized in the numerous discussions which took place in Parliament on the subject of military education during the course of the Crimean War.

The Council of Military Education, on their appointment in 1857, were directed to consider the question of the professional examination of officers for promotion up to the rank of captain, and in the course of the year submitted a proposal on this subject, in connexion with a scheme for providing instruction for officers after entering the service, to which further allusion will be made hereafter.‡

New regulations on the subject were issued on the 19th of July 1858, which, while introducing little change in regard to the examination of cornets and ensigns, rendered a knowledge of mathematics, history, and fortification no longer requisite in the second examination for the rank of captain. Geography, on the other hand, was still retained among the subjects, and, as a condition of promotion to a captaincy, a lieutenant was required "to be able to state the "general divisions of the world, the name of the capital of "each nation in Europe, and the principal rivers, sea-ports, "and military posts in Great Britain, Ireland, and Her "Majesty's Dominions in every part of the world." The examinations of cornets and ensigns still continued to be conducted regimentally; that of lieutenants, so far as related to matters of regimental economy, detail, or discipline, was to be made by boards of officers appointed by the commanding officer at the station, consisting, when possible, of three senior officers not belonging to the same corps as the candidate.*

In November 1858 revised regulations were issued,† which, in accordance with the recommendations of the Council of Military Education, made considerable changes in the examinations, and placed them on their present basis. The subjects of regimental and ordinary duties on which candidates were to be examined were more minutely detailed than heretofore; the examinations were made entirely professional, geography being excluded from the second examination, and at the same time it was announced that lieutenants would be required to show a sufficient knowledge of reconnaissance and of field fortification. But the most important change made at this time was in regard to the mode of conducting the examinations, which were no longer to be carried on regimentally, but by a board appointed by the commanding officer of the district, consisting (if possible) of three field officers,—with the additional provision that in no case in which it could possibly be avoided, an officer of the same regiment as the candidate was to be a member of the board. Cornets and ensigns were to be required to pass the examination before completing eight months' service; and, in order to give additional stringency to the regulations, it was announced that the Commander-in-Chief would "not "hesitate to promote (either regimentally or from other "corps) officers who may have passed the required exami- "nation, in place of the idle and incompetent." The regulations issued in November 1858 have, with some slight modifications, remained in force to the present day. The existing regulations for the examinations will be found at page lxxvi.

Lieutenants of artillery, like those of the cavalry and infantry, are required to pass an examination before promotion to the rank of captain. The subjects, a knowledge which is required from them, are detailed at page lxxvii. Officers of the Engineers pass an examination at the Royal Engineer Establishment (now the School of Military Engineering) at Chatham, before being permanently commissioned.

* *See* Appendix VI. B., below.
† *See* Mr. Sidney Herbert's letter to Lord Hardinge, printed in Appendix VII. D., page xciii; also his speech in moving the Army Estimates on 24th February 1854.
‡ *See* Appendix VII. E., page xcv.

* Circular Memorandum, dated Horse Guards, 19th July 1858.
† *See* Appendix VI. C., page lxxvi.

Appendix VI. (B.)

B.—CIRCULAR MEMORANDUM INSTITUTING FOR THE FIRST TIME A SYSTEM OF EXAMINATION PREPARATORY TO PROMOTION.

Horse Guards, May 14, 1850.

Her Majesty has been pleased to command that the candidates for commissions and for promotion in Her army should be qualified by knowledge and attainments previous to the appointment to commissions of the first named, and to the promotion to superior rank of those thus appointed.

The qualifications required of candidates for commissions

ave been made known to their friends, and the time and lace of examination will be stated in each case, so as that n examination may take place before any one is appointed o a commission.

Before officers can be recommended for promotion to the nk of lieutenant in any regiment, the commanding fficer must have them examined by a board of officers, onsisting of himself, another field officer, if there should e one present with the regiment, and the senior captain f the regiment; and if there should be no field officer resent with the regiment, the two senior captains present.

This board must report to the Military Secretary, for he information of the Commander-in-Chief, that the fficers about to be recommended for promotion to the ank of lieutenant are instructed on the following oints:—

1. They must have a perfect knowledge of the Standing Orders of the regiments in which they are serving.
2. They must have a knowledge and must give an account of the duties they have to perform as regimental orderly officers, and as officers commanding guards,—or as subaltern officers of guards under the command of officers of superior rank.
3. They must have a knowledge of the words of command for the manual and platoon exercise.
4. They must be able to put the company through the manual and platoon exercise, and be capable of exercising both a squad and company in the drill and evolutions, as prescribed in the first two parts of the Regulations for the Field Exercise of the Infantry.
5. They should know exactly the place of all the company officers in every situation of the battalion, whether in line, or in open, close, quarter or half-distance column, and whether right or left in front.
6. They must have a knowledge of the General Regulations and Orders of the Army, and of the Mutiny Act, and Articles of War.
7. They should be acquainted with The Queen's Regulations and Warrants regulating the description and qualities of the necessaries of soldiers, of the price of each article, and the regulations applicable to the same.
8. They should know the weight of the knapsack; the weight of the soldier's firelock; of his pouch, with or without the ammunition which it is calculated to carry; of his accoutrements, with or without the bayonet; the weight of the musket, with or without the bayonet, of the bayonet, with or without the scabbard.
9. In addition to such portions of the above as may apply to the Cavalry service, the cornets should be required to be well acquainted with all their stable and barrack duties; to have completed their course of instruction in the riding-school; and to be able to exercise a troop both on foot and mounted.

Lieutenants, who shall have entered the service since July 1849 will be required, before they can be recommended for promotion to the rank of captain, to have,—

10. A competent knowledge of geography.
11. Of history, ancient and modern.
12. Of the first six books of Euclid.
13. Of the properties of the circle.
14. Of algebra, to quadratic equations inclusive.
15. Of the use of logarithms.
16. Of plane trigonometry, and
17. Mensuration.
18. They must have studied permanent and field fortification, and
19. Have so far a practical knowledge of the science as to be capable of projecting a front of fortification, according to the first system of Vauban.
20. They must be perfectly acquainted with the provisions of the Mutiny Act and Articles of War.
21. And with the forms and proceedings of courts-martial.
22. They should have studied some of the standard works on courts-martial.
23. They must understand perfectly the evolutions of a battalion of infantry or regiment of cavalry, as laid down in the regulations for those services respectively.
24. They must be acquainted with the light infantry drill.
25. They must perfectly understand the interior economy of a troop or company; the regulations for the messing and subsistence of the soldiers; and the established system of keeping their accounts.
26. They must have a knowledge of the Royal Warrants which regulate the pay, provisioning, pensions, rewards, periods of service, clothing, and equipment of the soldier.
27. They must be acquainted with the General Regulations and Orders of the Army, more particularly with those for the government and management of the troops embarked in transports or convict ships.
28. And it must be ascertained that they are competent to take charge of a company or detachment in every position in which it might be placed.

Lieutenants who entered the service prior to July 1849 will, after July 1852, be required, before they can be recommended for promotion to the rank of captain, to have,—

10 (*a*). A competent knowledge of geography.
11 (*a*). Of English history.
12 (*a*). Of the first four books of Euclid.
14 (*a*). Of algebra, to simple equations inclusive.
19 (*a*). And so far a practical knowledge of the science of fortification as to be capable of projecting a front of fortification according to the first system of Vauban.
20 (*a*). They must be perfectly acquainted with the provisions of the Mutiny Act and Articles of War.
21 (*a*). And with the forms and proceedings of courts-martial.
22 (*a*). They must have studied some of the standard works on courts-martial.
23 (*a*). They must understand perfectly the evolutions of a battalion of infantry or regiment of cavalry as laid down in the regulations of those services respectively.
24 (*a*). They must be acquainted with the light infantry drill.
25 (*a*). They must perfectly understand the interior economy of a troop or company,—the regulations for the messing and subsistence of the soldiers, and the established system of keeping their accounts.
26 (*a*). They must have a knowledge of the Royal Warrants which regulate the pay, provisioning, pensions, rewards, periods of service, clothing, and equipment of the soldier.
27 (*a*). They must be acquainted with the General Regulations and Orders of the Army, more particularly with those for the government and management of the troops embarked in transports or convict ships.
28 (*a*). And it must be ascertained that they are competent, to take charge of a company or detachment in every position in which it might be placed.

It is to be distinctly understood that they are to complete the remainder of the course prescribed for the lieutenants who entered the service subsequently to July 1849 before they can be declared eligible to become field officers.

These examinations of officers for the rank of captain must be made by boards of officers, to be appointed by the commanding officer, composed of the three senior officers of the regiment, as far as relates to matters of regimental economy, detail, or discipline, and must be reported to the Military Secretary in every case of a lieutenant recommended by the commanding officer to be promoted to be captain of a troop or company.

Till the month of July 1852 officers recommended for promotion to the rank of captain in their several regiments need not be examined on the points stated in Nos. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, of this order, unless it should be known to the Commander-in-Chief that such officers had passed one year in the United Kingdom subsequently to the 1st June 1850, in which case he will require that such officers should pass an examination as required by this order for the lieutenants who entered the service antecedently to 1849.

Any officer of the rank of lieutenant in a regiment serving within the United Kingdom, who may have entered, his name as a purchaser of a troop or company may, through his commanding officer, express his desire to be examined in respect to his required attainments, as specified in this order, upon which demand the Commander-in-Chief will give such orders as may be proper and necessary.

Orders will hereafter be given to provide for the examination of officers serving abroad, in respect to their qualifications and attainments, preparatory to their being recommended for promotion to the rank of captain.

By command of Field Marshal the Duke of Wellington, Commander-in-Chief.

G. Brown,
Adjutant-General.

N.B.—The above regulations were modified by Circular Memoranda issued on the 4th July 1851 and the 19th July 1858.

APPENDIX VI. (C.)

Examinations for Promotion.

C.—GENERAL ORDER ISSUED IN NOVEMBER 1858 ESTABLISHING THE SYSTEM OF EXAMINATIONS FOR PROMOTION ON THEIR PRESENT FOOTING.

Horse Guards, S.W., November 29, 1858.

The following regulations in regard to to the examination of officers preparatory to promotion in the army are to be substituted for those promulgated by the Circular Memoranda of the 14th May 1850, 4th July 1851, and 19th July 1858.

Before officers are recommended for promotion to the rank of lieutenant, the commanding officer will apply to the senior officer in the district or station for a board to examine and report upon their qualifications.

The board is to consist (if possible) of three field officers, but on no occasion, when it can possibly be avoided, is any officer of the same regiment as the candidate to be placed on the board.

This board is to report* to the Military Secretary, for the information of the General Commanding-in-Chief, that the officers about to be recommended for promotion to the rank of lieutenant have been instructed on the following points, viz.:—

1. They must have a thorough knowledge and must give an account of the duties they have to perform as regimental orderly officers, as officers commanding guards, or as subaltern officers of guards under officers of superior rank.
2. They must have a thorough knowledge of, and be able to put a company through the manual and platoon exercise, and be capable of exercising both a squad and company in the drill and evolutions as prescribed in the first two parts of the Regulations for the Field Exercise of the Infantry.
3. They must know exactly the place of all the company officers in every situation of the battalion, and be able to command a company in battalion exercise.
4. They must be acquainted with such parts of the Queen's Regulations and Orders for the Army as relate to the duties and conduct of a subaltern officer, and with the Mutiny Act and Articles of War, so far as is necessary for the performance of their duties as members of a court-martial.
5. They must be acquainted with the Queen's Regulations in regard to the pay and messing of the troops, and supply of necessaries.
6. They must know the weight of the knapsack; the weight of the soldier's firelock, with and without the bayonet; of his pouch, with and without ammunition; the quantity of ammunition it is calculated to carry, and the weight of his accoutrements.
7. Those who have passed through the course of instruction at Hythe must be thoroughly acquainted with the rifle drill and practice, and the theoretical principles of musketry, as defined in the authorized book of instruction.
8. In addition to such portions of the above as may apply to the Cavalry service, it is necessary, in the case of cornets,—
   1. That they shall have learnt their foot drill and sword exercise, and have been instructed in the single and double ride.
   2. That they shall be able to put a troop through the carbine, lance, and sword exercise, and to exercise both a squad and troop in the drill and evolutions prescribed in the Cavalry Exercise Book.
   3. That they shall be able to command a troop in squadron exercise.
   4. That they shall have made themselves masters of the detail of saddlery, the mode of fitting the saddle, bridle, &c., and of the whole equipment of the cavalry soldier and his horse.

Lieutenants who may have entered the service subsequently to July 1849, and all who may hereafter enter the army, will, in addition to the above, before they are recommended for promotion to the rank of captain, be required to have,—

9. A thorough knowledge of the provisions of the Mutiny Act and Articles of War, and of the forms and proceedings of courts-martial; and must give evidence of having studied some of the standard works on that subject.
10. They must understand perfectly the evolutions of a regiment of cavalry or a battalion of infantry, as laid down in the regulations for those services respectively.
11. They must be acquainted with the light infantry drill, outpost duties, patrol, escorts, advanced and rear guards.
12. They must perfectly understand the interior economy of a troop or company, and the established system of keeping their accounts.
13. They must be thoroughly acquainted with the Queen's and War Office Regulations.
14. It must be ascertained that they are competent to take charge of a troop, company, or detachment in every position in which it may be placed.
15. And they must be required to show that they have a sufficient knowledge of field fortification and reconnaissance to be enabled to fulfil the important duties detailed in the Field Exercise Book, from page 313 to 317.

The examination of officers for the rank of captain is to be made by boards of officers, to be appointed by the general or other officer commanding the district or station, one of the senior officers in each station or garrison being president, and of two field officers (if possible) not belonging to the same regiment as the candidate.

In all cases the board of examiners will ascertain by practical examination, and not by the acceptance merely of verbal or written answers to questions, whether the officer is instructed in the subjects specified in paragraphs, 2, 3, 8, 10, and 11 of this general order.

The general or other officer commanding the district or station will forward the report of the board (with the written questions and replies) to the Military Secretary, accompanied by his own observations thereon.

Every cornet or ensign is to be examined on the different points herein specified before he has completed eight months' service, and should he fail to qualify himself for promotion within that period, his commanding officer must report, for the information of the General Commanding-in-Chief, whether it is owing to a want of diligence and attention on the part of the officer, or to circumstances (such as sickness or others) over which he could have no control.

The General Commanding-in-Chief hopes that the subalterns of the army will see the necessity of using their utmost exertions to acquire a knowledge of their professional duties, as His Royal Highness will not hesitate to promote (either regimentally or from other corps) officers who may have passed the required examination, in the place of the idle and incompetent.

It is the imperative duty of all commanding officers to pay close attention to the instruction of young officers, and His Royal Highness will hold them as responsible for the performance of this duty, as for the due instruction and training of the non-commissioned officers and soldiers under their command.

By command of His Royal Highness the General Commanding-in-Chief.

G. A. WETHERALL,
Adjutant General.

*N.B.—The written questions and replies are to be sent with the report of the board.

APPENDIX VI. (D.)

D.—PRESENT REGULATIONS FOR EXAMINATIONS FOR PROMOTION.

From the Queen's Regulations for the Army, Section 4, paras. 159–170 (1868).

Infantry and Cavalry.

159. Before officers are recommended for promotion to the rank of lieutenant, the commanding officer is to apply to the senior officer of the district or station for a board to examine and report upon their qualifications as under:—

(*a.*) They must have a thorough knowledge, and must give an account, of the duties they have to perform as regimental orderly officers,—as officers commanding guards,—or as subaltern officers of guards under officers of superior rank.

(*b.*) They must have a thorough knowledge of, and be able to put a company through, the various exercises and evolutions prescribed in the first two parts of the "Field Exercises of the Infantry;" and they must be acquainted with the rifle drill and practice, and the theoretical principles of musketry, as defined in the authorized book of instruction.

(*c.*) They must know exactly the place of all the company officers in every situation of the battalion, and be able to command a company in battalion exercise.

(*d.*) They must be acquainted with such parts of the Queen's Regulations and Orders for the Army as relate to the duties and conduct of a subaltern officer, and with the Mutiny Act and Articles of War, so far as is necessary for the performance of their duties as members of a court-martial.

(*e.*) They must be acquainted with the regulations of the army in regard to the pay and messing of the troops, the supply of clothing and necessaries, and all details regarding the weight of, and mode of carrying, the various articles of the soldier's kit, arms, accoutrements, and ammunition.

160. In addition to such portions of the foregoing as may apply to the Cavalry service it is necessary in the case of cornets recommended for promotion to the rank of lieutenant,—

(*a.*) That they shall have learnt their foot drill and sword exercise, and have been instructed in the single and double ride.

(*b.*) That they shall be able to put a troop through the carbine, lance, and sword exercise, and to exercise both a squad and troop in the drill and evolutions prescribed in the Cavalry Exercise Book.

(*c.*) That they shall be able to command a troop in squadron exercise.

(*d.*) That they shall have made themselves masters of the detail of saddlery, the mode of fitting the saddle, bridle, &c., and of the whole equipment of the cavalry soldier and his horse.

161. Lieutenants in the Cavalry and Infantry will, in addition to the foregoing, before they are recommended for promotion to the rank of captain, be required to show that they are further duly qualified as follows:—

(*a.*) They must have a thorough knowledge of the provisions of the Mutiny Act and Articles of War, and of the forms and proceedings of courts-martial, and must give evidence of having studied some of the standard works on military law.

(*b.*) They must understand perfectly the evolutions of a regiment of cavalry or a battalion of infantry, as laid down in the regulations for those services respectively.

(*c.*) They must be acquainted with the light infantry drill, duties of out-posts, patrols, escorts, advanced and rear guards.

(*d.*) They must perfectly understand the interior economy of a troop or company, and the established system of keeping their accounts.

(*e.*) They must be thoroughly acquainted with the Queen's and War Office Regulations applicable to their own branch of the service.

(*f.*) They must be competent to take charge of a troop, company, or detachment, in every position in which it may be placed.

(*g.*) And they will be required to show that they have a sufficient knowledge of field fortification and reconnaissance.

162. The board of examination is to consist, if possible, of three field officers; but on no occasion, when it can be avoided, is any officer of the same regiment as the candidate to be a member. In all cases the board will ascertain by practical examination, as well as by verbal and written answers to questions, whether the officer is instructed in the subjects specified in the preceding paragraphs. The questions are to be written on half margin, and the replies inserted opposite to them. The board will mark in red ink its correction of any mistakes in the answers, and will certify in each case that "the candidate has not received any "assistance from books or other sources." The report of the board to be on a separate sheet, and when officers of different regiments are examined by the same board, the report in connexion with each regiment is to be made separately.

163. The general officer commanding will forward the report of the board and the written questions and replies to the adjutant-general, accompanied by his own observations thereon regarding the nature of the examination, the correctness of the answers, and the eligibility of the officer examined.

164. Every cornet or ensign is to be examined on the different points herein specified, before he has completed one year's service, and should he fail to qualify himself for promotion within that period his commanding officer must report, through the general officer commanding, for the information of the Commander-in-Chief, whether it is owing to a want of diligence and attention on the part of the officer, or to sickness or other circumstances over which he could have had no control.

165. No officer will be recommended for promotion to the rank either of lieutenant or captain unless his examination papers and certificate of qualification have been received by the Military Secretary; but the Commander-in-Chief will in all cases select the senior officer who may have qualified for promotion to the higher grade.

Artillery.

166. The examination of lieutenants of Artillery for the rank of captain will include all the subjects required from officers of the line of corresponding rank, except that a general knowledge only of the evolutions of cavalry and infantry will suffice. In addition to the foregoing, lieutenants of Artillery are to be examined as to their acquaintance with the more special duties of their arm of the service. The following list of subjects will serve as a guide to the nature of the examination:—

(*a.*) Field-gun drill. Exercise of heavy guns on ground and traversing platforms, mortar drill, rocket drill, Armstrong-gun drill, practice with hot shot and molten iron shells, gyn and transporting carriage drill.

(*b.*) General duties of the men, and principles involved in mounting and dismounting ordnance generally, in placing guns on towers, in embarking and disembarking ordnance, and in moving ordnance up steep inclines; also the tackle, &c. required in the above operations.

(*c.*) Different pieces of ordnance in use throughout the service at the time of examination, their weight and calibre, and the special purpose of each description of ordnance.

(*d.*) Ammunition employed with ordnance generally; ammunition employed with Armstrong guns; general construction of a Congreve rocket, and the principle of its motion; manufacture and action of fuzes and tubes; the advantages of the rifle action, and the principle upon which it depends; essential points with regard to rifling ordnance; general principles of breaching; position and employment of artillery in the field; considerations which regulate the rapidity of artillery fire; principles connected with the manufacture and construction of artillery carriages; general knowledge of laboratory duties.

(*e.*) Embarking and disembarking horses; management of horses on board ship.

(*f.*) To be able to define technical artillery terms, &c. in such a way as to make them understood by the non-commissioned officers and men under their command, such as—1, point blank; 2, point blank range; 3, dispart; 4, chambers; 5, preponderance; 6, different kinds of artillery fire; 7, how elevation gives an increase of range; 8, windage; 9, deviation, &c., &c.

(*g.*) Subalterns who have been one year or more in the horse brigade, or in a field battery, will be required, in addition to the foregoing subjects, to be thoroughly acquainted with stable duties, and horse artillery or field battery movements and details; all others will be required to have a general knowledge of these subjects.

167. Every officer on becoming the 30th on the list of lieutenants must be prepared to undergo the required examination. An officer, however, who wishes to be examined at an earlier period may, after four years' service, apply for such examination.

168. Instructions will from time to time be issued to the general or other officer commanding districts or stations to assemble a board, to consist of three officers, viz., a field officer (of the artillery, if possible), an officer of the staff, and a captain of artillery, or an officer of that corps who may have already passed the examination. Either the gunnery instructor or the fire-master should, when practicable, be selected for this duty. If it be impossible to obtain a staff officer, a captain of the line should be substituted; if a second officer of artillery cannot be had, an officer of engineers should be substituted; but either the president or one member of the board must be selected from the artillery.

169. That portion of the examination which can be best replied to in writing will be conducted by means of questions prepared by the deputy adjutant-general of artillery, and forwarded to the general officer commanding the district. The *vivâ voce* and practical examination will be conducted by the board of officers, who will satisfy themselves that the officer under examination not only possesses the requisite knowledge himself, but that he is able to impart that knowledge in a clear and satisfactory manner to the non-commissioned officers and men under his command.

170. The board will then forward, through the general officer, its report, together with the written answers, to the adjutant-general of the forces; and in returning to him the written answers, the president of the board will certify that they are the *bonâ fide* performances of the candidates, without assistance. The written papers will then be examined by the deputy adjutant-general of artillery, and the result, together with the opinion of the board, reported to the Commander-in-Chief.

APPENDIX VII.—INSTRUCTION OF OFFICERS AFTER ENTERING THE SERVICE.

Appendix VII. (A.)

Instruction of Officers.

A.—QUESTIONS AND REPLIES ON THE SUBJECT OF THE INSTRUCTION OF OFFICERS AFTER ENTERING THE SERVICE.

Questions issued by the Commission.

(I.) Would it, in your opinion, be possible to introduce any system of affording practical military instruction to officers of the cavalry and infantry after they have entered the service?

(II.) If you consider any such system possible, will you be good enough to state what you consider the nature and subjects of the instruction should be? Whether attendance at the course of instruction should be obligatory or voluntary? whether examinations should take place in connexion with it? and whether promotion should in any way be made dependent on such examinations?

(III.) Do you consider that the best means of carrying out such a system of instruction would be by having an officer-instructor in each regiment, or garrison-instructors at large military stations; or can you suggest any other plan which would in your opinion be preferable?

The above questions were addressed to the following officers:—

General Sir W. R. Mansfield, K.C.B., G.C.S.I., Commander-in-Chief in India.

Lieut.-General W. F. Forster, K.H., Military Secretary.

Lieut.-General Lord W. Paulet, K.C.B., Adjutant-General to the Forces.

Lieut.-General Sir J. Hope Grant, G.C.B., Quartermaster-General to the Forces.

Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B., Commanding the Aldershot Division.

Major-General Sir A. H. Horsford, K.C.B., Commanding the 3rd Infantry Brigade, Aldershot.

Major-General D. Russell, C.B., Commanding the South-Eastern district.

Major-General W. C. E. Napier, Vice-President of the Council of Military Education.

Major-General the Earl De La Warr, C.B.

Colonel C. Cameron Shute, C.B., Commanding the 4th Dragoon Guards.

Colonel F. R. Elrington, Commanding the 4th Battalion, Rifle Brigade.

Colonel the Hon. H. H. Clifford, C.B., V.C., Deputy Quartermaster-General to the Forces.

Colonel J. W. Armstrong, C.B., Deputy Adjutant-General, Ireland.

Viscount Walden, late Captain and Lieut.-Colonel, Grenadier Guards.

Captain and Lieut.-Colonel H. C. Fletcher, Scots Fusilier Guards.

Major O'B. B. Woolsey, Royal Artillery, in charge of the Survey Class, Aldershot.

Sir W. Mansfield.

(i.)—Memorandum by His Excellency General Sir William Mansfield, K.C.B., G.C.S.I., in answer to the above Questions.

Before replying to these questions it may be as well for me to consider what is meant by the phrase "practical "military instruction," and how far it is imparted to officers in cavalry and infantry regiments under existing arrangements.

When the matter is duly investigated, it is, I think, found that the young officers now receive in their regiments so much of practical military instruction as is required for the performance of regimental and subordinate military duties, both in peace and war.

We also find when a campaign takes place, and when considerable casualties have occurred in the conduct of a war, that the military commanders in their several degrees, and the administrative departments are able to lay their hands on officers in the regiments, who without previous training are fairly competent at once to undertake the performance of military and civil staff duties, some of the former involving considerable scientific attainments. It is not too much to say that the careers of a majority of the men who have been distinguished in the army, whether in India or in Europe, have commenced from their being taken for staff appointment at such periods of stress and difficulty.

Of the administrative and technical ability to be found among the regimental officers we have another proof in the fact, that Government reverts to the regiments whenever it has occasion suddenly to organize or develop establishments, *e.g.* the measures of relief during the Irish famine, and the demands made on regiments to furnish officers for different kinds of employment in India and the colonies.

It has always appeared to me, when I consider these facts, which in different forms have passed constantly before my eyes during the last 30 years, that a great injustice is done to the general military arrangements by the Public, and that the depreciation of the amount of military ability and solid military instruction to be found in the regiments of the army, can only be accounted for by the popular habit of injustice in the matter concerned.

What then is the "practical military instruction," which young men of ordinary abilities and good character acquire in the ranks of a regiment? In the first place, there is the drill of the company first, and afterwards of the battalion, which, though popularly estimated as being of the first importance, has really a less weighty character than many other parts of the practical military instruction.

Secondly.—The so-called musketry instruction is now treated both as a science and an art in the ranks of every regiment of Her Majesty's service.

Thirdly.—In the infantry regiments the use of heavy guns is taught as part of drill, both to officers and soldiers.

Fourthly.—What is called the interior economy of a regiment consists of matters which are for the most part insensibly acquired, but imply an ultimate amount of instruction of a very elaborate character. Thus, in the daily business of the orderly room of the commanding officer, we see what in truth is the court of a magistrate. In this court, which is attended by the officers of companies, are tried, in the first instance, all offences against the Articles of War and Her Majesty's Regulations, whether by officer or soldier. The offenders are disposed of according to the rules of discipline, the Articles of War, and the Common Law. That is to say, after the fullest investigation, petty offences are summarily disposed of by the commanding officer, and the heavier ones are either committed for trial by courts-martial in their several degrees, or relegated to the civil magistrate. In this daily discharge of duty by the commanding officer, the young officers in general learn in a practical manner how to take evidence, and what value to attribute to it. They also learn, at a very early date, the constitutional position of the British soldier, and how absolutely necessary it is to view and treat him in his two-fold character, viz. of a British subject who can claim the protection of the law of the land, and of a British soldier who acknowledges the rule of discipline according to the Mutiny Act and Articles of War.

It will be recollected, with regard to this part of the subject, that if a commanding officer be inclined to treat this important section of his duty either with carelessness or with an oppressive intention, he is quickly called to order by the soldiers themselves. There is nothing in which a British soldier differs so much from the men in continental armies, and the sepoys of our Indian forces, as in this thorough appreciation of constitutional rights and position, according to law. Any officer who forgets these points, from the colonel of a regiment downwards, cannot command British soldiers according to the real interests of Her Majesty's service. To these points, then, is directed, in the most thorough manner, the attention of every officer who joins a regiment, and in my humble opinion they form a part of the so-called practical military instruction, outweighing all others in importance.

The interior economy of a regiment, in addition to the departments of the paymaster and quartermaster, demands personal attention to the accounts of the soldiers, and personal responsibility for them on the part of the company officers. The pay of the men is regulated by the latter, and almost in spite of themselves the young officers acquire habits of business, following on the disbursement of public monies, and a rigid responsibility and account for the same. In the interior economy are also included not only the cleanliness and smartness of the men under arms, but attention to their food, inspection of the barracks and meals, conservancy and all things affecting health in the regimental body.

The interior economy further comprehends careful consideration of the habits and dispositions of the non-commissioned officers and soldiers under the command of the officers, the personal histories of both classes, and the fitness of individuals for promotion. To the officers first does the commanding officer look for knowledge of personal character of men in the ranks; and the officers, even the youngest of them, understand that the promotion or the punishment of soldiers depends in great measure on what may be said in their favour or to their prejudice, according to the obligation of duty imposed on them as officers.

It is then impossible for any officer but the most careless and inobservant, to pass through the early years of service with a regiment without acquiring a practical knowledge, and a habit of consideration of those under his command of avaluable character. This again, according to my view, is an important point of practical military instruction, the worth of which cannot be over-estimated, generally when high command is attained, or specially when it comes to be applied in the vicissitudes of a compaign or on occasion in time of peace, when a young officer is detached from the head-quarters of his regiment in command of a company or a sub-division. It is indeed the habitual contemplation of all things affecting the movement, the quarters, the health, the discipline, and the provisioning of the troops which is the cause of that fact to which I drew attention in the early part of this paper, viz., that in times of change or difficulty, we can always find competent staff and administrative officers in the ranks of a British regiment.

What is called Military Law is more studied in the army than it used to be. Before an officer can obtain his company he is now required to pass a theoretical examination on the Articles of War and Her Majesty's Regulations, bearing on the law of the army. In the conduct of the orderly room business, he becomes acquainted with the warrants affecting enlistment, pay, clothing, &c.; and finally, in his constant attendance at courts-martial, first, as a pupil to learn the forms of procedure, and afterwards as a member, he obtains no inconsiderable acquaintance with the Articles of War and the Regulations; and he acquires a habit of weighing evidence which often distinguishes him favourably from young men of like age in civil life.

In the cavalry regiments the knowledge of horses, &c., equitation, and cavalry drill must, as a matter of course be gained by the young cavalry officer.

I think I have now shown, that although it is the fashion in some circles to attribute much ignorance and frivolity to our young officers, the accusation is unjust, and that in truth the most important part of so-called practical military instruction is already afforded to them in a sufficiently solid manner. Considerable improvements have been made of late years, this being more especially shown in the professional examination officers are required to pass before they can be recommended for the rank of captain, in the scientific musketry instruction, in the gun drill, and in the enlarged theoretical study of military law.

What then remains under the head of practical military instruction with respect to the first of the queries I am required to answer?

I presume it to include the knowledge of certain European languages, the art of field surveying with and without instruments, acquaintance with fortification, both field and permanent, the science of the artillerist, the administrative conditions of armies, the principles and art of strategy, tactics, and so forth.

With respect to the first, though doubtless of extreme utility to the individual, I do not think it would be right to make linguistic accomplishment a test of regimental efficiency.

The like may be said of the art of surveying. In all regiments many young officers are found who have taken to it as an amusement, but to others it is most distasteful. Many a sportsman who cannot sketch a line would be a better officer for reconnaissance, and would give a more useful description of a country to a general officer than a finished surveyor, who might want the quick power of observation belonging to the fox-hunter. Now the army is full of sportsmen who, without the accomplishment of surveying, are nevertheless just the officers a general officer would seek in a campaign to execute a dangerous reconnaissance, and for bringing back accounts of positions and roads, and the force of an enemy in his front, at the risk of their lives. I am most adverse to discouraging this class of English gentlemen, whom I believe to form the very marrow of the army in time of war. Some of these officers are those who may appear in time of peace to be idle and to think only of amusement, but the sterling British quality is found when they are really tried. This is infinitely valuable when we have to fall back on courage, and manhood, and quick observation, amidst the most dangerous circumstances.

A moderate acquaintance with field fortification is already made a part of the professional examination for the rank of captain.

With reference to permanent fortification, I would rather say nothing. The art, if it can be called one, is in a state of disturbance and revolution. I certainly think we must not make it obligatory on regimental infantry officers until we know something more about it, with reference to the recent improvements in gunnery, to the now acknowledged impotence of all masonry defences, to the application of iron, earthworks, &c.

I do not think it necessary to trouble infantry or cavalry officers with an obligation to acquire a theoretical insight into the administrative conditions of armies. Those who have a taste for such matters pick them up of their own accord, and in any case the subject is one which must be treated by a special administrative staff; and, as we have seen in the recents reforms of the War Department, this is now being provided for by Her Majesty's Government, as has been long the case in the military establishments of the continent.

I certainly think that all infantry officers should have a certain instruction in the theory as well as the art of gunnery, and I should like to see this encouraged by drill with field batteries, by attendance on the practice ground and in the laboratory.

It remains then to consider the questions of strategy and tactics.

The practice of brigade and division parades generally provides for the latter. The former, viz., strategy, is much considered by all educated men, and is frequently discussed in its various bearings by regimental officers, who, on the whole, do not read less about wars and other historical events than other classes of their countrymen.

I think it would be well to encourage lectures in all regiments on the application and illustration of principles with respect both to strategy and tactics.

It will be gathered from the foregoing statement, that I should deplore any step which would cause regimental promotion to hinge upon purely educational tests. I am satisfied with the professional examination as at present ordered by His Royal Highness the Duke of Cambridge, and I am convinced that, as set out above, the practical military instruction, which is now indispensable to every officer who aspires to the rank of captain in a regiment, is sufficient for regimental efficiency and for the general preparation of officers.

At the same time, while I assert this, I hold very strongly that officers destined for the quartermaster-general's department, and for other staff appointments requiring scientific attainments, should be able to show that they are properly prepared in the possession of the necessary accomplishments.

I would take this opportunity of adding, that it would conduce to the efficiency of Her Majesty's service if promotion were sternly denied to officers who have shown themselves to fail in their moral character, who have been guilty of frequent irregularities, or who have been reported by more than one inspecting officer as failing in the assertion of command, in the application of regimental professional knowledge, and in those qualities which it would take long to describe, but which may be briefly summed up in the terms, manhood and presence of mind.

The inference, therefore, is, that beyond that which is at present compulsory under the Regulations as regards professional regimental knowledge, I think it impolitic to impose compulsory theoretical study on commissioned officers in Her Majesty's British regiments.

Nothing ought to be compulsory under the rule of discipline which we should be loath to enforce by the action of the law. Thus assuming theoretical study to be obligatory, a commissioned officer should be triable, and lose his commission if he declined to apply himself to it. Such an arrangement would certainly be impolitic, and it would never be enforced.

On the other hand, as I have said in another place, I think it would be expedient to change the class of ensigns for a class of cadets, who would be in a regiment what midshipmen or naval cadets are now in a man-of-war. At ages varying from 18 to 21 they, having been *in statu pupillari* till the time of probation was passed, would either become officers, or be got rid of without noise if they were found unfit for Her Majesty's service.

I am in favour of the project of having an officer instructor in regiments, who should take charge of a class of cadets, of the adult and child's school in the ranks of the men, and give lectures on military subjects for the benefit of the officers and men generally.

I should be inclined at first to try the experiment of letting the officer instructor be one of the effective captains or lieutenants, as in the case of the musketry instructor, he receiving a staff allowance and being relieved of all garrison and regimental duty, excepting the charge of his company or troop. I am aware of the practical difficulty attendant on the fact that education is an art, requiring a special preparation of the man who exercises it. But the

APPENDIX VII. (A.)

Instruction of Officers.

office having been created, I am induced to think that this difficulty would be gradually surmounted in a satisfactory manner, and that regiments, both as respects officers and men, would gain immensely by the fact of the regimental education being guided by an officer specially selected and set apart for the purpose.

I would venture to make another suggestion. It appears to me, as indicated above, that we submit to a great loss of power in the fact that, having a separate regiment of artillery, we do not take practical measures for the instruction of our infantry officers also in the science and art of gunnery. The defect appears the more strange, if we consider the opportunity afforded for this without expense by Woolwich, and the presence of batteries in garrison with infantry regiments.

Thus infantry officers might, on voluntary application, be detached to Woolwich to go through a course of artillery instruction, as is now done with respect to musketry at Hythe, a certificate being granted by competent authority on a course being completed with fair results of proficiency. A course would last for nine months, or perhaps a year.

The like might be done with reference to military engineering, that is to say, I would arrange for the detachment of infantry officers to Chatham, for practice in the erection of field works, the construction of military bridges, in field sketching, &c. &c.; certificates being ultimately granted by the director of studies according to the merits of the officers concerned.

It is my belief that these practical studies would be much appreciated by many young officers in every regiment in the army, and that if such a system were encouraged, but conducted on a purely voluntary principle, there would be no lack of applicants to avail themselves of the privilege.

W. R. MANSFIELD, General,
Commander-in-Chief in India.

Simla, 30th May 1869.

Lieut.-Gen. Forster.

(ii.)—ANSWERS received from LIEUT.-GENERAL W. F. FORSTER, K.H., Military Secretary.

(I.) It appears to me to be quite practicable to extend to officers of cavalry and infantry the option of acquiring practical military instruction after they have entered the service.

(II.) I would propose the following subjects of instruction:—

- Mutiny Act and Articles of War.
- Theory and practice of courts-martial.
- Everything connected with the interior economy of a battalion.
- Military sketching.
- Military history.
- Field fortification and knowledge to improve the defence of a post.
- Report upon the nature and features of a country in a military point of view.
- The French language, and, if possible, German.

The attendance of officers should be compulsory as regards the three first-named of these subjects; and with regard to the remainder, attendance should be voluntary.

(III.) I would recommend a military instructor, not under the rank of captain, to be established in large garrisons, such as Dublin, Portsmouth, Plymouth, Chatham, Gibraltar, and Malta, during time of peace, and, if possible, a military instructor to each battalion or regiment, who should not be independent of the commanding officer.

There would be no doubt very considerable difficulty in finding officers capable of teaching French and German. This is a matter for much consideration.

I think that examinations should necessarily be held in connexion with the system.

The examinations at present in force for promotion to the rank of lieutenant and captain are, in my opinion, quite sufficient if properly carried out. There might be an improvement in the constitution of the boards held for the examination of these officers, for whereas many of them enter minutely into the qualifications of officers for promotion, on some occasions the examinations are very limited and insignificant, and I would advise that a regular set of questions should be made out, to be put forward on such occasions, to be satisfactorily answered; and I think it desirable that the military instructor should be a member of such boards.

W. F. FORSTER,
Military Secretary.

(iii.)—ANSWERS received from LIEUT.-GENERAL LORD WILLIAM PAULET, K.C.B., Adjutant-General to the Forces.

(I.) If it is not intended to render the previous education of the candidates for the army at a military college indispensable, then it would be highly desirable (and quite possible) to introduce a system of affording practical instruction.

(II.) Strategy and military tactics, military history and geography, surveying, field sketching and reconnaissance, permanent and field fortification, and modern languages,—of these, surveying, field sketching and reconnaissance, and fortification to be obligatory for all subalterns under five years' service, unless they have attained at an earlier time a sufficient degree of proficiency, to be ascertained at periodical examinations. A greater amount of *professional* knowledge should be required than at present before promotion to the rank of captain, if the system suggested is carried into effect.

But all officers to be permitted to receive instruction in any of the subjects above detailed if so disposed.

(III.) An instructor or instructors to be appointed to all garrisons and large military stations, and a qualified officer (if any) in each detached regiment to undertake the duties of instructor in his corps, receiving a small addition to his pay while so employed, and being exempted from other duties.

W. PAULET,
Adjutant-General.

(iv.)—ANSWERS received from LIEUT.-GENERAL SIR J. HOPE GRANT, G.C.B., Quartermaster-General to the Forces.

It would not be advisable, in my opinion, to introduce a system of affording practical military instruction in *regiments* to officers of the cavalry and infantry after they have entered the service.

It would be difficult, without making it obligatory (a course in my opinion much to be avoided), to induce officers to attend the classes, and it would be very expensive having instructors to so many corps. But I would cause *all* young gentlemen who wish to enter the army to be educated from the age of 16 to 18 at the military college of Sandhurst, where every facility should be, and I believe is, given for acquiring the knowledge which it is necessary for a soldier to learn.

I am of opinion, however, that *voluntary* instruction in garrisons would be very advantageous, where, if they wished it, officers could carry on their previous instruction in the branches of military education, and especially in modern languages; and should they desire to study the higher branches of education, such as geometry, geology, trigonometry, &c., this would afford them an opportunity of doing so.

The present method of examination for officers for their promotion is, however, not quite satisfactory, as it must be unequal; viz., some officers have a very strict examination, while others may have the very reverse.

I would therefore cause all officers to repair to the nearest garrison town, where the examination for promotion should take place before a committee, of which the officer instructor should always be the president, or a member of the Board.

To all these garrisons an officer instructor should be permanently appointed.

J. HOPE GRANT,
Quartermaster-General.

(v.)—ANSWERS received from LIEUT.-GENERAL the Hon. SIR J. YORKE SCARLETT, G.C.B.

(I.) I believe it would be practicable to give practical military instruction to officers of cavalry and infantry after they have joined the service beyond what they acquire of the drill of their respective branches.

(II.) The nature and subject of the instruction should be military surveying and field fortification. Young officers joining from Sandhurst come ready instructed in the above. all they require is practical work to keep their knowledge alive and improve it.

This should be done by making them teach their men to throw up field fortifications practically, and they should be required to bring in military sketches of the vicinity of their quarters.

Those who join without that instruction should not be dismissed from drill till they have acquired it; it should form portion of their elementary regimental drill.

Theoretical instruction might be given; but when dismissed from drill no theoretical instruction should be compulsory,—the practical part should be a duty by roster.

Examinations in which these subjects are included should be held. No abstruse knowledge should be required, and gross ignorance or idleness should alone stand in the way of promotion.

(III.) The lieut.-colonel and majors are the proper instructors, with the aid of captains; but a supernumerary captain well qualified as an instructor should be on the establishment of every regiment. He might be selected from Staff College pupils.

He should be charged with the educational department of the regiment, including the children, and have sub-instructors under him.

To make the above practical and palatable, it should be as little compulsory as possible; nor should officers who are under-paid be over-worked. The instruction in field fortification and drawing should be instead of, and not in addition to, ordinary parades, many of which, as in the Guards, might be left to the adjutants and non-commissioned officers.

At large military stations, I think, military instructors in the above-named subjects and some others should be maintained. Attendance at their instruction should not be compulsory, and every examination should be voluntary. Those who offer themselves should receive certificates of proficiency, and be considered eligible for the Staff, and for promotion which it might be in the power of the authorities to bestow, but not establishing a right to it.

I should consider the adoption of some such plan as I have sketched out merely experimental; if successful, it might be improved on.

J. Yorke Scarlett,
Lieut.-General.

(vi.)—Answers received from Major-General Sir Alfred Horsford, K.C.B.

(I.) I consider it possible to introduce a system by which, at a comparatively small expenditure, the efficiency of the officers might be materially increased.

(II.) The subjects of instruction should be—

1stly. Outpost duty.
2ndly. Field fortification, including attack and defence of posts.
3rdly. Military history.
4thly. Tactics and strategy.
5thly. Military sketching and reconnaissance.
6thly. Inventions and current subjects of interest, such as telegraphy as applied to armies in the field, &c.
7thly. Continental languages.

The submission to the course should be perfectly optional, but the attendance at any one course of lectures once commenced should be obligatory.

Half-yearly examinations would be useful, both to test the progress of the students and the efficiency of the instructors.

Under the present system I consider regimental promotion should not in any way depend on the results of the examinations, though ultimately perhaps they may be allowed to influence and control it. Many opportunities would arise to encourage the zealous and deserving officers who should have passed good examinations, such as by appointing them to fill temporary Staff offices at camps of instruction, by sending them to observe and report on the camps formed every autumn on the Continent, and in other ways too numerous to mention.

(III.) In regard to the method of imparting instruction,—I am of opinion that the question of expense must mainly determine this point.

For some years there would be ample employment for an instructor on military subjects in every regiment, assuming, as I should suggest, that they continued to perform their regimental duties. The position might be filled by a major or any captain of experience who should qualify for the office. I believe that officers would learn, and especially when commencing their studies, more readily from one in constant daily communication with them, than they would from a divisional or brigade instructor.

After four or five years, however, we must expect that the regimental classes would be small, composed probably of the last joined officers, since a time must come when all the zealous officers now serving would have completed any reasonable course.

It is necessary then to organise an elastic system. I would suggest, therefore, as a beginning, that when it is practicable a major or captain of experience should be allowed to qualify in each regiment. That to do so he should be sent to the Staff College to undergo a short course, and obtain a 1st, 2nd, or 3rd class certificate according to his acquirements, unless he had passed through the Staff College, which might, with the approval of the Council of Military Education, be accepted as a diploma or degree.

Appendix VII. (A.) Instruction of Officers.

This officer, when four or more students are under his tuition, might receive an extra rate of pay as does an adjutant.

When there are not sufficient students to occupy the time of regimental instructors, or where for other reasons, and possibly in addition, a brigade or divisional instructor is required, he might receive an increased rate of pay similarly to a Staff officer of the army, and be like him exempted from all regimental duties.

Though I have delayed to refer to the study of languages spoken on the Continent, I consider for an English officer they are most useful. I would suggest, therefore, that at large stations, provision should be made for imparting instruction to officers in such continental languages as may be thought essential, by properly qualified professors.

A. H. Horsford,
Major-General.

(vii.)—Answers received from Major-General D. Russell, C.B., Commanding the South Eastern District. Maj.-Gen. Russell.

(I.) Yes.

(II.) Science and art of war. Military history and law. Topography.

Attendance obligatory as relates to the following subjects:—

Surveying and study of ground generally.
Reconnaissance.
Occupation, Defence, Attack } of positions, villages, &c.
Construction of field works.
Flying sap, rifle pits, fascines, gabions, &c.
Passages, and defence of passages, of rivers, &c.
Charge of outposts, convoys, foraging parties, &c.
Combination of the three arms.
Law applicable to courts-martial and general rules of evidence.

As many gentlemen join the army for a few years, and with no intention of making it their profession, instruction in what may be termed "*grande tactique*" might be voluntary, unless they aspire to the rank and responsibilities of field officers; but in the operations of "*petite guerre*" all should be instructed.

Most will profit—Some will not—All cannot become scientific officers—Some may be good soldiers nevertheless.

Any officer wilfully neglecting the opportunity of gaining professional knowledge thus afforded him, to be reported; and it would be a question with the military authorities whether he is to be promoted or not.

All recommendations for promotion to specify the qualifications of the officer, and to go through the general officer commanding the station, who should record his opinion in each individual case.

Examinations do not afford a fair test.

To counteract the existing silly and pernicious system of cramming, each officer should be called upon yearly for—a military treatise—a translation from or into a foreign language—or a plan or sketch, as he may himself select—to show that he is profiting by instruction, or, at least, keeping up what was required from him previous to entering the service.

(III.) Regimental instructors.

A captain with a certificate from the Council of Military Education.

The officers at present turned out by the Staff College are, as a rule, more fitted for instructors than for staff duties.

A small military library, models, &c., should be established in each regiment.

The expense of these might, in the first instance, be met by suspending the grant for billiard tables, until these libraries have been provided. The regimental messes might keep them up out of the Prince Regent's Allowance.

All matters connected with military science, experiments in gunnery, fortification, and events occurring in foreign wars, at present only gleaned from "our own correspondent," to be brought before the officers by the instructor.

Officers anxious to instruct to be encouraged to do so.

APPENDIX VII. (A.)

Instruction of Officers.

Each regiment might thus on a small scale become a "United Service Institution," and conversation on professional matters would be no longer tabooed at mess.

D. RUSSELL,
Major-General.

Maj.-Gen. Napier.

(viii.)—ANSWERS received from MAJOR-GENERAL W. C. E. NAPIER, Vice-President of the Council of Military Education.

(I.) I think it would be quite practicable to introduce a system which would give to officers of the cavalry and infantry the *opportunity* of gaining practical military instruction after they have entered the service.

(II.) The subjects of instruction which I would propose are—

Military Sketching.
Field Fortification.
Military History.
Military Administration and Legislation.

The attendance at the course of instruction in the above subjects should in my opinion be entirely voluntary; no examinations beyond those held by the instructors should be required; but the military drawings and fortification plates should be forwarded at stated intervals through the military authorities for the inspection of the Council of Military Education, as is now done with respect to the Survey Class at Aldershot.

The several instructors should also send in reports at stated periods, showing the number and detailing the progress of their classes and the amount of work accomplished. Some such check would be necessary for the careful watching of the results of the system.

I am not of opinion that promotion should be made in any way dependent on successful attendance at these classes; because, although I am fully sensible of the advantage that the knowledge of these subjects must be to an officer, I am not prepared to maintain that such knowledge is absolutely necessary for all officers in the army; and I would therefore make their promotion depend alone upon what *is* absolutely necessary, namely, a full acquaintance with, and a zealous discharge of, their military duties.

If it should be thought that some inducement beyond that of self-improvement would be necessary to engage officers to attend these voluntary classes, such inducement might be afforded by the prospect of these educated officers being selected in time of war to fill appointments on the Staff for which there might not be, on the spot, a sufficient number of officers who had passed through the Staff College.

(III.) I think that the best way of carrying out such a system of instruction would be to appoint officer-instructors, selected mainly from officers who have passed through the Staff College, to such large garrisons as Aldershot, Portsmouth, Dublin, Gibraltar, and Malta,—the system to be extended hereafter to other stations should the experiment prove successful. This would, in my opinion, be preferable to the plan of appointing an officer-instructor to each regiment, the results of which would probably fall far short of the expense.

I would here observe that we must not be too sanguine of success in a system which is entirely voluntary; but I am convinced that in every regiment there must be a certain number of young officers who would be glad to avail themselves of instruction in military science, and that it is not too much to ask the State to incur a moderate expense in placing the means of such instruction within their reach.

In conclusion I may mention that in the third General Report on Military Education which the Council are now passing through the press, they have advocated the establishment of the system I have here described; and that they consider that one of its advantages would be the making use (pending their employment on the Staff) of the services of officers who have passed through the Staff College.

WILLIAM NAPIER,
Major-General.

Earl De La Warr.

(ix.)—ANSWERS received from MAJOR-GENERAL the EARL DE LA WARR, C.B.

(I.) A system of affording practical military instruction to officers of the cavalry and infantry after they have entered the service might undoubtedly be introduced.

It would, however, in my opinion, bear no fruit proportionately in any degree to the expense and difficulty of maintaining it in thoroughly working and efficient order.

I understand the terms of the question to mean such instruction as smacks somewhat of the military school, with the practical application out of doors, on suitable ground, of problems of which a knowledge by previous study shall be acquired.

I cannot but affix this meaning to the question, because our present field exercises and manœuvres, especially in camps, do to a certain extent afford practical military instruction, and might, if properly conducted, without any additional expense or additional staff whatever, afford a great deal more. For instance, troops of the Line should be constantly practised in throwing up breastworks and covering field batteries and guns of position by epaulements, and thus the simple rudiments of field engineering might be usefully taught.

(II.) It would certainly be possible to make all the officers of a regiment attend school, and learn in the lecture room and in the field all those rudiments of professional instruction which ought to have been imparted to them, in a greater or less degree, according to circumstances, before commissions were bestowed upon them. The subjects of such instruction are various, too numerous to be specified here in full; I will mention only some:—The elements of geometry; trigonometry applied to the measuring of heights and distances; the tracing of field works on the ground; reconnoitering; field sketching; the attack and defence of outposts; mensuration, with the various calculations of the number of men required to construct a given work in a given time, and the area it should have to hold a specified number of men. All this course, with many other subjects besides, I went through at the Senior Department at Sandhurst, which corresponded then to the Staff College as it now is. I hold this sort of schooling for *all* the officers of the unscientific branches to be wholly unnecessary. The attempt to impart it to all would fail; and, moreover, capable and useful commanding officers of regiments would rise up without it, and many would be found to possess all these qualifications, and much higher professional knowledge besides, as some of them now do; but the whole body of average men would, I venture to think, be improved were the system adopted which I recommended in a paper drawn up and sent to a member of the Royal Commission, the contents of which I will not repeat here; but of one thing I am certain,—that attendance at such military schools, if they are established, must be obligatory.

Instruction for which the public will have to pay will in my opinion be perfectly useless unless examinations be held.

I am entirely averse from any such examinations previous to promotion. A certain preparation should be imposed upon every candidate for a commission before he gets it confirmed.

The instances are not numerous, though they do occur, in which subsequent practice, observation, and experience will not justify the trial, for a time at least, of an officer in the command of a regiment who has risen through the several inferior grades.

The power of removal for proved incapacity should be more frequently exercised than it now is.

The only test (because it is the only really practical working test) that can be applied in time of peace is that of requiring a field officer, before he gets command of a regiment, to show that he can manœuvre it with celerity, fluency, self-possession, and ease; that he has sufficient command of language to explain the several manœuvres, and the distinct parts of each of them, with precision and readiness to the battalion under arms.

This trial should take place under the eye of a superior officer, and a special report be made thereupon.

(III.) It follows from what I have said that I consider regimental instructors or garrison instructors, with all their inevitable adjuncts, wholly unnecessary and vain.

To minds of the average stamp "stuffing and cramming" will do little good. Those of a higher order will search for knowledge, and apply it when found to good and useful account.

Military education, like all other, is twofold, that which is taught in youth, and that which minds above the average level, by a process of self-instruction, afterwards carry on.

It is not difficult to discover in the British army the men who have made the most of the opportunities they have enjoyed. From the ranks of full colonels selections can now be made; and ere this grade be reached, perhaps long before, a man's fitness and capacity must be well known to those who by position are called upon to judge.

DE LA WARR,
Major-General,
Late 21st Fusiliers.

(x.)—Answer received from Colonel Cameron Shute, Commanding 4th Dragoon Guards.

Sir, Brighton, April 6, 1869.

I have taken some days to consider your communication of the 29th March, feeling the great importance of the subject, and how very desirable it would be if the suggestions implied in the questions submitted by the Commission on Military Education could be carried out.

But I regret to say, in reply to question No. (I.), I know of no mode of introducing any system of regimental practical military instruction other than is now available to zealous, good officers.

(II.) If any system as suggested in the first question could be adopted, the instruction should decidedly, in my opinion, be obligatory; to the same extent as is now the case in regard to musketry.

(III.) Garrison instructors at large military stations would be more feasible than regimental instructors, though in cases where a colonel may have some captain specially qualified, it may be desirable to sanction a trial.

The chief want I have found amongst the officers of the two cavalry regiments I for some years commanded, is a knowledge of military drawing; but nearly all have a knowledge, or partial knowledge, of some one foreign language.

In mounted corps instruction in reconnaissance and outpost duty is best given with a regiment; but as regards the former in particular, a facility for quick military sketching, however rough, is most desirable; and on service abroad a knowledge of the language of the country in which the troops are campaigning is most valuable.

Being of opinion, then, that there would be a difficulty in carrying out the proposal of district and regimental instructors, I would suggest that, as regards troops quartered in the United Kingdom, one officer of a regiment should be in succession selected by Commanding Officers, and sent to the Staff College, as was for a considerable time the case with reference to Hythe and Fleetwood.

No officer to remain absent from his regiment on this account for above four months, at the termination of which period he should, with his class, be examined in military drawing, practical field fortification, and one modern language, taking a first or second class certificate, or none, according to his merits.

That a first-class certificate should qualify, without further examination, for the Personal Staff of a General Officer, and carry with it any further advantage which may hereafter be thought desirable.

Now that I am glad to say military subjects are frequently discussed in the mess room, it would tend much to the improvement of officers, and add to their interest in their profession, if in every ante-room there was a small library of military maps and books of reference, not to be taken out of that room, and seen, damages assessed, &c. &c., at each monthly barrack inspection.

I attach an order issued by Lord Strathnairn in Ireland, with the forms, &c. connected with it; which when properly carried out monthly, as it was in my regiment, I am satisfied did much towards obliging officers to improve themselves.

I have, &c.,
C. C. Shute,
Colonel, Commanding 4th Dragoon Guards.

The Secretary,
Military Education Commission.

Enclosure in Colonel Shute's Letter.

Adjutant-General's Office,
Dublin, Feb. 15, 1866.

Memorandum.

The Commander of the Forces desires that General Officers commanding divisions will cause the officers of corps to be examined weekly in all matters relating to drill, interior economy, &c., in accordance with paragraph 4, page 119 of the Queen's Regulations.

A monthly report will be made by commanding officers of the knowledge possessed by the individual officers of their battalions of the various subjects on which they are examined for the information of Sir Hugh Rose.

By order,
(Signed) Graham Hay, D.A.A.G.

The General Officer
Commanding Cork Division,
Cork.

Appendix VII. (A.)

Instruction of Officers.

Regiment.

Return of Examination of Officers.

Date.

Rank and Names.	Drill.	Military Law.	Queen's Regulations.	Interior Economy.	Mutiny Act and Articles of War.	Remarks.	Date of last Examination.

Commanding Regiment.

(xi.)—Answers received from Colonel F. R. Elrington, Commanding 4th Battalion Rifle Brigade. Col. Elrington.

(I.) Yes; I think it would.

(II.) Military history and drawing, strategy and tactics, field sketching, use of the prismatic compass, field fortification, attack and defence of outposts, &c. &c.

Attendance voluntary.

Examinations to take place, but so long as the present system of promotion by purchase and seniority exists, together with the inadequate rate of pay of officers, I do not think promotion should depend on their examinations.

(III.) Garrison instructors at large military stations.

Having submitted the questions put to me to five officers of the battalion under my command, with a view to elicit the opinions of some younger men, I beg to forward their papers, as I think some of their suggestions are worthy of consideration, especially that of Captain Moorsom, with regard to libraries and an elementary class at the Staff College.

F. R. Elrington,
Colonel, Commanding 4th Battalion,
Rifle Brigade.

(xii.)—Answers received from Colonel the Honourable H. H. Clifford, V.C., Deputy Quartermaster-General to the Forces. Col. Clifford.

(I.) Yes.

(II.) Fortification, military history, surveying, military and other drawing, foreign languages, mathematics.

The attendance should be quite voluntary.

I am of opinion that examinations should take place in connexion with it, with a view to ascertaining the abilities of the Officers, but these examinations should be quite voluntary. Any Officer should be allowed to attend the military classes without being required to pass any examination. An Officer should not be exempted from any military duty to enable him to attend the classes, but should devote his spare time to his own instruction.

Promotion should not be made dependent on such examinations, but they should be taken into consideration.

(III.) I do not think that an Instructor to each regiment should be appointed, but one or more, as might be found necessary, should be provided at all large military stations; and I would advise that a trial of this system should first be made at one or two large military stations, such as Aldershot.

H. H. Clifford,
Colonel.

(xiii.)—Answers received from Colonel J. W. Armstrong, C.B., Deputy Adjutant-General in Ireland. Col. Armstrong.

(I.) Such a system in my opinion would be quite possible.

(II.) Thorough acquaintance with the Mutiny Act and Articles of War. The practice of courts-martial. The duties of piquets, outposts, and patrolling. Surveying. Field fortification, not only theoretically but practically. The defence of villages, buildings, &c. The construction of abattis and other obstacles to impede the attack of an enemy.

Attendance at the course of instruction should be obligatory.

Appendix VII. (A.)

Instruction of Officers.

There should be periodical examinations to test the progress.

An officer should be debarred from promotion until he had proved himself competent in the above-named subjects.

(III.) There might be an officer instructor in each regiment; in nearly every corps there is an officer who has passed through the Staff College.

At large military stations, such as Aldershot, Dublin at home, Malta, Gibraltar abroad, there might be a garrison instructor, not under the rank of field officer; or the officers and men of the Royal Engineers might be made available for imparting practical instruction in field fortification, &c.

At Aldershot there is, or used to be, an officers' surveying class, but the attendance was entirely voluntary.

J. W. Armstrong,
Colonel, D.A.G.

Viscount Walden.

(xiv.)—Answers received from Viscount Walden, late Captain and Lieut.-Colonel, Grenadier Guards.

(I.) Yes; it would be possible, and it is most desirable, to require all officers after entering the service to instruct themselves in all branches of military knowledge applicable to the special service they have joined.

(II. and III.) For infantry, field fortification in the widest sense. The attack and defence of posts; out-post duties; leading an advance; covering a retreat; reconnoitring; construction of bridges by pontoons, boats, or other means, with all the incidents of passing a river or preventing its passage; defence of a defile, pass, or street; in short, all that is included under the French term of "La petite guerre." The making of roads, encampments, bivouacs, with all that concerns the welfare of troops in repose, such as the pitching of tents, construction of huts and shelter of all kinds; the draining of ground, procuring of fuel, finding of water, distribution and cooking of food, and baking of bread. A practical acquaintance should be required with the construction of the clothing of the troops, of the accoutrements, and the materials of which they are formed. For instance, an infantry officer should be able to tell from his personal knowledge a good from a bad shoe, and, unaided, point out its merits or defects. In fact, an officer should be instructed in all those details which contribute to secure health and comfort to the soldier and to promote his efficiency in the field. An infantry officer should possess a knowledge of permanent fortification, sufficient to enable him to render intelligent assistance, when with working parties, to the Engineers; to understand the nature and object of offensive and defensive siege operations, and to make him feel at home when engaged in the trenches, and from his knowledge of their principles of construction, defend his ground against sorties and find his way about with ease during the day or night. For reasons of a kindred character, he should be instructed in the nature of the cavalry and artillery services so as to understand their movements, and thus be able to either co-operate with friends or protect himself if in the presence of the enemy. He should possess an intimate and practical knowledge of the nature of siege ordnance; and he should be able to assist at the working of guns of all kinds.

The principles of tactics, that is, those principles which ought to influence the selection of positions, their defence or attack, guide the movements and dictate the objects to be attained by troops in actual presence of the enemy. Examples of the adherence to, or infringement of, tactical principles should be required from the history of well-known battles.

The elementary principles of strategy, that is, of the stationing, concentrating and moving of troops not in actual contact with an enemy. Illustrations from the campaigns of great captains should be demanded. But any other examination in military history I consider unnecessary.

The military law of the army and its administration. An officer should possess a complete knowledge of the duties and powers of Courts-martial, and of all regulations and orders in force.

These subjects of instruction are divisible into two classes:—Firstly, those which require the instruction to be given by another; secondly, those in which an officer can instruct himself by study alone.

A great portion of the instruction belonging to the first head might, even now, be obtained within the officer's own battalion, while practical instruction in field fortification and allied subjects might be given wherever officers of the Engineers are quartered. I therefore am not of opinion that it is necessary to appoint Battalion Instructors. The duties of superintending instructors or examiners might be assigned to senior Engineer, Artillery or Staff officers—and even to regimental officers, if senior, and holding certificates of qualification—wherever bodies of troops are permanently assembled, as in garrison towns or in camps.

These officers while officiating might receive an increased allowance; but any arrangement it now might be deemed necessary to make for the purpose of starting the new system, need only be regarded as temporary, as was the case with musketry instruction.

Gradually, as a higher standard of knowledge in professional subjects became the rule in the army, every battalion would come to possess within its ranks officers competent to impart all necessary instruction to their junior comrades.

I have indicated the foregoing as the subjects in which it is essential an infantry officer should be required to be proficient, to entitle him to promotion to the rank of captain; and although it might not be possible from the first to attain so high a standard—but only high when compared with what has hitherto been deemed sufficient—yet I believe that, by degrees, a class of officers, fully qualified in all that pertains to their branch of the profession, and such as are now to be found in the Artillery and Engineers, would soon predominate in the army generally, and promotion to the drones or incompetent might then be refused without incurring any difficulty in finding others, perfectly competent, to fill the vacancies.

I am, therefore, decidedly of opinion that the promotion of an officer to the ranks of lieutenant and captain should depend upon his proficiency in all matters connected with the knowledge and performance of his military duties. What is required of an engineer or artillery officer, as far as regards his branch of the service, should be exacted of an officer of infantry or cavalry in relation to those special branches. It has been found possible to create highly trained engineer and artillery corps, and I see no reason why it should not be practicable to officer the infantry and cavalry with men equally proficient in the area they have selected for a profession.

Walden.

(xv.)—Answers received from Lieut.-Colonel H. C. Fletcher, Scots Fusilier Guards.

In reply to question (I.), I would answer, Yes, certainly.

In reply to question (II.),—

1. I would suggest that, in a modified form, the instruction afforded to the young officers of the Royal Engineers at Chatham should be applied to the officers of the infantry generally. Of the cavalry I do not feel competent to speak.

2. That this instruction should, as far as possible, be practical rather than theoretical.

3. That the simple operations of field engineering, for instance, the telling off of working parties, the throwing up of field works, the operations of a siege, in so far as infantry are concerned, and the method of preparing bridges for the passage of narrow streams, should be taught. The elements of field sketching, which would comprise an explanation of military maps, would also be useful, together with a few simple rules for the preservation of the health of troops under various circumstances. The instruction would be comparatively valueless unless some means were afforded of carrying it into practice. The sheds at Chatham, where models of field works are raised on a diminished scale, appear to afford a fair substitute for work in the open when such work is impossible, but it would be most desirable that officers should be taught by actual experience in throwing up field works.

4. The attendance at the course of instruction should be obligatory, as I cannot but consider that a slight but not superficial knowledge of field engineering is equally important for an officer under the present conditions of warfare, as a knowledge of drill. I also think that examinations are necessary to test the acquirements of the officer, but that such examinations should, in regard to promotion, be qualifying rather than competitive. No examination will really test the qualities of an officer, but a fair amount of knowledge should be obligatory.

In reply to question (III.), with regard to the best method of carrying out instruction, I cannot but think that more use might be made of the musketry instructors. The teaching of the art of shooting is not sufficient work for an officer set apart for that especial duty. He might be employed as the regimental instructor for field engineering, to which might be added the supervision of the musketry instruction. He should be trained for this duty on a system somewhat

similar to that of Hythe. The young officers might receive rudimentary teaching in field engineering, etc., at the head-quarters of their regiments from the regimental instructors during the winter months, and practical instruction at the large camps under the district and regimental instructors during summer. By adopting this system, little additional expense would be thrown on the country, and a far higher position would be given to the musketry instructors, who might consequently be selected from a higher grade than that of subaltern.

H. C. Fletcher,
Captain and Lieut.-Colonel, Scots Fusilier Guards.

(xvi.)—Answers received from Major Woolsey, Royal Artillery, in charge of the Survey Class at Aldershot.

(I.) Yes.

(II.) As by paragraph 161 (*g*), Queen's Regulations, all subaltern officers are required to show that they have a "sufficient knowledge of field fortification and reconnaissance" prior to promotion, I consider that instruction might be given in those subjects, and that it seems worthy of consideration whether the study, to a limited extent, of military history and military administration might not be added.

I consider the attendance should be purely voluntary.

I feel satisfied that obligatory attendance would be not only useless, but mischievous; it would inevitably disgust all the best officers, *i.e.*, those who have good abilities and who are capable of instructing themselves, while it would, be difficult to introduce any uniform system of instruction as officers join the service with such varied acquirements and degrees of ability.

By the Queen's Regulations examinations do take place in field fortification and reconnaissance for promotion, and promotion is dependent on such examinations; but as they are conducted by officers who have themselves frequently but a very slight knowledge of these subjects, and as it does not appear to have been laid down what amount of knowledge should be deemed sufficient, I suspect that the regulations on this head are practically a dead letter.

I would suggest that a higher standard should be adopted as a sufficiency of knowledge, that the examinations be conducted on a uniform system, and the regulations strictly enforced.

(III.) No system of instruction will ever succeed until officers are made to feel that it is to their interest to study. If satisfied on that point they will learn much without any system of instruction.

Having regard to the peculiar customs of our service I do not think that an officer instructor in each regiment would answer. I believe that it would be advantageous to the service to appoint garrison instructors at certain large military stations.

I feel confident that a great advance in the required direction might be made without introducing any decidedly novel custom into the service.

I would suggest that it be decided what is to be considered a sufficient amount of knowledge in the different subjects named, that the names of the works to be studied in each subject be published in general orders, and a certain number of copies provided at every military station for the use of the officers. Appendix VII. (A.) Instruction of Officers.

That examinations for promotion be held at certain regular periods, say half-yearly or quarterly, in each command, that an officer on the staff of each command be charged under the general officer commanding with the superintendence of these examinations, the questions to be drawn out by him and forwarded to the boards of examination, and the replies returned to him, in the same manner as the questions in artillery are now forwarded from the Horse Guards through the general officers commanding to the boards who examine subalterns of artillery.

By this means each candidate for promotion would be made to give evidence that he had studied the standard work laid down for each subject, a principle enjoined by the Queen's Regulations, paragraph 161 (*a*), so far as regards military law in the existing examinations.

Thus, without affording means of instruction a great improvement might be effected; and if in addition to this system, means of practical instruction were provided at certain large military stations in the actual construction in the field of simple intrenchments, and in gabion and fascine making, &c., as well as in military sketching and reconnaissance, for a limited proportion of officers at a time, a still further improvement might be reckoned on; and the instruction would be sought for as a boon by those who needed it, in proportion as the regulations respecting the examinations for promotions were rigidly enforced.

Officers desirous of passing the examinations for the Staff, or for entrance to the Staff College, occasionally join the Survey Class here with a view of qualifying themselves.

But this office is small, is in no way fitted up as a class room for drawing or any other purpose should be, no books of reference are supplied, nor any means provided of affording practical instruction in the field in the actual construction of intrenchments, or in gabion and fascine making, &c.

A great improvement might be made by establishing it under the same roof as the Prince Consort's library, which would entail but a slight addition to the building (now scarcely used). The officers could have access to the books of reference in it, and would assuredly derive more benefit from the time devoted to instruction than is possible at present.

With reference to the examinations which I have suggested I would observe that certain discretionary powers might be left to the general officers commanding, as to varying, within certain limits, the amount of knowledge to be shown by the candidates for promotion in each subject, taking into consideration the means of instruction afforded at each station, and allowing superior knowledge of one subject to compensate for limited knowledge of another, thus encouraging officers to pursue the study of any subjects for which they feel themselves to have an aptitude.

O'B. B. Woolsey,
Major, R.A.

B.—MISCELLANEOUS QUESTIONS RELATING TO THE INSTRUCTION OF OFFICERS, AND OTHER SUBJECTS. Appendix VII. (B.)

(i.)—Questions addressed to Colonel Baker, Commanding the 10th Hussars.

(I.) What is your opinion regarding the present regulations as to the age of admission to the army and the examination for direct commissions? Are you disposed to suggest any alterations in the existing regulations?

(II.) What is the opinion which your experience as a commanding officer has led you to form of Sandhurst cadets as officers, more especially as compared with officers who have been educated at public schools and universities?

Have you been led to believe that they prove in any respects, as officers, superior or inferior to those who have had no previous military education?

(III.) Is it, in your opinion, desirable that *all* officers of the army should have a special military education; or do you consider it sufficient that, as at present, a *proportion only* of officers of the line should have such an education?

In either case, what do you consider should form the subjects of this special instruction; and would you propose that the instruction should be given before entering the service, as at Sandhurst, or after entering it, as is the case in Prussia?

(IV.) What is your opinion regarding the present system of examinations for promotion in the cavalry and infantry?

Can you suggest any improvements in the mode of conducting these examinations?

(V.) What is your opinion regarding the educational and other qualifications necessary for staff employment?

(VI.) Will you favour the Commission with any other suggestions which it may appear to you desirable to make in regard to military education, so far as the officers of the cavalry and infantry are concerned?

Answers received from Colonel Baker. Col. Baker.

(I.) I can suggest no alteration in the age for entering the army.

The examinations for direct commissions effect little real good, and the usual system of preparing for them often produces great evil.

Young men go through a system of "cramming" at army tutors, and forget what they have thus superficially learnt as quickly as they attain it.

APPENDIX VII. (B.)

Instruction of Officers.

They associate together in numbers at a most dangerous age without any decided control, and often acquire bad and desultory habits which affect the whole character of their after lives.

I would suggest as an alteration of this system, that all candidates for the army should either remain one year at Sandhurst and pass an examination there before receiving commissions, or should take a degree at one of the universities. The university education is the better, but it now has the disadvantage of bringing officers into the army at rather a late age; but this might probably be obviated by adopting some such system as was proposed at Cambridge in 1861, and I believe agreed to by all the universities. A copy of this proposal is appended.

(II.) I consider that the education of officers coming from Sandhurst is superior to that of officers passing for direct commissions, but it comprises much that is unnecessary before joining the army. Military details are better taught afterwards. Young officers on joining their regiments learn their duties more readily, and are generally more zealous, if they have not received a preparatory, partial, and often imperfect training.

(III.) I consider that all officers should have a special education before entering the army, but that their military education should be commenced after joining. The special education should comprise subjects likely to be afterwards useful in promoting military education, such as:—

Modern languages.	Military drawing.
Mathematics.	Military history.
Geography.	Mechanics.

I think that in every regiment there should be a military instructor, just as in ships of war there is a naval instructor.

He might carry on a system of education by lectures on all useful and interesting military subjects and by voluntary classes. A quarterly return might be sent in showing the number of lectures and classes that each officer had attended, and their degrees of efficiency.

Such a system would, in my opinion, raise the whole tone and standard of military knowledge in the army, and would make officers much more zealous and interested in their profession than they are at present.

(IV.) The present system of examination for promotion has effected some good, but it is very variable in its character, depending much upon the composition of the board. It might evidently be much improved and assisted by the previous proposal.

(V.) The system of education and examination for the staff is good, and the rule of subsequently attaching the officers who have passed, to the different branches of the service, works well. The objection to the present system lies in the class of officers who as a rule qualify at the Staff College.

There can be no doubt that a staff officer, besides having a good military education, should be a man of active habits, a bold and good rider, of intuitive military genius, and a strong love for his profession. A number of officers who go to the Staff College are the very reverse of this. They often enter there to escape regimental duty, or because they are going to be married, or for some such reason. Men of a studious, quiet turn of mind prefer the hard mental work of the Staff College to the active habits of real military life.

The only remedy for this defect would lie in a more careful selection of the officers allowed to qualify for the staff; and Sandhurst is so close to Aldershot that they might be attached to the staff of general officers during the summer months, and a special report be made by those general officers before the final examination at the Staff College.

(VI.) Nothing is more difficult in my opinion than to carry out any sound system of military education in the British army. Military education has for its object the fitting of an officer for a state of war; but in time of peace in our service there is little that in any way represents war.

The most perfect regiment fresh from long campaigning would be considered slovenly, and have much to unlearn, if sent straight to one of our camps of instruction. The knowledge of all that is useful in war which it had acquired would rarely, if ever, be brought into action. In foreign armies at the present time the officers have very superior advantages. During the comparatively short time their camps are formed, war is as nearly represented as it can be in time of peace. Bodies of men are moved as in a campaign, and on ground not perfectly well known to them; combinations and strategical movement are practised, and consequently, the powers of staff and other officers are more or less tested, and their theoretical military education is brought into practical use.

With us, from the nature of the ground selected, its limited extent, and certain routine customs which apply only to peace, officers have little chance of acquiring or utilizing any real military education.

V. BAKER,
Colonel, Commanding 10th Hussars.

Enclosure to Colonel Baker's Answers.

Cambridge, May 6th, 1861.

The Council of the Senate having taken into consideration the subject of military education, are of opinion that the preparation of students who intend to become candidates for commissions in the army might, with the co-operation of the Government, be advantageously undertaken by the university.

For this purpose they are prepared to recommend the Senate of the university to sanction a scheme which they submit in the first instance in outline to the Secretary of State for War, in order that it may receive such amendments as may appear to be expedient before they propose it for adoption by the Senate.

They recommend that the title of licentiate in military science should be conferred by the university on students who have resided in the university six terms (*i. e.* from October in one year to June in the year next but one following), and who have passed the examinations and performed the exercises which the university may require.

They recommend that each of such students should pass two examinations, one of a more elementary character at the end of the first three terms of residence, and another at the end of the sixth term; and that those examinations should include the following subjects:—

English composition.	Arithmetic.
Latin.	Algebra.
French or German.	Trigonometry.
History.	Mechanics (Elementary).
Geography.	Dynamics (Elementary).
Euclid.	

The Council are of opinion that it would be necessary for the Government to appoint, and provide stipends for two military instructors in the following subjects:—

Fortification,	Military administration,
Military surveying,	Military tactics,

and it is suggested that the examination in the purely military subjects should be conducted separately from the remainder of the examination, and should be confided to persons specially appointed by Government.

It is believed that there would be no difficulty in providing for regimental drill and instruction, such instruction being already given to university volunteers under the direction of an adjutant appointed and paid by the Government.

If it were determined that all who pass the above-mentioned examinations and obtain the title of licentiate in military science should be deemed eligible for commissions without further examination; and if some commissions, without purchase, were awarded to the most distinguished students, it is thought that many promising young men would be induced, with benefit to the service, to avail themselves of the advantages which the university affords.

The Council desire to add that the necessary expenses of undergraduate students in the university may be assumed to be 85*l.* per annum, and that many students are known to pass through their academic course for a sum (including every item of expense) not exceeding 140*l.* per annum.

In many cases these expenses are very materially reduced by scholarships, sizarships, and exhibitions, and it is suggested that the sons of meritorious officers and other students of special qualifications might be similarly assisted by the grant of exhibitions on the part of Her Majesty's Government.

L. Neville, Vice-Chancellor.

G. E. Corrie.	F. France.
W. H. Bateson.	J. Fuller.
E. Harold Browne.	Henry Latham.
C. J. Ellicott.	Mynors Bright.
J. C. Adams.	W. M. Campion.
W. G. Clark.	J. B. Lightfoot.
G. E. Paget.	

(ii.) QUESTIONS ADDRESSED TO COLONEL ROBERTSON, COMMANDING 2ND BATTALION, 8TH (THE KING'S) REGIMENT.

(I.) What is your opinion regarding the present regulations as to the age of admission to the army, and the examination for direct commissions? Are you disposed to suggest any alterations in the existing regulations?

(II.) What do you consider the educational requirements, either of a general or of a professional character, which should be exacted from subaltern officers of the cavalry and infantry?

(III.) Is it, in your opinion, desirable that all officers of the army should have a special military education? Or do you consider it sufficient that, as at present, only a certain proportion of officers of the line should have such an education?

In either case, what do you consider should form the subjects of this special instruction; and would you propose that the instruction should be given before or after entering the service?

(IV.) What is the opinion which your experience as a commanding officer has led you to form of Sandhurst cadets as officers, more especially as compared with officers educated at public schools and universities? Do you find that they join with such an amount of knowledge of drill and regimental work as to be capable of performing the ordinary duties of subaltern officers? Have you been led to believe that they prove in any respects, as officers, superior or inferior to those who have had no previous military education?

(V.) In your experience as an examiner at the Royal Military College, what opinion have you formed as to the attainments of the cadets and the system of instruction at the College?

(VI.) What is your opinion regarding the present system of examinations for promotion in the cavalry and infantry? Can you suggest any improvements in the mode of conducting these examinations?

(VII.) Will you favour the Commission with any other suggestions which it may appear to you desirable to make in regard to military education, so far as the officers of the cavalry and infantry are concerned?

ANSWERS received from COLONEL ROBERTSON.

(I.) I think that officers receive commissions at too early an age. Consequently they are unable to obtain the advantage of an education finished at a university or other institution where instruction is given in the highest departments of science and literature, without sacrificing several years' standing in the service.

This general defect in the education of officers is a disadvantage not merely to the individual officers themselves, but also to the general interests of military service, the duties of which would be more efficiently performed if the faculties of officers were fully developed, and the tone of their minds braced and elevated by giving them opportunities of a more complete and higher culture than that which it is possible for them to receive if they enter the service between 17 and 20 years of age.

In time of peace, when the supply of candidates for commissions is abundant, no candidate should, I think, be eligible until he has completed his 20th year.

Between that age and 23, ensigns, who before their appointment have gained a university degree, or who have passed a prescribed examination of an equivalent character, should take rank and precedence in the regiments to which they are posted, not according to the date of their commissions, but according to their relative ages, the eldest senior, the youngest junior.

While the present regulations as to age remain in force I would not require a candidate for a direct commission by purchase to pass any test examination if he could produce a certificate that he had passed the six years between the ages of 12 and 17.

(*a.*) At a public school, or

(*b.*) That he had passed one or two of three years at a French *lycée* or a German gymnasium, and the remaining four at an English public school.

I should define the term public school to mean not only Eton, Harrow, Westminster, Winchester, Rugby, Charterhouse, but also Cheltenham, Marlboro', Rossal, and any other school of a similar character now existing, or that might hereafter be established.

I think some day schools of acknowledged merit, such as King's College School, London, the Edinburgh High School, and the Edinburgh Academy might also be classed as public schools.

Young men educated at home or at small private schools, or altogether abroad, should be required to pass a test examination framed on the same principle as the Indian Civil Service examination, that is to say, admitting great latitude in the choice of subjects, but exacting a high standard of proficiency in the subjects chosen.

(II.) What I have written above contains my answer to this question.

Below the rank of field officer I think that, provided the animal, emotional, and moral faculties be vigorous and well developed, military efficiency is quite compatible with a very limited capacity for intellectual training.

APPENDIX VII (B.)

Instruction of Officers.

The moral and social effects of six years spent at a public school may render a young man an excellent company officer, although as regards scholastic attainments the result of the six years' training may be almost a total failure. For the perfect performance of all the duties of a company officer, under no circumstances are any scholastic attainments ever required, except reading, writing, expertness in computation, and a knowledge of the simple rules of arithmetic and of the methods of keeping books and auditing accounts.

(III.) I do not consider it necessary, or even desirable, that a cavalry or infantry officer should receive any special instruction in the military arts and sciences until he has joined his regiment and become thoroughly acquainted with all the drills and field exercises of the branch of the service to which he belongs, and also with all the details of ordinary regimental duties. As soon as a complete practical knowledge of these exercises and duties has been acquired (say 18 months or two years after joining), the young officer should be encouraged by pecuniary rewards, and also by honorary distinctions, to devote his leisure time to the acquisition of—

a. Any modern language.
b. Skill in military drawing and surveying.
c. Skill in free-hand drawing, and in painting either in oil or water colours.
d. Knowledge of the elements of fortification.
e. Knowledge of theoretical and of practical gunnery.
f. Knowledge of military history and geography in connexion with the theory of strategy and of tactics.
g. Geology.
h. Chemistry.
i. Mathematics.

The present system of selecting by competitive examination a certain number of officers for a special course of instruction at the Staff College, should, I think, be, if possible, extended so as to provide for the instruction of a much larger number of officers.

(IV.) As a class, I cannot say that I have observed any marked difference between young officers educated at Sandhurst and young officers educated at the great classical public schools.

A young man of good abilities and steady habits educated at Sandhurst turns out a better officer than a stupid or idle young man educated at Eton or Harrow, and *vice versâ*.

Sandhurst cadets before they are fit to perform the duties of subalterns always require the same amount of instruction in drill and regimental work as officers who receive direct commissions. The only special professional knowledge which Sandhurst cadets always possess, and other officers, generallyspeaking, do not, is some acquaintance (often very superficial) with the elements of fortification, and with the simpler processes for making military surveys and sketches of ground.

Good data for judging of the general result of Sandhurst training in producing efficient officers would be obtained if a return were ordered to be made out, showing the school at which every officer who now holds the appointment of adjutant was educated. It so happens that within my own personal experience the best adjutants I have known were not educated either at Sandhurst, or at any of the great classical public schools; but I should feel surprised, if the result of inquiries extending to every regiment in the service were to show, that in this respect my individual experience coincided with that of the majority of officers commanding regiments.

There are so few officers who have had the advantage of a university education that I cannot speak generally of the effect of this training, as being either favourable or adverse to military efficiency.

I know one instance of an officer educated at a public school and a university, who, although a fair scholar, seems quite incapable of commanding men on parade, or maintaining discipline and performing the ordinary duties incidental to the management of a company. I mention this as a rare exception, the only one which has fallen under my own observation, to the general result of my experience, which is, that when an officer is distinguished for superior scholarship and mental cultivation, he is also distinguished for the efficient manner in which he performs his military duties.

In the report of the Royal Commission on public schools, one of the reasons given for the low standard of average scholastic attainments, resulting from the lavish expenditure of time and money required to purchase instruction at

Appendix VII. (B.)

Instruction of Officers.

these celebrated schools is, that the mass of the pupils being sons of wealthy parents, with prospects of future maintenance and advancement in life, in a great measure independent of their assiduity and attention to school work, the general tone of feeling among the boys is adverse to study.

I believe that at Sandhurst the influence of public opinion among the cadets is even more adverse to the formation of studious habits than at Eton or Harrow, and that, mainly in consequence of this adverse influence, the result of the instruction given at the Military College is even less satisfactory than that given at our great classical schools. It is no doubt a libel, or at least a gross exaggeration, to say, "that an officer is always the dunce of the family;" but it is certainly quite true that applicants for commissions are seldom young men of studious dispositions. Now if a number of young men of exceptionally idle dispositions be collected at the same school, then however great may be the zeal and ability of the teachers, it seems quite inevitable that the results of the instruction given should be less satisfactory than if the same young men, instead of being educated together, had been distributed among several public schools, in each of which a considerable proportion of the pupils were boys of studious habits. This is one of the chief reasons why I think that the education of young men previous to their entering the army should not be given at a special military school.

If a cadet college be maintained at all, I think its function should be, not to educate the mass of applicants for commissions, but to complete the education of a limited number of young men of superior intelligence and studious dispositions, specially selected to fill non-purchase vacancies by a competitive examination similar in character to that by which candidates are selected for the Indian Civil Service.

(V.) I have been twice appointed examiner in military history of the cadet commission class. On both occasions, but especially in the first, my impression was, that the papers prepared for me, in answer to the questions I set, indicated very careful and fairly successful teaching. I do not, however, think that I have had sufficient experience as an examiner to render my opinion on this point of any value. I have had no opportunity of comparing the results of the Sandhurst teaching with the results of the teaching of the same or a similar subject given at other schools.

(VI.) I consider the present system of examinations for promotion most unsatisfactory both to the senior officers appointed to perform the duty of examiners and to the young officers who appear before them to have the amount of their acquirements ascertained and tested. It is at least as difficult to ask questions as to answer them. I have never been able when a member of an examination board, with the time at my disposal, to prepare a list of questions which satisfied myself, and I have frequently seen questions proposed which I considered most unsuitable, sometimes because much too easy, and very often because much too difficult. Under the present system it is not possible that the result of these examinations should indicate, even in the roughest manner, any uniform standard of attainment. It not unfrequently happens that an officer who is well known in his regiment to be incompetent and ill-prepared succeeds in passing an examination, while another who is painstaking, intelligent, and fairly prepared fails to pass. In such instances had both officers been examined in the same set of questions of course the result would have been uniform, but whether both failed or whether both passed, in neither case would the result obtained have afforded even an approximate indication of the merits of the candidates as referred to a fixed standard of attainment.

I think much better and more reliable results would be obtained if some system similar to the following were adopted:—

1. Let classified lists of questions be prepared embracing all the subjects of examinations, and let a numerical value be affixed to each question. Class A. should contain questions relative to general principles and important regulations with which it is essential that all officers should be perfectly familiar. Any mistake in answering a question selected from this list should involve failure. Class B. should consist of questions relating to those prescribed exercises and ordinary routine duties with which it is important that every officer should be thoroughly instructed, but with all the details of which exercises and duties it is not to be expected that any but the most intelligent young officers should be perfectly acquainted. In the answers to this class of questions a certain per-centage of error should therefore be allowed say from 10 to 15 per cent. Class C. should consist of questions relating to administrative details and to special services not falling within the routine duties of a regimental officer, and respecting which, therefore, complete and accurate knowledge need not be required of him. In the answers to questions taken from this class a large per-centage of error should be allowed, say 75 per cent. A small per-centage of error, say 10 per cent., coupled with good answers to the questions from lists A. and B., should entitle the officer examined to a certificate of extra proficiency; and to encourage careful preparation for examinations, I think it would be good policy to reward officers who obtain extra certificates by one or two months leave of absence.

2. These classified lists of questions should be printed and published, as a guide to young officers in their studies and to field officers in superintending the instruction of captains and subalterns, and in conducting the periodical regimental examinations.

3. Examinations to ascertain that officers are qualified for promotion should be held at all military stations once a quarter on the same day.

4. At each examination the same questions should be proposed to every candidate examined. The questions for each examination should be selected by the Council of Military Education. Each set should consist of the same number of questions, and the proportion taken from each of the classes A., B., and C. should always be the same.

5. Papers of questions should be transmitted to general officers commanding districts to be distributed to committees appointed by the generals to assemble at the different stations within their command.

6. The duties of these station committees should be purely administrative. They should be required to certify that the answers to the questions were prepared in their presence, in a given number of hours, and without assistance from notes, books of reference, or verbal communications of any kind.

7. The answers so prepared should be transmitted to the Council of Military Education through the officers commanding districts. Each set being distinguished by a number, but having no signature affixed.

8. The Council of Military Education, or examiners appointed by it, should adjudicate on each set of answers, noting their decision on each. The papers should then be returned to the general officers commanding districts, by whom the names of the successful candidates would be published in division orders, lists of their names being also transmitted to the adjutant-general of the army.

In addition to the subjects at present prescribed by regulation for the examination of officers previous to their being reported qualified for promotion, I think it would be a great advantage if a manual were prepared explaining the method of keeping cash accounts, preparing balance sheets, posting ledgers, and also giving directions for auditing accounts, and if officers were required to be thoroughly acquainted with this manual before reported qualified for promotion to the rank of captains.

(VII.) Number XVI., June 1861, of the Journal of the Royal United Service Institution is herewith transmitted, and the suggestions contained in the following paragraphs on a paper containing some observations on military training, contributed by me to the Journal, are respectfully submitted for the consideration of the Commission.

"The efficiency of the training of an army depends,—

"1st. Upon its comprehending provisions for the attainment of every species of knowledge and of every species of skill susceptible of a useful military application.

"2nd. Upon the excellence of the methods of instruction made use of.

"3rd. Upon the amount of time and energy which the officers and soldiers composing the army can be compelled or induced to devote to the work of instruction.

"It is principally to the third of these three essential conditions of a complete system of military training that I am at present anxious to direct your attention."

* * * * * *

"Firmnesss, energy of character, equanimity of temper, skill in horsemanship, a thorough familiarity with the principles and special provisions of military law, and with the rules and regulations of military service, together with an elementary knowledge of the sciences of artillery, fortification, military history, military geography, and tactics, are the qualifications necessary to constitute an accomplished regimental officer.

"Attainments, the same in kind, but superior in degree, are those which it is desirable should be possessed by staff officers and officers of the corps of engineers.

"An officer selected for either of these special services should be thoroughly acquainted with the principles and familiar with the practical applications of the sciences of artillery, fortification, and military engineering.

"He should have attentively studied the history of the principal modern campaigns, and should be well acquainted with the military geography of the countries which were the theatres of those campaigns. He should be master of the special tactics of cavalry, infantry, and artillery, and of

e theory of strategy and general tactics. He should be a ver draughtsman, an expert surveyor, and so good a lin-ist as to be able to speak and write fluently the principal odern languages, and to be able to acquire with facility colloquial knowledge of any other dialect which may be oken in the country in which he is serving.

" Finally, let us suppose an officer who, possessing many the attainments and all the qualities desirable for the rformance of all the duties of the staff with perfect effi-ncy, shall also be pre-eminent for the firmness, the energy, e self-reliance, and the resolute boldness of his character; r a penetrating sagacity quick to detect the designs of an emy, and for inventive faculties ever ready to devise ilful combinations, and to arrange well-digested plans. a word, let us suppose military genius to be united to ilitary science, and we have the perfect model, the *beau éal* of an accomplished general.

" All the particulars of this detailed enumeration of the ualifications desirable for the perfect performance of the ties of the different military grades are comprehended in he general statement, that the two great objects of military aining, are—

" First. To impart to the individual officer, and to the ndividual soldier, whatever qualities, whatever kinds of nowledge, and whatever species of skill, are necessary to nable him to fulfil every function of his grade in a perfect anner.

" Second. To instruct soldiers and officers collectively a regular systematic modes of performing all exercises, perations, and processes which are necessary for the pur-oses of offensive or defensive warfare, or which are con-ucive to the comfort and efficiency of troops employed in eld service.

" The objects of the processes of individual and of collec-ive training, though perfectly compatible with one another, re essentially different in their nature.

" Each object requires for its attainment the use of certain pecific means, and, as will be afterwards shown, the means ppropriate for the attainment of the object of individual raining are radically different in principle and in their anner of operation from those appropriate for the attain-nent of the object of the processes of collective training.

" In a perfect system of training, suitable provision will be nade for the attainment of both objects; and if either be neglected, the troops will, in certain respects, be inefficient nd imperfectly fitted for the purposes of war."

* * * * * * *

" In addition to all that is taught the private soldier, the raining of officers ought to include regular and systematic nstruction—

" 1st. In the regulations of military service.

" 2nd. In military law.

" 3rd. In the method of tracing field works, and of distributing working parties.

" 4th. In the method of attacking and defending posts, nd of conducting the various minor operations of war-fare."

* * * * * *

" Officers who had passed through the Staff College, when not holding staff appointments, might also be ad-vantageously employed as agents for carrying out any system that might be devised for exercising infantry soldiers in some of those processes which at present form part of the specialities of the training of the sappers."

* * * * * *

" I have now stated what I conceive ought to be the bjects of military training. The means available for the attainment of these objects are,—

" 1st. Systematic collective instruction.

" 2nd. The independent prosecution of military studies, and practice of military exercises by individuals.

" Whatever kinds of knowledge and whatever kinds of skill it is essential that every officer or every soldier should possess for the efficient performance of the ordinary func-tions of his grade, ought to be communicated by regular systematic instruction.

" The acquisition of those kinds of knowledge and skill which are only applicable in special circumstances, and which it is only necessary that a certain proportion of the officers or soldiers of an army should possess, need not be made imperative on any one.

" It is not necessary to make the acquisition of reading and writing imperative on every soldier, or the acquisition of mathematics and of the military sciences imperative on every officer of an army.

" Provided some special emolument or distinction be con-ferred on all who possess special attainments, it may be left to the discretion of each individual to determine both the number and degree of the acquirements of this kind which he shall possess, and also to determine what particular means and what amount of exertion are necessary for the attainment of his object."

* * * * * * *

" The next point to be considered is the means by which the officers and privates of an army may be induced to devote their time and energies to the work of instruction.

" These means are,—

" 1st. The infliction of penalties.

" 2nd. The distribution of rewards.

" Either of these means may be employed by itself, or the two may be combined.

" In the category of penalties must be included not only the ordinary punishments inflicted on soldiers for the care-less performance of prescribed exercises, but also all regu-lations making the promotion of officers and non-commis-sioned officers contingent on their possessing certain prescribed qualifications.

" In order to form a correct opinion as to whether it is sufficient to enforce the use of any particular training pro-cess by compulsory means, or whether, either instead of or in addition to such means, those inducements should be also employed which are adapted to stimulate voluntary exertion, regard must be had to the nature of the result which that particular process is intended to produce.

" In some training processes the result sought is that all who are instructed should attain precisely the same uniform degree of average proficiency. In others, that each separate individual should attain the highest degree of excellence of which he is capable.

" If only 10 men of a company 100 strong can be trained to become first-rate marksmen it is very desirable that these 10 men should be made as perfect as possible, without any reference whatever to the degree of skill which it may be practicable to impart to the remaining 90. But if 100 men of a regiment 1,000 strong could be taught to execute six manœuvres, while the remaining 900 could only be made to comprehend the method of executing four, the superior knowledge of the first 100 would be of no use until the same amount of instruction could be conveyed to all the other sol-diers. Nor, in performing field exercises, would any advan-tage whatever be gained by training a certain per-centage of the men of a regiment to march at a rate considerably quicker than that of the regulation pace, unless it were found practicable to train every other soldier of the battalion to march steadily at the same accelerated rate.

" These illustrations will suffice to show what I mean when I say that the objects of individual and of collective training are different; that in the one, excellence—in the other, uniformity—is the result sought.

" In those processes in which uniformity is the essential object to be attained, it is obvious that all differences of in-dividual power are injurious, and that the use of those means which are calculated to stimulate voluntary exertion and to develope individual excellence can have no place.

" In those processes, on the other hand, in which the utmost possible degree of individual excellence is the result which we desire to obtain, it is essential that the methods of instruction should be rendered as attractive as possible, and that by the use of appropriate means the desire to excel should be generally diffused among those who are to be instructed.

" As a necessary condition for the general diffusion of a desire to excel provision must be made for discriminating different degrees of acquirement, and for making special advantages contingent on the attainment of the higher degrees.

" The efficiency and fitness of any system of training for the development of individual excellence will, therefore, mainly depend on the efficacy of the means employed to excite and diffuse the desire to excel."

* * * * *

" These considerations seem to me sufficient to show that the old system of training by methods exclusively compul-sory was defective, and to render it extremely probable that the efficiency of the training of the army might be greatly increased by the adoption of measures based on this funda-mental principle, *that it is expedient to confer some special advantage, either pecuniary or honorary, on every individual, whether officer or soldier, who attains a certain degree of proficiency in any art, exercise, or science susceptible of a useful military application, and in which it is desirable that each individual should endeavour to excel.*"

* * * * * *

" I now pass on to the consideration of the measures suitable for promoting among officers the acquisition of those special attainments which require a certain degree of intellectual exertion, and which must be acquired by study in the closet.

" The general principle to be observed in framing measures intended to promote voluntary study is to leave as much latitude as possible to the exercise of individual inclination

in the selection of the particular subjects to be studied—not to estimate merit solely by reference to one exclusive standard, requiring the combination of a certain number of particular attainments, but to admit of as many different standards of merit as there are different kinds of attainments.

"The value of that superior merit which consists in the union of many different attainments, is exaggerated when the circumstance of union is constituted the essential condition on which the entire value of each particular attainment exclusively depends, without the existence of which condition any particular attainment, however perfect in degree, is to be reckoned altogether valueless. The true principle is to assign to each particular attainment a certain specific value, and, where two or more are combined, to assign to their union a cumulative value proportioned to their number.

"Let the first place be assigned to him who is ignorant of nothing which an officer ought to know; but do not overlook the merit of any one who excels in a single useful speciality. Do not insist on a good linguist being also a good mathematician. Do not refuse to reward a skilful draughtsman because he is a bad artillerist, or because he is ignorant of military history.

"In addition to the provisions which at present exist for the admission of officers to the Staff College, and for the selection of officers for staff appointments from among those who have passed satisfactory examinations in the prescribed course of college studies, it therefore seems to me that it would be highly desirable to provide : that any regimental officer, under the rank of a field officer, adjudged by a central board of examiners to be proficient in any extensively spoken living language, whether Oriental or European, or to possess in an eminent degree any other species of knowledge or skill susceptible of a useful military application, should receive increments to his daily pay, and have distinguishing letters attached to his name in the army list, corresponding to the number and degree of his attainments.

"These increments might vary from 6*d.* to 1*s.* per diem, according to the relative difficulty and importance of the attainments to be rewarded; 4*s.* or 5*s.* per diem might be fixed as the maximum of the aggregate increments to be awarded to any one individual.*

"The maximum rate should be added to the pay of all officers under the rank of field officer, and not actually holding a staff appointment, who obtain a Staff College certificate.

"All such officers should also be registered in the army list as staff supernumeraries, and when not on parade they might be permitted to wear the uniform of the staff.

"I think it quite certain that measures like these, putting it in the power of every individual officer to earn a large addition to his pay, and also to secure for himself the distinction of being affiliated with the staff of the army, and the contingent advantage of being nominated to honourable and lucrative appointments, would have the effect of inducing a large number of young officers to devote their leisure time to the assiduous study of some one or more of those branches of knowledge the possession of which would increase their efficiency as officers. In the course of a few years the average standard of attainment would be considerably raised, and the number of thoroughly accomplished officers qualified to perform in the most efficient manner the varied duties which devolve on the staff would be greatly increased.

"In order to obtain these results it would of course be necessary so to regulate the standard of attainment as to place the rewards of proficiency within the reach of a considerable proportion of the regimental officers of the army.

"This condition I think would be completely fulfilled, were the standard of attainment so regulated as to render it probable that on an average six officers per regiment would be able to earn an addition of 1*s.* per day to the pay of their rank; three officers an addition of 2*s.*, and one officer of 3*s.* Extra rates of pay granted on this scale would cause an expenditure of 15*s.* a day per battalion, which is a little less than the pay of three ensigns, and little more than the pay of fourteen privates.

"In endeavouring to estimate the effect of introducing a new measure into an established system, the probability of its combining harmoniously with the other parts of the system is a consideration to which it is most important that due attention should be given.

"In the British army, as in all other armies, conspicuous bravery and conspicuous military talent, when serving in the field affords opportunities for their display, always secure distinction and reward. But in time of peace money is the only qualification recognised as giving a prior claim to promotion. Distinguished abilities or superior attainments in no way contribute to professional advancement.

"Among those who hold commissions in the army are many who, beyond that amount of knowledge necessary to carry on the routine duties of the arm to which they belong, know little and care less about military matters; many who, finding ignorance and want of zeal no impediment to their rising to the highest rank in the army, are utterly averse to sacrifice their ease, or to interrupt their favourite pursuits, in order to devote their time and their energies to the acquisition of knowledge which they consider as not likely to be productive of any practical benefit. Not a few of these officers, by long habits of idleness and self-indulgence, have rendered themselves unfit for any intellectual exertion. They have become quite incapable of making that effort of will necessary to keep the attention steadily fixed on any object for a considerable length of time. Officers of this character form a very numerous class in the senior as well as in the junior ranks of the army; and such being the case, it is obvious that any attempt to raise the standard of attainment by means of a compulsory character would have to contend with many obstacles. Not only would such an attempt be very unpopular, it would meet with much practical opposition of a very effective kind.

"In many corps, the feeling of the commanding officers would be hostile to compulsory measures; and if the officers commanding those corps did not dare actually to oppose such measures, they would use no exertions to carry them out.

"In other corps, where the commanding officers might be well disposed to carry them out, it might sometimes happen that they were not qualified to do so. Not being themselves sufficiently instructed, they would fail in their efforts to instruct others. In other cases it might happen that a zealous and thoroughly instructed commanding officer, by carrying out his measures with too great stringency, would create so much disgust as to defeat his own object.

"These are some of the considerations which seem to render it inexpedient, if not altogether impracticable, to enforce the possession of any high degree of educational attainment as an indispensable qualification for promotion. Measures based on the principle of offering inducements to voluntary exertion would have no difficulties of this kind to contend with; no extra duties, no compulsory labours, would be imposed upon any one; there would therefore be no motive for opposition. On the contrary, every individual in every rank of the army would be interested in the success of measures which, without coercing idleness or imposing penalties on incapacity, recognized the claims of zeal, of industry, and of talent, and which offered a sure reward to every species of military acquirement.

"Any measures framed in accordance with this principle would not only disarm opposition, they could not fail of conciliating a large amount of active support; nor would such measures be liable to the risk of failure from the negligence, the incapacity, or hostility of the agents employed to carry them out.

"The most perfect system of compulsory training, unless administered with energy, intelligence, and zeal, will soon degenerate into a formal routine; but there is no danger that the voluntary exertions of those who strive for a promised reward will relax, however incompetent or indifferent the persons may be who are appointed to decide who is to receive that reward."

* * * * * *

"The want of any motive to stimulate individual exertion is in time of peace the great disadvantage of a military career. This is the defect. The obvious remedy is to devise expedients for making each individual officer feel that some special distinction or advantage may be produced by his own exertions.

"Those particular measures which I have discussed in detail, and which I have endeavoured to show are fitted to accomplish this purpose, are as follows :—

"1st. The grant to officers of extra rates of pay for special attainments.

"2nd. The affiliation with the staff of the army of all officers who reach a certain standard of attainment.

"3rd. The selection for appointment on the staff of those officers who are the most distinguished for their abilities, for their attainments, and for their services.

"It will be perceived that in the third of these proposed measures, namely, that which relates to the selection of officers for staff appointments, the principle by which

* These increments of pay, like the extra penny granted to marksmen, should, I think, only be awarded for a limited period, say two years, at the end of which time they should cease, unless the continued possession of the special qualifications for which the increments were granted were again tested and certified by a fresh examination. This provision would ensure whatever knowledge an officer might acquire being kept up.

merit is estimated and rewards distributed is competitive, and has reference to a variable standard. The nature of this principle is to restrict within fixed limit the number of individuals who can derive direct benefit from this measure.

"In the other measures the principle of estimate and distribution is absolute; it has reference to a fixed standard, and admits of an unlimited number of individuals participating in the benefits of each of the different measures.

"The practical effect of these measures would, therefore, be to render a certain addition to the allowances of officers contingent on successful exertion, to make each individual feel that whatever may be his rank, and whatever the nature of his duties, if zealous and efficient he will receive more, if careless and inefficient he will receive less."

The following extract from a paper on the appointment and promotion of regimental officers, read at the United Service Institution on the 11th May 1868, is submitted as an attempt to explain how it is that, as a general rule, successful students generally prove themselves good officers, and therefore tending to show that the ability to pass a good examination may be accepted as a criterion of military efficiency sufficiently reliable for practical purposes:—

"The connexion between the endowments necessary to pass a successful examination, and the endowments necessary to command a regiment with energy and discretion, is certainly not so obvious as is the connexion between the qualities which procure an officer brevet rank for distinguished service in the field, or obtain for him the appointment of adjutant, and the qualities which fit him for the command of a regiment.

"It is very possible that some of the officers I am addressing may say, the moral and intellectual qualities usually possessed by distinguished students are entirely different in kind from those usually possessed by officers who have the reputation of having been most successful in the command of their regiments. This I admit to be true, but I reply that practically it will be found that those officers who succeed in competitive examinations, and in attaining proficiency in the course of study prescribed at the Staff College, are, generally speaking, by no means men of those devotedly studious habits and strong natural inclination for abstract speculations which indicate peculiar aptitude for obtaining distinction as a student. They are generally men not by any means particularly addicted to studious pursuits, but merely men endowed with more than average intellectual power, and more than average energy of will, who, believing that certain acquirements are necessary to their professional advancement and efficiency, devote themselves with strenuous and persevering efforts to the studies necessary for obtaining possession of these acquirements. The moral and intellectual qualities which enable men of this stamp to excel in an examination, are, it appears to me, the very same in kind as those which are required for the successful command of a regiment."

A. C. Robertson,
Colonel, Commanding 2nd Battalion,
8th Regiment.

Appendix VII. (B.)
Instruction of Officers.

N.B.—The opinions of Colonel Addison, Major and Superintendent of Studies at the Royal Military College, on the subject of the instruction of officers after entering the service, are embodied in his second memorandum on the Royal Military College (*See* Appendix II., C., p. xiii). A letter from Colonel Beauchamp Walker, C.B., Military Attaché at Berlin, which is printed in the Appendix to the Account of the systems of Military Education in France and Prussia, also bears upon the same subject.

C.—HISTORICAL NOTICE OF PLANS FOR THE INSTRUCTION OF OFFICERS.

Appendix VII. (C.)

(By the Secretary.)

Although examinations preparatory to promotion had, as previously stated, been instituted by the Duke of Wellington in 1850, no attempt was made to provide any general machinery for affording to officers of the army means of instruction, even in those subjects a knowledge of which was by the regulations of the service required of them. The Department of Artillery Studies at Woolwich, originally instituted on a small scale in 1850, and the Royal Engineer Establishment at Chatham, supplied to the officers of the scientific corps, though to a much more limited extent than at the present day, opportunities of carrying on their professional studies after entering the army. But to officers of other branches of the service no means of instruction were afforded in any subjects beyond the mere routine of drill and regimental duties, except by the Senior Department at Sandhurst and the School of Musketry at Hythe. The state of the former institution, the advantages of which extended only to a very small proportion of the officers of the army, is described in the accounts of the Royal Military College and of the Staff College.* The school at Hythe was first established in the year 1853, for the purpose of training a certain number of officers and soldiers in the new system of musketry, which was adopted on the introduction of rifled arms into the service.†

The first official suggestion, with the object of remedying the deficiency of professional knowledge among the officers of the army, was made by Mr. Sidney Herbert, when Secretary at War, in 1854. The outline of the plan proposed by him at this time was sketched out in a letter addressed to Lord Hardinge, then Commander-in-Chief,‡ and its details were subsequently more fully explained in speeches in the House of Commons.§ The scheme contemplated a general reorganization of the system of military education—the improvement of the examinations instituted by the Duke of Wellington for admission to the army and for promotion—the conversion of the Senior Department at Sandhurst into a special school for the staff—and the introduction of a system of professional instruction for officers after entering the service. With the view of carrying out the latter part of the scheme, it was proposed in 1854 to appoint garrison instructors at certain large stations both at home and in the colonies. It was not intended to make attendance at the instruction thus given compulsory, but a stringent examination in the subjects which entered into the course was to be a necessary condition of promotion to the ranks of lieutenant and captain respectively.

The scheme of garrison instruction proposed by Mr. Sidney Herbert met with the aproval of Lord Hardinge, and obtained the sanction of the Treasury. A sum of 2,000*l.* for the purpose of making a commencement in carrying it out was inserted in the estimates for 1854–5, and the plan, as explained by Mr. Herbert in moving the army estimates, met with the entire approval of the House of Commons.*

The outbreak of the Crimean war, however, in the first instance, interfered with the practical realization of the scheme, although it appears that some of the instructors had been actually selected for their posts, and that it was intended to send them out to the Crimea to acquire a practical acquaintance with such of the minor operations of war as would fall within the intended course of instruction. This latter intention was not carried out, and after the resignation of Mr. Sidney Herbert, which took place in the beginning of 1855, no further steps appear to have been taken in the matter. At the same time money continued to be voted for the purpose of carrying out the scheme (although no application of the funds was made), until the general reduction in the estimates which took place on the conclusion of peace in 1856; it appears also, from statements made by the Under Secretary at War in the House of Commons. that the Government had never abandoned the idea of adopting some measure for the professional instruction of officers.†

In the debates in both Houses of Parliament during the Crimean war numerous discussions took place on the subject of military education; the failure of the existing examinations for promotion, the lax mode in which they were carried out, the want of acquaintance with many of the mere rudiments of military science displayed by the majority of officers, and the necessity of supplying them with some means of instruction in the practical duties devolving upon them on active service, formed frequent subjects of remark. On the 5th of June 1856, after the termination of the war, Mr. Sidney Herbert, then a private member, again brought his proposal for the appointment of garrison instructors before the notice of the House of Commons, in connexion with his more general scheme for the improvement of the education of officers; but, although the proposal again met with the approval of nearly every speaker who took part in the discussion, the Government declined to pledge themselves to the adoption of the scheme in its details, as the question of the reorganization of the whole system of military education was then under consideration.

During the latter part of the year 1856, as has been elsewhere stated, the attention of the military authorities

* *See* Appendix II. E., and XI. C.
† A brief account of the School of Musketry is given in Appendix XII.
‡ *See* Appendix VII. D., page xciii.
§ Hansard's Parliamentary Debates, February 24th, 1854, and June 5th, 1856.

* Hansard's Parliamentary Debates, 24th February 1854.
† Speech of Mr. F. Peel, 5th March 1855.

Appendix VII. (C.)

Instruction of Officers.

was seriously directed to the question of improving the education of the army. Nearly all the plans submitted to Lord Panmure with this object included, as an essential feature, the adoption of some means of professional instruction for officers after entering the service; and the machinery suggested was, in almost every case, based in its general principles on Mr. Sidney Herbert's original proposal for the establishment of garrison instructors. The Commissioners appointed in the same year to visit the military schools of the continent, while their inquiries were chiefly confined to the improvement of the education of the scientific corps, recommended in their Report that young officers of all branches of the service should, after entering the army, go through some course of professional study; at the same time they suggested no machinery for carrying their recommendation into effect. The military witnesses examined during the years 1856 and 1857 before the Royal Commission on the Purchase System very generally concurred in the opinion that higher professional acquirements should be demanded from officers, and that means of instruction should be afforded to them; and the Commissioners in their Report endorsed this view in the following terms:—"Nor can it be fairly said that the purchase system "is the obstacle to introducing a better system of military "education. A stricter examination before granting the "first commission, an improved training afterwards, and a "further examination on promotion from ensign to lieu-"tenant, are measures perfectly compatible with the system "of purchase."*

The system of garrison instruction suggested by Mr. Sidney Herbert appears to have found general favour at this period. The instructions issued to the Council of Military Education, on their appointment in 1857, directed them, in connexion with the subject of the professional examination of officers up to the rank of captain, to consider the question "of the establishment of instructors at the large stations." A full account of the scheme proposed by the Council in the course of the year 1857, in accordance with these instructions, will be found in the extracts from the Council's first General Report (printed at page xcv). The plan did not contemplate the general appointment of either garrison or regimental instructors; its main feature was the establishment of officers' schools at depôt battalion stations, through which all young officers, who were in the first instance to receive provisional commissions, should pass before joining their regiments and being permanently commissioned. This recommendation was supplemented by one for the partial establishment of district instructors at stations where classes of ten officers could be formed, for the more advanced instruction of those who had been some years in the service.

The great demand for officers occasioned by the Indian mutiny, combined with practical objections which were made to the Council's scheme, prevented their proposals from being carried into effect. The only immediate result of their recommendations was the establishment in 1857 of a class at Aldershot, for the instruction of officers quartered at the camp in military sketching. A full account of this institution, which has since been considerably developed, and is now called the Survey Class, will be found at page c.

At a subsequent period the attention of the Council appears to have been directed more to the question of securing the professional competence of officers by a special military education before entering the service, than by compulsory instruction at a later period. The proposal, originally made in 1858, for requiring all candidates for commissions in the line to pass through Sandhurst, has been already described in connexion with the Royal Military College.† The Council have, however, never ceased to urge the expediency of providing officers, after they have entered the service, with facilities for instruction in the higher branches of military science; and in their last General Report, published in the present year, they recommended the establishment of institutions similar to the Aldershot Survey Class at other large stations.‡

Although no general machinery has been introduced for affording instruction to officers of the cavalry and infantry after entering the service, various steps have, from time to time, been taken with the object of extending their professional knowledge to subjects beyond the mere routine duties of their own arms. In January 1859 commanding officers were directed to require from the officers of their regiments reports, and, if possible, sketches of the roads traversed when route marching in winter;§ and later in the same year an order was issued that officers of infantry should, whenever practicable, be instructed in great gun drill.* In the present year a system of instruction in military signalling has been introduced at the School of Engineering at Chatham, to which detachments of officers are periodically sent.† In addition to the recommendations of the present Royal Commission for the introduction of a system of garrison and regimental instruction, the Royal Commission on Courts-martial, in their recent Report, recommended that more attention should be paid to the education of officers in military law, and that stricter examinations in the subject should be enforced.‡

The necessity of an improvement in the professional acquirements of officers appears to have been almost universally recognized from the time when Mr. Sidney Herbert brought the subject to public notice in 1854. Various opinions, however, have been entertained as to the means by which the desired object could best be effected.

The different plans which have from time to time been suggested may be classified under two main divisions:—

(1.) Those which propose a special military education for all candidates for commissions before entering the service.

(2.) Those which advocate, in preference, the postponement of professional instruction, at least for the majority of the officers of the army, until a later period, after the service has been entered, and the rank of officer been attained.

Under the former head comes the scheme suggested by the Council of Military Education in 1858, the adoption of which was at one time determined upon by the military authorities, for requiring all candidates for commissions in the cavalry and infantry to pass through Sandhurst. An account of this scheme, and of the causes which led to its abandonment, has already been given. A similar proposal has been advocated by many eminent authorities; it was suggested by some witnesses to the Royal Commission on the Purchase System in 1856; it was supported by the authority of the Duke of Cambridge and Mr. Sidney Herbert (who had originally been opposed to it) before the Select Committee of the House of Commons on Military Organization in 1860; and the Committee in their Report, though declining to pronounce any decided opinion on the subject, stated that they considered the measure "well worthy of the most careful consideration."§ Of late years the same principle has been publicly advocated by Sir C. Trevelyan,‖ who considers that there should be but two modes of admission to the rank of officer—one through a military college, and the other by serving in the ranks; and the advantages which would result from passing all candidates for commissions through a military college have been urged by several witnesses, including His Royal Highness the Duke of Cambridge, before the present Royal Commission.¶ On the other hand, opponents of this view have in their evidence pointed out the objections entertained by them to any such measure.**

Allied to the plan for making a military college the sole channel of admission to the commissioned ranks of the army is one for requiring all candidates for commissions to serve as cadets, in order to acquire a practical acquaintance with their duties, before obtaining the rank of officer. This proposal, originally suggested by Lord Clyde before the Royal Commission on the Purchase System, has more recently been supported by the authority of Sir W. Mansfield and Lord De la Warr; the latter officer, however, appears of late to have somewhat modified his views, and to advocate at present, for all young men who obtain direct commissions by purchase, a probationary course of six or twelve months' instruction in military subjects and drill, at their parents' expense, prior to joining their regiments, in accordance with a plan submitted to the Commission.

* Report, page xxxiv.
† *See* Appendix II. H., page xxii.
‡ *See* extract from Council's Third General Report, quoted at page xcviii.
§ Horse Guards Memorandum, 19th January 1859. *See* Appendix VII. F., page xcix.

* General Order, 10th August 1859. *See* Appendix VII. F., page xcix.
† Army Circular, 16th January 1869. *See* Appendix VII. F., page xciv.
‡ Report of Courts-martial Commission, pages vi. and vii.
§ A more complete enumeration of the conflicting opinions of various authorities on this question is given in the account of the "Proposals "for making the Royal Military College the sole means of admission "to the cavalry and infantry." *See* Appendix II. H., page xxii.
‖ Pamphlet on the British Army in 1868.
¶ *See* Evidence of the Duke of Cambridge (5348–9, and 6447–50), Sir Hope Grant (5990, and 6012–14), Colonel Hallewell (3363), Colonel Clifford (Answers to Questions, Appendix XI., A.), Captain Walker (2754–57), Captain Hozier (6227). General Peel, while stating objection to the proposal, expressed his opinion that "it might be a desirable "plan if you could do away with the purchase of first commissions" (9432). Lord Walden would advocate compulsory education at a military school before entering the army, if proper discipline could be maintained at such a school, the possibility of which, however, he considers doubtful in this country (Evidence 6409–6414).
** *See* Evidence of Major-General Napier (1110–15, and 1134–36), Sir F. Abbott (1776–78), Sir P. Herbert (5033, 5084).

The cadet system has also been advocated by Lord Walden before the present Commission.*

To the class of plans which advocate the postponement of professional instruction for the majority of the officers of the army until after the service has been entered, belong Mr. Sidney Herbert's original proposal in 1854, for the introduction of a system of garrison instruction—the recommendation of the Commissioners of 1856 "that young "officers after entering the army should go through some "course of professional study,"—the suggestion made by the Royal Commission on the Purchase System for "an "improved system of training after the first commission is "granted,"—and the proposal of the Council of Military Education in 1857 for the establishment of depôt battalion schools for young officers. Opinions founded on the same principle have been expressed by several witnesses before the present Commission.* The system of garrison instructors at large stations, that of regimental instructors in each corps, and, lastly, a combination of both systems, have been respectively advocated by various authorities as the machinery by which the later instruction of officers should be carried out. Even those who advocate a special education at a military college as the universal condition of obtaining a commission do not, in the majority of cases, contemplate the cessation of all instruction on the commission being obtained; at the same time, in many instances, they do not consider that this later instruction should be made compulsory on officers, and, while recommending that facilities should be afforded for it, they maintain the superior efficacy of a system of preliminary military education at an earlier age.

* Evidence 6356, 6401–6406.

* *See* Evidence of Sir H. Storks (5817, 5819, 5841), Colonel Smith (5160–64), Colonel Stephenson (6132), Capt. C. B. Brackenbury (8187, 8223), Colonel Addison (Memorandum, Appendix II. C.), Colonel Robertson (Answers to Questions, Appendix VII. B., page lxxxvii.).

D.—SYSTEM OF GARRISON INSTRUCTION FOR OFFICERS PROPOSED BY THE RIGHT HON. SIDNEY HERBERT.

(i.)—LETTER from the RIGHT HON. SIDNEY HERBERT to GENERAL VISCOUNT HARDINGE, G.C.B., on Military Education.*

MY LORD, War Office, January 1854.

IN the year 1849 the Duke of Wellington took up the question of military education as applied to officers, and laid down two principles:

1st. That no one should receive a commission, unless he should prove on examination to be possessed of good average abilities, and to have received the education of a gentleman.

2nd. That no ensign or cornet should be promoted to a lieutenancy, nor lieutenant to a captaincy, until he had satisfied a competent tribunal of his professional and general acquirements and fitness.

A machinery was established to carry out the first proposition, and no candidate for a commission obtains one without passing a previous examination. Whether the machinery is a good one is very doubtful: my own belief is that the examination is too technical, too limited, and within its limits too severe. It does not test the boy's general education, nor his habits of mind; but he crams up a few books which happen to be in use at Sandhurst, and by his familiarity with these he is entirely judged. So completely is this recognized, that the parents of boys intended for the army, as soon as they receive the announcement that their sons will have a commission at a certain date, forthwith remove them from the school, where they may be receiving an excellent education, both as to intellect and character, and send them to a class of men known by the name of "coaches," who undertake to cram them in the text books required for the examination at Sandhurst, but who, in some cases, do not even profess to superintend their general or moral conduct.

No attempt, however, has yet been made to carry out the second portion, and the most important portion, of the Duke's plan. No tribunal has been composed, no examiners named, no means of instruction given, nor any course of study even recommended.

It appears to me that a board of examiners might be appointed, to meet at specified periods, at head-quarters, and who might conduct not only the examination for promotion, but the first examination for commissions likewise. From the engineers and the army it would not, I think, be difficult to select fit and competent men. At any rate, they ought not to be connected with Sandhurst, or conduct their examinations upon the assumption that the course used, or the formulas received at any particular place of instruction, are the only course, or the only formulas, which can be recognized.

This board might meet, say six times a year, either in London alone, or in London, Dublin, and Edinburgh, and examine candidates for commissions, both *vivâ voce*, and on paper (so as to give to all as fair a chance as possible), in history, sacred and profane, geography, and the elements of geometry, Latin, French, or any other foreign language a boy may know, English, writing, and grammar, so as to establish that the candidate has a fair familiarity for his years with these subjects.

Having obtained his commission as ensign or cornet, we ought to provide him with means and opportunities of further study, in order to acquire a good knowledge of the theory of his profession.

Here, then, will arise necessarily a considerable difficulty, owing to the dispersion of our troops all over the world, and their want of concentration at fixed points at home, as well as abroad, which must give very unequal opportunities of study to different officers; and though the concentration of the troops, which your Lordship is now gradually effecting, will in some degree diminish the difficulty, yet we cannot get over it entirely without some expense and some inconvenience to the service, against which must be set the advantage of having officers well acquainted with the scientific portion of their profession, and more accurately instructed in its ordinary duties, and who will not have adopted the army merely as an amusement for a few years.

I think that at the head-quarters of every general's command a military instructor might be stationed, say with the rank of captain; masters, a class-room, a library of reference, would have to be provided for them at the public expense; and if the same text-books were selected for all these military schools, the officer, on being removed from one station to another, would resume his duties as if they had never been interrupted.

Those subalterns who are at head-quarters could, of course, avail themselves of these facilities without disturbing their regimental duties; but of those at out-stations, one-fourth might be spared at a time to repair to head-quarters for the purpose of study and preparation for examination before promotion.

Attendance of course would not be compulsory, though the ultimate examination would be so; but leave would be granted in the proportion I have mentioned, or any other which may be thought better, for the purpose of attending.

The course would consist of two terms: one for ensigns, candidates for lieutenancies, and a second for lieutenants, candidates for captaincies.

They would pay a fee for the use of the library, and the advantage of the instruction they obtain; which fees would go towards the expenditure incurred for the maintenance of this machinery.

The course for the ensign ought not to be too high. A air progress in mathematics, French or German, geography, especially the military geography of Europe, with some knowledge of the theory of field fortification, plan drawing and surveying, should qualify him for a lieutenancy, accompanied, of course, by a practical acquaintance with the duties of a regimental orderly officer, the command of a guard, &c.; nor should he be allowed to attend the district military school at all until he has been dismissed from drill, and has satisfied his commanding officer of his competence as to putting a company through manual and platoon exercise, &c. The same rule will, of course, apply, *mutatis mutandis*, to cavalry officers.

The course for a captaincy would be of a higher character, including military history and strategy, military law, th practice of courts-martial, geometry, mensuration, field and permanent fortification, outpost duty, attack and defence of military posts, gunnery, surveying, bridge making, &c. For the purpose of subsequently facilitating the pursuit of higher and more scientific study, some changes might be made in the senior department at Sandhurst.

The examination clearly, for obvious reasons, should not be entrusted to the instructors; but the same board that examines for first commissions should conduct the subsequent examinations. The examinations, if conducted on

* Reprinted from the Appendix to the Report of the Select Committee of the House of Commons on Sandhurst, 1855.

APPENDIX VII. (D.)

Instruction of Officers.

paper, would be applicable to all stations, abroad as well as at home.

It might be thus effected: once a year, or once in six months, officers, whether studying under the military instructor or not, might be invited to send in their names as candidates for examination, through the commanding officers to the general commanding the district, who would report the number to the Commander-in-Chief.

The examining board will be informed of the numbers of candidates in each district, and shall prepare and transmit to the general in command a corresponding number of papers, containing questions on each subject. These questions shall be handed over to the military instructor, who will at once assemble the candidates, and set them to work, without book or assistance, or communication of any kind, to answer the questions then and there in writing in his presence. This will be continued day by day, till all the questions have been submitted to, and answered well or ill by the candidates, who will affix to their papers a motto or cypher. The answers so marked will be sent to the board in London. The key to these cyphers will be sent under a separate cover to the Commander-in-Chief or the Secretary-at-War, and will only be opened when the answers shall have been examined, and numbers or marks having been given to each in proportion to the proficiency shown by his answers on each subject. The successful cyphers shall be then announced. The Commander-in-Chief or the Secretary-at-War will then publicly open the keys, and ascertain what names correspond with the papers of answers which have succeeded or failed.

Those who have obtained very high numbers should be noted for staff or other appointments, subject, perhaps, to a subsequent course in the senior department at Sandhurst.

To carry out this plan fully, we should want, say nine districts, in which a military instructor should be placed.

For the London District - -	Chatham.
„ Northern and Midland -	York or Manchester.
„ Southern, including the Channel Islands - -	Portsmouth.
„ Western - - -	Plymouth.
„ Scotland - - -	Edinburgh.
„ Dublin - - - -	Dublin.
„ Kilkenny, Cork, and Limerick - -	Either Kilkenny, Cork, or Limerick.
„ Belfast - - - -	Belfast.
„ South Wales - - -	Bristol.

Kilkenny, Cork, and Limerick, if thought too large to be joined together, might be divided into two.

The attendance should not be compulsory. Great inducements might be held out by reserving appointments on the staff to those who distinguished themselves. None else should be admitted to the senior department at Sandhurst, which might thus become what the Ecole d'Etat Major is in France.

There is much detail which I omit, and which must be the subject of future arrangement, if your Lordship approves of the outline of this plan.

The military instructors might require assistance for foreign languages.

This would not be difficult to obtain.

The expense of the whole plan would no doubt be serious. The examining board would consist of, say, three members, whose salaries and lodging money could not, together, cost less than 2,000*l.* a year; nor could we give to the military instructor less than 400*l.* a year, in addition to his half-pay, which, with nine instructors for Great Britain and Ireland, will cost 3,600*l.*; making a total of 5,600*l.*; add, ultimately, eight abroad, and you would not do the whole much under 9,000*l.* a year. I could turn these gentlemen to account, likewise, as inspectors of regimental schools, which will soon be too numerous to be inspected by one man. Those abroad are not now inspected at all.

This is the general outline of the plan, which will require to be filled up with much detail. Your Lordship will observe I have not said one word as to the advantage of our having our officers properly instructed, and possessing sound professional knowledge. I have assumed that to be admitted, and that the principle has been conclusively laid down by the Duke of Wellington.

Indeed, the popular arguments against examination and against scientific professional instruction in the army, founded, as they have been, on an entire misconception of the object and of the mode of carrying it out, have ceased to have any influence on the public mind. It is not intended to convert the officers of the army into pedants or bookworms, still less to substitute a different class of mere learned recluses, and the like, for the handy, active, and daring men by whom the British army is now officered. That a very scientific man may make a very bad officer no one denies; and that very many uninstructed men may, and do often, make efficient and trustworthy regimental officers is also true; but the scientific man fails, not because he is scientific, but because he is wanting in other qualities which are still more necessary to constitute an effective soldier; and it is not shown that the uninstructed officer, who is efficient in other respects, would be less decided, ready, and active, if he were acquainted with the reasons upon which he is really acting, and his resources were strengthened by a knowledge of what has been, and can be done on any given emergency.

It must be shown that the officers of artillery and engineers are unfit for their duties in the field, if it is to be maintained that instructed officers in the line would be unfit for military purposes.

No change would therefore be made in the *personnel* of the officers of the army by the system contemplated by the Duke of Wellington for making, in time of peace, a certain acquaintance with the theory as well as the practice of the profession a *sine quâ non* proposition. In war, obviously, no test can be so good as that of proved efficiency in the field.

Care ought to be taken not to place the standard of examination too high at first; it can always be raised subsequently, if necessary. The course of study, no doubt, would, on experience, be considerably varied and modified before the standard shall be ultimately fixed. No doubt there will be some difficulty in introducing the system at first, and much allowance must be made in the earlier stages.

As I before stated, this is but an outline, and much care and time must be bestowed upon the elaboration of its details before any practical commencement can be made. But if the general principle meets, as I hope it will, with your Lordship's approval, I propose at once to request the sanction of the Treasury to take a sum on account which will enable us, in the course of the next financial year, to make a practical commencement. I would propose to ask for 4,000*l.* or 5,000*l.* for this purpose.

Ample time would thus be given to arrange all the details necessary to ensure the well-working of the scheme.

I would be glad, as the time for closing the estimates is at hand, to have your Lordship's opinion on the subject as soon as can conveniently be given.

I have, &c.
(Signed) SIDNEY HERBERT.

Reply from Lord Hardinge to the above letter.

Horse Guards,
SIR, February 2, 1854.

I HAVE the honour to state, in reply to your letter of January 1854, that I concur in the general outline of the plan for the examination of candidates entering the army, the existing one being susceptible of considerable improvement, as well as in that for the further examination of subaltern officers, preceding their advancement to the rank of captain.

The success of the actual working of any such plan must greatly depend upon its details, and the comparative investigation of the system adopted in other European armies would be beneficial.

I would propose to you to have a committee named of officers from the military and civil departments, who should at once set to work to lay down the leading points by which the proposed measure and its machinery can best be put in motion; but as you are anxious at this moment of closing the army estimates to have an official answer, I have the honour to express my opinion that the general outline of the plan seems well adapted to effect the object we all have in view—the improvement in the professional education of the officers of the army—observing, however, with reference to that passage in your letter in which you advert to Sandhurst becoming what the *Ecole d'Etat Major* is in France, that the French establishment is a copy from High Wycombe, having been introduced by a Monsieur St. Denis, in 1818, when he was residing in Paris, one of the French emigrant professors on the pension list of the Royal Military College.

I have, &c.
The Right Hon. Sidney Herbert. (Signed) HARDINGE.

Reply from the Treasury on the same subject.

Treasury Chambers,
SIR, February 3, 1854.

IN reply to your letter of the — ultimo, I am commanded by the Lords Commissioners of Her Majesty's

reasury to acquaint you that my Lords entirely concur in
ie general view taken by you of the measures required for
ie preliminary examination and subsequent instruction of
ilitary officers; but they are of opinion that many advan-
es would be obtained from combining, as far as may be
racticable, the official machinery for this object with that
hich will shortly have to be established for the examina-
n of candidates for the civil service; and they therefore
ggest that the sum to be included in the army estimates
r 1854–55 should be confined to the moderate amount
kely to be required within that financial year (after the
cessary arrangements have been made with the assis-
nce of the united board of examiners) for the purpose
commencing the syatem of providing professional in-
ruction for officers who have passed their preliminary
xamination.

I have, &c.
(Signed) C. E. Trevelyan.

he Secretary at War,
&c. &c.

.)—Extract from a Speech of the Right Hon. Sidney Herbert in the House of Commons, June 5, 1856, on Military Education.

Having got the officer into the army, then comes the uestion how we are to deal with him afterwards. At this oment, you have for promotion a certain, or rather an ncertain, examination. It is an examination, for example, an officer whether he knows the different duties of a mpany, the places of officers in a battalion, and so on; ut whatever examination there is, it is a defective one. It an examination which some captain in the regiment is dered to make; but it does not at all follow that the ptain is very much more instructed than the officer who to be examined. That may not be, but at all events the haracter of the examination must vary very much in each giment. The Duke of Wellington, in his confidential emorandum,* contemplated one universal system of ex-nination throughout the army. Many persons are apt suppose that, because little was apparently done in this rection during the time the Duke was at the Horse uards, therefore he was opposed to a system of examina-ons; but that is not so. He began by proposing first of l that all candidates for commissions in the army should examined in a certain manner, and that was done; but ie rest of his plan fell to the ground. The examination hich he established was not a high one. The East India ompany have adopted identically the same plan of exami-ation, and it has now been in operation for some years, it it has not been found that the standard is too high, r during the whole time that it has been in operation iere have been only four rejections. The Duke proposed iat the officer who had obtained his commission should terwards undergo an examination for promotion in certain ubjects of which he gave a list. A lieutenant who had ntered the service subsequently to July 1849, was to be quired, before his promotion to a captaincy, to pass an xamination in geography, history, the first six books of uclid, the properties of the circle, algebra, logarithms, trigonometry, mensuration, and fortification—with the principles of which latter science he was to be sufficiently well acquainted to project a plan on the system of Vauban—the provisions of the Mutiny Act, the Articles of War, and so on, besides of course the evolutions of a battalion.

In January 1854 I proposed a plan which will be found in the Appendix to the Sandhurst Report.* That plan obtained the sanction of the Horse Guards. I then applied to the Treasury for money to enable me to carry it out; and the Treasury having given me permission to take a sum in the estimates for the purpose, I explained my plan to this House, and the House approved it.† That was before the war. Now, that is the plan which I lament to see is dropped out from the estimates of the present year. My proposition was that there should be a board of examiners for the purpose of conducting all examinations, whether for commissions or promotion; and I believe these examinations would give employment to at least three persons. In the year ending in March 1853, that is before the war, there were 441 ensigns and cornets who received commissions, and 365 lieutenants and 282 captains were promoted; so that there were 1,088 persons in all who would have been subject to examination. The examiners should be men of weight, and the President ought to be the Director-General of Military Education. They would go down to Sandhurst to examine for commissions, and they would also examine at London, Edinburgh, and Dublin. Questions would be sent out to every station, which officers, being candidates for promotion, would have to answer in the presence of an officer of the staff specially appointed for the purpose. I am aware that objections have been urged to this plan. In the navy, it is said, an officer can study his profession, because he is always on board ship, he has his books with him, and he has his naval instructors always at his elbow; but that is not so in the army. There are no such instructors in the army, and the officer who is on a foreign station has no facility for procuring books or instruction. I would propose to station an officer at the head-quarters of each division to act as military instructor, of whose services, for the purpose of passing through a course of military education, every officer who chose might avail himself. In the Colonies, and in outlying stations, it is said, it would be impossible for officers to avail themselves of the services of this military instructor; but field operations are generally carried on in the summer, and in the winter there is inaction, so that there would not be much difficulty in an officer obtaining leave to repair to head-quarters to place himself under the military instructor of the division. In cases where even this was impossible, promotion might be given, as in the navy, subject to the condition of passing the requisite examination at a future opportunity. The instructors should all be military men, who had passed through the senior department at Sandhurst, and I would give them good pay, and the rank of staff officers while they held their appointment. The advantages derivable from a position on the staff would stimulate the ambition of officers to qualify themselves for it. I would also give them the duty of inspecting regimental schools.

Appendix VII. (D.)
Instruction of Officers.

* *See* Appendix VI. B., page lxxiv.

* *See* letter to Viscount Hardinge above.
† *See* Hansard's Parliamentary Debates, 24th February 1854.

E.—PLANS PROPOSED BY THE COUNCIL OF MILITARY EDUCATION FOR THE INSTRUCTION OF OFFICERS IN THE SERVICE.

Appendix VII. (E.)

.)—Extract from the First General Report of the Council, published in 1860.

Having thus provided a sufficient test of the qualifica-on, in an educational point of view, of candidates for ie military profession, the next object of the Council as to suggest some system for supplying the deficiences ordinary education by a suplementary course of in-uction in professional subjects. The first scheme iggested is explained in Part II. of the Council's eports, dated July 8th, 1857.*

In consideration of the difficulties which would attend ie establishment of instructors either at the head-quarters f districts and commands or in connection with regiments, nd still more of attempting to carry on any systematic rofessional instruction with an independent body of nstructors scattered over so wide a space as that occupied the British Army, the Council proposed to combine struction in the principles and details of the most essential professional subjects with the ordinary training in regimental tactics and duties, to which every officer on first joining is necessarily subjected. The several branches of instruction under each of these heads are detailed in the Report.* It is manifest that such a combined system would have gained the desired object with the least expenditure of time, but to render it efficient the Council considered it necessary to recommend that officers should in the first instance be appointed provisional ensigns only, and that their rank should be confirmed when they had been reported perfect in their regimental and general professional instruction. Such an arrangement would have made it the interest of every provisional ensign to exert himself in order to pass through the course of instruction and training as quickly as possible.

Unfortunately, however, the great demand for officers consequent upon the Indian mutiny rendered it impossible, in the opinion of the authorities, to carry into effect this measure at that time, as in many instances young officers

* *See* "Detailed Scheme," below.

* *See* "Detailed Scheme," below.

Appendix VII. (E.)

Instruction of Officers.

were sent out to their regiments in India only a few weeks after they had first joined their depôts; and the only mode of meeting this difficulty, viz., by an addition of two or even three ensigns to each battalion, was considered too expensive to be entertained.

Now, however, that it may be presumed the extraordinary demand for officers in India has ceased, and that officers will probably be at least one year at their depôts before they are sent out to join the head-quarters of their regiments, the preceding or some equally efficacious measure for ensuring to every officer a sound course of elementary professional instruction, in addition to a careful regimental training, again demands very serious consideration.

The value of such instruction can hardly be overestimated, as there cannot be a doubt that whilst advancing the professional acquirements of the great body of officers, it would be the means of inducing many to carry on their study of military science during their subsequent service who are now deterred from making the attempt to do so by a want of acquaintance with its elementary principles. Indeed, until some such system shall have been adopted it cannot be said that any provision has been made for the professional education of those officers who have not passed through the Military College, or, in fact, of the great majority of the officers of the army.

The Council cannot therefore but deeply regret that, owing to adverse circumstances, nothing of this kind has yet been done, but it is not without hope that the repeated efforts it has made to attain so desirable an object will yet be crowned with success, whether by the adoption or the project detailed in the paper above referred to, or of some one of the projects detailed in the Appendix; finally (as has been subsequently proposed by the Council), by enlarging and adapting the Royal Military College at Sandhurst for the reception and professional instruction of all candidates for the army who shall have passed their examination for commissions, and during the period they would otherwise have to wait for their appointment without any useful occupation of their time.

Reference has been already made in a general manner to the several schemes of instruction proposed by the Council and detailed in the Memoranda contained in the Appendix; but the following brief *résumé* will be useful, as being calculated to explain the objects of the Council in its successive proposals.

Supposing the plan suggested by the Council had been adopted, the junior officers of the army would have formed two groups,—the first, those holding provisional rank only, but ready at the termination of their preparatory training and professional instruction to commence their duties as officers of the army; and the second, those who had already been some time in the service, and yet required to be instructed in several of the most simple branches of military science.

To meet the first object, namely, the instruction of the first group, or the provisional officers, the Council proposed the institution of officers' schools at the principal depôt stations, to which the young officers appointed provisionally were to be attached. The machinery for this purpose is detailed in the report of the Council.* To meet the second object, or the instruction of officers who had been some time in the service, the Council proposed the appointment of subsidiary instructors in camps or garrisons for that special purpose, the scheme itself being fully detailed in the same report.*

Wherever, in fact, a class of 10 officers could have been formed, an instructor would have been appointed, and the necessary accommodation for teaching provided; the instruction comprehending surveying, military sketching, and reconnoitring during the summer months, the winter months being devoted to the necessary preliminary instruction in practical geometry, plan drawing, &c.

It was further recommended that all officers of or below the rank of captain should be required to make a certain number of military sketches, accompanied by reports, of any localities in the neighbourhood of their camp or quarters that might be selected by the general or other commanding officer, that these sketches and reports should be examined by boards of officers appointed by the general commanding, and that those of particular merit should be transmitted to the Commander-in-Chief.

The principle of the latter recommendation has been partly carried out in a recent Memorandum issued by His Royal Highness the General Commanding-in-chief, in which it is suggested to commanding officers of regiments, that they should require from their officers notes, and, if possible, sketches of the roads and country they pass over when performing the "marching out" duty during the winter months.

But the Council regrets to say that the previous portion of its recommendation, which proposed that officers should be appointed to act as instructors wherever a class of 10 could be formed, has not been carried into effect; and this is more especially a matter of regret, as it appears only just and prudent that every possible aid should be afforded to officers (who have had no previous opportunities of obtaining instruction) to prepare themselves, should they desire it, for future admission to the Staff College; and it cannot be doubted that the assistance of such instructors would have an important effect in sending officers to the Staff College better prepared, and consequently more able to profit by the instruction there afforded.

Detailed Scheme referred to in the above Extract.

On the Instruction of Officers and Examinations for Promotion.

July 8, 1857.

1. In its report upon examinations for direct appointments, the Council recommended that no other knowledge should be required from candidates than that usually included in the course of instruction at the ordinary schools of the country. It may be assumed, therefore, that every officer on entering the army will possess the liberal education of a gentleman, and it will now be necessary to provide that he shall acquire, after joining, the professional knowledge which is essential to his efficiency as an officer.

2. With this view the Council recommended, at the close of the first part of its report, that gentlemen, on passing their examination for entrance to the army, should be appointed to commissions only provisionally in the first instance, and the Council now repeats that recommendation, and suggests that the officer's commission should not be confirmed until he shall have passed through the courses of regimental and general professional instruction, to be presently defined.

3. With regard to the more general professional instruction here adverted to, the Council would have much desired that the period of imparting it could have been postponed until the young officer had been prepared by service to appreciate the value of its principles and its practical bearings, but this the peculiar character of the British service appears to preclude. At all times more than half of the infantry of the line is on foreign service. India and the Cape, comprising nearly one-third of that force, have hitherto been subject to periodical wars, and even in peace cannot be said to be favourable stations for the purposes of military education. Australia is, perhaps, equally unfavourable. If, therefore, such instruction, and the consequent examination, were deferred until required as a qualification for promotion, the exigencies of the service would in many cases interfere with its efficiency or entirely stop its progress.

Again, there would appear to be no means of imparting the professional information required, on such a system, but by the establishment of instructors at head-quarters of districts and commands, or of an instructor in each regiment. The Council cannot recommend either of these plans, from the difficulty and expense of providing so many instructors, as well as from the impossibility of maintaining an uniform system among so many scattered establishments.

It is evident, therefore, that the only practicable mode of ensuring that every officer, without exception, shall be instructed in the principles and details of those professional subjects with which it is essential he should be acquainted, is by giving such instruction simultaneously with the instruction in his regimental duties; and this system the Council accordingly recommends.

4. The following are the courses of regimental and general instruction referred to in par. 2:—

In his regimental instruction it will be required, if an infantry officer,—

1. That he shall have a thorough knowledge of the duties of a regimental orderly officer, and of an officer commanding a guard.
2. That he shall be able to put a company through the manual and platoon exercise, and to exercise both a squad and company in the drill and evolutions as prescribed in the first two parts of the regulations for the field exercise of the infantry.
3. That he shall be able to command a company at battalion exercise.
4. That he shall be acquainted with such parts of the Queen's Regulations and Orders of the Army as relate to the duties and conduct of a subaltern officer, and with the Mutiny Act and Articles of War, so far as it is necessary for the performance of his duties as member of a court-martial.

* *See* "Detailed Scheme," below.

5. That he shall be acquainted with the Regulations relative to the pay, subsistence, and clothing of the soldier, with the method of keeping the soldiers' accounts, and with the price of each article of regimental necessaries.
6. That he shall know the nature and weight of each article of a soldier's equipment.
7. That he shall be thoroughly instructed in rifle drill and practice, and in the theoretical principles of musketry, as defined in the authorized book of instruction.

The more general professional instruction of the provisional ensign will comprise,—

1. The principles of fortification, so far as necessary for the attack and defence of small posts, and for the construction of simple intrenchments, redoubts, and field forts; profiling and tracing on the ground; gabion and fascine making, &c.
2. Camping, hutting, the construction of field ovens and cook-houses, and other simple camp and field engineering.
3. Military reports on roads, villages, &c.; reconnaissance on a small scale; out-post duties.
4. Instruction in gun drill.

Instruction will also be given in field sketching with instruments to such officers as may desire it.

The study of these subjects would be greatly facilitated by text books of a simple character, which might be prepared for the purpose.

5. To carry out the general professional instruction above detailed, the Council proposes,—

That one principal instructor should be appointed to each depôt battalion station, and that assistant instructors should be appointed wherever necessary.

The principal instructors to be officers not under the substantive rank of captain, with the usual staff pay of 9*s.* 6*d.* a day; and the assistants to be subalterns with such additional pay as may be considered proper.

6. The discipline of officers' schools should, it is recommended, be under the supervision of the officer commanding at the station.

In matters relating to education the military instructor will report, through the officer commanding, to the Council of Military Education.

Students at the officers' schools, after having completed their regimental course of instruction, will continue to attend one parade a day, orderly duty, regimental courts-martial as supernumeraries, and such other duties as may not interfere with their course of professional instruction.

7. It is computed that the courses of regimental and general professional instruction will together last about 12 months; and that the number of provisional ensigns under instruction will average three per regiment of infantry.

8. With regard to the regimental instruction, the Council recommends that the candidate shall be examined, whenever prepared, by a board of field officers appointed under the direction of the Commander-in-Chief.

And as respects the general professional instruction above described, it is recommended that examinations therein be held quarterly, by one or more members of the Council of Military Education, at the several depôt battalion stations; and that on the provisional ensign satisfactorily passing the same, his rank shall be confirmed.

9. In respect to officers receiving their first appointments to the Guards, the course proposed will be the same.

One officers' school will be required for the division of Guards; it will average from 10 to 12 students, and it is suggested that it might be established at Croydon.

10. With respect to the Cavalry, it will be necessary, as there are no depôts (with exception of Maidstone and Canterbury) for that service, that the regimental, as well as the more general professional instruction, shall be imparted at officers' schools, which it is proposed shall be established at two or more stations which are the head-quarters of cavalry regiments.

The cornet on receiving his provisional appointment, will at once join one of these schools, being attached to the cavalry regiment at the station, in which he will learn his regimental duties. He will be examined, when prepared, in the course of regimental instruction to be presently defined by a board of field officers to be appointed by the Commander-in-Chief; and in his more general professional instruction by the Council of Military Education; on successfully passing which examinations his provisional rank will be confirmed.

The following are the respective courses of instruction that will be required of the provisional cornet for the confirmation of his rank:—

In the regimental course of instruction it will be required,—

1. That the cornet shall have acquired a thorough knowledge of the duties of a regimental orderly officer and of an officer commanding a guard.
2. That he shall have learnt his foot drill and sword exercise, and have been instructed in the single and double ride; that he shall be able to put a troop through the carbine, lance, and sword exercise, and to exercise both a squad and troop in the drill and evolutions prescribed in the Cavalry Exercise Book.
3. That he shall be able to command a troop in squadron exercise.
4. That he shall be acquainted with such parts of the Queen's Regulations and Orders for the Army as relate to the duties and conduct of a subaltern officer; and with the Mutiny Act and Articles of War, so far as is necessary for the performance of his duties as member of a court-martial.
5. That he shall be acquainted with the regulations relating to the pay, subsistence, and clothing of the soldier, with the method of keeping the soldiers' accounts, and with the price of each article of regimental necessaries.
6. That he shall make himself master of the detail of saddlery, the mode of fitting the saddle, bridle, &c., and of the whole equipment of the cavalry soldier and his horse.
7. That he shall be thoroughly instructed in carbine drill and practice, and in the theoretical principles of the same.

The general professional instruction at the cavalry officers' school will comprise,—

1. The principles of fortification so far as necessary for the attack and defence of posts and for the construction of simple intrenchments, redoubts, and field forts.
2. Camping, hutting, picketing horses, and general management of horses in camp; the construction of field ovens and cook-houses, and other simple camp and field engineering.
3. Military reports on roads, villages, &c.; reconnaissance on a small scale; picket and out-post duties.
4. Instruction in gun drill.

Instruction will also be given to such officers as shall desire it in field sketching with instruments.

To carry out the above course of instruction, the Council recommends that three officers' schools shall be established for the cavalry, which it is computed would comprise about 20 students each, under a principal instructor, as before suggested.

For each cavalry officers' school there would be required an additional instructor for lectures in the veterinary art.

11. *Examination for Promotion.*—The Council does not propose any further examination for officers of either arm, with exception of that which is to qualify them for their troop or company, in which it will be required,—

1. That the officer shall show a thorough knowledge of the provisions of the Mutiny Act and Articles of War, and of the forms and proceedings of courts-martial, and shall give evidence of having studied some of the standard works on that subject.
2. That the officer shall prove himself thoroughly acquainted with the Queen's and the War Office Regulations.
3. That he shall understand perfectly the evolutions of a battalion of infantry or regiment of cavalry, as laid down in the regulations for those services respectively.
4. That he shall be acquainted with the light infantry drill, out-post duties, patrols, escorts, advanced and rear guards.
5. That he shall perfectly understand the interior economy of a troop or company, the regulations for the messing and subsistence of the soldiers, and the established system of keeping the troop or company accounts.
6. That the officer shall show evidence of competency to take charge of a troop, company, or detachment in every position in which it may be placed.

Lastly, as soon as the necessary text books can be prepared, the Council will propose, agreeably to the recommendations of the late Lord Hardinge, that the duties of the Commissariat in relation to the troops, the arrangements for field hospitals, the ambulance, the land transport, the conveyance of reserve ammunition, with other subjects of an entirely professional and practical character, shall be required at the officer's examination for his troop or company.

The Council recommends that such examination be conducted by a Board consisting, where practicable, of a general officer as president, with two staff or regimental

APPENDIX VII. (E.)

Instruction of Officers.

field officers as members, who will report confidentially to the Military Secretary their opinion of the fitness of the candidate for promotion. They will transmit at the same time to the Council of Military Education their written questions and the answers of the candidate at his examination.

12. With respect to ensigns already appointed who will not have had the opportunity of attending the officers' schools, the Council recommends that they be examined for promotion to the rank of lieutenant in the subjects at present prescribed; but that this examination also be conducted, where practicable, by the Board and in the manner named in the last paragraph.

In addition to the system above recommended as adapted to provide regular instruction to future officers entering the army, the Council deems it most desirable that those of all ranks now serving should have the means placed within their reach of obtaining that general professional knowledge which has been considered an indispensable part of an officer's education, and also of preparing themselves for competing as candidates for the Staff College.

To effect this object the Council considers that it will be expedient to make the instruction depend on the number of officers who desire to receive it; and for this purpose it recommends that,—

1. Returns should be required periodically from general officers commanding districts, divisions, or brigades, of all officers within their command who are desirous of obtaining professional instruction. These returns to be forwarded, at home stations, on the 1st April and 1st October, so that classes may be formed and instructors appointed on the 1st May and 1st November; it being proposed that there shall be a winter and a summer course of instruction.

In summer it will be desirable that the instruction be principally out of doors, as surveying, sketching, reconnoitring, &c.; and as these subjects require a preliminary knowledge of practical geometry, plan drawing, and the use of instruments, which subjects will form the winter course, it is recommended that no officer who has not received the previous winter instruction shall be admitted to the summer class.

For stations abroad other arrangements will of course be made suitable to the climate.

2. That an instructor be appointed whenever a class of, say, 10 officers can be formed. It is suggested that in many cases the instructor might be found among the officers serving at the station, he receiving a reasonable addition to his pay whilst so employed.

3. That a room or hut be set apart for the accommodation of the class.

4. That though the attendance is considered voluntary, no officer should be allowed to enter his name for a class without being warned that he is expected to be regular in his attendance; and to ensure that he is so, a monthly return of attendances should be made to the Council of Military Education.

5. Should the attendances fall off, the instructor may be removed to another station, or his appointment be cancelled.

6. The success of the instruction thus proposed to be given would, in the opinion of the Council, be much promoted, and the value of that hereafter imparted at the provisional officers' schools tested, should an order be issued to the effect that every officer of or below the rank of captain should be required each year to reconnoitre and report upon some object or locality in the neighbourhood, considered in reference to a definite military duty or operation in the field named by the general or other commanding officer.

7. The subject of the required report should be adapted to the special arm of the service to which the officer belongs, and should in the first instance be simple in character, and increase progressively in difficulty.

8. That every report be accompanied by a sketch, however rough.

9. That the number of such sketches and reports to be made annually by each officer should be regulated by authority; that they shall be examined by boards of officers appointed by the general commanding, who should certify that every captain and subaltern under his command had sent in his report and sketch; and finally that those of particular merit should be selected from the rest and transmitted to the Commander-in-Chief, with the names of the officers who had made them, as well as with a general report of the value of all the sketches, &c.

10. In making the instruction, at the occasional classes above described, contingent on the number of persons actually desirous of obtaining it, the Council has conformed itself to the present wants of the army, though it hopes that the time may come when it may be desirable to establish more settled places of instruction, such as military institutions, where lectures might be given, and where an officer at any period of his service would be sure to find the means of improving himself.

D. A. CAMERON, Major-General.
J. E. PORTLOCK, Colonel.
J. E. ADDISON, Lieut.-Colonel.

(ii.)—EXTRACT from the THIRD GENERAL REPORT of the COUNCIL, published in 1869.

Instruction of Officers in Professional Subjects after they have received their Commissions.

IN their First General Report the Council entered at considerable length into the question of providing young officers with the means of acquiring knowledge of professional subjects after joining their regiments, observing that the value of such instruction can hardly be over-estimated, and that it would be the means of inducing and enabling many to pursue the study of military science during their subsequent service.

To effect this object a detailed scheme had been drawn up by the Council immediately after their first appointment in 1857, but various circumstances combined to render its execution impracticable.

Without adopting all the features of that scheme the Council are still of opinion that much might be effected for the young officer at that period of his military career when he is most capable of acquiring information, and when it is most important that his mind should be provided with wholesome occupation.

It is true that officers are now required, as recommended by the Council in 1857, to pass a certain examination in military science for promotion to the rank of captain; but the Council have no precise information as to the manner in which this examination is carried out. They are, however, impressed with the belief that owing to the great variety of officers composing the examining boards at different stations, great diversity exists in the system, and that some officers are, or may be, subjected to a much more severe test than others.

In the examination for a troop or company some knowledge is required of field fortification and reconnaissance; but these subjects are entirely new to the great majority of young officers who enter the army by the direct examination, nor do they possess any means of becoming acquainted with them without seeking the aid of a private tutor, unless they happen to be quartered at Aldershot, where some instruction is provided for a limited number of officers by what is termed the survey class. This has now been in operation for several years, and as the sketches and surveys made by the students are forwarded periodically for the inspection of the Council they have had frequent opportunities of judging of the results attained; and they are of opinion that the system is capable of being extended with advantage to the service.

The class at Aldershot is at present under the immediate superintendence of an officer of the Royal Artillery who passed the Final Examination at the Staff College in 1860, and has since served on the general staff of the army. Only two officers from each regiment at the camp are permitted to attend the class at the same time, and the instruction is usually suspended for two or three months during the leave season. There are two courses of instruction; the first an elementary one, comprising practical geometry, so far as is necessary for the understanding of the principles of surveying and fortification, plan drawing, the construction and use of scales, and military stretching, and it is attended on an average by seven or eight officers who are relieved from all duty during the two months which it occupies.

The second course embraces surveying in its more advanced branches, military reconnaissances and road reports, field fortification, including the attack and defence of small posts, the construction of simple intrenchments, redoubts, and field-works, profiling and tracing on the ground, gabion and fascine making, camping and the construction of field ovens and cook-houses; and this course is understood to extend over four months. But owing to the press of duty consequent on the assemblage of a large force, no officer appears to have been able to complete this course.

Accommodation at Aldershot for a larger class (i. Course I.) appears to be wanting at the survey office, which is in no way fitted up as a class-room for drawing or any other purpose, and is destitute of works of reference. It has been suggested that the Prince Consort's library, which is now scarcely used, might be made available for this purpose with great advantage to such officers of the division as are desirous of improving themselves in professional subjects.

In a private communication the officer superintending the class has recently remarked:—"It is believed by many

people that officers attend the survey class merely to escape duty, and without any idea of improving themselves; but I can only name two instances in which I have had reason to suspect that this was the case. Generally speaking, I have been surprised at the anxiety to learn, and at the pains taken, when there is no immediate object to be gained."

The Council, therefore, consider themselves justified in saying that the experiment made at Aldershot has been successful in an appreciable degree; and with a view to provide young officers with the means of preparing themselves to pass the required examination for promotion, the Council are of opinion that the system upon which they have been commenting should be extended so as to embrace military history, administration, and legislation, and that such facilities as local circumstances will admit of should be given to the officers who wish to attend the lectures on these subjects, as well as to those who are desirous of going through the present second or higher course of surveying and fortification. The Council would recommend that the proposed instruction should be extended to certain large stations besides Aldershot, namely, Portsmouth, Dublin, Gibraltar, and Malta, and that officers who have passed through the Staff College be selected to lecture upon the additional subjects they have named.

Appendix VII. (E.) Instruction of Officers.

Independently of the advantages to be derived by young officers from the system here advocated, the Council consider that it is very desirable to employ those officers who have passed through the Staff College, and are waiting for appointment to the staff of the army, in imparting instruction to others. Such employment would tend more than any other to keep up the knowledge available for the public service whenever those officers found themselves placed in positions of responsibility on the general staff.

F.—REGULATIONS BEARING ON THE INSTRUCTION OF OFFICERS.

Appendix VII. (F.)

(i.)—Instruction of Officers in the preparation of Military Reports.

Horse Guards, 19th January 1859.

Suggestions for performing the marching out duty.

In marching out during the winter season, commanding officers should profit as much as possible by the opportunities afforded to them for instructing their battalions (especially the young officers) on those subjects which can be more particularly and more practically explained on occasions of this kind, than at the regular daily parades in the barrack square, or at the orderly room examinations.

A great many officers are not even aware that it is their duty to be provided with a map of the district in which they are quartered, to study it, and to compare it with the country it embraces, so as to acquire a practical knowledge of its military features, roads, rivers, woods, hills, plains, canals, bridges, and villages, and whatsoever in fact is calculated to assist or impede troops in offensive or defensive warfare. (See Field Exercise and Evolutions, page 313, and following.)

In order to ensure the officers acquiring as much as possible of this kind of information, and for the sake of practising them in committing to writing their observations and opinions, every subaltern officer should take out with him a pencil and memorandum book, to enable him to make the necessary rough notes, from which he should afterwards frame a report of all the before mentioned subjects, and of the many others that will occur to him in the course of his march; the details of these reports will greatly depend on what is done on the march, and the above are only a few of the common place particulars which are sure to be required under the most ordinary circumstances.

When battalions practise the posting of pickets and placing of sentries, or any such kind of instruction, the whole is to be described; and whenever an officer can illustrate any part of his report by making a rough sketch, even in the margin, he is recommended to do so.

A report of this kind cannot be too distinctly and too simply worded; at the same time it should give all possible information, the more minute and exact the better. For example the *condition* and *width* of roads should be stated, and whether practicable for artillery; whether the country is close, open, flat, or hilly; the prevailing crops should be named, also the towns and villages, and their size, manufactures, and situation. All rivers, bridges, and canals, forts, towers, and every strong ground capable of being made good military posts, should be alluded to.

These reports should be sent to the commanding officer of the battalion on the morning after the march, for examination by himself, or by one of his majors. All errors and omissions are to be pointed out and corrected, after which the reports are to be filed, and kept in the battalion orderly room for inspection, if asked for at any future time; and those that have particular merit, either from the talent they show, or the pains bestowed upon them, are to be sent to the brigade office.

On these occasions of marching out, the officers commanding companies are to practise their men in judging distance whenever the battalion halts, and each halt may be a little prolonged for this purpose if necessary. The names of the best judges of distances are to be taken down, and delivered to the adjutant on the return to barracks, and such of them as deserve it may be permitted to be absent from the afternoon parade, or receive some trifling indulgence. All companies in turn are to form advanced and rear guards.

If commanding officers will take an interest in these little matters, the exercise of marching out may be made both amusing and instructive, in addition to being very conducive to the health and physical condition of the men.

In order to give the officers as much practice as possible, commanding officers are requested to march by a different route every time they go out.

On all occasions care must be taken that there is no trespassing on property.

W. F. Forster, D.A.G.

(ii.)—Instruction of Infantry Officers in Artillery Drill.

General Order.

Horse Guards, S.W., 10th August 1859.

His Royal Highness the General Commanding-in-Chief deeming it expedient that officers and soldiers of infantry should be instructed in the great gun exercise, desires that general officers commanding districts and stations will make the necessary arrangements, in concert with the commanding officers of Artillery in forts and garrisons, for carrying out that measure wherever practicable.

By command,

G. A. Wetherall,
Adjutant-General.

(iii.)—Instruction of Officers in Army Telegraphy and Signalling.

(*Army Circular dated 16th January* 1869.)

1. The Secretary of State for War has decided that, subject to such regulations as may be approved by him, and issued under his authority, the superintendence of the working arrangements of all permanent military telegraph stations, electric and visual, established under his authority, as well as the construction of military telegraphs, shall devolve on the Royal Engineers as one of the regular duties of the corps, subject to the general supervision of the Inspector-General of Engineers and Director of Works.

2. All officers of Royal Engineers, and such non-commissioned officers and men of the corps as may be selected, will be required to go through a course of instruction in electricity and telegraphy, and in the methods of constructing telegraph lines, in the School of Military Engineering at Chatham. These officers and non-commissioned officers will be employed, when occasion requires, to superintend instruction or work at out-stations.

3. The flashing system of signalling has been approved for field service, for military signal stations, and for communication between Her Majesty's ships and troops on shore, and will be introduced at all permanent signal stations, as opportunities occur, superseding the local systems now in force.

4. Full details and description for working the flashing system of signals are promulgated in the new edition (1868) of the Army and Navy Signal Book, which has been prepared for field service, as well as for use at permanent signal stations, and for communication between Her Majesty's ships and troops on shore.

5. Arrangements have been made at the School of Military Engineering for the instruction in signalling of a certain number of officers and non-commissioned officers

APPENDIX VII. (F.)

Instruction of Officers.

from each regiment and corps in the army, who, when duly qualified, will be employed as instructors in their regiments or corps.

6. The number and strength of these classes and the extent to which instruction will be afforded will be regulated by the Commander-in-Chief, regard being had to the provision made in the estimates for the purpose.

7. All telegraphs, electric and visual, at each military station, where signal stations have been established under authority, will be under the superintendence of a competent officer who has passed through the Telegraph School at Chatham, or has been proved to possess a practical knowledge of electricity as applied to, and of the instruments approved for, telegraphic purposes, and for day and night signalling (including communication with ships, as adopted for general army and naval service). The officer in charge of the telegraphs, &c., at an established signal station will, when possible, be an officer of Engineers, and the duty of superintendence will form a portion of his ordinary duty, under the Commanding Royal Engineer.

APPENDIX VII. (G.)

G.—ACCOUNT OF THE SURVEY CLASS, ALDERSHOT.

Aldershot Survey Class.

Major Woolsey.

LETTER from MAJOR WOOLSEY, Royal Artillery, in charge of the SURVEY CLASS.

Survey Office, Aldershot,
10th August 1869.

SIR,

IN reply to your letter of the 29th ultimo, I have the honour to state for the information of his Lordship, the Chairman of the Royal Commission on Military Education, that it appears by the records of this office, that two extra deputy assistants quartermaster general were appointed in 1857, for the purpose of affording professional instruction to such officers of the Aldershot division as might desire to obtain it.

The instruction given originally appears to have embraced military sketching and surveying, field and permanent fortification, and photography.

The officers under instruction do not appear at first to have been exempted from duties which would entail work on others.

In 1862, on the recommendation of the Council of Military Education, the officers under instruction were divided into two classes, and two separate courses of instruction drawn up, the orders relative to which were on 6th September 1862 published in the local standing orders as Survey Office Regulations. On 5th October 1865 these regulations were altered to their present form, a copy of which I enclose.

In 1862 the duties of the cooking department were imposed upon one of the Staff officers in charge of the Survey Department, and in 1863 their number was reduced from two to one. Subsequently an officer was appointed to assist in the cooking department, who assisted also in the other duties, and who appears to have mainly conducted the instruction in surveying.

In 1867 my predecessor, Captain Hutchison, assistant in the cooking department, was relieved from the duties of that department, and given sole charge of the Survey Department, in which charge I relieved him in May 1867.

With respect to the second, or more advanced course, I found that there were no books of reference provided, nor any means of affording instruction in the actual construction in the field of intrenchments, or of gabion and fascine making, &c.

Two officers only have joined the advanced class to go through the second course since I have had charge of this department, neither of whom completed the course from their regiments quitting this station; and their time while they were with me was so broken up by musketry instruction and regimental duties, that the attendance on their part was irregular.

With respect to the first or elementary course, I found notes by Captain Hutchison, and by his predecessor, Captain Creagh, defining the plan pursued by them, which course I have followed, being further guided in the method of instruction by a memorandum on military topography, dated 13, Great George Street, S.W., 23rd February 1867, which I received from the Council of Military Education.

This course is not always rigidly adhered to, on account of officers joining with such varied acquirements and degrees of ability. It is as follows:—

Explanation, use, and construction of scales,—several examples worked and a plate of scales drawn,—mode of using the usual drawing instruments, protractors, and Marquois' scales.

Use of the prismatic compass,—a road is traversed with the compass,—bearings and measurements entered in a field book, and the result plotted indoors on a large scale.

A plate of the conventional signs used by the topographical department, and a set of the seven examples of shading ground (by the late Major Petley), according to the latest scale of shade, are given to each officer to copy.

The general principles of plan drawing and the mode of conducting a survey by means of measuring a base, and by a triangulation, are explained, and a flat piece of ground is sketched with the compass, and plotted in the usual manner in the field.

The method of representing ground by contours only is now explained and illustrated by models, drawings, &c., and it is shown how from a contoured plan sections and elevations of ground are made, also how by adding shade to the contoured plan, a certain pictorial effect is produced, and the sketch is more easily read, &c., &c.

Abney's pocket level and clinometer is explained, and various modes of rough levelling illustrated.

The method of using the pocket sextant is next shown and the officers are taken to a plateau with strongly marked slopes, a base is measured, and the triangulation made by means of the sextant, the artificial features are then filled in.

As the hills in the immediate vicinity of the camp have but slight elevation, this sketch is made on a large scale to enable the scale of shade to be more easily and accurately applied.

Contours at 25 feet vertically apart are now sketched in chain dotted lines, and several sectional lines taken by means of the level, clinometer, compass, and a scale of hypothenuses, and the various angles of inclination written on the sketch. The scale of shade is explained, and the officers taught how to apply it to the sketch of ground so contoured, and the sketch finished up as directed in the memorandum by the Council of Military Education.

Major-General Napier's pamphlet on reconnaissance is given to each officer, and four or five miles of road reconnoitred, sketched, and reported on, the form of report recommended by Major-General Napier being used.

A sketch on a small scale of as large a tract of country as time and weather will permit of is next made, triangulation done with the sextant or theodolite (rarely with the latter), and lastly, a rapid eye-sketch without instruments of some hilly ground is made.

This, with occasional reports on and sketches of field days, or the marches of flying columns, is about as much I can get the officers to do in the two months, and many are not able to get through as much, although, as a rule, they are most anxious to learn, and generally devote more time to study than is required by the regulations.

I endeavour to induce them to study some work on field fortification, chiefly the chapters describing the defence of buildings, villages, and positions, also some work on surveying, not always with success in the absence of books of reference.

At the conclusion of each course all sketches and reports, with a return showing the number of hours' attendance of each officer, his attention, and progress, are forwarded to the Quartermaster-general, Horse Guards, by whom they are transmitted to the Council of Military Education.

I enclose a return as requested.

I have, &c.
O'B. B. WOOLSEY,
Major, R.A.,
In charge of Survey Department.

The Secretary to the
Royal Commission on
Military Education.

ENCLOSURES IN MAJOR WOOLSEY'S LETTER.

Enclosure No. 1.

SURVEY OFFICE REGULATIONS.

MEMORANDUM.

The following rules and regulations on the subject of the instruction of officers are published for general information:—

1. There are two courses of instruction given by officers of the quartermaster-general's department at the Survey Office, No. 33 hut, "Q" lines, south camp, of which the officers of the division are strongly recommended to take

lvantage, as this station affords peculiar facilities for
litary instruction.

One: An elementary course comprises practical geometry,
far as is necessary for the understanding of the principles
surveying and fortification, plan drawing, the construc-
on and use of scales, and military sketching.

The other course embraces surveying in its more advanced
anches, military reconnaissances and road reports, field
rtification, including the attack and defence of small posts,
e construction of simple intrenchments, redoubts, and
ld works, profiling and tracing on the ground, gabion
d fascine making, camping, and the construction of field
ens and cook houses.

2. Officers will not be allowed to go through the course
instruction unless their commanding officer will certify
at they are intelligent, zealous, and well conducted; but
nsidering that the stay of regiments at this camp is fre-
ently limited, the Lieutenant-General Commanding would
ish that every facility should be given to officers to avail
emselves of the instruction offered here, even though they
ay not be thoroughly acquainted with all their duties.

3. Every officer wishing to attend the course of instruc-
on will submit his application to his commanding officer,
ho will forward it with his recommendation and the cer-
icate mentioned in the last paragraph, or with such
marks as he may have to offer, should he consider it his
uty not to recommend the application.

4. Officers going through the elementary course will be
ruck off all duty for two months (Sundays excepted).
hey will go on flying columns.

5. Officers anxious to attend the second course will be
llowed to do so for four months, during which time they
ill take all regimental duties which would entail extra
ork on the other officers, but will be excused all brigade
id divisional duties, except those mentioned in para-
raph 7.

6. Officers permitted to attend are not to absent them-
lves without leave from the Lieutenant-General Com-
anding obtained through the deputy assistant quarter-
aster-general.

7. Officers are to be present at divisional field days, and
hen the division marches into the country during the
inter months, either with the deputy assistants quarter-
aster-general sketching the ground, noting the move-
ents, preparing reports, &c. (in undress without swords),
if not so employed they are to fall in with their respec-
ve corps.

8. The number of officers attending is to be restricted to
vo per regiment for the present.

9. The instruction will extend over three hours, viz.,
om 10 a.m. till 1 p.m., excepting on Saturdays, when all
ne officers will attend from 10 a.m. till noon only.

10. Staff officers who may wish to avail themselves of the
struction given at the Survey Office or in the field, may
tend at such hours as the nature of the duties they have
perform will admit.

11. Officers of the division generally will be assisted by
ne D.A.Q.M.G's as far as practicable, in pursuing their
tudies in other branches besides those mentioned in the
rst paragraph.

12. A diary will be kept showing the names of all officers
ttending, the hours of attendance, the work done, &c.; this
iary is to be submitted for the inspection of the Lieu-
enant-General Commanding, and from it a monthly report
s to be prepared for the information of H.R.H. the Field-Marshal Commanding-in-Chief, to whom the sketches are to be forwarded.*

Appendix VII. (G.)

Aldershot Survey Class.

13. Officers will be allowed the use of surveying instruments, but will have to provide their own drawing and other materials. They will, however, be permitted to retain all sketches, plans, and reports thus made on their own materials, after they have been returned from the Council of Military Education.

14. An officer going out surveying occasionally requires men for the purpose of carrying instruments, bandrols, &c.; the necessary men will be provided by the regiment to which the officer belongs, on his application countersigned by one of the D.A.Q.M.G's.

By Order,
Arthur Herbert, Col.,
A.Q.M.G.

Assistant Quartermaster General's Office,
Aldershot, 5th October 1865.

Enclosure No. 2.

Return showing the number of officers who have attended each course since the institution of the class.

Survey Office, Aldershot,
August 10, 1869.

Period.	Number attended.		Remarks.
1857, Oct. 1 to Dec. 31	18		During this period there was only one course of instruction.
1858, Jan. 1 „ „	71		
1859, „ „ „	56		
1860, „ „ „	52		
1861, „ „ „	24		
1862, „ „ „	26		
	First Course.	Second Course.	
1863, Jan. 1 to Dec. 31	13	3	In 1862, the course of instruction was divided into first and second course, on the recommendation of the Council of Military Education.
1864, „ „ „	7	—	
1865, „ „ „	32	1	
1866, „ „ „	15	—	
1867, „ „ „	22	2	
1868, „ „ „	18	—	
1869, „ Aug. 10	20	—	Includes 13 at present under instruction.

O'B. B. Woolsey, Major R.A.,
In charge Survey Department.

* A diary is kept by each officer showing how every hour was occupied, from which, at the end of the course (two months), a general return is made out by the instructor, which is inspected and signed by the Lieutenant-General Commanding, and transmitted with all the sketches, for the information of H.R.H. the Field Marshal Commanding-in-Chief, to the Quartermaster-General, by whom they are forwarded to the Council of Military Education.

APPENDIX VIII.—ROYAL ENGINEER ESTABLISHMENT, CHATHAM.*

Appendix VIII (A.)

Royal Engineer Establishment.

A.—GENERAL ACCOUNT OF THE ESTABLISHMENT.

Questions addressed to Colonel T. L. Gallwey, Royal Engineers, Director of the Establishment.

I.) Will you be good enough to give, for the information of the Commission, a general account of the objects of the Royal Engineer Establishment, the mode and conditions of admission to it, its present organization and staff, the number of officers under instruction at it, and the nature and course of the course of instruction?

II.) Will you favour the Commission with a brief statement of your opinions as to the working and results of the Establishment, and with any suggestions for its improvement which you may think it desirable to make?

Answers received from Colonel Gallwey.

Col. Gallwey.

(I.)

a. Object.

The object of the Royal Engineer Establishment is the provision of a sound course of practical instruction in military and civil engineering for the officers, non-commissioned officers, and sappers of the corps of Royal Engineers, in addition to and prior to which both officers and men pass through the ordinary drills and military duties common to the army generally.

b. Mode and conditions of admission.

From the Royal Military Academy at Woolwich.

* Called the "School of Military Engineering" since August 1869.

APPENDIX VIII. (A.)

Royal Engineer Establishment.

c. Present organization and staff.

Composed as follows, viz. :—
The Director.
Instructor in construction and estimating.
Assistant do. do.
Instructor in field works.
Assistant do.
Instructor in surveying.
Assistant do.
Instructor in telegraphy, photography, &c.
Assistant do. do.
Temporary assistant instructor in signalling.
Brigade major.
Quartermaster in charge of stores.
Field officer for military discipline.

d. Number of officers under instruction.

Officers recently commissioned, *i.e.*, within two years - - - - - -	63
In the military branch :—	
Captains - - - - -	9
Subalterns - - - - -	9

Non-commissioned officers and sappers, average 1,200 of which 42 non-commissioned officers and 21 sappers are under instruction in the special schools.

e. Nature and length of course.

There are six distinct courses for officers, viz. :—

	Days.
1. Drill and military duties - -	107
2. Telegraphy, signalling, submarine mines, &c. - - - - -	35
3. Chemistry - - - -	15
4. Field works, military bridging, &c. -	122
5. Architectural course - - -	183
6. Surveying and astronomy - -	183
Leave - - - - -	61
Length of course -	706

1. The military course includes a complete course of drill, and instruction in the interior economy of a company, procedure of courts-martial, boards of survey, courts of inquiry, &c.

2. Telegraphy, &c.—This course includes instruction in telegraphy as applicable to fixed lines, and those required for an army in the field.

The construction and maintenance of the same.

A thorough knowledge of all instruments and batteries necessary for the proper working of telegraph lines.

Application of electricity to explosions.

Also instruction in the management of torpedoes and submarine mines for purposes of attack and defence.

3. Chemistry.—The instruction in chemistry consists of a short course comprising the analysis of limes, cements, and other building materials.

4. Field works.—This course comprises instruction in all earth-works thrown up in the attack and defence of fortresses.

Pontooning.

Rafts.

Spar and other temporary bridges as applied to all probable contingencies.

Reports on existing continental fortresses.

Project for the attack of a given fortress.

Construction and maintenance of railways.

Escalading.

Diving, &c., &c.

5. Architectural course.—This course consists of a series of lectures on various building materials.

The solution of numerous examples in theory of construction.

The design, estimate, and specification for a building.

Inspection and report, accompanied by hand sketches, of various works in execution, lime and cement works, quarrying, brickmaking, &c.

An inspection and report of various kinds of machinery connected with the arts of building and manufacture.

6. Surveying course.—This course includes,—

Trigonometrical survey in all its details.

Military reconnaissance.

Special survey.

Road reconnaissance.

Astronomical memoranda and calculations from actual observation.

Adaptation of works of defence to a contoured site, and report.

Road survey and report.

Inspection tour of works of defence in England, and report.

In addition to the above specified courses, there are series of lectures on geology, electricity, machinery, &c., &c., delivered by selected professors of the several sciences.

Course of instruction for non-commissioned officers and sappers.

All recruits for the corps join at Chatham, and, as with the officers, are first placed under the field officer for military discipline for instruction in drill and military duties. They are then passed to the instructor for field works and instructed in all engineer duties incident to campaigns and sieges, and finally, previous to being drafted to the service companies, they are employed for three months at general duties.

The duration of the recruit training is about sixteen months.

The service companies of the corps are periodically quartered at Chatham,—two at a time,—prior to proceeding to, and after return from, foreign service, for the purpose of going through a course of instruction in field works.

There are also special schools for instruction in architecture, surveying, photography, chemistry, telegraphy, lithography, and printing.

(II.) The improvements which have been gradually effected within the last few years leave but little to be desired as far as the practical instruction of the officers and men of the corps are concerned.

The wants of the Establishment apply to accommodation, which is limited in every way. The mess establishment is most insufficient; at present we are obliged to use the library as an ante-room, which is inconvenient, and prevents officers of studious habits making proper use of it.

Officers of the professional staff and others who ought to live in barracks or quarters are obliged to live in lodgings, which are difficult to obtain in the neighbourhood of Brompton barracks.

The halls of study are very poor and confined.

If we look upon this establishment not only as a school where young officers and soldiers receive practical instruction in engineering, but in the light of a place where all officers of the corps may refer for the varied scientific information embraced in the duties they are called upon to perform, and model it accordingly, great benefit would result. In order to effect this we require an Engineer Institution, somewhat similar in character to that established at Woolwich for the Royal Artillery, and which has been the means of developing science among the officers of that distinguished corps to a great extent.

T. L. GALLWEY,
Colonel, R.E.

NOTE.

A sum of money is granted annually to the officers under instruction at Chatham to defray their travelling expenses while engaged in visiting engineering works. This allowance was first sanctioned by a Treasury letter of the 15th April 1854, which authorized the annual expenditure of 200*l.* for the purpose of enabling the junior officers of the Royal Engineers to visit engineering works at home and abroad. The original application for the grant was grounded on the fact that an allowance for a similar purpose was made by the Indian Government to the officers of the Indian Engineers under instruction at Chatham. The amount of the annual allowance at the present time is 500*l.*

Information regarding the state of the Royal Engineer Establishment in 1856 is contained in the Report of the Commissioners on the training of the scientific corps (pages lxxvii. to lxxxvi.). Since that time the staff of the Establishment has been very considerably increased, the period for which young officers remain at it has been lengthened, and a more extensive and systematic course of instruction has been introduced. In addition to the account above given by Colonel Gallwey, further information regarding the present state of the establishment will be found in the evidence of Major-General Simmons, the late Director (Evidence 6517–6552, 6558–6583, 6628–6648). The name of the Establishment has quite recently, in August of the present year, been changed to that of the "School of Military Engineering," the head of which is styled "Commandant," instead of "Director," as formerly.

B.—COURSE OF INSTRUCTION.

Synopsis of the Course of Instruction at the Royal Engineer Establishment, furnished in June 1868 by Major-General J. L. Simmons, C.B., Director of the Establishment.

I.—The Survey Course.

The course of surveying for the officers of the Royal Engineers is intended to qualify them for carrying on survey operations of every description, and for designing and laying out engineering works, so far as these are influenced by the features of the ground on which they are placed or over which they are carried.

The course consists of two parts—the one relating to surveying processes exclusively—the other to the uses made of the plans and maps, prepared by such processes, for engineering purposes.

Under the first of these divisions the officers are practically instructed in astronomical, general, special, and reconnoitring surveying, including the accurate delineation of the inequalities of ground by levelling and by contours traced instrumentally, and also the giving reliefs to hill forms by sketching with the pen and drawing with the brush.

Under the second division they are exercised in the adaptation of works of fortification to contoured sites, and in the selection and survey of lines of communication by roads, railways, and canals, and in drawing up projects for their execution.

Astronomical Surveying.

The officers are taught the construction and use of astronomical instruments, and are practised in making observations with them. They study from published works and memoranda printed at the establishment the most useful problems for finding the time, the latitude and longitude, the direction of the meridian, and the variation of the compass.

Examples of each problem are worked out by them from their own observations or from observations made in their presence.

The use of meteorological instruments and the reductions of the observations made with them are also practised.

General Survey.

As a preliminary exercise in drawing each officer constructs a plate of scales from data supplied to him. For particular information on the delicate and powerful instruments and apparatus which have been used in great national surveys, and which cannot be studied in the establishment observatory, the officers are referred to published works; and they are instructed in the adjustments, the unavoidable errors of construction, and the powers of the instruments put into their hands for the execution of their survey course.

The general survey comprises,—

1st. *The selection and measurement of a base.*—The base is measured with an ordinary chain and a 5-inch theodolite, and this measurement having been reduced to its horizontal value at the level of the sea, the section of the base is laid down on paper.

2nd. *Triangulation.*—The measured base is extended by a triangulation over 10 or 15 square miles of country, and the relative altitudes of, and the distances between, the stations selected are determined from observations. The computed horizontal distances are laid down, and the azimuth of one of them is determined.

3rd. *Traversing.*—The positions of the roads, streams, boundaries of woods, and other marked features, surrounding and intersecting an area of six or eight square miles of the country triangulated, are then determined by running traverses with a theodolite from one station to another, so as to cut up this area into spaces, which will admit of being filled in by a less accurate method, without introducing an error in the plan.

4th. *Plotting of detail and completion of the work.*—The protracted lines are now transferred to another sheet of paper, and the detail, obtained as the traverses proceeded, is plotted from the field book. From this plot sketch sheets are prepared, and the remainder of the work is sketched in with the aid of a prismatic compass, the form of the ground being represented by pencil strokes assisted by contours put in with the aid of a portable level.

The sketch sheets are etched in with a pen, and a finished brush-work plan of the complete survey, embracing all the information collected, is prepared from them, with the original plotted detail as a basis.

Special Survey.

A piece of ground, about half a square mile in area, is surveyed with minute accuracy as for some special purpose, and is laid down on a scale sufficiently large to admit of the calculation of the areas of the enclosures from the paper. The method followed is the same as that pursued on the Ordnance Survey, and with the Tithe Commutation Surveys, &c.

Contouring.—On the ground thus specially surveyed contours are traced instrumentally at given vertical distances apart, and are plotted on the plan.

Military Reconnaissance.

This is conducted on principles similar to those which govern the operations of the general survey; the instruments employed, however, are all portable. The measurement of a base is made by such means as readily offer themselves (generally by pacing), and the trigonometrical points are fixed simply by protracting angles observed with a box sextant or compass. The whole of the remaining features and details considered necessary in a military point of view are sketched in with the aid of bearings and pacing. The reconnaissance embraces about six square miles.

In addition to the topographical sketch of the ground, each officer sends in a detailed report of its general character, its resources, and military capabilities. Each officer also makes a hasty reconnaissance of a road with a view to its employment as a military communication. All the information which can be obtained as to the character of the country through which it passes, and towns and villages near it, together with the construction, gradients, &c. of the road, are noted on the face of the sketch.

Fortification Branch.

Every officer is required, in this branch of the survey course, to design one or more works of defence for the occupation of a site, of which a contoured plan is furnished to him.

In performing this exercise the officer becomes expert in reading the various forms and slopes of ground, as expressed by contours; he meets with and learns to provide for some of the many modifications of the conditions of defence which the occupation of irregular sites necessitates, and he acquires facility in the application of descriptive geometry to the determination of the planes of defilade and the several planes of a work.

The data upon which the design is framed consist of a plan of ground shown by contours, and of some of the conditions to be filled by the proposed fortification, such as the objects for which the site is occupied, the strength of the garrison, the extent of the works, the nature of the defence of the ditches, the trace, or the profile to be adopted, &c.

On the completion of his design the officer writes a report explanatory of the character of the works he has adopted, and describing his arrangements both for the distant and near defence, with any improvements which have suggested themselves in working it out; and since the scale of the design admits of considerable accuracy in its preparation, he is required to enter very fully into the detail of the arrangements he proposes.

The report is accompanied by tables showing how the remblai and deblai are equalized, and that the distribution of the latter is economical.

Civil Applications.

Projects for a line of communication, general plan, and trial sections.—The officers are instructed in the general principles which should guide them in laying out lines of communication, whether by road, railway, or canal, and are then sent out to examine the country between two points five or six miles apart, and are required to decide on two or more routes which apparently offer the greatest facilities in point of gradients, soil, and the materials of construction. Availing themselves of the best map or plan they can obtain, they draw a plan showing approximately the divisions of the properties through which the trial lines are run; they then make trial sections; and from these sections and their previous examination of the ground, they determine on the line to be adopted, embodying in a report a general description of the country, the obstacles encountered on each route, the gradients, curves, &c., and also the calculations which led to their decision. In their calculations they estimate the cost of the necessary constructions on each of the trial lines, the cost of conveyance for heavy goods on an assumed basis of daily traffic, and the time occupied in each case for quick transit.

APPENDIX VIII. (B.)

Royal Engineer Establishment.

Working plan and section.—A length of one mile of the route determined on as the best is selected, and for this a special survey is made, which is laid down as a working plan, the line being picketed out when no objection is made by the owners of the property through which it passes. A working section of the line is also prepared from accurate levels.

Plan of details, &c.—For the works proposed on that portion of the line which is included within the limits of the working section, a plan of details is prepared, as well as a specification for the works and an estimate of their probable cost.

II.—THE COURSE OF CONSTRUCTION AND ESTIMATING.

For this course 142 days, including Sundays, are allowed. The course is divided into four parts.

Part I.—Theory of Construction.

This part consists of a series of examples in construction, about 50 in number, which will be varied from time to time.

They are drawn up with a special view to the application of the mathematical knowledge already possessed by the officers to some of the cases which they are likely to have to deal with in practice.

References are given in the margin of the printed paper of examples to some of the many books in which the information necessary for their solution can be found.

The instructing officer will explain every morning, except Saturday, as many of the examples as he considers the officers can work during the remainder of the day, and the officers are expected to study these subjects from some one of the books referred to.

The object of these short explanations is two-fold: 1st, to explain the principles on which the particular cases or similar cases are to be dealt with; 2nd, to impart in a condensed form some of the varied information which is familiar to all engineers of experience, but which an engineer at the commencement of his career often has a difficulty in finding.

The officers will take notes of these explanations and write each morning notes at the head of the fair copy of the examples to which they refer. The examples explained on each day are to be worked out on that day in the fullest manner; the reasoning of each step is to be stated, and all rough calculations are to be left on the paper so as to lessen as much as possible the labour of examination. They are to be brought to the instructing officer the following morning, and after examination are to be written out fair on ruled foolscap, quarter-margin, on the right-hand sheet, with explanatory diagrams to a large scale, where necessary, on the left-hand sheet.

The fair notes of each week's work must be sent in before the end of the following week.

The weights, strength of materials, and other information will be found in the printed tables.

This part of the course occupies about 40 days, and while it continues leave will be granted on Saturdays and Sundays only.

Part II.—Materials.

The object of this part of the course is to give the officers some sort of guide in judging of the quality of the principal materials which they will have to use, as well as to afford them information as to the particular material most suitable for a building or engineering work.

It may be subdivided into three parts, viz.—Lectures given by professors in the lecture theatre; lectures given by the instructing officer; and visits made by the officers to lime works, cement works, brickfields, &c.

The lectures in the lecture theatre are delivered at the periods most convenient to the lecturer, but the notes taken by the officers form part of this course, and will be bound up with the rest of the papers.

The notes of the lectures delivered by the instructing officer are to be written out fair immediately after the lecture in accordance with the instructions given, and brought to the instructing officer on the following morning.

A printed paper detailing the particular points to which officers visiting manufacturing works are to direct their attention will be given to each officer, and a report is to be sent in as soon as possible after each visit to the instructing officer.

Sketches to illustrate the lectures and visits are to be as numerous and complete as possible.

The value of these sketches for future reference, and as aids to officers in their professional constructions hereafter, will be very much enhanced by having the dimensions clearly written on them, which should include at least those of all principal parts of machines and structures.

This part of the course occupies about three weeks, inclusive of the time required to visit the works referred to.

The officers will also be instructed, after they leave the course of construction, in the method of testing the quality of some of the materials by chemical analysis, for which a fortnight is allowed.

Part III.—Valuation and Measurement of Work.

This part of the course will occupy in all about 37 days, and will commence with a series of lectures, the subject matter of which will be found chiefly in the printed "Notes on the practice of Building" and "Notes on the Building Trades." They will comprise, in separate lectures for each trade,—

1. The materials, tools, &c., and apparatus employed, together with their application to the different kinds of work produced.
2. The technical terms in vogue.
3. The general practice of measuring and valuing.

Hints and memoranda useful in designing, estimating, and carrying out works will be given, and explanations afforded by reference to models and drawings, from some of which coloured sketches, with the names and dimensions of the different parts given on them in full, will be made by each officer and attached to his printed notes. These sketches will be done in the Hall of Study from the originals deposited there.

A lecture will be given explaining the different steps taken in preparing the annual estimates of a district, to be laid before Parliament, and the various methods of carrying out the services which may be authorized.

The cost of a building will be approximately estimated by cubing it out from the general plans and elevations.

The quantities of the same building will then be taken out from the specifications, working drawings, and a model, by filling in a measurement form having the details of work done, printed on it.

Details and estimates of the same building will be made out on W.O. Form 1554, the items and prices being taken from the W. D. Schedules of the district, and the descriptive part printed on.

Lastly, the quantities will be abstracted and brought into bill, as though the work were to be put up to tender, or as would be done in drawing out contractors' bills for work to be paid for on a schedule of prices.

The portions of the copper plates to be coloured will be partly done in the course of lectures, but about a week at the close of this part of the course will be allowed to complete the whole. They are to be coloured in the Hall of Study from pattern drawings deposited there. No drawing whatever is to be removed from the Hall of Study.

Part IV.—Design.

At the commencement of this part of the course each officer will read through the "Notes on Military Buildings," by Colonel Collinson, Royal Engineers, studying more particularly the parts which have special reference to his own design. The lithographed drawings which accompany them are not intended to be models to be copied from, but are given as examples of works executed, many of which with the advance of sanitary science have become obsolete as a whole. They contain many useful details still applicable.

The design is intended to afford to each officer an opportunity of applying the knowledge he may have acquired in the course to some case which he may actually hereafter have to deal with.

About six weeks are available for this part of the course, and the conditions under which the design is to be made will be furnished to each officer.

As a rule the design will consist of a general plan and report, with some part worked out in detail, this part being specified for and estimated.

The drawings are to be prepared in accordance with the instructions deposited in the Halls of Study.

Tour Reports and Lectures.

All tour reports and lectures pertaining to the course of construction will be written in accordance with the general regulations for reports, that is to say, on foolscap paper, quarter margin, on both sides of the paper, divided into paragraphs, with headings in the margin, and signed and dated by the officer. They will form part of Part II. of the course, and will be bound in the proper places.

In writing tour reports and lectures the object should be to condense as much practical information and fact into as small a space as possible without abbreviating the language or omitting any of the facts. Sketches should be made by hand, approximately to scale, but should be clear, and contain full dimensions. Statistical and tabular information should be given in full.

For the tour report each officer will receive a statement of the particulars of each work he has to report on.

Binding.

The whole of the notes, &c. of each officer will be bound in one or more volumes. Therefore, before leaving the establishment, each officer should arrange his notes in the order in which he wishes them bound.

III.—Field Work Course.

The time allowed for this course is 122 days, including Sundays. While on it officers may be required to attend drill one day in each week, and also brigade field days.

The course comprises instruction in all those duties (with the exceptions mentioned below) which devolve upon the Royal Engineers when employed with an army engaged offensively or defensively, either at a siege or in the field.

The exceptions are, surveying, reconnaissance, telegraphy, firing mines by electricity, &c., torpedoes, and demolition of permanent works; on all which subjects instruction is given to the officers while on other courses.

The officers are required to read carefully the notes on field work instruction, to make models in sand, &c. of such works as admit of this practice, to take part in the construction of the several works in the field, &c., and to draw up projects on the subject.

Before leaving the course an officer must be competent to impart instruction to sappers in all their field duties.

The practical instruction is divided into seven parts.

Part I.—Modelling in Sand, &c.

This part consists of making models of gabions, fascines, hurdles, and sap-rollers; of throwing up models in sand of portions of a first parallel and its approaches, of a second parallel, of single and double saps, both kneeling and standing, of a trench cavalier, of a lodgment by half double sap, of rifle pits, and of trons-de-loup.

Also of making models in sand of field powder magazines, and of elevated, sunken, half sunken, and screen, gun and mortar batteries (ordinary and indented), revetted with gabions, fascines, and sand bags.

It includes the laying of model gun and mortar platforms, the making of a salient of a field redoubt, with gun en barbette, of a field kitchen, and of the passage of a wet ditch by means of gabionsand fascines.

Also the erection of spar bridges of different forms with model spars, and the laying in of a cross-over road to connect two lines of railway.

Part II.—Siege Works.

This part consists of making gabions, fascines, hurdles, and sap-rollers, of tracing (part by night) parallels, approaches, batteries, &c.

Also of seeing parallels, approaches, batteries, saps, trench cavaliers, &c. constructed by the sappers; and the mode of extending men and setting them to work.

The officers are also required to take up for enfilade the prolongation of faces, &c.

Part III.—Works of Defence.

This part consists of instruction in forming abattis, entanglements, rifle pits, trons-de-loup, &c., and in putting up stockades, palisades, fraises, &c.

Part IV.—Mining.

This part includes boring and blasting rock, sinking shafts, driving galleries, making chambers and powder hose, loading, tamping, and firing mines, also the preparation and firing of fougasses.

Part V.—Bridging.

This part includes knotting, splicing, and lashing spars, diving, rowing in boats, packing pontoons, and forming temporary military bridges over streams with large and small pontoons, casks, &c.

Also the construction of spar, timber, and suspension bridges to re-establish a communication by turnpike road or railroad.

Part VI.—Railways.

This part consists in seeing the mode of laying down and repairing lines of railway, and of putting in a cross over-road to connect two lines of railway, and also the mode of destroying railways.

Part VII.—Sundry practices.

Under this head are included boring for water (with the American tube wells as well as with the ordinary apparatus), erecting field kitchens, filling and throwing hand grenades, and escalading, also the erection of field observatories.

The officers are, in addition, required to draw up the following projects:—

1. Project of attack of a fortress actually in existence.
2. Project for the restoration of a bridge.
3. Project for a floating bridge.
4. Project for a field work as a bridge-head.
5. Hasty project for a temporary bridge, or, hasty project for the demolition of a portion of a line of railway.

IV.—Miscellaneous Subjects.

(a.) *Course of Telegraphy.*

15 days are allowed for this course.

All officers under instruction learn the theory and practice of telegraphy and visual signalling, bearing in mind that a thorough knowledge of the theory will enable them to overcome difficulties which would be perplexing to the men, who can only be expected to learn the practical working of the telegraph.

The various instruments in use for signalling and testing are explained to them, and they are taught the ordinary methods of measuring electrical forces and resistances, and of testing conducting wires for insulation and conductivity, and for determining the nature and positions of faults. The degree of accuracy which may be attained in these measurements is pointed out to them.

They learn the European Morse alphabet, and the method of sending and receiving messages, but they are not expected to devote so much time to the subject as would enable them to become expert telegraphists.

Each officer is required to give in a project for the construction of a line of electric telegraph, including at least three stations. In the report are described the instruments to be used and the modes of connecting them in circuit; the batteries, the conductors, the supports, the insulators, and the mode of putting up the line; and the number of cells required to work the line is calculated.

An estimate of the stores and materials required accompanies the report, with a general plan showing the route proposed.

The various methods of exploding gunpowder by electricity are taught while the course of telegraphy is going on; the application of this branch of electrical science is made when the officers are employed on projects for demolitions by mining.

In the School of Telegraphy a certain number of the men of the corps are trained every year as telegraphists.

The instruments of which the use is taught are,—

The single needle instrument worked by voltaic electricity.
The Morse recording and sounding instrument.
The double needle instrument.
Wheatstone's magneto dial instrument.
Also day and night signalling with the approved visual apparatus.

Each man is required to read a specified number of words per minute, and to send correctly by each instrument, before he passes on to the next.

The European Morse alphabet is used with all the instruments, except with the double needle instrument, which has a special alphabet.

The men are taught how to make up and repair the voltaic batteries and instruments, and to put up conducting wires over ground, and to lay them underground, and also to test roughly for the position of faults. Their previous education does not generally admit of their acquiring a knowledge of the theory of electricity, or of performing the more delicate tests required in telegraphy.

The men who enter the Telegraph School are also instructed in the practical manipulation of Grove's voltaic batteries, Wheatstone's magnetic exploder, and the dynamo-electric machine, in the use of frictional electricity, in making the electrical fuzes, and in connecting and arranging the wires necessary for firing mines by electricity.

(b.) *Chemical Laboratory Course.*

15 days are allowed for this course.

The object of this course is to enable officers and men at the establishment, who may show an inclination for chemical studies, to pursue them practically.

The course is confined to the chemical relations and behaviour of the substances which affect the qualities of building materials, or which may influence the questions which are most likely to require the professional investigation of a military engineer. It is arranged with the idea of supplying the want of practical experience in dealing with substances used in construction, by giving an insight into their nature and composition; and also with that of imparting such information as may lead in a new colony, should an officer be called upon to act as its explorer and pioneer, to a more rapid development of its resources.

APPENDIX VIII. (B.)

Royal Engineer Establishment.

The course for the officers consists,—

1st. In making themselves acquainted with the action of re-agents, both by wet methods and by the blow-pipe, on different simple substances, in experiments to which they are directed by a text book.

2nd. In applying the information so gained to the qualitative examination of substances, simple and compound, specially prepared as exercises for analysis.

3rd. In the quantitative as well as qualitative examination of building stones, lime and cement stones, gypsum, brick earths, paints, solders, and other building materials. A sample of water is also examined, and a qualitative examination is made of one or more ores.

4th. In preparing, on an experimental scale, bricks, limes, cements, and plasters, directly from natural stones or earths by simple calcination, and also by the more complex method which it is often necessary to adopt.

5th. The chemistry of the voltaic battery.

The course for the men only differs from that for the officers in respect of the order in which the several divisions of the subject are taken up. The men, instead of commencing with a thorough examination of numerous simple substances, begin with a few easy experiments on recognizing lime and cement stones, and on the mode of ascertaining their comparative values, so that, in case it is judged inexpedient, in any instance, that the whole course shall be completed, the knowledge which has been gained may be of a character requiring comparatively little skill and intelligence to apply to practical uses.

A certain number of men only are taught.

(c.) *Course of Photography.*

This study is not compulsory; but any officer and a limited number of men who have completed the prescribed course satisfactorily, and who wish to study photography, are allowed to do so.

The officers devote their attention more particularly to the chemical theory of the subject, in order that they may be able to overcome the practical difficulties which constantly occur when this art is pursued in foreign countries under circumstances of climate and situation different from those in England, and when chemicals get out of order and produce anomalous results. In such cases men who have acquired considerable skill in manipulation, but who have no knowledge of chemistry, are unable to devise remedies or to overcome difficulties, and it is the place of their officers to assist them by their superior knowledge and intelligence.

The men are taught the negative wet collodion process in all its branches (except the manufacture of pyroxyline), also the dry process, and photozincography.

They are also practised in the use of the dark tent, and in taking negatives in the field, and in photographic reductions of plans.

It is seldom that their previous education admits of their becoming well versed in the chemical theory of the art, but the means of overcoming the usual practical difficulties are pointed out to them. Each man is required to enter in a note book the various solutions, and to make memoranda of the processes.

(d.) *Lectures.*

Lectures are delivered between the months of September and April on civil and mechanical engineering, metallurgy, architecture, electricity and its applications, and on other subjects of a professional character. The lectures are attended by all the officers and men under instruction, and the former are required to take rough notes, and afterwards to write them out fairly, for binding with their other work.

(e.) *Visits to Professional Works.*

With the object of giving an idea of the best methods of carrying on extensive works, and of imparting practical information on professional subjects, a certain number of the junior officers are selected every year to visit engineering, architectural, and other works of professional character, accompanied by one of the instructing officers of the establishment.

Of the various constructions and processes seen during these tours they make notes and drawings, which are embodied in the form of reports to the director, and are subsequently bound up with the other parts of the course.

General Note.—Further explanations of the mode of filling up the details of the course, and of the forms for the notes and drawings, are given in the special instructions.

(f.) *Demolitions.*

The ignition of gunpowder or other explosives by powder hose and Bickford's fuze as well as by electricity, both on land and submerged under water, is taught to all officers.

In order that the best methods of using gunpowder or other explosives for the demolition of works and buildings by mining may be thoroughly understood, each officer is required to make projects for the following demolitions, viz.:—

1. A front of fortification, or some similar work, exhibiting various sorts of revetments, and requiring the simultaneous explosion of a large number of mines.

2. A casemate, powder magazine, or other substantial military building under two suppositions: 1st, that there is plenty of time, that sufficient men and tools are available, and that it is required to effect complete demolition without wasting gunpowder unnecessarily; 2nd, that time presses, and that the demolition must be effected in the most expeditious manner possible.

3. A bridge or viaduct under two different suppositions, as in No. 2.

The mines in some cases are directed to be fired by powder hose, and in others by electricity.

Each of these projects consists of a memoir and explanatory drawings. The memoir comprises,—

1st. A description of the building, or work to be destroyed, in all points which may influence the mode of demolition.

2nd. A general description of the proposed mode of demolition.

3rd. The calculations for the charges of the mines.

4th. The mode of preparing and firing the mines.

5th. An estimate of the men, tools, and materials required, and of the time necessary for the operation.

6th. An estimate of the gunpowder.

7th. When electricity is to be employed for firing the mines, a full description of the batteries, &c. is given, with calculations of the number of cells, &c.

The drawings include a plan and such sections as may be required to explain clearly the situations of the various charges of gunpowder, and of the shafts and galleries.

(g.) *Submarine Mines.*

All officers and a certain number of men are practised in the use of submarine mines.

The course consists of,—

1. The nature and construction of case.
2. Mode of mooring.
3. Mode of arranging and laying insulated cables.
4. Mode of testing fuzes, also testing cables for conductivity and insulation and for the detection of faults.
5. Modes of firing at will and by self-acting arrangements.

APPENDIX IX. (A.)

Artillery Advanced Class.

APPENDIX IX.—ADVANCED CLASS OF ARTILLERY OFFICERS AND DEPARTMENT OF ARTILLERY STUDIES.

A.—QUESTIONS AND REPLIES RELATING TO THE ADVANCED CLASS OF ARTILLERY OFFICERS.

QUESTIONS ISSUED BY THE COMMISSION.

(I.) Will you be good enough to give, for the information of the Commission, a general account of the Advanced Class of Artillery Officers, the mode and condition of admission to it, its present organization and staff, the number of students, and the nature and length of the course of study at it?

(II.) Will you favour the Commission with a brief statement of your opinions as to the working and results of the institution, and with any suggestions for its improvement which you may think it desirable to make?

The above questions were addressed to Lieut.-Colonel Young, Director of Artillery Studies; question (II.) was

rwarded also to Captain C. B. Brackenbury, Assistant Director of Artillery Studies.

i.)—Answers received from Lieut.-Colonel Young.

(I.) The first Advanced Class was formed in April 1864. ntrance is by competitive examination under the Council Military Education. In the regimental circular, 8th May 67, notifying the date of the last entrance examination r this Class, it is stated that "Candidates for this examination must have undergone a course of instruction at Shoeburyness; or they must pass satisfactorily a preliminary examination in practical artillery."

"No officer will be admitted who will not have completed six years' service on the 31st March 1868."

"The subjects in which the candidates will be examined nd the relative importance attached to the subjects are as llows:

Mathematics - - -	700
Chemistry and physics - -	300

"Officers competing are expected to be able to read rench scientific works, such as Didion's Traité de Balisque, Piobert's Cours d'Artillerie, &c., &c."

Candidates are required to send their applications hrough their Commanding Officers.* They are not eligible nless they have given unqualified satisfaction in the discharge of their purely regimental duties, or unless, from a ilitary point of view, they are active and efficient artillery fficers.

The course extends over two years; at the conclusion of he first year there is a final examination in the subjects ead through the year, the marks being carried forward to he second year's examination.

The objects of this Class may be briefly stated to be—

The scientific and special training of a proportion of rtillery officers to enable them to discharge the duties of he appointments connected with the Government manufacturing departments and other offices of a scientific character connected with the artillery service, such as Professors and Instructors Royal Military Academy, Instructors School of Gunnery, Inspectors of Warlike Stores, Artillery Committees, &c., and to assist in the investigation of the numerous mechanical and mathematical questions involved n the manufacture of ordnance and other war stores, the cience of gunnery, and the working of chronographs, lectro-ballistic apparatus, &c., &c.: it being most desirable hat officers of artillery should be able to decide important questions of this nature with scientific as well as professional authority.

The number of students is limited to eight. At the resent moment there are only four, two having just been withdrawn at the close of the first year's examination upon he recommendation of the Council of Military Education.

The staff directly in connexion with this class† are the following:—

Director of Artillery Studies,—also in charge of the Department of Artillery Studies.

Professor of Applied Mathematics,—also appointed Official Referee to the Ordnance Select Committee (now the Department of the Director-General of Ordnance).

Lecturer on Metallurgy -
„ Chemistry‡ - } §
„ Mechanism and physics

An assistant to the lecturer on chemistry, who also assists the professor of mathematics and the other lecturers.

The subjects of study the first year are,—

Pure mathematics.
Metallurgy.
Chemistry.
Mechanism and the steam engine.
Royal Gun Factories.
Royal Laboratory, Part I.

The subjects for the second year are,—

Mixed mathematics and applied to gunnery.
Metallurgy.
Chemistry.
Heat and electricity.
Royal Laboratory, Part II., III., IV.
Royal Gunpowder Factory, including manufacture of gun cotton.
Royal Small Arms Factories, Enfield and Birmingham.
Royal Carriage Department.

In connexion with the instruction on metallurgy, the Class visit each year some of the principal private establishments in England and Wales, accompanied by Dr. Percy, F.R.S., the lecturer on this subject. They also visit locomotive and marine engine works in connexion with the lectures on the steam engine.

(II.) There cannot be a question as to the importance of the Advanced Class, which has for its chief object, that of affording assistance to artillery officers predisposed to mathematics and scientific research. The present course of study arranged under the Council of Military Education appears admirably adapted to further the desired object. It has been urged as a reason so few officers come forward for admission to the Class, that the military authorities are not favourably disposed towards the students. This is not borne out by the orders issued from the Horse Guards from time to time respecting the Class; moreover the following very encouraging paragraph appeared in the Regimental Circular dated 9th January 1868:—

"His Royal Highness proposes, in future, that in all first appointments to special employments of a scientific character, preference shall be given to such officers who shall be specially recommended as having passed the Advanced Class with credit."

The preparation for the Class, which involves some labour, and the close reading required during the two years' course are likely to deter many competent officers, unless a fair prospect of after employment can be held out to those who pass through the Class with credit. If employment could be ensured to successful students, I am satisfied there would be no lack of candidates for admission to the Class.

The last Class, who completed their studies in March 1868, was a most successful one, as will be seen by a reference to the Report to the Council of Military Education. Several of the officers obtained an unusually large decimal in the higher branches of mathematics, besides passing admirable examinations in the other subjects.

Charles F. Young, Bt. Lieut.-Colonel, R.A.,
Director of Artillery Studies.

Woolwich,
26th April 1869.

(ii.)—Answer received from Captain C. B. Brackenbury, Assistant Director of Artillery Studies.

(II.) Too high qualifications in mathematics are required for entrance. As a rule the best men will not risk their credit by competing under such circumstances. I cannot share in the idolatry of mathematics. The Advanced Class consists of officers holding a considerable position in the regiment. The test ought to be a means of proving their powers of voluntary work. It appears to me to be a mistake to set fathers of families down to desks like schoolboys. They should have more freedom of choice in the nature and time of their studies, their progress being rigorously tested by periodical examinations. The object ought not to be to make a good show, but to find out the men best qualified for certain appointments, and assist them in their studies.

Mathematics may be wanted from one officer, chemistry from another, metallurgy combined with chemistry from a third. The second and third will be all the better for devoting themselves to their own subjects with greater concentration than is possible for them if they are labouring painfully to pick up again their forgotten mathematics.

The periodical examinations should be for a pass, not competitive. Honours should carry pecuniary rewards.

The Commission seem to be unaware that the Advanced Class is but one of the many classes which pass through the Department of Artillery Studies. Amongst other subjects, lectures on military law, foreign artillery, explosive agents, small arms, harness, iron-plated fortifications, &c. are given to various classes by the Assistant Director. The officers from the Staff College, those going to Shoeburyness, and many other artillery officers pass through his hands for longer or shorter courses. Militia and volunteer officers are frequently sent down for instruction.

It would be of great value to the Royal Artillery if a lecturer upon the art of war were appointed at the Department of Artillery Studies. The studies of the young officers on joining ought to be thoroughly organised.

C. B. Brackenbury, Capt. R.A.,
Assistant Director of Artillery Studies.

* *Vide* regimental order No. 492, dated 2nd November 1863.
† For the remainder of the staff in connexion with the Department of Artillery Studies, *vide* Army estimates, *vote* 15.
‡ This gentleman also instructs officers qualifying for the appointments of firemaster, and a large class of Royal Artillery officers who pass through a course in the Department of Artillery Studies before going to Shoeburyness.
§ Lectures open to officers of the garrison, members of the R. A. Institution.

Appendix IX. (A.)

Artillery Advanced Class.

Capt. C. B. Brackenbury.

APPENDIX IX. (B.)

Department of Artillery Studies.

Lt.-Col. Young.

B.—MEMORANDUM ON THE DEPARTMENT OF ARTILLERY STUDIES, BY LIEUT.-COLONEL YOUNG, R.A., DIRECTOR OF ARTILLERY STUDIES.

A Director of Artillery Studies was first appointed in 1850, upon the recommendation of Field-Marshal Sir Hew Ross, G.C.B., R.A.* (then Adjutant-General of Artillery). His duties were to take charge of and direct the studies of the young officers of artillery on first joining at Woolwich, to assist them in their professional pursuits, and read with them military law, military history, treatises on artillery, fortification, &c.

The appointment was made provisionally in the first instance, but confirmed before the close of a year. In April 1853, the department was increased by the addition of French and German masters, who, besides assisting the young officers, were called upon to afford instruction in their respective languages to officers of artillery of all ranks who might be desirous of profiting by it.

An allowance of 300*l.* per annum was also made to enable a proportion of the more intelligent of the young officers to accompany the Director in visits to arsenals and fortresses abroad and manufacturing districts at home.†

The course of instruction, with the exception of that given in French and German to voluntary classes, was suspended in 1854, owing to the exigencies of the service calling for the immediate active employment of the young officers on quitting the Academy.

In July 1855 the Director of Artillery Studies was re-established, with the following staff of assistants in addition to the French and German masters:—

2 Captains of Artillery.
1 Instructor in Surveying.
1 Instructor in Military Drawing, &c.
1 Lecturer on Natural Philosophy and Mechanics.
3 Non-commissioned officers.

This establishment was formed‡ for the purpose of giving instruction to certain gentlemen provisionally commissioned from public colleges or schools after a competitive examination, but without passing through the Academy.

Upon a discontinuance of this plan of admission to the regiment in 1857 the department was again broken up, leaving only the Instructor in Surveying and the French and German masters, who continued to afford help to voluntary classes.

The appointment of Director of Artillery Studies was revived in the person of Lieutenant-Colonel, now Colonel, Smythe, Royal Artillery, on the 19th May 1858. He was expected to advise and assist the efforts of officers of the Royal Artillery in improving their professional qualifications, and to arrange classes of officers for instruction in chemistry, photography, drawing, French, and German at the Royal Artillery Institution. He was to inform himself of all the more interesting experiments under the Ordnance Select Committee, as well as the operations and processes carried on in the Government manufacturing departments. He was to arrange and conduct the annual military tour on the continent; also to direct the studies of the young officers on joining the regiment.§

Upon the formation of the Advanced Class‖ in 1864 the staff of the department was greatly increased, and an Assistant Director appointed. His duties were stated as follows:—

To take charge of the department in the unavoidable absence of the Director—to give instruction to classes of officers of the regiment sent to Woolwich from time to time, to officers from the Staff College, and to Militia and Volunteer artillery officers—to prepare questions for the examination of subaltern officers Royal Artillery for promotion, and report on the results of such examinations—to attend on foreigners of distinction—and other duties performed by the Director prior to the formation of the Advanced Class.

At the present time all officers, non-commissioned officers, and men sent to Woolwich for instruction are attached to the Department of Artillery Studies, and their courses are arranged by the Director or his Assistant. The officers also are partly instructed in the department. The following is a list showing the officers, non-commissioned officers, and men that have been attached to the department during the year ending 31st March 1869:—

	No.		
Advanced class of artillery officers	6	2	years' course.
Firemasters' class, R.A.	7	9	months' course.
3 short course classes — Royal Artillery	*29	2	„ „
3 short course classes — Military Store Staff	8	2	„ „
Shoeburyness gunnery class, R.A.	20	3	„ „
Officers of the late Indian brigades	3	1 for 3 months' course; 2 for 2 months' course.	
Officers from the Staff College	13	1½	„ „
Militia artillery officers	6	2	„ „
Volunteer artillery officers	2		
Total	94		

Non-commissioned Officers and Men, Royal Artillery.†

2 long course classes, non-commissioned officers	19	6	months' course.
10 short course classes, non-commissioned officers and men	200	2	„ „
Shoeburyness gunnery class, non-commissioned officers	36	3	„ „
Total	255		

The young officers lately joined attend here twice a week to receive instruction, by lectures, from the Assistant Director of Artillery Studies on military law, courts-martial, and interior economy.

The questions on gunnery and professional subjects for the examination of subaltern officers, Royal Artillery, for promotion to the rank of captain are framed in the department. The answers to these questions are credited here, and a report on each subaltern examined is forwarded to the Deputy Adjutant-General of Artillery.

The grant of 300*l.* per annum made in 1853‡ for a foreign tour of instruction was removed from the estimates of the department for the current year. No communication has been made to me as to the cause of this withdrawal.

CHARLES F. YOUNG,
Brevet Lieut.-Colonel, R.A.,
Director of Artillery Studies.

Woolwich,
1st May 1869.

* *Vide* Report of Commissioners appointed to consider the training of officers for the Scientific Corps, 1857, pages lxx. to lxxiii.

† This annual expenditure was sanctioned by the Treasury in a letter dated 18th March 1853.

‡ Letters in the Department of Artillery Studies.

§ *Vide* letter from the late Field-Marshal Sir Hew Ross, G.C.B., R.A., then Adjutant-General Royal Artillery, to Military Secretary, Horse Guards, dated 22nd March 1858.

‖ *Vide* correspondence connected with the origin of the Advanced Class. Letter dated January 1863 (Appendix IX. D.).

* The short course classes of officers commencing their studies in March 1868 and 1869 appear in this statement. This shows an excess of 10 officers over the probable number instructed in one year.

† There were fewer classes of non-commissioned officers and men instructed last year than in any previous year since the approval of the scheme for these classes.

‡ *Vide* Army Estimates, 1869-70.

APPENDIX IX. (C.)

Artillery Advanced Class.

C.—NOTE ON THE INSTITUTION OF THE ADVANCED CLASS OF ARTILLERY OFFICERS.

(BY THE SECRETARY.)

The Commissioners appointed in 1856 "to consider "the best mode of re-organising the system for training "officers for the scientific corps," drew attention, in their report, to the strong expression of opinion, in the evidence they had received, as to the necessity of developing the scientific instruction of artillery officers. The advantages were pointed out which had resulted from the establishment of the Royal Artillery Institution, originally started by the private exertions of officers of the corps, and, though receiving some assistance from Government, supported mainly by the voluntary subscriptions of its members. Several distinguished artillery officers, in the evidence given to the Commissioners, urged the expediency of establishing in connexion with it, for the special instruction of officers of the artillery service, an institution similar in principle to that which then existed for the army generally in the Senior Department at Sandhurst.*

No immediate steps were taken to carry out this recommendation; but in 1862 the subject was warmly taken up by Colonel Lefroy and other officers of the Royal Artillery, who urged the importance of providing the artillery service with means of higher scientific instruction than had hitherto been afforded.†

* Report, page lxxiii. to lxxv.

† *See* correspondence connected with the origin of the Advanced Class, Appendix IX. D., page cix.

The views thus expressed having met with the approval of the Commander-in-Chief and the Secretary of State for War, the Council of Military Education were directed to draw up a detailed scheme for carrying out the proposal. The result of the Council's recommendations was the establishment of the Advanced Class of Artillery Officers, the first regulations for which were issued on the 2nd November 1863.* The first examination for admission to the class took place in April 1864, and the course of instruction was formally commenced on the 1st of May. The number of students admitted was originally fixed at ten, but has since been limited to eight. The course of instruction lasts two years, and admission to the class only takes place biennially. Information regarding the subjects of study, the objects of the institution, and the staff employed in connexion with it, will be found in the answers received on the subject from Lieut.-Colonel Young, Director of Artillery Studies at Woolwich, under whose superintendence the instruction is carried on. The present regulations for admission to the class are printed at page cxiii.

Appendix IX. (C.) Artillery Advanced Class.

* *See* Appendix IX. E., page cxii.

D.—CORRESPONDENCE CONNECTED WITH THE ORIGIN OF THE ADVANCED CLASS OF ARTILLERY OFFICERS.

Appendix IX. (D.)

(i.)—Observations on the Present State of the Higher Scientific Instruction of the Royal Artillery.

Woolwich, 10th Sept. 1862.

1. Having been given to understand that we are at liberty to submit to the Deputy Adjutant-General of the Royal Artillery our views as to the necessity which exists for forming a class of officers in the Royal Artillery possessing more advanced attainments in mathematical and mechanical science than the present system is calculated to produce, we have drawn out and respectfully submit the following observations and suggestions.

2. The introduction of rifled ordnance, the manufacture of wrought-iron guns on the coil principle, and the multiplication of new data in gunnery, determined by means of the electro-ballistic apparatus, have revived and given fresh importance to numerous mechanical and mathematical questions of a class which for many years past has engaged little or no attention in this country. It is not only desirable in the nature of things that men of military experience should have a large share in dealing with these questions, to prevent mere theorists from carrying them into extravagances; but it is also absolutely necessary to the maintenance of the scientific reputation of the artillery that it should produce officers capable of taking a leading part and of speaking with professional as well as scientific authority in the discussion of such subjects.

3. Many such officers cannot be expected to present themselves spontaneously. If the experience of the past and what we know of the national characteristics of Englishmen were not enough to prevent any such hope, a little consideration of the ordinary career of the artillery officer will do so.

The artillery officer obtains his commission at an age varying from 19 to 22, with attainments not higher than those of young men who in the universities at the same time of life are preparing for an ordinary bachelor's degree; but unlike these latter, who are stimulated to study by the high academical prizes and honours before them, these young officers attain a fixed and invariable position, and are thenceforward in no regular way benefited either by the continuance of their studies, or by the character for talent they have already acquired. They become subject to all the chances of home and colonial service; and every day's observation tells us how very few feel sufficient interest in the studies of their youth, or sufficient desire for the acquisition of further knowledge, to persevere under the difficulties inseparable from military life in any severe study whatever; moreover, the system at the Royal Military Academy, by which the highest places are commanded by mathematics alone, and the fact that those who are first in every batch, as a rule, prefer the Corps of Royal Engineers, has an inevitable tendency to draft the mathematics into that service, and in the long run to leave the artillery in a position of inferiority in that respect, which is not warranted by the duties of either corps.

4. To have scientific colonels we must make scientific subalterns or captains. After a certain time of life little fresh knowledge is acquired, although experience every day adds to the value of knowledge already acquired. Hence we are led to the indispensable necessity of so organizing the more advanced technical or scientific training of the regiment, that a proportion of officers shall in youth make further progress in pure and applied science than is possible at the age when they leave the Royal Military Academy,—shall keep these acquirements in exercise by subordinate employment in departments requiring their application,—and shall thus be fitted when they arrive at the rank and standing to which the higher appointments are annexed, to fill them with honour to themselves and with advantage to the public service.

5. We believe that there is no artillery in Europe except our own where this is not acknowledged, and where it is not the subject of what we may term a policy on the part of the Government. In Prussia we learn that there are schools of applied science, called the "Gewerb-Schulen," something resembling the School of Mines, in Jermyn Street, to which a proportion of officers of artillery are sent to prepare themselves for scientific appointments. In France, besides the *Ecole d'Application d'Artillerie*, there is a systematic employment of artillery officers in their arsenals, foundries, and other establishments, with a view to the formation in the military body of a fund of practical and theoretical knowledge adequate to deal with every question of applied science which arises. In England alone, so far as we know, has it until very recently been taken for granted that qualified officers would always be forthcoming without any trouble on the part of the State to form them, further than by giving a good education up to 19 or 20, in extreme cases 22, years of age, notwithstanding the peculiar disadvantages the English artillery officer is under in his liability to colonial service—the frequency of our little wars, which occasion all the interruption, but give little of the experience of a great war—and by the fact of our having but one instead of several arsenals, where constructions and other operations of applied science can be studied. The recent exception is the limited training of officers for the post of inspector of warlike stores.*

6. We believe the continuance of this state of things not only injurious in a high degree to the scientific character of the artillery, but fraught with many serious public evils. No one would expect or desire in these days that a purely military opinion should control mechanical progress, or be able to arrest improvement; but it is quite as little to be desired that for want of adequate weight of professional authority, subjects of great importance, involving it may be a great expenditure, and future consequences of vital importance to the military efficiency of the artillery service, should pass too entirely into the hands of civil engineers, amateurs, rival inventors, or their representatives in the House of Commons.

7. The remedy appears to us practicable, simple, and in entire harmony with the course recently adopted in respect to military staff appointments. It is in the formation of a senior class of officers in connexion with the Royal Military Academy, analogous to the late senior class at Sandhurst; and the selection after a proper interval of time of all officers for what we may term scientific appointments (in contradistinction to purely military ones) from the list of those who have passed through this class.

To define what we mean by scientific appointments, and at the same time to show how ample a list of purely military appointments will be left to meet the claims of officers of distinguished merit and ability who have not turned their attention into this channel, we subjoin a classification, excluding the Indian service.

(1.) Not specially referable to either class—
Inspector-General of Artillery.
Director of Ordnance.
Deputy Adjutant-General of Artillery.
Superintendent School of Gunnery.
President Ordnance Select Committee.

* A remarkable comment on this state of things will be found in the "Revue des deux Mondes" for 1st July 1862, p. 114.

APPENDIX IX. (D.)

Artillery Advanced Class.

(2.) Military Class.

Annexed to good soldiership without special regard to attainments.

Staff at Horse Guards.
Staff at Woolwich.
Colonelcies on staff.
Local brigade staff.
Other local staff.
Military appointments, Royal Military Academy.
Royal Horse Artillery.
Military Staff of School of Gunnery.
Brevet promotion.
The Bath.

(3.) Scientific Class.

Annexed to special fitness and attainment combined with military character.

Members, Secretary, and Assistant Secretary O.S. Committee.
Inspector of Artillery, and Assistant.
Professor of Artillery, Royal Military Academy.
Director of Artillery Studies.
Heads of manufacturing departments.
Attached to topographical department.
Officers attached to manufacturing departments.
Assistant Superintendents, Royal Laboratory.
Assistant Inspectors of Warlike Stores.
Instructors, Royal Military Academy.
Instructors, School of Gunnery.
Particular services under the War Office and Horse Guards.

8. It will be seen that on the one hand there is no reason to fear that special encouragement given to pursuits of the more studious character will withdraw officers from an active interest in their profession, because an ample share of prizes will be left to purely military merit; and on the other hand that the number of appointments calling for special acquirements is so large that it warrants and indeed calls for a regular provision for the supply of them.

It by no means follows that the same individual will not often be qualified in both lines. We believe on the contrary that officers whose talent and energy qualify them to succeed in the senior class will rarely be undistinguished in purely regimental duties; and nothing can be more remote from our intention than the formation of a class exempt from the ordinary liabilities of the service. We believe that there would be fewer instances of the same individuals holding advantageous appointments for a long term of years, if there existed a class of officers duly qualified to succeed them, and naturally expecting to do so in turn.

9. It would be both easy and interesting to sketch out a course of study for the proposed class; but for this there is no necessity at present. It has already been done to a certain extent by the committee of which Colonel Wilford was President in 1858, and whose conclusions coincided very much with our own. The urgency of the case has become much more apparent since that period; but it gives an increased confidence in our present representations to know how many officers have urged the same views before us. We will only submit the following suggestions:—

(1.) Officers of any rank of not less than four years' service to be admissible and taken off all other duties.
(2.) Entrance to be by examination, on terms corresponding to those which regulate admission to the Staff College.
(3.) Course to extend to three half-years.
(4.) Certificates in three classes to be given at final examination.
(5.) Attendance at the physical lectures at the Government School of Mines, Jermyn Street, to form part of the course.
(6.) Didion's *Traité d'Artillerie* to be the text book for the present.
(7.) The course not to include drawing or languages, which have been already taught at the Royal Military Academy, and can be advanced at any time, and which are not required for the special appointments in contemplation, in the sense in which they are required for military staff appointments.
(8.) The course to be distinctively a mathematical one, that is to say, one of enough pure mathematics to enable the students to read profitably, and follow the professor, in those advanced treatises which require familiarity with the processes of the differential and integral calculus; but, with this basis, as practical as it can be made.

10. We do not deceive ourselves by supposing such a plan as this can be carried out without a distinct provision for the expense of it. In the first place there will be very great difficulties unless the students are made regimental supernumeraries for the time being. Supposing the class to consist of eight or ten officers, partly subalterns, partly captains, the expense of this may be put at 1,650*l.* a year. There must be a professor of appplied mathematics at about 400*l.* Extra payments to other instructors already partly occupied, say 400*l.*, and with incidental charges we cannot reckon the whole at less than 3,000*l.* a year. But with the greatest earnestness we contend that the importance of the object to the public service is worth this and a far larger annual charge, and we trust that our proposal will not be dismissed as impracticable on the score of expense without counting the cost to the country of a great expenditure uncontrolled by thorough knowledge;—of a scientific service wanting the science which gives its claim to authority;—and of the misdirection of inventive ingenuity which inevitably attends the empirical treatment of artillery as of all other mechanical questions.

J. H. LEFROY, Brevet-Colonel, R.A.,
Secretary of Ordnance Select Committee.
C. F. YOUNG, Brevet-Major, R.A.,
Director of Artillery Studies.
C. H. OWEN, Brevet-Major, R.A.,
Professor of Artillery.

Woolwich, 10th September 1862.

(ii.)—MEMORANDUM BY THE COUNCIL OF MILITARY EDUCATION ON THE ABOVE OBSERVATIONS.

13, Great George Street, S.W.,
December 30, 1862.

THE Council of Military Education have the honour to return the correspondence received with the Military Secretary's letter, dated 25th ultimo.

The authors of the "Observations on the present state of instruction of the Royal Artillery" represent the inadequacy of the system of military education now pursued in England to enable its members to maintain the scientific reputation of that corps, and they state that a want of knowledge in the higher branches of mathematics has caused artillery inventions and the discussions on subjects concerning artillery to be thrown into the hands of unprofessional men.

They support their views by an extract from a French journal, which, in discussing the systems pursued in France and in England for preparing artillery officers, draws a contrast very unfavourable to the latter. It appears, however, to the Council that the verdict therein given is rather the author's opinion of what the effects of the two systems should be, than a record of the results of actual experience.

The Council submit that the writer of this article does not represent the opinion of those French officers who are most qualified to judge in such questions, in support of which assumption they annex an extract from a report to the Secretary of State for War, written by Colonel Claremont, Her Majesty's Military Commissioner at Paris; and they consider that a system of education which produced such good results could not have been so faulty as the foreign journalist would make it appear.

A high mathematical education will not of itself produce invention. Were it so, there would be good reason to expect that the highly trained officers of the French artillery from l'Ecole Polytechnique and Metz would take the lead in the invention of those weapons which are causing a revolution in the art of war; whereas that distinguished body have been content to adopt the principle of the early rifle in the manufacture of their guns.

Whilst fully recognizing the value of mathematics in the scientific branches of the service, the Council do not consider it indispensable that every officer of artillery should be an advanced mathematician; and they would hesitate to recommend the introduction of the French system into this country.

The standard of mathematical qualification hitherto required from all cadets on leaving the Royal Military Academy and the late Indian Military College was sufficient to justify the belief that among the large number of officers in the amalgamated artillery considerable mathematical talent would be found, which could be made available if facilities were offered for its development.

The plan now proposed would produce the desired effect of eliciting that talent for practical purposes, and the Council are fully alive to the advantages to be derived from its adoption. The scheme consists in establishing in connexion with the Royal Military Academy at Woolwich a senior class of officers, who shall be instructed in the

higher mathematics and the application of them to questions of practical science, certain staff appointments in the Ordnance Department being reserved as rewards to the students of this class.

It appears to the Council that this proposal, if adopted, would supply a number of scientific officers sufficient to sustain the reputation of the Royal Artillery in scientific discussion, and to afford a valuable staff corps for that arm. The Council would however submit to His Royal Highness the Field Marshal Commanding-in-Chief, that admission to a class whose education is to be conducted at the public expense, and whose exertions it is proposed to reward by a monopoly of special Government appointments, should be, not by selection, but, as the authors of the observations proposed, by competitive examination open to all artillery officers of a certain standing, thoroughly acquainted with their military duties, and certified to have been zealous and efficient in the performance of them. It may, however, become a question for subsequent consideration whether some of the appointments proposed exclusively for officers who have passed this higher examination might not remain open to all competent officers of Artillery or Engineers; particularly the appointments of instructors at the Royal Military Academy, amongst whom a well grounded knowledge in the comparatively lower mathematics, added to a special fitness for teaching, may be considered more desirable qualities than a thorough knowledge in the higher branches of science.

Before reporting further on this subject, the Council submit that the authors of the paper herewith returned may be requested to draw up a scheme of study for the proposed class, in which it is suggested that a thoroughly practical course of instruction should be introduced, as well as the more theoretical branches of science which appear to be contemplated.

(Signed) F. W. Hamilton, Major-General, Vice-President.
F. Abbott, Major-General.
Henry Moseley.
T. Elwyn, Colonel.
J. E. Addison, Colonel.

Extract from Colonel Claremont's Report.

"I must add that all French officers to whom I have spoken on the subject, admit that whatever may be our system of education, our artillery officers have proved themselves all through the war as most highly efficient, and thoroughly acquainted with every branch of their profession; in fact they cannot praise them too much."

(iii.)—Letter to the Deputy Adjutant-General, Royal Artillery.

Sir, Woolwich, January 1863.

In accordance with your letter of the 5th January we have now the honor to submit in further detail the scheme of study which we recommend for the class of artillery officers proposed to be formed at Woolwich for the study of the higher branches of professional acquirement. In so doing we request permission to advert for a moment to the memorandum of the Council of Military Education dated 30th December 1862, for the purpose of removing a misapprehension of our meaning, which appears to have resulted from the introduction of a quotation of a French writer. That writer draws a comparison between the French and British Artillery services in respect more particularly to the professional training of officers, which is unfavourable to the latter. The Council in refutation quote a letter from Colonel Claremont, written in 1856, in which he gives the generous testimony of the French themselves to the great efficiency of the British Artillery, and to the success of our system as known to them by its practical results. We submit that there is nothing in our position inconsistent with this testimony, which is entirely borne out by the observations of officers who have seen much of the French in the Crimea and China. Not to dwell on the democratic constitution of the French army, the absence of a wealthy middle class in that country, and the immense advantages of culture which the British officer enjoys in his opportunities of travel, and high social position; we may remark that the essentially practical genius of the people, and the manliness of character instilled into every English youth are sure to produce, as they ever have done, a race of soldiers, who have no superiors in energy and devotion to duty. These qualities are in the race, and would bear the same fruit if every officer and man were as theoretically accomplished as we wish a proportion only of the officers to be.

The undisputed superiority of the British Artillery over every other nation in Europe at the close of the Peninsular War was not a little due to the immense superiority of our horses, men, and material; and in this way too, the mechanical superiority of this country, although relatively less apparent than it was at that period, and the resolution of the Government to secure the best material at any cost, will always concur with the qualities of the officers and men to make our artillery an object of admiration to foreign soldiers. But the expression of that feeling cannot be held as a verdict upon parts of the system which are not under observation. There was no more generous admirer of the British Artillery than Baron Dupin, yet the absence of science did not fail to attract his attention. We could quote the writings of Moritz Mayer, and other foreign military writers to the same effect. A system admirable in many respects may yet be defective in one, and it is in the persuasion that such is our case, that we venture to submit these observations to His Royal Highness the Commander-in-Chief. It is with much gratification, however, that we find that the Council of Military Education on the whole concurs with us, and we now proceed to submit our proposed scheme. With respect to the prominence, which, notwithstanding our great desire to make the course eminently practical, may appear to be given to mathematical studies and to treatises which base their practical instruction on strict mathematical investigation, we desire to apply to the science of the artilleryman a sentence long since written of his own science by Sir John Herschel* :—"Admission to its sanctuary," he says, "and to the privileges and feelings of a votary is only to be gained by one means, sound and sufficient knowledge of mathematics, the great instrument of all exact enquiry, without which no man can ever make such advances in this or any other of the higher departments of science as can entitle him to form an independent opinion on any subject of discussion within their range." If officers can read the books we propose there can be no objection to their use, as they are unquestionably the highest text books. If they cannot, they fall short of the standard of professional science which prevails where those books are written and read, and the purpose of the class will be fulfilled when they have learnt to do so with the aid of a competent professor and their own assiduous study. It is needless to repeat the arguments of our letter of Sept. 10, as to the importance of this, when His Royal Highness the Commander-in-Chief and Secretary of State for War have so fully recognized it; but we may add, that the observations of our former paper were not intended to convey any reflection upon the education given to the gentlemen cadets at the Royal Military Academy. Considering the time they are under instruction, and the age at which they must be commissioned, these young men acquire as much knowledge of mathematics and of artillery and other professional subjects as can be expected, or as is required for general purposes. We are persuaded that young officers of the Royal Artillery are to the full as well educated when they are commissioned as the young officers of any European Artillery whatever. But an artillery officer in our service has little or no opportunity of carrying forward his professional studies, so as to fit himself, after a certain period of regimental duty, for the appointments we have in view, and which require for their discharge an amount of special and scientific knowledge which is not at all required for the performance of ordinary military duty.

It only remains to us to advert to the last paragraph of Major-General Crofton's letter of 24th November, touching the suppression of the present department of artillery studies at Woolwich. As regards its original subjects, the junior officers of the corps, the duties of the Director have been for some time in abeyance, but his time has been fully occupied with the instruction of officers from the Staff College, Inspectors of Warlike Stores, Officers of Militia, Volunteer, and Gold Coast Artillery, and in conducting annually a party of officers on a foreign military tour; to which may be added furnishing examination papers for promotion, and attendance on Foreigners; none of these services will be affected by the new plan: but as there must be an officer in military charge of the class, they may be placed under him. In like manner, the instruction in topographical drawing and military sketching, and the instruction in French and German, which are largely maintained for the benefit of voluntary classes of officers at the Royal Artillery Institution should not be discontinued, although their relations may alter.

The Staff we contemplate as necessary to carry out the arrangement is,—

Military.

A field officer in military charge, instructor in practical artillery.

* Herschel, p. 5.

Appendix IX. (A.)

Artillery Advanced Class.

An assistant in connexion more particularly with the present duties of the Department of Artillery as described above.

A first-class staff non-commissioned officer as clerk, from that department.

Civil.

A professor of applied mathematics and theoretical artillery.

A lecturer of chemistry.
" metallurgy.
" mechanics.

Special instructions will be requisite to the heads of Departments, Inspector of Artillery, Principal Inspector of Stores, and others concerned, with reference to what may be expected from themselves, the officers, managers, and accountants under them, but into this detail we apprehend we need not go.

We have, &c.,
J. H. Lefroy, Bt.-Colonel, R.A., Secretary O.S. Committee.
C. F. Young, Bt.-Major, R.A., Director of Artillery Studies.
C. H. Owen, Bt.-Major, R.A., Professor of Artillery.

The Deputy Adjutant-General, Royal Artillery.

N.B.—The detailed scheme of study alluded to in the above letter is not printed, as it was to a great extent embodied in the scheme of instruction prepared by the Council of Military Education, which is explained in the General Regimental Order announcing the establishment of the Advanced Class.

Appendix IX. (E.)

E.—ORIGINAL REGULATIONS FOR THE ADVANCED CLASS.

Order issued to the Royal Artillery announcing the Establishment of the Advanced Class of Artillery Officers.

Horse Guards, S.W., 2nd November 1863.

1. His Royal Highness the Field Marshal Commanding-in-Chief has the satisfaction of announcing to the Royal Artillery, that the Secretary of State for War has been pleased to make provision for the future special instruction of officers who may desire to qualify themselves for employment in connexion with the Manufacturing Departments, the Civil Establishment of the Royal Military Academy, and generally for all appointments usually held by officers, not being military staff appointments, which are special to the Artillery Service.

2. It it the earnest hope of His Royal Highness, that by this arrangement the Royal Regiment of Artillery will continue to sustain its scientific reputation under any progress which may be made in the mechanical arts as applied to *matériel* of war.

3. The Deputy Adjutant-General is charged by the Field Marshal Commanding-in-Chief, to exercise the utmost vigilance that no officer be permitted to compete for a place in the proposed class, who has not given unqualified satisfaction in the discharge of his purely regimental duties, and is not, from a military point of view, an active and efficient Artillery officer.

4. Officers desirous of competing at the first examination, will make application through their Commanding Officer, who in forwarding it will append a certificate in accordance with par. 3.

No officer will be admissible under six years' service, and he must have undergone a course of instruction at Shoeburyness. A medical certificate of good health will be required.

5. The first examination will take place in March 1864, under the Council of Military Education.

The books to be specially taken up, until further notice, are *Twisden's Mechanics* and *Todhunter's Differential Calculus*, but the examination will be chiefly confined to the earlier portions of the latter.

The French will be qualifying for the purpose of ascertaining that the candidate has such an acquaintance with the language, and especially with the technical terms in common use, to be able to consult professional works, such as Didion's *Traité d'Artillerie* or the *Aide-Mémoire d'Artillerie*, with facility.

6. The relative importance to be attached to the subjects of examination will be as follows:—

	Marks.
Differential and Integral Calculus - -	700
Practical Mechanics - - -	
Chemistry - - - - -	300
Physics - - - - -	
French—Qualifying - - - -	"

7. The course of instruction will extend over two years, and embrace in succession the special duties of each manufacturing department. For example, in the Royal Gun Factories:—

Metallurgy of copper, tin, zinc, and their compounds; mechanical and chemical properties of gun metal.
Metallurgy of iron, including cast iron and wrought iron, steel and alloys; mechanical and chemical properties.
Principles of construction of cast guns.
Principles of construction of built-up guns, welding, &c.
The steam hammer.
Turning, boring, rifling, and sighting guns. All the machines, lathes, special tools, and processes.
Comparison of systems of rifling and breech-loading for cannon.
Gauges and micrometrical measurements.
Organization of labour in the Royal Gun Factories.
System of account keeping, pricing, and payment in the Royal Gun Factories.
Relations to the Director of Stores, Director of Contracts, Principal Superintendent of Stores, and Director of Ordnance.
Patterns, system respecting them.
Examination of Stores.
8. Duties of the Inspector of Artillery:—
Proof of guns.
Examination of guns and stores.

9. The Small Arms Departments, Enfield and Pimlico, will follow the Royal Gun Factories, and be treated in the same comprehensive manner, including the system of supply of smal. arms to the army, their repair, and comparison of systems of rifling and breech-loading for small arms.

10. From the Royal Gun Factories the class will proceed to the Royal Carriage Department, where the subjects will be:—

Selection and purchase of timber.
Seasoning of timber.
Sawmills.
Planing and other machinery applied to working of timber.
Construction.
Mechanical principles as applied in military machines.
Friction, draught, traction, locomotive power.
Harness.
Organization of labour in the Royal Carriage Department.
System of accountability and payment.
Prices.
Relations to Director of Stores, Director of Contracts, Principal Superintendent of Stores, and Director of Ordnance.
Patterns, systems respecting them.
Examination of stores.

11. Here will conveniently come in the organization and duties of the department of the Principal Superintendent of Stores, including the detail of equipments for all services, and proportions of stores, packing ammunition, arrangement of magazines.

12. The last term will be devoted to the manufacture of gunpowder, ammunition, and generally the duties of the Royal Laboratory, including the chemistry of the subjects.

Selection and purchase of pyrotechnic material.
Examination and refining of saltpetre, &c.
Gunpowder and powder-mills.
Theory of gunpowder, qualities, effect of different sized grains.
Electro-ballistic apparatus, and other modes of proof.
Gun cotton.
Detonating compounds.
Other laboratory preparations.
Small arm ammunition, cannon ammunition, fuzes, rockets, &c.
Manufacture of bullets.
Casting of every description of projectile for smooth-bored and rifled ordnance.
Organization of the Royal Laboratory Department.
Supply of raw material.
System of account keeping and payment.
Prices.
Relations to the Director of Stores, Director of Contracts,

Principal Superintendent of Stores, and Director of Ordnance.

Patterns, inspection. Examination of stores.

13. The professor of applied mathematics, and the several lecturers, will proceed in corresponding order through their subjects, so that practical instruction may be based on thorough acquaintance with principles. If found necessary to do so, a large part of the first term will be devoted to theoretical instruction and mathematics, in order that the students may be in a position to follow the professor in the more advanced subjects of his subsequent lectures.

14. There will be periodical examinations, and certificates given at the close.

15. No payment will be required.

16. After a certain date, to be fixed hereafter by His Royal Highness the Field Marshal Commanding-in-Chief, first appointment to all special employments of a scientific character will be made exclusively from officers who have passed through the contemplated course of instruction.

By order of His Royal Highness The Duke of Cambridge, K.G., Colonel of the Royal Artillery,

CHARLES BINGHAM,
Deputy Adjutant-General.

Appendix IX. (E.)

Artillery Advanced Class.

F.—PRESENT REGULATIONS FOR ADMISSION TO THE ADVANCED CLASS.

Appendix IX. (F.)

Deputy Adjutant-General's Office,
Royal Artillery,
Horse Guards, 12th May 1869.

Royal Artillery.—Regimental Circular.

Referring to the regimental circular of the 8th May, 1867, it is notified for general information that the next examination of officers of the Royal Artillery for admission to the Advanced Class at Woolwich, will be held early in February 1870, under the Council of Military Education.

There will be vacancies for eight officers.

Officers appointed to the class will be required to join on the 31st March 1870.

Candidates for this examination must have undergone a course of instruction at Shoeburyness; or they must pass satisfactorily a preliminary examination in practical artillery.

No officer will be admitted who will not have completed six years' service on 31st March 1870.

The subjects in which the candidates will be examined, and the relative importance attached to the subjects, are as follows:—

Mathematics - - -	700
Chemistry and physics - -	300

"*Mathematics*" includes—

Plane trigonometry, (so much of it as is included in the first 16 chapters of Todhunter's treatise).

Co-ordinate geometry of two dimensions (Hymer or Todhunter), viz.:—

Straight line referred to rectangular, oblique, and polar co-ordinates. The circle, parabola, ellipse, and hyperbola, referred to rectangular and polar co-ordinates. The equation to the tangent, and the normal to the circle, parabola, ellipse and hyperbola referred to rectangular axes, the sections of a right cone made by a plane.

Applications of the above to solutions of simple problems.

Differential Calculus.—Differential co-efficient of simple, inverse, trigonometrical and complex functions, proof of Taylor's and Maclaurin's theorems and examples of expansions of functions; differentiation of functions of two variables; limiting values of functions which assume an indeterminate form; change of independent variable; maxima and minima of functions of one variable; tangents, normals and asymptotes to plane curves; differential co-efficients of arcs, areas, &c.; radius of curvature (Hall or Todhunter).

Integral Calculus.—Meaning of integration; examples of simple integration; integration by parts; lengths of curves; areas of plane curves (Hymer, Hall, or Todhunter).

Elementary Mechanics.—(Whewell or Parkinson.)

Chemistry.—The general laws of chemical combinations,—the chemistry of oxygen, hydrogen, carbon, and nitrogen, and of their chief inorganic compounds. The metallurgic chemistry of iron. The chemical principles of the manufacture and explosion of gunpowder.

Physics.—In heat,—the subject of "thermometric heat" as treated in the first seven chapters of "Tyndall on Heat."

In electricity,—the subject of frictional electricity.

Officers competing are expected to be able to read French scientific works, such as Helie's Traité de Balistique, Piobert's Cours d'Artillerie, &c., &c., reference being constantly made to such works during the course of instruction.

At the conclusion of each year's course there will be a final examination in the subjects read during the year; the marks gained at the first examination being carried forward to the second, when certificates will be given to those students who are found qualified.

Officers desirous of competing at the examination will make application not later than the 1st January 1870, through their commanding officers, in the manner pointed out in paragraph 4 of the General Regimental Order of the 2nd November 1863.

By Command,
G. GAMBIER,
Deputy Adjutant-General.

APPENDIX X.—SCHOOL OF GUNNERY, SHOEBURYNESS.

Appendix X. (A.)

School of Gunnery.

A.—GENERAL ACCOUNT OF THE SCHOOL.

QUESTIONS ADDRESSED TO COLONEL ELWYN, COMMANDANT.

(I.) Will you be good enough to give, for the information of the Commission, a general account of the objects of the School of Gunnery, the present organization and staff of the establishment, the conditions upon which admission to it depends, the number of officers and non-commissioned officers under instruction at it, and the nature and length of the course of instruction?

(II.) Will you favour the Commission with a brief statement of your opinions as to the working and results of the establishment, and with any suggestions for its improvement which you may think it is desirable to make?

ANSWER received from COLONEL ELWYN.

School of Gunnery, Shoeburyness,
May 12, 1869.

SIR,

I HAVE the honour to acknowledge the receipt of your letter of the 28th ult., and in reply to the questions which accompanied it to state as follows for the information of the Chairman and Members of the Royal Commission on Military Education.

(I.) The objects for which the School of Gunnery was established are detailed in the accompanying letter marked A.,* addressed by Sir Hew Ross when Adjutant-General of Artillery, on 19th December 1857, to the Military Secretary, and in that of the Adjutant-General to the Forces, marked B.,† when submitting to the Secretary of State for War, on 30th June 1858, the views of His Royal Highness the General Commanding-in-Chief upon the subject, viz.:—

For the purpose of ensuring a completeness and uniformity in the instruction of the officers and men of the Royal Artillery in the use of the weapons and military machines they are called upon to use; of imparting to them a knowledge of the ammunition, stores, and appliances made use of in the artillery service; of the effect of shot and shell under various circumstances; and, by

* *See* page cxv. † *See* page cxvi.

APPENDIX X. (A.)

School of Gunnery.

constant practice from guns of every description, of training and educating from year to year a number of officers and men who would carry with them to their respective brigades an amount of valuable knowledge and experience which would become in that way, and in due time, diffused throughout the Royal Artillery, in the same manner as the gunnery instruction for the Royal Navy on board the "Excellent," and the musketry instruction for the infantry at Hythe have percolated with such advantage through those services.

The arguments made use of by the Adjutant-General to the Forces and by the Adjutant-General of Artillery in the letters before referred to, may be used now with greatly increased force, not only because the progress of science and of mechanical skill has placed in the hands of the artilleryman weapons of a power which could then have been scarcely contemplated, and requiring great skill to work so as to produce the full effect of which they are capable, but because the whole of the Indian Artillery has been amalgamated with the Royal Artillery, and without some central school of instruction, an uniform system of artillery exercises, with the means of carrying on gun practice at all times, would have been impossible.

For carrying out the foregoing objects the following arrangements are made:—

On the 1st April in each year a class of from 20 to 25 officers is formed for what is termed a "long course," embracing a period of 12 months.

On the same date a class of about 40 non-commissioned officers is formed for a similar course.

These classes are formed into two separate squads, and entirely occupy the time of the chief instructor, one gunnery instructor, and four assistant instructors. They are instructed in the drills and exercises of every species of ordnance, and the mode of mounting and dismounting them under various circumstances and with different means; in transporting the heaviest guns from place to place and mounting them under difficulties; in making rafts; embarking and disembarking guns; making up ammunition; preparing demands for stores; carrying on gun practice with shot, shell, &c.; making signals; throwing up batteries as at a siege, and afterwards testing their efficiency by firing at them; attending lectures on artillery subjects by the officers instructing the classes, and on subjects of a scientific nature, and bearing upon the science of artillery, by professional gentlemen engaged from time to time for the purpose.

The non-commissioned officers attend these latter lectures, and also receive from the schoolmaster, under the direction of the officer in charge of the class (and with great advantage), instruction in mathematics, and in mechanical drawing applicable to the course they are being carried through.

In addition to these "long courses," as they are termed, another class of 33 non-commissioned officers is sent every three months to go through what is termed a "short course," for the purpose of being instructed in the various duties connected with the service, transport, &c. of heavy guns, which they would seldom have an opportunity or the means of learning with their brigades. At the end of the course they undergo an examination, and a report is forwarded by the Commandant to the Deputy Adjutant-General of Artillery for the information of their respective commanding officers.

The result of this system is that an officer and two non-commissioned officers highly qualified to instruct in all artillery duties and exercises are sent annually to each brigade; also eight non-commissioned officers well qualified to assist in the instruction of the non-commissioned officers and men of their brigades in most duties connected with heavy ordnance, and with enlarged views of artillery subjects generally, acquired during their residence here, where important and valuable artillery experiments are being carried on almost daily, and which must tend largely to expand their minds towards such subjects.

Further instruction is imparted to the regiment by sending batteries from Woolwich, Aldershot, and other contiguous stations, to carry on their annual practice, and during that time they are enabled to acquire much valuable professional knowledge.

Some batteries are also sent for regimental duty. They take guards and fatigues, move guns, and otherwise prepare for experiments, and each in its turn goes through a short course of instruction. The officers and a proportion of non-commissioned officers of these batteries are formed into a class under one of the gunnery instructors and his two assistants, and when they have gone through a preliminary course one of the batteries, or more if practicable, are taken off duty for a month in order to go through a systematic course, which though short is nevertheless much more valuable than can be given them elsewhere, whilst the frequent employment at other times in the heavy duties of artillerymen enables them to rejoin their brigades or stations with a practical knowledge and skill which cannot be too highly valued.

These batteries are generally relieved every three or four months. A constant stream of instruction is thus kept up, which is gradually spreading throughout the regiment, and is beginning to bear valuable fruit in return for the expenditure incurred.

Squads of militia officers and non-commissioned officers are occasionally formed for a course of three months' instruction.

Detachments from various corps of volunteer artillery, about 700 officers and men, assemble annually for competitive firing. These "meetings" are organized by the National Artillery Association, and occupy one week, during which time the officers and men are encamped within the garrison under the immediate orders of a field officer of the Royal Artillery; and in addition to the actual prize shooting, they are instructed in the service of rifled guns and the details necessary thereto, the whole available strength of the School of Gunnery being placed at their disposal for the time being.

An experimental department is attached to the School of Gunnery, and the whole establishment consists of—

Commandant and Superintendent of Experiments.
Brigade major.
Surgeon.
Adjutant.
Quartermaster.
Master gunner.
Serjeant-major.
Quartermaster-serjeant.

School of Gunnery.	*Experimental Establishment.*
1 chief instructor, a field officer.	1 assistant superintendent.
4 gunnery instructors (including 1 at Woolwich), captains.	1 second-class assistant superintendent.
1 first-class clerk.	1 first-class clerk.
1 third-class clerk.	3 laboratory serjeants.
6 first-class assistant instructors.	3 range serjeants.
1 army schoolmaster.	*15 storemen, &c.
* 22 store, magazine, and lobbymen.	

1 staff wheeler.
1 hospital serjeant.
1 photographer.
1 armourer.
2 wheelers.
2 smiths.

Of the above staff the gunnery instructor, stationed at Woolwich, is in charge of the Royal Military Repository, which has been retained as a branch of the School of Gunnery, for the purpose of affording instruction in heavy artillery duties to the officers and non-commissioned officers of that garrison; to officers from the Staff College and others stationed at Woolwich, under the Director of Artillery Studies; and to officers of militia and volunteer artillery. A separate staff of non-commissioned officers as assistant instructors and artificers is borne on the strength of the depôt brigade.

The only condition upon which admission to the School of Gunnery depends is the recommendation of commanding officers of brigades, each of which is supposed to furnish annually one officer, either a captain or a subaltern. The same applies to the class of non-commissioned officers, whether for the long or for the short course; and it is the interest of a commanding officer to select his best officers and non-commissioned officers for this service, since the instructors of brigades are furnished from those only who have passed through and obtained certificates from the School of Gunnery.

The number of officers and non-commissioned officers now under instruction is—

"Long course," 12 months, officers, 23.
" " non-commissioned officers, 40.
"Short course," three months, non-commissioned officers, 33.

Of batteries stationed at Shoeburyness, and now under instruction, one month:—

Officers, 3.
Non-commissioned officers, 19.
Gunners, 74.

* These men furnish also the gun detachments for, and assist generally at, experiments.

The nature of the "long course" of instruction is the same for officers as for non-commissioned officers, with the exception that the latter receive instruction from the schoolmaster in pure arithmetic and mechanical drawing, and calculations connected therewith: it may be thus specified:—

Elementary exercises for the purpose of instructing the squad in dealing with heavy weights without machines, showing the best mode of applying power in moving guns, commencing with light and progressing to guns of 23 tons, instruction concerning ropes, tackles, knots, &c.

Field, garrison, and siege gun drill with smooth bore and rifled guns mounted on various carriages and platforms.

Drills with howitzers and mortars, throwing up works of offence and defence, arming them and laying platforms, making up ammunition, and arrangements for night firing.

Exercises with military machines, construction of sheers, derricks, &c., and placing them in awkward places, construction of trestle and other bridges for the purpose of passing heavy artillery across ditches, &c., and of rafts for similar purposes.

Embarkation of artillery and horses.

Mounting, dismounting, and moving heavy guns without the aid of machines.

Practice from heavy and field guns, smooth bore and rifled, at known and unknown distances, with full and reduced charges.

Battalion drill and telegraphy.

In the lecture room instruction in the mechanical powers in gunnery, systems of rifling, action and penetration of the service projectiles; construction, examination, and record of guns.

Army administration as affecting artillery.

Lectures on gunpowder, gun cotton, and fulminates; on metallurgy; on the various modes of computing velocities and the instruments employed; on electricity and steam; on strategy and tactics.

From the officers and non-commissioned officers who form these squads are selected the instructors of the brigades; it is therefore not only necessary that they should be able to perform the several drills and manœuvres, but be able to impart instruction in the same.

The "short course" comprises instruction in—

Cordage, knotting, tackles, parbuckling, pinching, slewing, &c.

Mounting and dismounting with and without gyns.

Drill and practice with 32-pr. and 8″ guns.

Drill and practice with mortars on standing and travelling beds, also mounting and dismounting.

Drill, practice, mounting, dismounting, and embarking rifled field guns.

Drill, and practice with 40-pr. and 64-pr. guns firing at moving target.

Drill with 7″ B.L. guns.

Drill with 7″, 9″, and 12″ M.L.R. guns, and practice.

Dismounting and mounting the above.

Laying platforms, &c.

Use of platform wagon.

Light sheers.

Rocket drill and practice.

Facing B.L. guns.

Practical examination, &c.

The course occupying only one month through which the batteries are passed consists chiefly of—

Cordage, knotting, elementary exercises.

Ordinary shifts and machine drill.

Mortar drill and practice.

12-pr. B.L. gun drill and practice.

40-pr., 64-pr. and 7″ B.L. gun drill and practice.

7″ and 9″ M.L. gun drill and practice.

Dismounting 7″ and 9″ guns by gyns and jacks.

Parbuckling 7″ and 9″ guns and moving on sledges.

Laying platforms.

Rocket drill and practice

Sheers (heavy and light), derricks, &c.

Facing vent pieces.

Re-drilling and examination of the non-commissioned officers.

(II.) The benefit which the School of Gunnery has conferred on the regiment is undisputed; without relieving officers commanding brigades from the responsibility of the perfect efficiency of their brigades, it has furnished them with the means of thoroughly instructing their men on one uniform system.

The system was originally founded on that of the old very limited school of instruction at the Royal Military Repository, Woolwich; and the experienced officers who have preceded me at the School of Gunnery have invariably signified their approval of the working of the system, which appears to me also to have been well devised.

The full benefit of the School of Gunnery will not be felt until those officers who have had the *advantage* of being trained at it attain to the higher ranks.

A considerable amount of additional information on artillery subjects might be imparted in a practical form if the property purchased were not so limited; the effect of loaded shells on earthworks, &c. cannot be shown without endangering life, and this is a subject which deserves consideration.

I have, &c.

(Signed) T. ELWYN,
Colonel, Commandant and
Superintendent.

The Secretary to the
Royal Commissioners
on Military Education.

ENCLOSURE A.

SIR, Horse Guards, S.W., December 19, 1857.

I HAVE the honour to request that you will lay before His Royal Highness the General Commanding-in-Chief the following remarks on a subject which becomes of greater importance, viz.:—

The instruction of the officers and men of the Royal Artillery in the use of the weapons and military machines which they are called upon to use; with the view of ensuring completeness and uniformity in this instruction, it is submitted that a special school is required.

The two establishments now in existence, the "Excellent" gunnery ship for the instruction of the navy, and the School of Musketry at Hythe for that of the infantry, recognize the principle; and the great advantages that have resulted from them are acknowledged on all hands.

The instruction in gunnery of a most important arm of the service, the Royal Artillery, is still exclusively in the hands of the field and company officers; and, scattered in small bodies, as the regiment is, in all parts of the globe, numerous systems of instruction (some perhaps very good) have arisen, whereby the soldier becomes confused, when the exigencies of the service remove him from one to another.

Yet, if a school is required to teach the infantry man the use of his rifle, and the sailor that of his cannon, is it not still more so required in the case of the Royal Artillery?

The infantry man has one arm, and one only. The sailor must be trained to the use of guns of several calibres, but those, generally speaking, the larger ones. The artilleryman is called upon to use guns of every size, weight, and calibre, with various kinds of projectiles, on different descriptions of carriages, and he is expected to work them under all conceivable circumstances. His guns must be accompanied by great quantities of ammunition and stores, in the proper arrangement, packing, and preservation of which the most careful and minute instruction is necessary.

Further, he should be perfectly well acquainted with the effect of his shot or shell, and his knowledge of ranges, fuze lengths, and charges ought to be so complete as to require no effort of mind to recollect and apply it.

It must be borne in mind that vast improvements have been made in the effective range of the infantry soldier's arm, and that he has acquired a very perfect knowledge of its use; it is therefore probable that battles may be decided in future, supposing the enemy to be similarly armed and instructed, at longer ranges than heretofore; and it becomes necessary that every exertion should be made to increase the range of artillery, as well as to obtain precision of fire.

A strong argument is hereby furnished for a school of artillery, if this arm,—so important and so costly,—is to maintain its place in this country.

At Shoeburyness exertions are now being made to increase the range of field and garrison guns; and in the opinion of the officer charged with the superintendence of the experiments, with good prospect of success; and this officer, Colonel Mitchell, remarks "that precision of fire "is unattainable with any arm when in the hands of un- "skilled men; that perfect simplicity is impracticable, and "in proportion as you depart from simplicity, so must you "instruct and explain."

I would suggest that an establishment should be formed for instruction in practical artillery (somewhat similar to that at Hythe), where practice from every description of ordnance could be carried on free from danger and interruption, and where the effect of fire could be noted, whether on targets, earth, masonry, or timber.

Explanations relative to the numerous duties connected with ammunition might be afforded in the form of lectures, each subject, when fully understood, being illustrated by actual practice; and a simple course could be devised for all non-commissioned officers and men, wherein, without

Appendix X. (A.)
School of Gunnery.

entering into the theory of projectiles, the general principles of the art of pointing guns should be explained, as well as the trajectory of the missile, the meaning of point blank, &c.

It would not be possible to send every company in the regiment to such a school; but a great amount of information would be diffused through the regiment, which might be increased by instructing some officers, with a large proportion of non-commissioned officers, eventually sending the former forth as instructors to stations: where practice can be carried on, an ample supply of ammunition should be allowed.

I have, &c.
(Signed) H. D. Ross,
Adjutant-General,
Royal Artillery.

The Military Secretary,
&c. &c.
Horse Guards.

Enclosure B.

Sir, Horse Guards, S.W., June 30, 1858.

With reference to the War Office letter of 21st January 1858, I have the commands of the General Commanding-in-Chief to state that His Royal Highness is most desirous that the proposition for a School of Gunnery to be established for the Royal Artillery should again be brought under consideration:—with which view I am directed to enclose a copy of Sir Hew Ross' letter on the subject, and the reply thereto, and to acquaint you that His Royal Highness is led to believe that, from want of an uniform system of instruction, the practice of the Royal Artillery is not what it ought to be. Increased facilities for improvement are afforded by the recent grant of additional practice ammunition (by War Office letter dated 28th June 1858, $\frac{55 \text{ Artillery}}{386}$) rendering a school of instruction more desirable, and which would still be enhanced by a compliance with the original application to allow 300 rounds per troop, battery, and company, as affording more adequate means of instructing the officers, non-commissioned officers, and gunners of the corps in this essential part of their duty.

Too much cannot be advanced to show the importance of having the Royal Artillery efficient in the field and fortress: but its efficiency will be more or less marked by its scientific principles and unity of action.

The School of Gunnery would afford the officers and men so many and great advantages beyond those which they now possess, that, under existing circumstances, His Royal Highness feels justified in strongly recommending its adoption, as the only means of enabling the Royal Artillery to keep pace with the rapid improvements which are continually being effected in other arms of the service, and of imparting such instruction to the men relative to the capabilities and properties of the arms they are called upon to use, as will give that confidence and efficiency which is so essential to artillerymen in the various situations in which they are expected to act so important a part.

I have, &c.
(Signed) G. A. Wetherall,
Adjutant-General.

The Under Secretary of
State for War.

Appendix X. (B.)

B.—HISTORICAL NOTICE OF THE SCHOOL OF GUNNERY.

(By the Secretary.)

Shoeburyness first became a station for artillery practice in the year 1849. The practice was, however, at that time confined to experiments, which were conducted on a very limited scale, under the department of the Director-General of Artillery. A battery was constructed and some wooden huts erected at the station in that year; but for several years nothing but experimental practice was carried on by batteries of artillery who were sent to Shoeburyness merely for the summer months, and were quartered, at least partially, under canvass. No permanent staff were employed, the senior officer present with the troops being in command of the station. In 1854 the establishment assumed a more permanent character, and was placed under a lieutenant-colonel of artillery as commandant, who was also at the same time superintendent of experiments. It still, however, continued to be merely a station for artillery practice and experiments, no regular course of instruction having at that time been instituted in connexion with it.

It was not until 1859 that the School of Gunnery was established. The causes which led to its institution are explained in the correspondence accompanying Colonel Elwyn's account of the present state of the school.* The staff fixed for the whole establishment at that time consisted of:—

One commandant and superintendent of experiments.
One chief instructor.
One instructor in rifled ordnance.
One instructor in gunnery.
One carbine instructor.
One brigade major.
One assistant superintendent of experiments.
One adjutant.

During the year 1859 several "short courses" were formed for the instruction of artillery and naval officers in the use of the Armstrong guns then lately introduced into the service. The first class of officers for the "long course" also commenced their instruction in July of the same year, since which time similar courses have been formed annually.

A full account of the present state of the School of Gunnery, and of the instruction given at it, is contained in Colonel Elwyn's letter in reply to the questions addressed to him by the Commission.

* *See* above, page cxv.

Appendix XI. (A.)
Staff College and Staff Appointments.

APPENDIX XI.—STAFF COLLEGE AND STAFF APPOINTMENTS.

A.—QUESTIONS AND REPLIES RELATING TO THE STAFF COLLEGE.

(1.)—Questions issued by the Commission.

First Series.

(I.) Will you state your views as to the results of the Staff College, and as to the present system of appointing officers both to the personal and general Staff.

(II.) What is your opinion regarding the system of admission to the College? Do you consider that under the present system the officers admitted to the College are those in the service best fitted, both intellectually and practically, for Staff employment? Can you suggest any improvement in regard to the certificates required from Commanding Officers, or any trustworthy guarantee for the possession by the candidates of the practical qualities required in Staff officers.

(III.) From your observation of the officers who have passed through the College, do you think that as a rule they prove efficient Staff officers?

The above questions were addressed to—
Lieut.-General W. F. Forster, K.H., Military Secretary.
Colonel the Hon. H. H. Clifford, C.B., V.C., Deputy Quartermaster-General to the Forces.
Colonel J. W. Armstrong, C.B., Deputy Adjutant-General, Ireland.

(i.)—Answers received from Lieut.-General Forster, Military Secretary.

(I.) Many excellent Staff officers have been produced by the Staff College, and although they must of course have obtained a certain amount of knowledge whilst there, which, when brought to bear professionally, has been of great advantage to them, still so very much depends upon the activity and intelligence of officers, that I cannot presume to say that officers not possessing these qualifications, however well

hey may have been educated, would be efficient on the taff; nor can I say that the most efficient Staff officers ave passed out of the Staff College, for certainly there are any officers who have not had the benefit of that institu- on who have established a high character in that particular partment. But if an officer is a good rider, which I look pon as a necessary qualification for a Staff officer, possesses good eye for a country, energy, and activity, surely the struction he can obtain at the Staff College would be of mense advantage to him.

But I am not prepared to say that there is an absolute ecessity for a Staff College. The information and instruc- on derived from that institution might be obtained by fficers from other sources, and I should be very glad to be ertain that officers enter the Staff College for the sole pur- ose of improving themselves in their profession, and with o other view.

(II.) I think commanding officers might be more careful n making out the certificates they give to the candidates or the Staff College. Now, officers are not selected, but hey volunteer; consequently it would be bold to say that here are not officers who are not better qualified in some espects than those who go there, for there are many officers f independent fortune who would rather remain with their egiments than qualify for the Staff.

W. F. Forster,
Military Secretary.

---

ii.)—Answers received from Colonel the Honourable H. H. Clifford, V.C., Deputy Quarter-master-General.

(I.) In my opinion the Staff College has been the means of giving a large number of officers the means of improving themselves and acquiring knowledge most valuable to them in the army, but I consider that the present system of providing Staff officers for the army is very unsatisfactory, both as regards the efficiency of that branch of the service, and also as regards the officers themselves.

I would establish one military college, through which every young man who wished to enter the army should pass. I would divide it into branches suited to the preparation of young men for the Royal Artillery and Royal Engineers, as well as for the cavalry and infantry. One uniform system of education and examination should prevail; amongst other advantages it would no longer be necessary for parents to send their sons to professors to be prepared for their examination for the army. I would select the Staff of the army from its officers and form a Staff Corps. No officer should be eligible for the Staff Corps unless he had served eight or ten years in the cavalry, Royal Artillery, Royal Engineers, or infantry. During these eight or ten years he would have time and opportunity to qualify for the Staff. On each successive step to a higher appointment on the Staff he should be required to pass a further examination.

The Staff Corps should be composed of only a sufficient number of officers to fill the Staff appointments provided for in army estimates. In these appointments I would include that of Aide-de-camp. I think it very undesirable that young officers, with very little experience or knowledge of military duty should be selected for these appointments. An officer once selected for the Staff should be employed on it so long as he proved himself effective, not necessarily in the same appointment, but always on the Staff. Officers wishing to join the Staff Corps should be recommended by their Commanding Officer, and should be required to pass a qualifying examination.

On joining the Staff they should leave their regiments, and their pay on the Staff should be such as to enable them to do so with advantage in a pecuniary point of view.

The present uncertainty of employment on the Staff is, I think, a great drawback to it, and the cause of bitter disappointment to officers who, having done all that is required of them to qualify themselves for the Staff, cannot be employed on it for want of appointments to give them. There are not a sufficient number of Staff appointments to make it possible to employ all the officers who have passed through the Staff College, besides which there are a certain number of officers who served on the Staff prior to the establishment of the Staff College, and before Staff appointments could be held only for five years; who have served as Staff officers in the field, who have seen much service, and who have proved themselves efficient Staff officers; they also have some claims for employment which are taken into consideration. It is very discouraging to an officer at the end of his five years Staff employment to see that, however well he has discharged the duties required of him on the Staff, however valuable or efficient a Staff officer he may be acknowledged to be, he must of necessity, perhaps only for a time, perhaps altogether, retire from the Staff because an appointment cannot be held for more than five years, and because there is not sufficient employment for the number of officers who have just claims for Staff employ. In these days of changes and the introduction of new systems, this retirement from Staff duty, if only temporary, is not only a great loss in a pecuniary point of view, but it throws an officer out of the line of regular work, and on re-appointment after a lapse of months or years he returns to the Staff having lost much valuable time and knowledge, and finds himself behindhand and obliged to devote much time to making up his lost ground. The compulsory removal of Staff officers at the end of five years is also in my opinion prejudicial to the service. It sometimes happens that in a department the whole of the officers are changed about the same time, and it follows that no single officer in that department is for a time master of its details, which I consider it most desirable that every Staff officer should be. The same devoted attention to the Staff duty can hardly be expected from an officer who feels that his appointment lasts only for five years, and that at the end of that time he may possibly never be called upon to serve on the Staff again, as from one who feels that the Staff is his profession, and that he may depend upon being employed so long as he performs his duties in an efficient and satisfactory manner.

(II.) I do not think that it is a good one, and it does not, in my opinion, follow that the officers admitted to the Staff College are those in the service best fitted, either intellectually or practically, for Staff employment. Some officers might go there to suit their convenience, their regiments being on foreign service, or because it was in other ways convenient to them, but with no intention or hope of serving on the Staff. I consider that an officer who wishes to qualify himself for Staff employ has ample time at his disposal whilst serving with his corps, without being withdrawn from duty, particularly if professors are provided for his instruction at all the large military stations, and that he has passed through a military college before entering the army.

The selection of officers for the Staff is no doubt very difficult, especially when the great ordeal of employment in the field cannot be made use of, but from my experience the following qualities should be looked for in the selection of Staff officers:—

(1.) A good military education.
(2.) A clear right-seeing and sound judgment.
(3.) A sound and healthy constitution, including excellent eyesight.
(4.) Great energy, and active habits, good nerve, and composure when in danger.
(5.) The power of riding well.
(6.) Implicit obedience to authority.
(7.) Very great tact and forbearance.
(8.) Courteous and gentlemanly manners.
(9.) Great discretion in speech.
(10.) Close application and business habits.

I would myself select for a Staff officer one with fewer merely intellectual acquirements, but fully endowed with some of the other qualities I have mentioned. I have seen lamentable examples of very well read, highly educated, men who have proved most inefficient Staff officers, because they have been wanting in some of the other qualities I have mentioned.

(III.) Not having served in the field with officers who have passed through the Staff College, I do not feel competent to answer this last question, but I think that several officers who have passed through it are proving themselves efficient Staff officers.

H. H. Clifford,
Colonel.

(iii.)—Answers received from Colonel J. W. Armstrong, C.B., Deputy Adjutant-General in Ireland.

(I.) I do not think that the results of the Staff College have been altogether so satisfactory as was expected. This effect may be possibly caused from the fact that the best officers in the army do not enter the College; the number of Staff appointments are comparatively so few that they see no certainty of being employed after they have qualified. Again, when an officer has held an appointment for the prescribed period of five years, and has been in a position of considerable authority and responsibility, he returns with reluctance to his corps—I allude here to the rank of captain—and has a distaste for regimental duties; he becomes careless and discontented, and the service suffers.

Appendix XI. (A.)

Staff College and Staff Appointments.

I think too it is not just to a regiment to deprive it of the services of any officer for a lengthened period, viz., two years' study at the College and five years' Staff employment; during this time the officer, if of the rank of captain or subaltern, is drawing his full regimental pay and his comrades are performing his duties. I would not disturb the existing system of appointing officers to the personal Staff of general officers, but an officer so employed should be seconded if on full pay.

(II.) I do not think that the officers who enter the College are the best fitted practically for Staff employment; that they are so intellectually the examination they undergo is the best proof.

I have stated above why, in my opinion, the best officers in the army do not compete for admission to the College.

The most active, energetic, and practical officers, both in the field and in quarters, prefer remaining with their regiments.

Officers who dislike the restraint of discipline, who are married, who wish to avoid foreign service, in many instances compete for admission.

The prescribed certificates appear to me to be sufficient, provided always they are signed in their integrity.

(III.) I answer this question with a degree of reluctance, as I have not passed through the course myself; still, honestly and conscientiously I am of opinion that in my experience those who have qualified at the College as a rule—though with exceptions—have not been efficient Staff officers.

J. W. Armstrong,
Colonel, D.A.G.

(2.)—Questions issued by the Commission.

Second Series.

(I.) Will you be good enough to give, for the information of the Commission, a general account of the objects of the Staff College, the mode and conditions of admission to it, its present organization and staff, the number of students, and the nature and length of the course of instruction at it?

(II.) What is your opinion regarding the system of admission to the College? Do you consider that under the present system the officers admitted to the College are those in the service best fitted, both intellectually and practically, for Staff employment?

Can you suggest any improvement in regard to the certificates required from Commanding Officers as a guarantee for the possession by the candidates of the practical qualities required in Staff officers?

(III.) Do you consider that either the course or method of instruction is capable of improvement?

If so, what are the alterations which you would suggest?

(IV.) Are you of opinion that in the instruction given at the College sufficient importance is attached to strictly practical subjects, and to the duties which devolve upon Staff officers on active service?

(V.) Will you state whether you consider that the establishment of the Staff College, and the present system of appointment to the Staff, have on the whole been of advantage to the army, or the reverse? Is it your opinion that the officers who pass through the College are as a rule likely to prove efficient Staff officers?

(VI.) Will you be good enough to favour the Commission with any other suggestions which you may think it desirable to make in regard to the Staff College?

Question (I.) was addressed only to Colonel T. E. Lacy, Commandant of the Staff College; the remaining questions were addressed also to the following officers:—

Colonel E. B. Hamley, C.B., Royal Artillery, Member of the Council of Military Education; formerly Professor of Military History at the Staff College.

Colonel the Hon. W. H. A. Feilding, Coldstream Guards, Assistant Adjutant-General, Dublin.

Rev. J. F. Twisden, M.A., Professor of Mathematics at the Staff College,

Major C. Adams, Professor of Military History at the Staff College.

Major G. P. Colley, 2nd Regiment, Brigade-Major, Western District.

Major G. D. Barker, 64th Regiment, Deputy Assistant Quartermaster-General, South-Western District.

Major A. S. Jones, V.C., 13th Regiment, Adjutant of the Staff College.

Captain H. Schaw, Royal Engineers, Professor of Fortification and Artillery at the Staff College.

Captain E. M. Jones, 20th Regiment, Professor of Military History at the Cadet College, Sandhurst; formerly Adjutant at the Staff College.

Captain G. M. Cardew, 67th Regiment, Deputy Assistant Adjutant-General, Ireland.

Captain A. L. Walker, 99th Regiment.

(i.)—Answers received from Colonel T. E. Lacy, Commandant of the Staff College.

(I.) The Staff College has for its object the training and instruction of officers for the service of the Staff of the army.

It was instituted in its present form in the year 1858, and is governed by a code of regulations drawn up by the Council of Military Education, and promulgated to the army by authority of the Field Marshal Commanding-in-Chief.

One of these regulations sets forth that no officer will be appointed to the Staff (with special and rare exceptions) who has not passed the final examination at the Staff College. Hence it is to be inferred that success at the College is certain to lead to a Staff appointment when opportunity offers; and this inference is borne out by the appointments that have been made since the foundation of the system.

Admission to the Staff College is open to officers of all arms, except the Royal Engineers, subject to certain conditions of service, character, and physical capability; and to the test of a competitive examination.

No payment is required from the student either on entrance or during residence.

The course of instruction, which occupies two years, is laid down in the published regulations, and more detailed information on each subject is supplied by a printed synopsis prepared by the professors and approved by the Council. The number of students at present is 33. At the beginning of each year, 15 or 16 are admitted to replace an equal number passed out at the preceding final examination.

Periodical tables based upon a system of study prescribed by the Council, and drawn up by the Commandant, regulate the distribution of time and study for the different seasons of the year.

The Commandant has the immediate charge of the discipline of the College, and exercises a general supervision over the studies. He is permitted to offer suggestions from time to time for the alteration or improvement of the course, but in all such matters, as well of study as of discipline, he reports to the Governor of the Royal Military College, to whom he is directly responsible.

The work produced in the principal branches of study, whether drawings, memoirs, or note-books, is sent to the Commandant for his inspection, and he has the sole direction of the reconnaissances undertaken in the fourth term.

At the end of each year he sends through the Governor, for the information of the Field Marshal Commanding-in-Chief, a confidential report upon the officers who have passed out of the College at the final examination.

The only other permanent officer of the College is the adjutant, whose duty it is to give general assistance to the Commandant, and supply his place if he should be unavoidably absent.

The Medical Officers, the Paymaster, and the Quartermaster of the Royal Military College, act for the Staff College in their several capacities, and the riding-master of that establishment teaches riding.

The educational staff consists of eight professors, one for each branch of instruction, with an additional instructor for mathematics; instruction in natural and experimental sciences being supplied by the professors of those branches at the Royal Military College.

A quartermaster-serjeant stationed in the building, a serjeant instructor of artillery, an office clerk, who is also librarian, and eight civilian servants complete the establishment.

(II.) I consider that the mode of admission to the Staff College is the key of the whole system; its object being to bring into the College those men who from a variety of points of view, are best fitted to profit by its advantages, and to make good Staff officers. Obviously this object can be only partially attained by a competitive examination. Hence the importance of the provisions of the 4th paragraph of the regulations. The certificate there called for, might with advantage be amplified into a fuller and more detailed statement of the candidate's professional antecedents and merits. Such a report might even proceed from a board composed of the three senior officers of the regiment.

It is very desirable that the interest and support of Commanding Officers of regiments should be enlisted in the furtherance of the objects of this College. They cannot but feel that the successful career of officers sent by them

to the College, must in some measure redound to the credit of their regiments.

As regards the examination, it seems essential that for entrance it should be competitive, but I think that a wider choice of subjects should be offered to the candidate, in order to draw out the results of his early education, whatever it may have been. Thus the subjects might include the classics and general history, but more especially the modern history of Europe during given eras, and its geography; as a preparation for the study of military history.

I acknowledge the difficulty of the matter, but it seems of greater consequence that the candidate should show the results of a good general education, than that he should bring with him a knowledge, just sufficient for his purpose, of subjects that he will afterwards study with better effect at the College, and which he may have superficially acquired in the few weeks preceding the examination. In modern languages a high standard of proficiency should be required. The power of the College is lost, and the public money wasted in teaching a grown-up man the rudiments of a language, or even the first lessons in line drawing. He should have reached this point at least, before claiming the assistance of the State to perfect his education. Without going so far as to say that the officers admitted to the College under the present system are "those in the service "best fitted both intellectually and practically for Staff "employment," I believe that generally they have creditably maintained in these respects the character of the British Army.

(III.) The method of instruction is on the whole well adapted to its purpose. It is, however, a defect that it does not sufficiently tend to improve the special talent of the individual, which should be the chief aim of adult education.

Whatever may have been the direction of the tastes and pursuits of each, it treats the students as if they were all cast in the same mould and possessed of the same attainments, both in kind and degree, when they entered the College.

In this view, I think it is judicious to relax as far as possible compulsory attendance at study; attendance at the lectures on the principal military subjects must of course be obligatory; but in regard to the others (especially languages) the latitude at present given might be extended, leaving the student a greater freedom in the apportionment of his time for study.

(IV.) It will be found on an inspection of the tables that the importance of practical instruction and out-door work has not been unrecognized in the arrangement of the course, due regard being had to the number of other subjects to which the student's attention is invited.

I am quite of opinion that too much time cannot be given to these exercises, if it can be afforded without disadvantage to the other studies of the officers. The time may still be somewhat increased within this limit, but any very considerable change would render necessary a reconstruction of the whole course, and a demand for an increased allowance of public money.

(V.) I believe that the present system of appointment to the Staff has been of great advantage to the army. It is certain that this College has been the means of developing much valuable talent which, but for it, would have remained in obscurity. It has sent forth, from time to time, officers of very remarkable attainments and ability. Many more have turned out good and useful Staff officers, and it may be hoped that the return to their regiments of the large body of officers who have left the College within the last ten years, has had the effect of diffusing throughout the army a spirit of emulation and a disposition to self-culture, which cannot fail to be of ultimate benefit to the service.

(VI.) I have only one suggestion at present to offer in regard to the system of education at the Staff College, but it is one on which I am disposed to lay great stress. It is that after the entrance examination, personal competition for place should cease, or at all events be much modified. Whatever may be the value of this stimulus in very early education, I am convinced that it has an evil effect when it is applied to grown up men. It tends to weaken that respect for knowledge which should influence a reasoning man, and substitutes for it mere motives of personal interest.

Doubtless a system of searching examination at stated periods of the course is indispensable for sifting the men and ranging them in an order of merit, but for many reasons I should prefer to the present system a method of classes, with a separate classification for each subject, in which the names would be ranged alphabetically.

The most salutary effect of such a change would be that it would do away with the all-engrossing scramble for marks which has become a reproach to this College.

It would enable the student to apply his energies to, and to master, the subjects for which he has a natural aptitude, without prejudice to his acquiring a useful knowledge of other subjects; and, lastly, the prominent accomplishment of each passed officer of the College would be recorded, so as to afford a ready means of selection when a particular man is wanted for a particular service.

T. E. Lacy, Colonel, Commandant.

Appendix XI. (A.)

Staff College and Staff Appointments.

(ii.)—Answers received from Colonel E. B. Hamley, C.B., Member of the Council of Military Education, late Professor of Military History at the Staff College. Col. Hamley.

(II.) A certain proportion of the officers who pass through the Staff College (probably of each year's class) are excellent representatives of the best kind of military men, and become valuable Staff officers. But there is also a certain proportion that falls short of this, being in no respect above the average level of the army. This should not be; all the students ought to be on the level of the best, not of the average. At the same time it must be said that the students to whom positive exception might be taken, on the ground of manifest unfitness, are few.

The certificate of fitness required from the Commanding Officer is sufficiently stringent if it were always conscientiously given. But experience shows plainly enough that it is not of much practical value. It is difficult to see how this can be remedied so far as regards the "character, "habits, and disposition" of the officer, because none of his superiors are likely to be better acquainted with these than his Commanding Officer. Subordination, activity of mind and body, industry, urbanity, habits of observation, and promptitude of thought and of decision, are all elements of the character of a good Staff officer, and it will be often difficult to get a satisfactory report on these, for however conscientiously the Commanding Officer may form his opinion, it requires a power of judging character which he may not always possess, or which his acquaintance with the officer may not enable him to exercise. I can only suggest, therefore, that, in addition to the present certificate, a board of field officers, chosen, if possible, from other regiments or the Staff, should certify to the candidate's regimental qualifications in certain prescribed particulars, and that the Commandant of the Staff College should report on his character and habits at the end of the first term of residence. If the report were unfavourable the student should be withdrawn.

(III.) It has been considered that the necessary final qualification in a modern language might be demanded before entering the College, and that thus, without preventing a student from being examined in other languages, no instruction in any should be given at the College. I think this would be an improvement.

(IV.) I think additional practical instruction should be given in the following subjects:—

1. Transport of troops of all arms and material, by railway, and preparations for embarking and disembarking them from the trains.

2. The construction and use of the field electric telegraph as taught at Chatham. Staff officers will have constant occasion to employ the telegraph in war, and ought to understand its operations.

3. The mode of directing operations by signals in the field, according to the code now in use.

4. It would be of the greatest advantage if the students could apply their theoretical knowledge by being employed for a time, during the course, as Staff officers in the direction of the actual movements of troops. A brigade from Aldershot is frequently encamped near the College in the course of the summer. I would propose that a brigade of infantry, a battery of artillery, and a regiment or part of a regiment of cavalry should be placed for a time under the Commandant as brigadier, and the duties of the Staff performed entirely by the students. The operations should be such as these:—The occupation of a certain portion of ground by the force, considered either as independent or as the flank or other part of a line of battle. The disposition for its march as an advanced guard; its disposition for covering an army with a line of outposts; for protecting a convoy, the carriages of which might be supplied for the occasion by the Military Train; for passing an obstacle in presence of an enemy; for encamping. The ground for these might be chosen beforehand by the Commandant, assisted by the professor of military art, who should receive reports from every student of each operation.

(V.) The only means of answering the first part of this question must be afforded by actual service in the field. But I am of opinion that the College course cannot be other than highly beneficial to officers destined for the Staff.

APPENDIX XI. (A.)

Staff College and Staff Appointments.

(VI.) It has been represented that the system of placing the officers according to numerical precedence at the final examination still induces extreme competition in marks as distinguished from sound knowledge, and it has been suggested that classifying them alphabetically in three classes in each subject would obviate this. If so (and I dare say it would) it would be a beneficial change. I think, too, that officers who pass through the College should not be appointed indiscriminately to the Staff as vacancies happen to occur, but should be assigned to the different branches of it, according to their special qualifications.

E. B. HAMLEY, Colonel.

Col. Feilding.

(iii.)—ANSWERS received from Colonel the Honourable W. H. A. FEILDING, Assistant Adjutant-General, Dublin.

(II.) I am of opinion that the present system of admission to the Staff College is open to objection.

1stly. I think that no officer should be a student in the Staff College who shall not have obtained the rank of captain, and held that position for a year in his regiment, exclusive of all leave prior to his passing the examination for admission, except in special cases.

My reasons for this are as follows:

a. Because I think that a man should have a practical knowledge and experience of the difficulties encountered in the actual command of a troop, or company, before he is eligible for the position of brigade-major, deputy assistant adjutant-general, deputy assistant quartermaster-general, aide-de-camp, or any other appointment on the Staff of the army of a combatant or an administrative nature.

b. Because, as it is not usual to appoint officers below the rank of a captain to the Staff (except aides-de-camp), an officer who passes through the Staff College, as a subaltern, may have to wait many years before he can make any practical use of the instruction of the special nature taught at the Staff College. Meanwhile he gets disgusted at getting no appointment, and has often forgotten the habit of study acquired during his stay at the Staff College.

c. Because for a man to do well on the Staff he should have had experience of the world, to give him manner and tact; and of command to give him assurance and confidence in himself.

d. Because, as the object of establishing a Staff College is to have at command a number of officers fit for employment on the Staff, it is desirable that a man who has proved himself a thoroughly good and efficient Staff officer should be passed on from one Staff appointment to another, and so enable the authorities to have a number of young men of great experience in Staff work and administration. I have always recommended a man not to go to the Staff College until he has been a captain for a year at least. Thus he spends two years in the College, and by the time he has spent five years on the Staff, he is generally either a regimental major, or has entitled himself to a step of brevet rank, which will enable him to hold a Staff appointment of the rank of assistant adjutant-general, or assistant quartermaster-general, and so on, up the highest grades of the army.

2ndly. I do not approve of the present tests of examination, as likely to select the men best suited for employment on the Staff.

I would wish to see the subjects for examination classified, so that an officer who may have a particular wish for a certain branch of the Staff should have an opportunity of going to the Staff College, and to perfect himself there in the various subjects required for that particular branch.

Our present system tends to make mere smatterers, jacks of all trades and masters of none (except by accident). I should therefore group the subjects of examination somewhat after the following system:

Assistant Adjutant-General.—The certificate from the Commanding Officer in this case should be special, to the effect that the officer is very observant, and possessed of considerable judgment and tact in dealing with his equals and with those above him, and that he should be rather self-reliant than the reverse.

The special subjects for examination should be the interior economy of a regiment; the framing of charges from evidence; he should show a thorough knowledge of the Queen's Regulations, Mutiny Act, Articles of War, and the practice of Courts-Martial, as regards the admission of evidence, and the framing of questions; and he should show a certain knowledge of the War Office Regulations respecting pay and promotion.

In addition to this, he should be able to survey roughly, but accurately, have a fair knowledge of fortification, and such an amount of mathematics as will give him a facility in surveying, and in the study of gunnery. He should give evidence of having studied military history, and military geography, and have a thorough knowledge of one foreign (modern) language.

Assistant Quartermaster-General.—The certificate in this case should be that the officer has a facility for the comprehension of the features of a country, that he is a good rider, that he has a talent for sketching from nature, and a good memory for details. The examination of such a candidate should be chiefly practical, except in mathematics in which it should be much higher, going into statics and dynamics, hydrostatics and hydraulics, and in such branches of science, as geology, mineralogy, and chemistry, as are likely to be useful to him on service.

Topographical Department.—Candidates for this should be good linguists, excellent mathematicians, and men of great accuracy and method.

I do not consider that the present system produces, as a rule, a good class of officers, fitted for general employment on the Staff, and I attribute this to the nature of the examinations, which induces officers to educate themselves superficially on all subjects, rather than to aim at a high standard of perfection in such branches of science to which they feel attracted by nature, or by their previous education and reading.

(III.) I do consider that both the course and the method of instruction are capable of improvement.

1. The course should embrace every possible subject which could be useful to an officer on the Staff; embracing every language (likely to be of use), geology, chemistry (including electricity, telegraphy, &c.), mechanics (in its highest sense), astronomy, practical carpentry and turning, the keeping of accounts by single and double entry, in addition to the subjects which more obviously bear on the career of a military Staff officer.

2. The method of instruction should be to allow an officer, who has become a student in the Staff College, to select any particular branch of Staff employment for which he may wish to qualify himself, and then to dictate to him the various subjects which he must study. The students should be closely examined once every quarter (by number and not by name) in the subjects so selected. These examination papers and a confidential report (also by number and not by name) from the Commandant and professors, on the application and general conduct of that student, should be transmitted to the Council of Military Education, and any special cases, showing illness, should be reported by the Council to the Commander-in-Chief, who would (except in a very bad case) meet the first report with a caution or a severe reprimand, and in a second case, with instant dismissal, carrying with it the cost of return to join the headquarters of the offender's regiment. The students should be allowed the greatest latitude, and should not be obliged to keep "so many" studies per week, but be treated like men, seeking their own good and their own advancement; and let any show of idleness, prior to the quarterly examinations, be met with advice instead of a rebuke or an order to attend more lectures. At present the system makes the students feel themselves too much like schoolboys, acting under the eye of a master.

I should wish them to feel themselves their own masters, answerable to themselves for all shortcomings in study, and bearing in mind that idleness persevered in will surely bring its own punishment, in expulsion from the College, accompanied by heavy expense to themselves.

(IV.) I do not think that sufficient attention is paid to the education of the students at the Staff College, in such matters as practical bridging of all kinds, practical pontooning, practical mining, fortification, rapid surveying, and reconnaissance; the construction of huts, and shelter of all kinds; the construction of field kitchens, field ovens, contrivances for the drainage of camps, and cantonments, and such like matters.

(V.) I do consider that the establishment of the Staff College has been of great advantage to the army, but I think that if officers were appointed to the various situations on the Staff, to which they are best fitted, more credit would redound to the Staff College. I believe that much good would ensue to the army at large, and to the Staff in particular, if the appointment of Commandant were filled by an officer specially selected for the following reasons: He should not be too old, as he should be able to mix socially with all the students, and win their confidence and esteem; he should have a ready and an acute perception of character; not inclined to favoritism or prejudice; not of ultra-strict morals or denominational opinions; a first-rate rider; possessing a pleasant and winning manner; he should be the soul of honour, and most rigid in the execution of any duty; he should have been a student at the Staff College, and have passed out with credit to him-

self; he should have served at least five years on the *General* Staff of the army; he should not be below the rank of colonel; his duties should be to watch carefully the habits, manners, and characters of the students, so that he might be able at the end of each quarter to furnish to the Council a confidential (full) report on each student, and at the end of the course to furnish to the Commander-in-Chief a report on the qualifications of each student passing out of the College, and thus enable him to select a fitting officer for each appointment on the Staff, as it becomes vacant.

I think that the following arrangement would be of inestimable benefit to the army.

That each officer who has served five years on the Staff should be eligible for a member of a Staff Corps, but that such officers only should be appointed to the Staff Corps as have especially distinguished themselves in the appointments they have filled. They should, if captains, have a brevet of major, carrying with it 2*s.* per diem. From this corps, officers should be selected for foreign missions, complimentary or otherwise, for scientific travel, and explorations, civil or military, and with the option of being reinstated in a regiment after two years' service, (exclusive of all leave) in the Staff Corps. By this means men of high military and special acquirements would rise to the top by their own merits, and fewer incapable men would be found in command of regiments, &c. &c.

I would attach one of these officers of the Staff Corps to every regiment of cavalry and infantry, and his duties should be to instruct the young officers in the military sciences and their application, as soon as they shall have been passed by their Commanding Officer, as knowing their company drill. They should lecture to the non-commissioned officers and men at least once a month, submitting first to the Commanding Officer the subject proposed for each lecture. These officers would perform the staff duties of such officers as might be on leave, and thus keep up their practical knowledge of that branch of military administration.

W. Feilding,
Colonel,
A.A.G. Dublin.

iv.)—Answers received from the Rev. J. F. Twisden, M.A., Professor of Mathematics at the Staff College.

(II.) and (V.)—1. With respect to questions II. and V., there is a good deal on which my opinion should not be given, but I may be allowed to observe that:—

(*a.*) There can be little doubt that as a rule intellectual and practical qualifications go together; and that if by any means men of good ability are obtained and duly trained for any service they will prove in practise the most efficient.

(*b.*) I feel, no doubt, that many officers who have passed through the Staff College are men likely to do well in any kind of practical work to which they have been trained. And I may add that, as a rule, the ablest students in the Staff College come to the top in the examinations.

(*c.*) I think it quite evident that any officer, whatever his qualifications in other respects, would receive great benefit from passing through the course of study at the Staff College. On this point I may be allowed to quote the following account of General Jarry's experience in the early part of this century:—"General Jarry soon found "that the rudiments of military science in the British "army were not sufficiently known to enable all the "students to profit by his instruction, and recommended "that mathematical, and fortification and other classes "should be established." [Sir H. Douglas' evidence before the Select Committee on Sandhurst, p. 157.] This was at the time of the first organization of the Senior Department, i.e., the Staff College. It may be added that the whole, or nearly the whole, of the Quartermaster-General's Staff and the Adjutant-General's Staff during the Peninsular war consisted of officers trained in the Senior Department.

d.) I would venture to draw attention to Sir H. Douglas' evidence, taken before the Select Committee of the House of Commons on the Sandhurst Royal Military College, given in 1855, particularly to No. 2309, 2310, 2311, 2312, 2323, 2324.

2. With reference to my own department, mathematics, I do not think the present arrangement satisfactory. Of course I do not think that the object of the Staff College is to make officers mathematicians, but it is plain that a sound knowledge of the elements of mathematics and natural philosophy are essential,—in fact, plan drawing, surveying, fortification, artillery, are based on mathematics. Now under the present arrangement, if an officer come to the Staff College ignorant of mathematics it is nearly certain that he will *not* take up the subject for examination; if he bring the knowledge with him he probably will take it up. This is exactly the reverse of what ought to be the case.

Premising that there are at present three courses—the lower course, the course of astronomy, and the higher course of mathematics—my suggestion is that the lower course should be made obligatory, but on the other hand officers should have every opportunity of proving their acquaintance with this course and getting done with it. Thus, an examination on the whole course, *i.e.*, the whole of the lower course, might be held at the end of each half year, and then an officer who makes 240 marks out of 400 should be allowed to carry his marks forward and drop the subject. The effect of this regulation would be that in most cases officers would pass in this course at the end of the first year.

The other two courses should be left as at present optional. I may observe that Sir H. Douglas' opinion went beyond my own as stated above; his (No. 2299) comes to this, that the course of astronomy also should be made obligatory.

(VI.)—3. In answer to No. VI., I would venture to submit the following remarks and suggestions:—

First. I would draw attention to three general rules at present in force, and which, in my opinion, are of the greatest possible value and should on no account be altered, viz.,—

(*a.*) That no officer be allowed to take up for examination more than a certain number of subjects.

(*b.*) That each officer be called on early in his course to name the subjects, so far as voluntary, in which he will be examined.

(*c.*) That the ultimate qualification depend on the subjects taken up as a whole, and not on the subjects individually.

Secondly. I would urge with regard to the non-military subjects *generally* that they are in need of protection. There is always a tendency to regard as useless what is only indirectly useful, and this in a military college is the case with the non-military subjects. The proper degree of protection could easily be given by making the final qualification depend on the whole of seven subjects instead of five as at present; of these seven, three would be non-military. In connection with this subject I would further suggest that attendance on a short course of physics, and perhaps of geology, might be made compulsory on all with advantage. Such a course should consist of matters having an immediate bearing on practice, such, for instance, as the laws of current electricity and chemistry, on which the telegraph and the electric light depend. The fuller course of these subjects should certainly be voluntary.

Thirdly. I presume that whatever alteration be made in the present system, the students will always be examined and classified in accordance with the examination; I would therefore notice the following points:—

(*a.*) That smattering ought to be kept from counting as much as possible. The best way of doing this seems to be to strike off a portion of marks from those gained in each subject, and base the classification on the remainders; not to have as at present a fixed standard for each subject.

(*b.*) The examinations ought to be entirely conducted by the public examiners, or if any exceptions are made it should be for some very stringent reason. At all events the work which any professor does as professor should be kept strictly apart from what he does in his compacity as examiner, if he is allowed to act in that capacity at all.

(*c.*) Work done during the course of study should not count in the examination.

(*d.*) If in any case it is necessary that part of the examination be conducted during the half-year by the professor, the result, whether estimated in marks or not, should not be communicated to the officers.

(*e.*) Considering that the examinations range over several subjects, it might be practicable, and certainly should be attempted, to put the examiners in communication with each other, so that the standard of proficiency in several subjects should be made as uniform as possible.

(*f.*) It is also a point well deserving of consideration whether the old plan of examination by *vivâ voce* might not be restored, as a substantial *part* of the examination, with very great advantage both with reference to the stringency of the examination and to its reaction on the instruction given in the College.

(*g.*) The above remarks apply to the public or final examination, not to the half-yearly examinations, which are very properly entrusted to the professors.

There are two other points to which I would venture to draw attention, though in doing so I must express a hope that I am not going beyond my proper sphere. It seems

Appendix XI. (A.)

Staff College and Staff Appointments.

to me that the Staff College might be made much more useful to the army at large, if more inducements were held out to officers to take advantage of the opportunities of study which the institution offers; it should be regarded as a place where the scientific part of the profession is acquired; and though to pass through it should be an essential qualification for a Staff appointment, it ought not to be assumed that every officer who passes has a claim for such appointment. In this connexion I would advert to two points.

i. That the Royal Warrant of A.D. 1808 states that the Senior Department [*i.e.* the Staff College] was established with a view to enable officers to discharge their duties better when in command of regiments as well as to qualify them for the Staff.

ii. That there seems no good reason why, after sufficient notice, it should not be made necessary for aides-de-camp and military secretaries to pass through the College. Any officer who cannot get through the Staff College is clearly a man of inferior ability, and as such should not be appointed; on the other hand, if he is a man of ability he cannot but be the better for his two years of study. Although this view seems to me dictated by the plainest common sense, my chief object in adverting to the point is to draw attention to the following opinion of Sir H. Douglas:—

"Do you think that he would perform his duties as an aide-
"de-camp better for possessing that knowledge?—I think
"that an aide-de-camp selected from those young men who
"have passed their examination at Sandhurst, and more
"particularly so at the Senior Department, as it was ori-
"ginally, would be very highly qualified to perform all the
"duties of an aide-de-camp; whereas a man not so edu-
"cated would not be able to perform them." (No. 2312.)

John F. Twisden, M.A.,
Professor of Mathematics at the Staff College.

Major Adams.

(v.)—Answers received from Major Adams, Professor of Military History at the College.

(II.) It seems very difficult to propose any alteration of the system of admission to the Staff College; its value, of course, depends upon the practical integrity with which it is carried out.

I mean, that the certificates required from Commanding Officers should not be regarded by these as mere matter of form. Grave responsibility should attach to such documents, resulting in censure from the highest authorities where the spirit of the measure has been obviously neglected, ascertained from the confidential report of the Staff College Commandant.

In foreign armies with which I am acquainted Commanding Officers are credited with the power of vetoing absolutely an application on the part of a regimental officer to go up for admission to the training institutions for the Staff. In Austria the power was frequently exercised, and, on the whole, without injustice to the individual. An experienced officer may satisfy his own conscience as to the discretion used, but still find great difficulty in adducing special grounds for the justification of his act. Moreover, in Austria, the action of a Commanding Officer in this respect was to some extent controlled by public feeling existing in the regiment. It was generally recognized that the welfare of the service depended in great degree upon the character and ability of the Staff Corps. To enter the *Kriegs-schule* was, therefore, a distinction, and officers earnestly attached to their profession were reluctant to cede the honour to men whose qualifications were not generally recognized in their regiments.

I venture to enter into these details inasmuch as, in most instances, the Commanding Officer will be considered the best if not the only competent judge of the qualifications of the aspirant. As he stands at the fountain's head, the duty entrusted to him should not only be restrictive, but stimulative, if the welfare of the service be considered.

I do not think that any alteration in the certificate would effect the object in view; it must depend in great measure upon the importance attached to the subject in the highest quarters; and further, upon the palpable advantages offered to the student by the service.

I should say that the ability of the service is fairly represented by two-thirds of the students at present. My means of forming a correct opinion on this point are, however, limited.

(III.) It is my opinion that the course at the Staff College, considering its duration, should be altogether restricted to the compulsory subjects mentioned in par. 26, General Order 102.

They are certainly those bearing most directly on a military career, and, if thoroughly studied, amply sufficient to command the attention of the student.

To many officers who have not enjoyed the advantage of a special military education, the variety of subjects is exceedingly trying. Yet if they are to attain place and position they cannot afford to neglect any. The consequence is, that the excessive exertion required in many instances becomes injurious. It either enfeebles the student's intellectual power at the moment when he most requires it, or induces a degree of reaction when the final ordeal has been succesfully passed, calculated to engender distaste for future study.

It is for this reason that, individually, I am strongly opposed to the system of personal competition by marks. However productive in results this may be in the case of boys, I feel convinced that it is not suited to grown-up men, and least of all to officers.

It narrows the area of study, and substitutes place for knowledge as its object, being at the same time a constant source of grievance and discontent.*

To some extent it interferes with the harmony which should prevail between professor and student, and for this reason his marking duties are anything but agreeable to the former. It is very questionable, moreover, whether, under the present marking system, the general interests of the service are properly served. To lay down any absolute standard for marking is barely possible, and where latitude exists with regard to a distasteful duty, the error will usually be found on the side of leniency. The question whether officers who have qualified under the existing system would not have failed to satisfy a board of competent examiners is certainly an open one.

I would advocate competition for honours in the several subjects, and leave the certificates for class and efficiency in the hands of the Council's examiners.

(IV.) I think it essential to recollect that the Staff College course can only form a portion of the training required by an accomplished Staff officer. Unless the value of theoretical teaching be denied in this country alone, that must constitute its first purpose, for the simple reason that it is not offered elsewhere.

Those who advocate increased attention to strictly practical subjects seem to overlook the fact that these may be studied with more advantage in another place. No doubt practical calculations as to time and distance, as to the marching order and power of the different arms, separately or combined, as to posting troops under varying conditions of ground for attack or defence of different localities, &c. &c., are matters of very grave import on active service. Such, however, would seem to be the express purpose of the several camps of instruction which have been formed throughout the kingdom. There the use of troops for the solution of minor military problems is available, and this consideration alone should be practically decisive. For this reason I would attach officers who have passed through the College and completed the remainder of their course, for a certain period, to the Staff of the several camps, assuming that such exercises are practised in these as constitute a field training for both men and officers.

The one subject which, in my opinion, ought to be developed, as a practical subject, to its fullest extent is field fortification, even though this be effected at the expense of permanent fortification, which may safely be left to the care of Engineers.

On the whole, therefore, I consider that, including the latest instructions of the Council of Military Education, sufficient importance is attached to strictly practical subjects at Sandhurst, provided the authorities will place the necessary time at the disposal of the officer for the further acquirements demanded by the welfare of the service.

(V.) I cannot doubt but that great benefit has already accrued to the army from the establishment of the Staff College and the consequent restriction as to Staff appointments.

Time, however, and active operations, perhaps, are required that the results may be fully realized.

From my own experience I should say that two-thirds of the officers who have qualified at the College are likely to prove excellent Staff officers, provided their training be completed, and their knowledge kept up.

Charles Adams,
Staff College, late Major.
May 5.

N.B.—Answer to question VI. embodied in the preceding

(vi.)—Answers received from Major G. P. Colley, Brigade-Major, Western District.

(II.)—(*a.*) On the whole it works fairly well, though of course open to the same objection as all examinations, viz.,

* These views quite endorse the opinion of Professor Seeley, though they were formed before his essay had been perused.—C. A.

that tact, energy, and other most important qualities are not represented at all. Perhaps the present examination unnecessarily favours *scientific* as opposed to *practical* acquirements. A knowledge of his own duties is almost the only thing which does *not* help an officer in getting in; thus hard-working officers, like adjutants, who have little time to devote to such studies as chemistry, compete at a disadvantage.

I think this might be partly remedied by substituting papers on interior economy, administration, law, &c., for those on chemistry, geology, &c.

Military administration is the only subject which counts at the final examination but not at the entrance. It appears to me it ought to count very high at the entrance. At present an adjutant, or officer who has served on the Staff already, derives no advantage from his practical knowledge.

(*b.*) Not altogether. I think that adjutants, who as a rule are picked men, and the best fitted for some classes of Staff appointments, are not now as well represented on the Staff as they should be; and that many of the best practical officers still hang back from fear of the scientific requirements. I think, however, that this, and the prejudice against the Staff College as a scientific establishment is wearing off, and that most who have the energy, and desire to get on, look to passing through the Staff College.

(*c.*) I do not think the present certificate answers its purpose, and doubt if any would. A good deal might be done through the "confidential reports" if Commanding Officers would act up to the principles laid down for the guidance of General Officers in par. 189, c. Queen's Regulations; but few will, and many hold it "invidious to "make any distinction but that of seniority between offi- "cers who have all done their duty satisfactorily." There is also a not unnatural disinclination on the part of some Commanding Officers to bring forward their best officers for the Staff and so lose them to the regiment.

The certificate fails, because few commanders will refuse it, having to give distinct reasons for doing so. If the onus of giving reasons was thrown the other way I think it would make some difference. I would suggest that a Commanding Officer in forwarding and recommending the application of a candidate should be required to give distinct reasons why he specially recommends him, stating whether he has ever been employed as adjutant, on the Staff, &c., or has had any opportunities of showing special qualifications.

(III.)—(*a.*) I consider that military administration, drill, and tactics are not sufficiently attended to, while artillery, strategy, and experimental science are allowed too much time.

Military administration is a vast subject, embracing nearly the whole of the duties ordinarily required of a Staff officer, and increasing in importance as railways, telegraphs, &c. add to the complications and science of war. I do not think it takes at all its proper position in the studies of the Staff College. I believe only 400 marks are allowed for this subject (exclusive of "law"), the same number that are allowed for chemistry, and the time given to it is so short that many subjects which foreign armies think it necessary to work out into lengthy and detailed codes of instructions, are little more than touched upon in our course.

By drill, I mean the principles on which battalion and light infantry drill, brigade and divisional movements, &c., are based. I know nothing that tends so much to give an intelligent knowledge of one's own drill as the habit of comparing it with that of foreign armies, and observing by what means they arrive at the same ends; and in war it would be most important to know the system of movements of an adversary.

This formed no part of the instruction at the Staff College when I was there.

Tactics, I think, should receive more attention than they do. The military history course used to be divided approximately into three-fourths strategy and one-fourth tactics. I would rather suggest two-thirds tactics and one-third strategy, as it appears to me the occasions on which a knowledge of the latter would prove serviceable to a Staff officer are very rare, whereas his knowledge of tactics would come almost daily into use in war time.

I cannot consider the present scale of "marks" a satisfactory one. Officers eager to distinguish themselves will certainly select those subjects which count most, regardless of their ultimate utility. I therefore think marks should be awarded on a scale proportionate to the real value of the subject. I have already instanced military administration and chemistry, and I would also instance *French* and *Italian*, which count the same, the first being almost invaluable, the second almost useless to a Staff officer. I would not exclude any of the present subjects from the course, only let them count in proportion to their real value.

(*b.*) The alterations I would suggest are,—

That more time be devoted to military administration, tactics, and drill (our own and foreign), the time to be obtained from that now given to strategy, artillery, and experimental sciences.

That instruction in artillery be given at Woolwich, and struck out of the Staff College course.

That advantage be taken of the proximity of Aldershot to give practical instruction in the working of the three arms, &c.

That, if possible, students should be afforded the opportunity of visiting one of the foreign camps of instruction.

That, at the examinations, marks should be awarded on a scale proportionate to the true value of the subject.

(IV.) No. See answer to preceding question.

(V.)—(*a.*) On the whole, decidedly of advantage to the service, though I am not prepared to say that the appointments are individually better filled.

I think there has been a great increase of military education throughout the army, caused by the number of men who either have passed through the Staff College or are reading for it, or at some time have thought of it and commenced reading. I also consider that a body of Staff officers are being provided, who as a whole are superior in general intelligence and education (though perhaps not in knowledge of routine duties), to what would otherwise be obtained, and that this would more especially be found to tell in war time.

On the other hand it is to be observed,—

1st. The system of selection does not now exist as it used to; an officer receives a Staff appointment rather because he has passed through the Staff College, and there is a vacancy, than because he is specially fitted for that post.

2nd. Many officers, undoubtedly, get appointments under the present system who never would have been selected for the Staff.

3rd. The Staff College course is mainly adapted to the requirements of the quartermaster-general's department in the field. The appointments mostly filled from the Staff College are brigade-majorships. Most generals, if allowed to select their brigade-majors, would take old adjutants; under the old system many were so appointed, and they would certainly, as a rule, possess a better knowledge of their special duties than can be imparted at the Staff College.

For these reasons I think the Staff College has been tried so far at a disadvantage. In war time I think the advantages of the College, and of a trained Staff (if properly selected), would be most apparent.

(*b.*) Yes; but very much depends upon the selection of officers according to their special qualifications for the appointment they are to fill.

(VI.) There are two things which seem to interfere with the working of the present system.

(*a.*) Passing through the Staff College is generally regarded in the army as giving a claim to one Staff appointment, but leading to little else.

A five years' stationary appointment is a special boon to officers who are married or about to marry, and suffer under the expense and inconvenience of frequent moves. Having a more direct and pressing interest to serve, such officers work harder than others to get in, and thus the Staff College is largely supplied from men whose motive is comfort rather than zeal, ambition, or love for their profession, and many of whom leave the service on the completion of their time.

On the other hand, many of the younger men, subalterns, who are actuated by love of their profession, and desire to improve themselves, are discouraged by finding themselves entirely unnoticed after they leave; if unfortunate in regimental promotion they may remain so for years.

I think the Staff College might be made more popular among the ambitious young officers, if it were understood that when not actually on the Staff, they would always be employed on all possible occasions as acting Staff officers, extra aides-de-camp, &c., &c. At present it is difficult to carry this out as they have not always horses; but if every officer who has qualified at the Staff College was allowed forage for a horse when unemployed, I believe this small boon would have a very great effect in increasing the popularity of the Staff College, and especially among that class from whom one most wishes to draw the Staff.

(*b.*) Officers who have passed through the Staff College consider themselves as placed on a regular roster for employment. How far this impression is a correct one I am not in a position to state, but the impression does exist, and if an appointment falls vacant, and the officer next for employment does not receive it, however little fitted he may be for that particular one, he and his friends look on it as a

C

Appendix XI. (A.)

Staff College and Staff Appointments.

hardship. As I conceive the success of the system to depend upon selection, this impression acts injuriously.

I think the number of students at the Staff College might be increased with advantage for many reasons.

The buildings, staff, &c. are sufficient for more; thus, increased value may be got out of it without increased expense.

If the number of persons qualified considerably exceeds the number of appointments, selection becomes inevitable, and the larger the number to select from the better. This is especially important, as neither certificates nor examinations can be taken as conclusive proofs that the officers are all likely to make efficient Staff officers.

It is very desirable that the Staff College course should be considered as conferring a certificate of certain qualifications only, not a claim, for Staff employ. The greater the number who have passed through, the more will this be the case.

It is also advantageous to the army generally, that there should be a large body of trained and highly educated officers distributed through it.

I consider that every Staff officer should be required to join his regiment for a year, before being eligible for a fresh appointment. The chief argument in favour of our system (in place of the usual one of a separate Staff Corps) is that our officers have the opportunity of keeping up their knowledge of regimental detail, and learning by practical experience the working of orders which they have been in the habit of issuing.

I would recommend that the number allowed to compete at the entrance examination be limited to 20, selected from the candidates; giving the preference to those who as adjutants or otherwise have had opportunities of showing their practical qualifications for the Staff.

Finally, I would urge that the efficiency of the Staff must, after all, depend more upon the selection of officers for the special appointments they are to fill than upon any system of education or examinations. If the Staff College examinations are treated as a sufficient test of an officer's qualifications to fill any Staff appointment, the system will certainly fail, but if treated only as a means of securing a picked and highly trained body of officers from which to select, there is every reason to believe that (with a few modifications), they will answer their purpose thoroughly. It is essential that the Commander-in-Chief should have all possible information to guide him in making selections, both before they enter, while at the Staff College, and subsequently from General Officers under whom they serve before receiving an appointment. General Officers might be allowed a voice in the selection of officers to fill vacancies in their command, wherever they have had opportunities of judging personally of the men they recommend. But the opinion of the Commandant of the Staff College, who for two years has had constant opportunities of studying the officers individually, would naturally carry especial weight, and the influence which he might thus exercise on the efficiency of the Staff of the army is immense.

G. P. Colley, Major,
Brigade-Major Western District.

Major Barker.

(vii.)—Answers received from Major G. D. Barker, Deputy Assistant Quartermaster-General, South-western District.

(II.) I consider the system of admission to the Staff College to be good so long as Commanding Officers limit their recommendations strictly to those officers who possess the qualifications laid down in the prescribed form of certificate.

I am, however, of opinion that in the entrance examination, the qualifying standard is fixed too low; and also that a longer period of previous regimental service should be required from candidates.

I do not consider that under the present system the officers admitted to the College are in all cases those in the service best fitted, both intellectually and practically, for Staff employment.

As regards the certificate required from Commanding Officers I consider that it should be made more stringent and definite, and I would suggest the following modification of it, viz. :—

"I hereby certify that ———— is in all respects a good regimental officer; that he is smart, active, and intelligent; and I consider him to possess the qualifications of a good adjutant: to the best of my belief and judgment I further consider him from his general knowledge of the service, character, habits, and disposition to be qualified for employment on the Staff, and I recommend him for admission to the Staff College. He is a (good, fair, or indifferent) rider, and is not short-sighted."

(III.) As regards the course of instruction, the only improvement which I would suggest, is that more importance should be attached to eye-sketching than is the case at present.

As to the method of instruction I am of opinion that it would be desirable in the selection of professors to attach more importance to their capabilities for *imparting* the knowledge or skill which they possess; and that either by some mode of supervision or by a shorter term of appointment continued activity and efficiency on their part should be ensured.

(IV.) Yes, with the exception mentioned in my last answer.

(V.) I consider that the establishment of the Staff College and the present system of appointment to the Staff have, on the whole, been of advantage to the army.

I am of opinion that the officers who pass through the College are as a rule likely to prove efficient Staff officers, provided that in the first instance Commanding Officers are careful to recommend only those officers to whom the terms of the certificate strictly apply.

(VI.) The only suggestion I should wish to make is, that appointments to the Staff should still be made by *selection;* the field of selection being limited to graduates of the Staff College.

Also that as a rule men should, in the first instance, be appointed to Brigade-Majorships, and that all appointments on the Divisional Staff should be filled by selection from the Brigade-Majors.

G. Digby Barker, Major,
Deputy Assistant Quartermaster-General,
S.W. District.

Portsmouth,
29th May 1869.

Major Jones.

(viii.)—Answers received from Major Alfred S. Jones, V.C., Adjutant of the Staff College.

(II.) The existing test for admission to the Staff College does not, as a rule, secure the selection of the class of officer best fitted to be educated for Staff employment.

I believe it is impossible to make an indifferent regimental officer into a good Staff officer, no matter how you educate him, and that consequently *thorough* efficiency with a regiment should be insisted upon before any attempt is made to educate for the Staff.

At present an officer who takes all the leave of absence he can get, and devotes it to cramming superficial acquirements, has a preponderating advantage in competitive examination over one whose occupations prevent his undergoing such a preparation; thus I believe many excellent regimental officers are deterred from coming forward, or fail in the examinations.

When I think of the number of short-sighted men and bad riders I have known admitted, I cannot but believe that the Commanding Officer's certificate is, in many cases, signed as a mere matter of form, and that no such document ought to be taken as a guarantee, even upon points so evidently within the knowledge of the Commanding Officer as those I have named, which are certified in distinct terms; much less should it be depended upon, where in its first paragraph it is qualified by the expression "to the "best of my belief," &c.

(III.) I consider both capable of improvement, as follows :—

(*a.*) The length of quiet residence at Sandhurst in the present course affords too great an attraction, and if European languages (which are best acquired in their own localities) be dispensed with, one year would I think suffice to give as good an education on all other points as is now obtained in two years.

Under the present system, I believe, there are few students whose energies are fully applied during the whole of their four terms, and long absence from regimental duty, with, in many cases, more time allowed than necessary for each task, is I am sure very injurious.

When officers in India pass a qualifying examination in Hindustani or Persian they are, or used to be, paid a lump sum, called moonshee allowance, and I think that the present salaries of European language professors at the Staff College would be more usefully expended in the grant of similar gratuities to passed Staff College students on their attaining a good knowledge of any language at any time after leaving the College.

Leave to reside abroad might be granted to such officers as desire to prepare for a language examination, their pay being allowed or withheld (as contingent on examination) to secure genuine study.

An officer might very fairly be required to have a good knowledge of one modern language, as a condition of

admission to the Staff College, and the facilities above proposed would, I think, afford ample encouragement for all who have natural talent for languages to pursue their study.

I would make an exception as regards the Hindustani professor, because he is unusually successful in imparting knowledge of that language, and a little study of it here has been found of very great value by officers going to India.

(*b.*) I think that every riding master will agree with me in the opinion that it is nearly impossible to teach riding, especially to men of 25 or more years of age, whose muscles must be more or less set, by *two* lessons a week, and I would therefore make riding drill obligatory *daily* until "dismissed," which in most cases would be after four or five months.

(*c.*) I should recommend that a good text-book on military administration should be printed, and the lectures on this subject limited to those occasions when changes of law or material demand explanation.

(*d.*) Reconnaissances and field fortification schemes have too long periods allotted for execution, and too much attention to prettiness; one of each might be done slowly, and mistakes carefully explained in a lecture, after which a series should be performed, each very rapidly, as they would be required on service in the field; one might also be executed on a very rainy day, to test fertility of resources under difficulties.

I should also recommend that all reconnaissances, except the first, should be made on fresh ground, at least 10 miles from the College, a distance to which the students might very reasonably be required to ride and return the same day.

(*e.*) The students should be required to have a serviceable horse during the whole course, in order to keep up and improve their riding, as well as for reconnaissance duties.

(*f.*) As the course now ends at Christmas, the period during which the students are attached to other branches of the service falls in winter, when they can have little opportunity of learning the drill of those arms, and this evil might easily be obviated by changing the date of entrance from 1st February to the 15th July in each year,

(*g.*) I now come to what I consider the worst feature of the present system, viz., the encouragement of competition.

The system of marks is a most complicated one, and is the first object of severe study to a newly joined student.

When a man has passed the entrance examination and sees his place on the list published in a General Order, a natural ambition is stirred up within him to improve or at least maintain that place in the General Order which he knows will be published as the result of his final examination, and hence it becomes a matter of great moment to him to select (with little regard to his abilities or natural bias) such subjects for study as will pay best, *i.e.*, produce him most marks with least expenditure of labour.

If a system of classification were adopted, and the result of the final examination made known to the authorities and the students only, I think the former would have a far better test for selecting men for special employment of any kind than they now possess.

The authorities could see at a glance in which subjects any individual was, 1st, 2nd, or 3rd Class, while at present they cannot easily know more than that in a particular year he was better, on a number of subjects massed together, than such and such men with whom he competed; in fact, at present there is no fixed standard of comparison.

(*h.*) I think that admission to the Staff College should be confined to officers of regiments serving at home, as nearly every officer has a home station at one period or other of his service, so that the condition would not be an unfair one, while it would remove the reproach to which the institution is now open, of affording an opportunity to shirk foreign service.

(*i.*) If competition be abolished, the Commandant must of course be held responsible for getting a due amount of work out of the students, but if he be endowed with real power to remand an officer to his regiment for want of application, I do not think he need fail to elicit more useful work in one year, without any compulsory exact number of studies, than is now obtained in double the time under a complicated system of checks which are of little real use.

The Commandant should employ one of the students as his Staff officer by weekly roster. The adjutant, who is much like a fifth wheel in a coach, should be removed, for an idle man is not a good example to the students.

(*k.*) It is very difficult to say what would be the best substitute for the present entrance examination, but two or three years satisfactory duty as adjutant or assistant to the adjutant of a regiment, with such examination as would give all a fair start, would, I think, be an improvement.

Perhaps the fair start might be provided for by not announcing the subjects selected for each year's examination until one month before the date on which it is to be held, and making it a condition that the candidates do not quit their regiments during that month.

Many officers who are indisposed to cram for long periods, or to compete with those who have done so, would be willing to try a short burst on equal terms, which, no matter what subject was selected, would give evidence upon which the Council of Military Education could elect the given number of students without indicating any order of merit.

(IV.) I am decidedly of a contrary opinion to that indicated in this question.

(V.) On the whole probably the establishment of the Staff College has been of advantage to the army, particularly in liberalizing its ideas by the association of some thinking men of different regiments; but I do not think the present system of appointment to the Staff which gives an implied claim for Staff appointments is altogether a good one, as it interferes with pure selection and nourishes unsoldierlike aspirations.

It is my opinion that in many exceptions "officers who "pass through the College are likely to prove efficient Staff "officers," but not "as a rule."

(VI.) I have given suggestions with great freedom in answer to question No. III., but will briefly summarize them for the sake of clearness as follows:—

(*a.*) Elimination of languages and reduction of the course to one year.

(*b.*) Daily riding drills.

(*c.*) A text book of military administration.

(*d.*) Assimilation of reconnaissance, &c. to requirements of actual warfare.

(*e.*) All students to keep horses.

(*f.*) Course to commence 15th July instead of 1st February each year.

(*g.*) Abolition of all competition after entrance to the College.

(*h.*) Open the College to officers of regiments at home only.

(*i.*) Responsibility and power of Commandant.

(*k.*) Proposed entrance test.

ALFRED S. JONES, Brevet Major,
Adjutant, Staff College.

Staff College, 6th May 1869.

(ix.)—ANSWERS received from CAPTAIN H. SCHAW, Royal Engineers, Professor of Fortification and Artillery at the Staff College. Capt. Schaw.

(II.) Undoubtedly by means of the present system a great number of very superior men are admitted into the College; but some enter who are not fitted for Staff duties, and some, who would make excellent Staff officers, are, I believe, deterred from competing by the present system.

The question of certificates from Commanding Officers is a very difficult one, because their value so much depends on the character of the Commanding Officers themselves, and few men, in the position of Commanding Officers of regiments, can look with favour on a system which deprives them of their most efficient officers. The present certificate appears to me too vague and general in its wording. I would suggest the substitution of the words, "Energy of "mind and body, personal influence with his men and his "brother officers, and good manner and address" for the words "character, habits, and disposition." Possibly also an additional check might be obtained by forming a committee of the senior officers of the regiment, to record their opinion of the probable fitness of the candidate by filling up a form of fixed questions.

(III.) I think that both the course and the method of instruction are susceptible of improvement.

The objections seem to me to be—

1st. That the course pursued now, depends too much upon the estimate each officer forms of his chances of obtaining a good aggregate of marks, rather than upon the gifts he naturally possesses, and to the improvement of which he might most beneficially devote the majority of his time.

2nd. That the method of instruction now followed divides the day into minute portions, and obliges the officers to occupy their minds on a variety of subjects in the course of each day. This rapid change of subject is better adapted to a school for boys than to the studies of men of mature age.

These two causes combined conduce to a system of cramming, and a superficial style of learning merely to obtain marks, and although it must be admitted that, as a rule, the men work very hard under the existing system, I do not think that their energies are always well directed.

Appendix XI. (A.)

Staff College and Staff Appointments.

The remedies I would suggest are—

1st. To do away with the system of competing for an aggregate of marks after entrance, and to allow each officer to select the subjects which he desires to study (the number of different subjects not to fall below a minimum to be fixed by the Council); these subjects to be studied thoroughly. The officers to be required to obtain a high minimum of marks at each half-yearly examination on penalty of being removed from the College, and finally to be classed according to their proficiency in each subject. Thus an officer might be finally classed as 1st class in mathematics, fortification, and surveying, 2nd class in French and German, and so on.

In this way I conceive each officer's natural gifts would be cultivated to the utmost, and a record would be kept of the special qualifications of each, so that they might be employed on duties which they would be capable of performing thoroughly well. I believe that it is hopeless to attempt to obtain a large body of officers, all of whom come up to the ideal of a Staff officer; although there are a few exceptional men whose remarkable gifts and energy will enable them to master all, or the greater part of the subjects taught at the College. Considering the present state of education in the army, it is probable that the entrance examination might be made sufficiently searching to ensure a competent acquaintance with all the ordinary branches of a military education, and that the courses pursued at the College should have for their object to carry on, rather than to commence, the education of officers in those special subjects for which they have a natural aptitude. But in some cases it might still be necessary for an officer to pass in some of the obligatory military subjects, after entering the College.

2nd. To make a different arrangement of the time, in order that longer periods might be devoted to each subject.

The system pursued at the Royal Engineer Establishment at Chatham of taking up only one subject at a time, and completing it before another is commenced, appears to me the best; but there would be many difficulties in applying this system fully to the course of study at the Staff College. I am convinced, however, that a more thorough knowledge of subjects is obtained by giving undivided attention to them for some considerable time, than can be generally acquired by the system of parcelling out the day into small portions devoted to a variety of different studies.

(IV.) I think that more practice in rapidly executed projects for defence and attack of posts, reconnaissances, and surveys would be of advantage, if not to all, at least to those officers who have an aptitude for such work; and also that all should be attached, after leaving the College, to the Royal Engineer Establishment at Chatham, to go through a course of field works, mining, and bridging, in the same way and for the same reasons that they are now attached to artillery, cavalry, and infantry, according to the corps to which they belong.

(V.) I have no doubt whatever that the establishment of the present Staff College, and the present system of appointment to the Staff, have upon the whole been beneficial to the army, not only on account of the higher standard of ability and knowledge now ensured in Staff officers, but also from the impetus given to study amongst the officers of the army generally. At the same time it must be acknowledged that some officers have entered and passed through the College, who are not likely to be efficient on the Staff.

(VI.) My suggestions, in short, are as follows:—

1. Select officers more carefully by making the certificate to be signed by Commanding Officers more definite, and supplementing it by replies given to fixed questions relative to the character, habits, and disposition of the candidate, by a committee of senior officers.

2. Encourage the best men to come to the College by removing the necessity of obtaining an aggregate of marks in chosen, or prescribed subjects, after entrance, and allow them to take honours in the different subjects of study they may select, and thus also encourage the attainment of excellence in special branches.

3. Divide the studies so as to give longer unbroken periods for each subject. If possible complete one subject before taking up another.

4. Give more time for the execution of rapid sketches and memoirs of attack and defence of posts, reconnaissances, and surveys, and arrange that the officers shall be mounted for the performance of these exercises.

5. Arrange that officers shall leave the College at such a time of year that they may have the full benefit of being attached to the different arms, by being with them during the drill season. Attach them also to the Royal Engineer Establishment at Chatham to go through a course of field works, mining, and bridging.

I believe also that a definite course to be followed should be established in all cases of officers being attached for a time to another arm, and a certificate should be signed by the Commanding Officer, to the effect that the officers attached have satisfactorily gone through the prescribed course.

6. Devise some means for retaining officers in the service who have been trained at the Staff College, either by the formation of a Staff Corps, or by employing them as regimental instructors, or in some other way.

7. Add "landscape drawing" and "military correspondence" to the subjects taught at the Staff College.

H. Schaw,
Captain, Royal Engineers.

Staff College, May 3, 1869.

(x.)—Answers received from Captain E. M. Jones, Professor of Military History at the Royal Military College, late Adjutant of the Staff College. Capt. E. Jones.

The system is tolerably satisfactory as a test of knowledge, but in no other respect.

(II.) The present system appears to secure, as far as competitive examination can, the selection, from those who present themselves, of the men best provided at the time when the examination takes place with the knowledge which is held most important.

As a test of intellect, talent, or practical fitness, it appears insufficient.

Even as a test of knowledge it is unsatisfactory, because it affords no security that the knowledge possessed by the candidates is thorough or abiding.

Evil of cramming.

The system of cramming which has grown up interferes very seriously with its practical value as a test, and is exceedingly difficult to check.

Suggestions for checking it.

Something may perhaps be done by directing the examination as much as possible to ascertain the intellectual calibre of the candidates and their thorough knowledge of the subjects; by allowing a very wide range of subjects, so as to give reasonable advantage to men who have a good general education; and by fixing a high minimum standard in each subject, and providing that no marks below the minimum should count towards the aggregate. It might, perhaps, be worth considering whether the selection could not be restricted to officers who have been doing duty with their regiments for a considerable period immediately before the examination.

Practical qualities most important.

The most important qualification for Staff duties is, however, the possession of practical qualities; and they should carry the greatest weight in determining the selection of men for the College. An officer who wishes to enter it virtually expresses his wish to enter on a competition to prove himself in all respects among the ablest men in the army. It is not unreasonable that he should himself bear the burden of proof.

Suggestions for obtaining the desired guarantee.

(*a.*) If an officer has any pretensions to be one of the best in the army, he must of necessity be one of the best in his regiment; a Commanding Officer may be expected to know, and there would be nothing invidious in his naming, the half-dozen men whom he considers to be the best officers under him. It would not be unfair to demand from a candidate for admission to the Staff College that he should have distinguished himself as one of the best officers in his regiment.

(*b.*) Certain definite questions might be put to the Commanding Officer of a candidate and the field officers of his regiment, to be answered by each of them independently, and transmitted through the General Officer in immediate command, accompanied with his remarks. These questions would probably refer to the candidate's general smartness and business habits, his thorough knowledge and conscientious performance of his duty, his mental and bodily energy, temper, judgment, readiness, and to the nature and degree of influence exercised by him in the regiment.

(*c.*) A candidate might fairly be required to show practically his fitness for the post of adjutant; and to learn the drill and field movements of all arms of the service. The reports of the officers commanding the corps to which he might be attached for this purpose, would supplement those of his own officers as to his practical fitness; and there

would be distinct advantages in his having passed his riding drill, and being practically familiar with the duties of all arms before entering the College.

With these or similar measures it might be hoped that mission to the College would be barred against candidates ny way decidedly unsuitable for Staff employment. It ht then, perhaps, be desirable that the number of yearly missions should be limited only by the accommodation ilable. If selection became necessary, both the practical ities, as evidenced by the regimental reports, and the cational ones, as shown by the examination, should, I ture to think, be taken into account and carry due ght.

Instruction should be practical and thorough.

III.) and (IV.) I am disposed to think, though I speak h diffidence on the subject, that the instruction given the College is capable of improvement, mainly by being de more practical and thorough.

Objects to be fulfilled by the College.

The "*raison d'être*" of the College is, I suppose, marily to supply the public service with the best men ined in the best way for responsible positions; a ondary object being to give facilities for professional provement to zealous and deserving officers.

As there are Staff duties of different kinds requiring ferent qualifications, and as there is a corresponding iety in the bent of men's tastes and intellects, it would m that the good of the service would be consulted by tivating each man's speciality to the highest point, e being taken that he is thoroughly well grounded all matters which every Staff officer ought to know.

In order to fulfil these purposes at all, the system of truction must be elastic; and in order to fulfil them ll, the training must be thorough, practical, and sonal, *i.e.*, there must be facilities for separate in- uction when necessary.

Alterations suggested.

I cannot think that the present system meets these uirements. The alterations which I would venture submit are:—(1), to strike out of the course (*a*) such jects as may be fairly expected from candidates for trance, (*b*) such as can be better learned elsewhere; to extend and deepen the instruction in those which retained.

Subjects which need not form part of the course.

Under the first head I would suggest (*a*) that a thorough owledge of lower mathematics; mechanical facility sketching ground and drawing fortification plates; d some acquaintance with French might fairly be de- nded from candidates for admission. And, I think, at every officer should have passed in riding drill before ning to the College; (*b*) that a command of modern ropean languages, by which I mean the power of ent conversation, can hardly be acquired except by a idence abroad.

Economy of time.

A considerable saving of time would be effected by these asures; and a further saving might, I think, be found in lifferent division of the year. The present arrangement eaks it into two terms and two short vacations; it would obably be more satisfactory in every way, if there were ly one long vacation, say from the latter part of July till tober; the rest of the year being spent at the College, th perhaps a short break at Christmas and Easter.

How the time saved might be utilized.

It would then be possible to give more time and at- ntion than has been the case hitherto to subjects of portance, and to those which it may be decided to retain. mong these I would mention particularly; (*a*) physical ography and military topography, with special refer- ce to the British Empire and adjacent countries; (*b*) aff duties, including practical work; (*c*) the organiza- n, armament, &c. &c. of foreign armies; (*d*) oriental guages including, not Hindostani only, but the prin- al dialects spoken in our Indian possessions, Persian d Arabic.

Subjects of special importance.

Practical work, comprising field engineering and re- nnaissance, is perhaps the most important subject of dy, as being that which bears most directly on the ual requirements of service. It should, therefore, present as accurately as possible, what would devolve on a Staff officer in a campaign.

Field engineering.

I believe it very desirable that officers, before leaving the College, should go through the Woolwich course (which they now do after the final examination), and a course of siege works and pontooning with the Royal Engineers, and that the zeal and ability shown and the proficiency gained should affect the final classification. I do not know how far this suggestion is practicable, but perhaps the long vacation, recommended above, might afford some facilities for the purpose.

Reconnaissance.

The work done out of doors under the head of reconnaissance might, with advantage, be preceded by careful and exhaustive instruction in the lecture room, and should be done under conditions similar to those of actual service. The sketches should be made and the reports furnished within a very limited space of time; and advantage might be taken of field days and marches of troops in the neighbourhood to exercise the officers in some of the work of actual reconnaissance.

General remarks on the system in force at the College.

I ask permission to offer a few observations on the system in force at the College, which do not perhaps come quite within the scope of the questions put to me; but I trust that the very great influence which the points alluded to have upon the healthy working of the institution, may be held to justify me.

Competition does not answer the purpose intended, and does active harm.

I believe that all, or very nearly all, who have been at the College, agree in opinion that better results might be obtained if (1) the system of marks and final classification were changed; (2) the regulations as to attendance at studies were modified.

(1.) The system of classification is one of pure competition. In theory it is supposed that it will place the students at the end of the course in order of merit, by which is implied their fitness for responsible positions. Practically, however, no such result is obtained; though an exceptionally able man will make his way to the head of the list, as he probably would under any system. But all experience proves, I think, that the final classification list, as it is now arrived at, affords a vague and often delusive indication of the real value of the officers.

Nor is the system unsatisfactory only; in some important respects its working is, I believe, positively mischievous. It tends to make an officer look less to the advantage of the service or his own professional improvement than to his position on the final list; it tempts him to study how he may get most marks with least trouble. Its tendency, therefore, is to demoralize, to substitute a low for a high motive; and further, to make officers neglect the subjects for which they have a special aptitude, and those in which study would be most to their advantage, in order to make a show of knowledge in those which pay best.

Change suggested.

These objections might, perhaps, be obviated, and more satisfactory data with regard to the qualifications of officers be obtained, if they were arranged in classes in the various subjects which form the course of study, as is (or was in my time) done at Oxford.

Regulations as to attendance ineffectual, unnecessary, and injudicious.

The regulations as to attendance at a certain proportion of the studies are supported on the plea that they are necessary as a guarantee against idleness. I believe that the security supposed to be obtained is illusory. A pretence of industry may be exacted from idle men, but it is only a pretence; and the free action of industrious men, who have always formed the great majority, is unwisely cramped. A more effectual and quite sufficient safeguard is to be found in the periodical examinations, and I submit that men of some experience, the élite of the army, may be trusted to understand and care for their own interests and those of the public service; and that the more they are trusted the more likely are they to show themselves worthy of confidence.

(V.) I think my answers to the other questions will indicate the reply which, as far as my experience and judgment go, I should give to this one. In general, I may perhaps say, that if the purposes for which the Staff College was established, have not been entirely, yet they have been

APPENDIX XI. (A.)

Staff College and Staff Appointments.

in some measure, answered; that the causes of failure can be detected and remedied, and that the proportion of able men and good officers who have passed through it, is larger than might have been expected.

Inducements to enter the College.

(VI.) In answer to this question I would ask permission to observe that, if the Staff College is to be a success, it is not enough to prevent unsuitable men from entering it, or to make the training at it perfect. The point is, to get the best men in the army to go to it. I think the feeling in the service is that the inducements at present held out are insufficient. The Staff appointments at the disposal of the Commander-in-Chief are not enough to give everyone a turn, and an officer's tenure is not only limited to five years, but is not certain for that period; as he may have to rejoin his regiment at any time, if it happens to be ordered on foreign, not active, service. If the appointments available embraced a wider area, and officers after proving their fitness were employed, as they are in other countries, in every kind of responsible position connected with the service, I suppose that it would make a difference.

But I believe that the institution of a Staff Corps is almost essential for the purpose under consideration. Admission to it might be restricted to officers who distinguish themselves in any branch at the College, and be optional with them. It should carry certain advantages as regards rank and pay. There is not anything unreasonable in giving some such practical acknowledgment to men who have satisfied every imaginable test of superior ability; and it is quite certain that the army, in the present day, is not the most promising career open to men of superior abilities.

Appointments on the Staff of the College.

There is one other point, a vital one as regards the interests of the Staff College, on which I would, with very great submission, say a few words. Officers go to the college from the rigid routine and discipline of their regiments, and are of necessity, and I think should be, comparatively unfettered while there. They are expected to be young, full of spirit and energy, and intellectually, as well as in other respects, the pick of the service. Men who are placed over them, and are to get from them the best work, and a great deal of it, must unquestionably be very superior men themselves; and I venture to submit that one of the most important points in view to the success of the College is the due supply of the best men for the control and instruction of the students.

E. M. JONES,
Captain, 20th Foot.

---

apt. Cardew'

(xi.)—ANSWERS received from CAPTAIN G. M. CARDEW, Deputy Assistant Adjutant-General, Ireland.

(II.) The present system of admission to the College I consider good. The subjects for examination embrace a wide field of knowledge, and ought to attract men of the most varied abilities. As regards details I would suggest that it should be obligatory for candidates to gain half the total marks allotted to each subject in which they compete, and that seven instead of five years' service should be a necessary preliminary qualification.

I believe that the majority of the officers admitted to the College under the present system consist of the best material for Staff officers to be found in the service, and I think that more officers of this stamp would be forthcoming were greater inducements to compete for entry to the College held out to the army.

I doubt whether any change in the wording of this certificate is necessary. I would suggest that the attention of Commanding Officers should be periodically strongly drawn to the vital importance of this certificate with regard to the future composition of the Staff, and that the General Officer who countersigns should also give his opinion with regard to the candidate's fitness.

No system of mere examination will provide against the admission to the College of officers who, though possessed of talent and application, are otherwise quite unfitted for the Staff.

(III.) I think that the course at the College might be shortened to one year, or at the most to eighteen months. Much time is at present wasted in writing lectures on military law, fortification, &c., which might be advantageously lithographed or printed; by incessant examinations rendered necessary by the competitive system, and which only foster a system of cramming; and by much needless plan drawing.

(IV.) Sufficient importance has been, on the whole, attached to practical subjects. I would suggest that more time should be allotted to the sketch and report on country executed in the last half year, and that a greater district should be surveyed.

(V.) I am of opinion that the establishment of a Staff College and of the present system of appointment to the Staff have been advantageous to the army. Now there is some guarantee that candidates for the Staff are possessed, at any rate, of a certain amount of useful knowledge. They have acquired a like style of sketching ground, are accustomed to do this in concert, and have been versed in writing reports and memoirs on various subjects. Each officer who has passed through the College has become intimately acquainted with upwards of forty officers, many of whom in any war would probably be on the Staff with him; and this I consider would be a great advantage on active service. There may be, and probably are defects in the details of the system, but these are capable of remedy, the principle I am convinced is right.

I would here remark that considerable modifications have recently been made in the course, and sufficient time has not yet elapsed to admit of an opinion being formed as to their effect.

I believe, as a rule, that the officers who pass through the College are likely to prove efficient Staff officers.

(VI.) In order to stimulate competition for entry to the College, I would suggest,—

1. That in future, as soon as practicable, all appointments to the personal Staff of generals, &c. should be made from the list of officers who have passed out of the College. Exceptions being made in favour of officers who have distinguished themselves in the field.

2. That each student at the College should receive while present 2*s.* a day extra pay to cover cost of books, &c., and other expenses incidental to a residence at the College. (I may mention that at present living at the College is more expensive than with a regiment.)

3. That officers who have passed out of the College, while serving with their regiments and waiting for employment on the Staff should wear some distinguishing badge in uniform. This, I believe, is the custom in the Austrian service.

The competitive system at the College should be abolished. I believe there is nothing to be said in its favour. It is very liable to cause ill feeling amongst men who hereafter may have to work in concert. It is admittedly no guide to the practical qualities of the respective officers for Staff employ.

Owing to this system being in force officers, instead of turning their attention to useful subjects in which they are not well up, pursue those studies in which they were proficient before entering the College, in order to take a high place at the examinations; thus much of the benefit to be derived from the College course is not gained. Instead of competition I would institute a "pass" examination at the end of the course of a higher standard than the minimum at present obligatory. The examiners should be gentlemen unconnected with the College. The combination of instructor and examiner in one person militates against successful teaching. What the instructor should render clear, the examiner keeps back to form a puzzling question at the examination.

The instructor also, under this system, naturally takes less interest in the progress of his class. It would be an improvement were the instructors in military subjects changed periodically, say after three or five years. Taken up with teaching at the College they are apt to fall back, and not keep pace with modern changes and improvements in their particular science.

In order to ensure a fair amount of application in the students half-yearly examinations should be held, and dismissal from the College should be the result of decided failure. Those officers that wished to pass in extra subjects should be examined at the end of the course, and specially mentioned if found qualified; the qualifying standard in these examinations should, however, be sufficiently high to indicate that the examined possessed a useful knowledge of these subjects.

In conclusion, I would suggest that at the end of the course the successful students should be attached to the other branches of the service for a longer period than at present—four months to each branch at least—and at a season of the year when field movements can be carried on.

G. M. CARDEW,
Captain, 67th Regiment,
May 7th, 1869. D.A.A.G. Dublin.

(xii.)—ANSWERS received from Captain A. L. WALKER, 99th Regiment.

(II.) The present qualifications for admission to the College are those required by para. 237, Queen's Regulations, and the passing a competitive examination.

In respect to the former I consider that the previous vice required, viz. five years, is too short in ordinary es, and I should prefer six or seven. But no restrictions to length of service should apply to officers specially ntioned for distinguished conduct in the field, and I uld relieve them from the annoyance of the competitive amination also, only obliging them to qualify for entry to College.

I have no remarks to make on the other heads of the graph in the Queen's Regulations, except in answer to t part of this question which relates to the certificate uired from Commanding Officers. This question of ical qualities is the most important of all in the ection of officers for the Staff. The certificate is often en by Commanding Officers who have seen little of applicant, it is very general in its terms, which has per- ps led to its being considered as a mere form. At any e it is the competitive examination which bars the trance to the College, rarely, if ever the certificate. It pears to me that it might be made more exact, in the m of question and answer, for instance, and that that t of it which relates to "character, habits, and dis- sition," should be confidential. You can never expect a mmanding Officer to report publicly on an officer applying a certificate that his temper, want of common sense, of lf-reliance, or some other point in his character, renders n unfit for the staff. His habits would require perhaps ually delicate handling. A colonel would naturally tell officer what form his report would take, and the officer uld in the event of its being adverse, either withdraw his plication or appeal to the general to whom the report ould be addressed.

At the competitive examination which forms the other ualification for admission I would have more obligatory bjects—they are mentioned below. Officers should join e College with such a knowledge of the principles and de- ils of the purely military sciences as to enable them at once proceed to their application. At present too much time wasted in mastering the mere rudiments of fortification, rveying military art, &c., which would be better given to ose studies in which they could apply a general knowledge them all.

Subjects for competitive examination, a certain knowledge which it is suggested should be obligatory.

Surveying.—Demand such a knowledge on the part of the ndidate that on joining the College he may at once be able commence surveying and hill sketching. Thus, he should able to produce a good copy of such an example as is at sent given, and further show his knowledge of contouring, ie of shade, conventional signs, &c.

To enable officers to prepare themselves properly on these ints and to ensure a uniform style of drawing, a gradu- ed series of examples of the scale of shade should be lected for their use. These, accompanied by a short planatory paper, need cost only a few shillings and be thin the means of every officer, but I should suggest that copy be supplied to the orderly room of every regiment.

Fortification.—In permanent fortification the obligatory art to be confined to definitions of terms, a general know- dge of the modern French and German systems, and pro- sed method of attack and defence—no drawing except nd sketches.

In field fortification a thorough knowledge of principles nd definitions, but not to expect the candidate to apply it by asking him to draw up plans for the attack and defence f positions, &c., test his knowledge of geometrical drawing, se of scales. &c.

It is a great drawback to many officers on joining the ollege that they have never drawn a plan and cannot even nderstand one. They come there unaware that several ave to be drawn and with great neatness. Now, although ou do not want a Staff officer to produce such plans as you ould require from an engineer who proposes to build a ermanent fort, there is still some knowledge necessary; he ould be able at least to draw a simple field fort with the sual accessories tolerably neatly and to scale. This I ould have him able to do when he enters the College. imilar facilities might be afforded to officers to enable them o be prepared on this subject as recommended above under rveying.

Military History.—Perhaps there is no subject on which fficers on joining are more equally informed, but if more bjects are made obligatory, it is possible that its study ght be neglected. I should therefore suggest an obliga- y minimum in this subject.

In order to give due weight to obligatory subjects at the ompetitive examination, I would allow a maximum of not s than 600 marks to obligatory subjects and of not more han 300 to voluntary subjects.

With respect to the second paragraph of the question as o the class of officers at present admitted to the College, the system certainly does not bring only those best fitted for the Staff, it brings a fair proportion without doubt. The union in one person of the highest intellectual and practical qualities is rare, the latter no College can ever supply, but it may materially improve the former.

(III.) I consider that the course is too long, and I believe that it can be shortened without detriment by adopting some such changes as proposed above for the entrance examination, by postponing the artillery instruction until the following year, and by modifications in the present course, which, together with some remarks on the method of instruction, are appended below.

In respect to the length of the course, I consider in the first place that the College should only give a military education. Though still allowing mathematics, languages, natural and experimental sciences to be taught, it should be with the view of affording officers an opportunity of keeping up their previous knowledge in these subjects rather than of encouraging them to commence their study. This would tend to shorten the course, which I suggest should only include one year's residence at the College, and some eight months in the following year, during which those officers who had qualified would go through the artillery and repository course at Woolwich, which is now taught at Sandhurst. This would occupy, say, the first two months of the year; two more would be required during which they would be attached to those branches of the service to which they did not belong. They could well learn regimental drill in this time, and Commanding Officers of corps to which they were attached should certify that they had attended a certain number of drills.

This completes the present course of practical instruction. I should suggest, however, that the officers be attached during the drill season, which would be just commencing, to brigades at Aldershot, the Curragh, or wherever opportunities might exist for seeing the three arms work together. This I am convinced might be made a most valuable part of the instruction both in field and office work. The Generals, assisted by their Brigade Majors, should furnish detailed reports of the capabilities of these officers, and these reports would show pretty correctly their fitness or otherwise for employment on the Staff. If an officer appears to be wanting in one branch of his future duties, the General should ascertain his knowledge of another. A man may be bad in the field but excellent in the office, all the riding in the world will never make a good administrator or organiser.

This opinion of the Generals of brigades to which officers are attached would be supplementary to that given by Commanding Officers at the commencement of the course, and would probably lead them to exercise due discrimination before giving candidates the very high character demanded by the regulations.

By this arrangement officers would complete the course by autumn in the second year, instead of as at present by summer in the third.

The year's course at the College might be divided into two terms of five months each, which would leave two months for vacation.

(III.) *Modifications, &c. suggested in present course.*

In surveying as already pointed out (see answer to question II.) the students would at once commence the practical part of the study.

In field and permanent fortification nearly the whole of the lectures at present given during the first year at the College, and also the plate drawing, to be discontinued. This would be provided for by the students coming properly prepared (*see* answer to question II.), and by modifying the present course of lectures on permanent fortification, so as only to include general instruction on the effects produced by the new elements in attack and defence which have been introduced during the last few years.

In military history, &c., double the number of lectures should be given, and if thought necessary double the work, that is, in one year what is now done in two. But the intention is, I suppose, rather to direct the attention of officers to the study than to get over a certain number of compaigns. The memoirs written at present under this branch of instruction are extremely valuable to officers, giving them practice in composition, and exercising their judgment in an important branch of their profession.

In military administration, &c., there ought to be no difficulty in getting through the work in one year. Officers should be expected to know military law on coming to the College, and be able to pass an examination on going out without allowing the present period devoted to lectures on the subject. The system of allowing a certain number of marks for the notes taken at lectures on this subject does not give officers any exercise in précis writing; either in this subject or in military history a certain amount of

Appendix XI. (A.)

Staff College and Staff Appointments.

practice should be given. The great drawback to study in this branch is the want of some text book, a want which could be supplied without great difficulty.

In the study of artillery at Sandhurst there must always be one great difficulty—there are no guns and carriages there, at least not the descriptions and varieties which are required. The Sandhurst course is in a great measure repeated at Woolwich during the six weeks the officers are attached to the artillery. Woolwich offers such well-known facilities for a study of artillery that one cannot suggest its continuance at Sandhurst. A course of two months would be sufficient to teach all that is now taught on this subject. At the end of this time an examination should be held, which artillery officers who had been at the College the preceding year should have to pass; their attendance at lectures should be voluntary.

(IV.) I believe that every importance is attached to them, but there are many causes which prevent a good course of practical instruction being carried out. I notice a few points in which I think improvements might be made.

One or two surveys should be done on horseback, and rapidity in producing a fair sketch should be as much demanded as correctness and neatness; at present it is not recognized.

Military telegraphy and signalling should be taught.

Less time generally should be allowed for out-door work. There should be more practice in reconnaissance. More instruction should be given in framing reports.

With respect to the practical part of fortification, such as bridging, &c., I don't see that more can be done with the means at disposal at Sandhurst. Although the subject is taught practically, the examination is necessarily theoretical; to obtain a thorough practical knowledge of the subject would take more time than can be given.

(V.) My limited experience forbids my answering this question. At any rate no decided opinion can be pronounced on the merits of officers who have passed through the Staff College until they have been tried in war.

I am quite of opinion that officers who pass through are likely, as a rule, to prove efficient Staff officers.

(VI.) I believe that the present system of marks might be done away with, and some such system as the following introduced with great advantage:—

If an officer passes a good examination in any subject, does a good sketch, or anything else which at present entitles him to marks, let him count a first class in that subject which can be denoted by A; if his work is average, it can be denoted by B; and if showing a decided want of knowledge on the subject, by C. This would save professors and examiners the thankless and unsatisfactory task of drawing such nice distinctions where, after all, criticism is often a mere matter of opinion. It would do away with that part of the system at the College which is most disliked by the students, whilst it need not lead them to be less attentive to their studies. In the obligatory subjects a certain proportion of A's would have to be obtained as in the present system, which demands about two-thirds of the total marks. This would be met in the system of classes by an officer getting B in everything, or an average of A, B, and C, which would be equal to it. In all extra subjects I am convinced that there would be no falling off in point of attention, and the more prominent mention which I propose should be accorded to officers who pass in extra subjects would be more appreciated than the present system.

Marks give an equal value to all subjects; 300 marks in mathematics and 300 in geology count equal in determining an officer's place at the final examination; they are supposed to represent an equal amount of knowledge and application. The result, of course, is that an officer who wants to take a high place takes up the most paying subject.

By adopting the system of classes it would be easy to publish the names of officers leaving the College according either to their own rank or the seniority of their regiments. After their name could be noticed the subjects in which they had obtained honourable mention.

A. L. Walker,
Captain, 99th Regiment.

Appendix XI. (B.)

B.—MEMORANDUM ON THE SUBJECT OF THE STAFF COLLEGE BY CAPTAIN J. N. CREALOCK, 95th REGIMENT.

Capt. Crealock.

I. Remarks on the Selection of Officers for Staff Employment.

It appears to me that the existence of a Staff College, for the training of Staff officers and testing their qualifications, is a necessity if we wish to have them with a knowledge of the higher branches of their profession.

For entrance to such College I can see no escape (I regret it) from a competitive test. And to this rule for qualification for "Staff employ" there should be but one exception, viz., in the case of officers who have held Staff employment with credit in the field on active service for upwards of a year.

I cannot see that, because an officer may have had the luck of being noticed in a gallant act ranging over a quarter of an hour, he should henceforward be credited with the qualities, capabilities, and education which other officers are expected only to attain by long labour and brain work; though it might be allowed that an officer specially distinguished on active service should be nominated to the Staff College, without the competitive entrance test, though subjected to that for "qualification;" this would give him an advantage, and yet apply to him a sufficient test, as he would be still subject to the remaining ones (as advocated in Annex B.). Nomination to the College by "pure selection" would result in a belief on the part of the army, and of the public, that interest ruled the day; and selection based on the highest certificates sent in, given by superiors, would only be valuable if the fitness of the superiors to give such certificates were beyond question.

But the competitive test for entrance and qualification in the present College course, it must be owned, does not preclude the possibility of a per-centage of officers being certified as qualified for Staff employ, who are in reality either unfit for any department of the Staff, or for only certain departments (for officers who are short-sighted and bad riders might yet be excellent organizers, and even strategists, and yet physically unfit for many departments).

If it be true, as I have stated, that an entrance test, in principle as at present, or slightly modified (vide Annex B.), be the only practicable one, and that yet we fail in sorting or disqualifying sufficiently our Staff aspirants, it follows that tests of another nature, both at the College and in the practical course when at the camps of instruction should be instituted.

Under any system that entails on us book work, self-denial, and the non-consideration of service and military rank, we must expect to hear words such as "our best men don't come forward;" "you have but boys who have not forgotten their school work;" "you can't expect to attract men of service when they may be defeated in book work by the boys who were at school when they were campaigning."

The more is the pity; but by offering every encouragement to officers to come forward, every facility and opportunity for officers to qualify themselves for the entrance examination, and a frank recognition of the hard work of those who do take up this unremunerative labour, we may hope to bring to light and afterwards use this hidden reserve of "good men."

We cannot specially legislate for them or their prejudices; the good of the service, a fair field and no favour, with a reasonable prospect of employment and a guarantee as at present that others, who have not thus qualified, shall not enjoy the prizes of the service, is as much as we can ask for, or the authorities be asked to give us.

The present system has reasonably succeeded, but requires reform in many details, and those who criticize it and its existence must remember that it is a choice between a Staff College or the system previous to the Crimea. Reform it, but do not do away with it.

II. Remarks on the present System of Instruction at the Staff College.

Competition productive of no good result.

1. The present system is virtually based on competition shown by "marks" credited for work done. Its defenders claim for it that it causes an incentive for work, and brings the best men to the top of the examination lists. The first object would be equally obtained by raising the present test for qualification, and the attainments and "spécialités" of men would be infinitely better recorded by instituting, in addition to a high qualification test, 1st and 2nd classes

the different subjects, such lists to be published alphabetically.

In place of the system of "marking," unpopular both with officer students and professors, I propose that the work done should be classified into A, B, and C, representing (A) very good, (B) good, (C) indifferent. A large average of A gained in the year would represent honours in a subject, and a lower average, qualification.

This would do away with the present unfair system, whereby marks in different subjects, and given by different examiners, determine the place of students at the final examinations without reference to the relative value of the subjects or recording their special knowledge. Again, it would destroy the tendency for taking up only those subjects that will pay best for gaining marks. At present a smattering of "geology" will give a fair number of marks sufficient to count for place; not so, however, with the student who has but a good grounding in a difficult language (as German). Mathematics and astronomy offer to an officer working for a high place at the final examination, such advantage that he is tempted to take them up, although he may feel that the like amount of study given to military subjects or languages would be of more value to him as a soldier; in fact, astronomy is at present obligatory, in so far that no man, however good he may be in other subjects, can hope to take the first or second place without it.

Number of subjects taught too many.

2. The subjects on which study is demanded at the College are too many. It results that in a system of competition the knowledge gained becomes superficial, while it is a matter of notoriety that officers frequently seriously injure their health in their endeavour to meet the requirements of the system.

My remarks seriatim, on the synopsis of the present course (vide Annex A.), point out the subjects which I consider might be dropped with advantage, and Annex B. shows the course I would suggest for the Staff student, which course, it will be seen, could be carried out in 10 months' actual study at the College.

I do not consider that the result in the attainments of the students would be different from that at present, except in military history, inasmuch as a certain amount of elementary instruction in drawing, surveying, and fortification would be insisted upon before entering the College; and although languages would not form a part of the College instruction, yet every inducement would be offered to their being acquired, as a sound knowledge of one foreign language would be by my system demanded at the entrance examination, and honours given to languages as to the other subjects in the final examinations, while the three or four months' leave on the continent at the conclusion of the course to those officers duly qualified, would offer them far more facilities for learning a language with but equal or less expense to the public than at present. (Vide Annex B., course suggested.) If it were *practicable* to carry out an 18 months' course at the College, I would advocate it. But the difficulties are very great; so I have as a choice between a two years' and one year's course decided on the latter.

Results claimed for the course advocated in Annex B.

The following good results I claim for the course I have the honour to suggest:—

1st. That in place of the two years and four or five months' absence from regimental and active duties, of which two years are spent at the Staff College, an officer would have but one year at the College, followed by six months' "practical instruction," during four months of which last term he would be of practical use to the service as aides to the brigadiers at the camps of instruction, and practically learning his future duties in the field and in the office, while, on the other hand, the authorities would have a practical test of his efficiency for certain departments.

Thus tested by examinations and personal reports and by general observation, a number of officers would have become qualified and sorted for different branches of Staff or regimental employment; "passed Staff course" would be added to their names.

From such number some would have shown a taste for languages and a power of observation, which it would be of service to the army to have developed.

They should be sent abroad for the autumn under an already qualified officer to report on foreign armies; the money allowance for such instruction would already be at the disposal of the military authorities by the abolition of language and natural science professors.

A shorter course would lessen the number of students.

It is evident that if the course at the College were reduced from two years to one, the number of students at the College would be but one half what is at present there; the work of the professors would, however, be the same, as the work of two years would be done in one. (Vide Annex B.)

The number of entrances, however, might with advantage be increased from 15 to 20 yearly, while, if it were necessary, double that number could be educated without any additional expense.

Professors' work.

The professors themselves would, I consider, have a far more satisfactory system to carry out, as they would in place of two classes in different stages of instruction (as at present) have but one. I think that the Staff College would be viewed by officers commanding regiments more favourably, as their officers would not be away from their corps so long, while the officers themselves would not doubt (as they do now) their powers of reading in a course spreading over but one year, while the practical course at Woolwich and the camps of instruction would offer inducements to many active-bodied officers, who are now afraid to come forward. The army at large would frankly allow that a crucial reasonable test (with fair opportunities for learning their duties practically and theoretically) had been applied to Staff aspirants.

Finally, opportunity for making the unfair and disparaging remark, that the Staff College only tempted men who desired a comfortable two years' retirement, could no longer exist.

Annex A.

Remarks on the Synopsis of Staff College Course, published by Authority.

Mathematics.

In the compulsory course of practical mathematics, for those officers who do not take it up as a subject, no credit is given. This I consider unfair; but I should be glad to see the course rather increased, with the view of assisting in surveying, &c., and the qualification in it higher and more searching.

Too much importance is given to this subject, which I am induced to believe, by the opinions of others and my own experience, to be of secondary importance in the general duties of the Staff.

As a training earlier in life it is, of course, most valuable.

The qualifying for the topographical department (vide Annex B.) should not form part of the College course, though an officer should be allowed to take honours in mathematics as in other subjects. In the present system of "marks" an undue advantage is given to the study of mathematics, which induces students to give up time which might be more profitably used.

Fortification.

Geometrical Drawing.—Much time is at present spent in teaching officers the elements of this subject; such elementary knowledge, such as drawing by scale, the plan and elevation, &c. of a building, should have been gained before entering the College.

Field Fortification.—No knowledge of field or permanent fortification is at present obligatory in the entrance examination; if it were otherwise, much of the elementary part of the present instruction could be dispensed with, and officers would not attend lectures with the matter of which they are possibly already acquainted.

Permanent Fortification.—A general elementary knowledge of the systems might be asked for before entrance, but I do not consider that this subject should be studied at the College in too great detail, and the whole of the present laborious time-wasting drawings should be done away with.

A College examination in this subject, tending to prove a general knowledge, illustrated by free-hand drawings, would be quite sufficient in my opinion.

Artillery.—The present course ranges over one year, supplemented by a fortnight under an instructor at Woolwich, after completion of the College course; the whole of the College instruction, with the exception of "application of "artillery," should be given at Woolwich (as I propose in Annex B.); however good the instruction given at the College, it is manifest that it must be better when it can be daily connected with visits to an arsenal.

Field Engineering.

Theoretical.—The whole course is excellent; if time would permit, I would wish to see an increase in the number of "schemes" for defence and attack of positions, villages, &c.

Practical.—The Repository course, it is evident, could be carried out better at Woolwich, from the means at their disposal, and therefore should be added to the Artillery course (as proposed in Annex B.).

In the field work officers should be made personally to plan, mark out, and supervise a few simple works.

More credit should be given to the bonâ fide sketches and notes made in the field note book.

Military Drawing and Surveying.

First Quarter.—No knowledge of military drawing is obligatory in the entrance examination; thus the first three months are given up to teaching the students the rudiments of this subject, which might have been easily learnt before.*

Second Quarter.—No remarks, except that it should be the work of the first quarter. (Vide Annex B.)

Second Half-year.—No remark, except that it is unnecessary to test a knowledge of contouring, by demanding that the whole of the two miles survey should be contoured; a quarter of a mile of the survey so contoured would be ample. The surveys done by officers in former years should be kept by the Commandant, the better to insure officers being unassisted in their work.

Third Half-year. — Eye Sketching.—The number of sketches should be increased, one portion being for instruction with but small credit, and longer time allowed for their execution, whereas with those given as tests with large credits, rapidity should have great credit, and some also given for rough free-hand landscapes, illustrating the country. A certain portion of eye sketches, and sketches with the prismatic compass should be performed on horseback (at a distance from the College); at present none are so done, and the time allowed for the execution of sketches is sufficient to meet the requirements of the slowest draughtsman,

Fourth Half-year.— No remark, except that as many reconnaissances should be done as possible.

Military Administration.

Précis making.—Credit is at present given to the notes taken at lectures with a view of teaching "précis making," but as these notes are not credited until months afterwards, there is no attempt to ensure that the notes credited are the bonâ fide ones taken; generally they are re-copied. They should be credited at once, before the professor leaves the room.

The instruction under this head must, of course, be purely theoretical at the College, though, as I advocate in my proposed course (vide Annex B.), it should be supplemented later in the Staff students' course. The officers should be given credit for having a rudimentary knowledge of their profession (as laid down in the Queen's Regulations), and their attention directed to general reading bearing upon military organization, &c. At present the notes taken down in lecture are but too often the extent of their reading. Much unnecessary labour is at present inflicted by the taking down these notes; they might, I think, with advantage be slightly reduced and printed for the use of the students.

A portion of the précis making might be transferred to the notes taken during the military history lectures. Too much stress is laid by the examiner in his periodical examinations, on numbers, such as number of men, horses, carriages, packs, tents, bootings, medical panniers, &c.; this but tends to a system of cramming, and tests no other capabilities,

Legislation.—There is but little broad reading in this or the former subject, owing to the supposed sufficiency of the notes taken and the amount of work demanded in other subjects.

Military Art and History.—The carrying out of this instruction must depend, in a very great degree, on the fitness of the professor; the whole course during my residence at the College was excellent, but owing to the number of other subjects, it was difficult to find sufficient time for a proper amount of study.

The system of memoir writing I consider excellent, and should be developed in a two years' course even to a greater degree.

When we remember the amount of research and work a well-written and carefully thought-out military history paper represents, it must be conceded that it is [illegible] credited than any other subject, and the manner of crediting increases this. The best memoir would be worth, say, 10 marks, the worst generally 20, that is to say, A. has gained 10 marks over B. by a month's hard reading and writing, but it is very possible for B., by two well-coloured, clean-looking, carefully compassed fortification plates, to far counterbalance the advantage A. has gained.

I feel that in the course I advocate in Annex B. the small amount of time (one year) would seriously interfere with this study, one of the most important of all the studies; but I would trust that the taste developed in the student while at the College would not stagnate in after life.

Languages.—The result obtained is not equal to the expense gone to in keeping up professors of languages. I have never seen an European language learnt at the College, though a good grounding might have often been given; but the time given up by officer students to these studies would have been better employed in those in which they could not get instruction when away from the College.

I would advocate the abolition of the teaching of languages at the College, though all credit to be given for them at entrance and final examination. (Vide Annex B.,

Natural Sciences.—Geology and chemistry may form part of a liberal education, but I cannot see the necessity for their being included in the military course of instruction for a Staff officer; as at present credited in examinations they form an inducement for students to neglect other more important studies.

It adds expense to the College, and tends of course to protract the course or add to the labour demanded.

Honourable mention might be given in them in final examination, but no credit for "place" in the present system of competition.

Two years' residence at the College is by no means too much time for the course now carried out; and whatever may be the motives that actuate officers to desire entrance, it may be safely asserted, that during their residence at the College it but very seldom occurs that any officer is idle, or enjoys the comfortable life popularly assigned to him. The burthen and expense laid on their shoulders is a heavy one, and I would gladly see both lightened.

ANNEX B.

PROPOSED ENTRANCE EXAMINATION, College and Practical Course of Instruction.

1. *Entrance.*—The Staff College to be open to officers of all arms, in the proportion as at present laid down; the yearly vacancies to vary from 20 to 40, according to the exigencies of the service.

2. *Qualifications.*—Qualifications requisite for admission.

1st. A previous service of not less than seven years, exclusive of leave, unless the officer had been adjutant of his regiment for two years, when any less service should be allowed, or when he had distinguished himself on active service.*

3. *Certificates for admission.*—The present class of certificate to be rigidly adhered to, though it might be better were it framed in distinct questions for answers. The present power of the authorities to override Commanding Officers' objections to be permitted on proper grounds.

4. Competitive examination for entrance to comprise the following subjects, and thus credited:—

	Voluntary.	Obligatory.	
†O Mathematics	900	250	for qualification.
O Military History, O Military Geography	900	250	ditto.
O French	500	350	one language obligatory.
German	500	250	
Hindustani	500	250	
V‡ Italian or Spanish	300	200	obligatory to count.
O Fortification	500	200	
O Military Drawing	400	200	
O Geometrical Drawing	100	50	
§V Natural Sciences	400	200	
Total	3,300	1,200	

* Regimental (or garrison) instruction in surveying and field fortification could be afforded.

* In the latter case, he should be nominated to the Staff College, if he passed the qualification test, without reference to competition.

† O. Obligatory. V. Voluntary.

‡ To count only for place, not as an obligatory language.

§ Only voluntary.

The present proportion to be carried out regarding the credits for arithmetic.

A high qualification in one language to be required (German, French, or Hindustani).

5. The College course to commence 1st January, and to close the 1st of the following December. A vacation of one month from 1st June to 1st July, with a few days at Easter.

6. The obligatory subjects to be studied at the College to be,—

1. Military History.
2. Military Administration and Legislation.
3. Mathematics (practical course).
4. Military Surveying.
5. Fortification.

Opportunities for entering a course of higher mathematics to be afforded; the qualification test in each of the five subjects to be higher than at present; greater proficiency in either of them, or in the following subjects to be shown by the officer students' names being published alphabetically in 1st and 2nd class lists.

1. (One language qualifies in entrance).
   A good examination in { 2 languages to give a 2nd class. / 3 languages to give a 1st class.
2. Mathematics, including astronomy.
3. Natural sciences.

Language and Natural Science omitted in course.—No professors for languages or natural science would be retained by the College.

Credit for work.—Credit to be given for students' work by dividing their examination answers, schemes, surveys, and memoirs, &c., under three heads,—

A. Very good.
B. Good.
C. Indifferent.

Professors would thus be saved the laborious and difficult system of giving marks, and decimals of marks for the students' work, which gives satisfaction to none, and is only of use under a system of pure competition, which I am anxious to see abolished, as offering no results that cannot be obtained more easily and satisfactorily under a system of classes in separate subjects.

The special attainments of officers would be distinctly recorded for the information of the authorities, when the opportunity arose of employing such officers.

System of Instruction.—The system of giving instruction in the before-mentioned obligatory subjects could be as follows :—

Military History.—Two lectures a week (four hours), half of each to be précis making. Seven memoirs or essays on certain campaigns.

Military Administration.—Two lectures a week (four hours), half of each précis making.

Fortification.—*1st Quarter.* Lectures, including the work of the present first year's course, and that of the first term, second year, with the exception of Artillery. Repository course,* and the Fortification plates.

2nd Quarter.—Lectures on, and schemes for defence of houses, villages, and strengthening positions by field works and artillery.

Motion of water in rivers, buoyancy of floating bodies, &c., as under head of Field Engineering and Practical Instruction of 2nd term of 2nd year of present course.

Surveying.—To be carried out as at present, only as the subjects to be studied at the College are reduced, less time for the surveys should be given, and more work done. Sketching on horseback should form a part of the course.

Rapidity in the "test" sketches to be credited. Encouragement to be given to landscape sketches illustrating the surveys.

Committee for Credits.—A committee of three, consisting of the Commandant, adjutant, and professor, to adjudicate the credits; in no case should the professor alone do so. Ample time in the scale of studies is given for a thorough course of surveying, I consider.

Final Examination.—During the last fortnight of November examinations for qualification, and classes in the different subjects which had not already been tested (such as surveying and memoir writing), should be held.

By the system of classifying all the students' work under three heads, the results would be rapidly arrived at.

Examination Lists published in March of 2nd year, alphabetically.—No examination lists would be published until March, after the conclusion of the Woolwich course, but those who had thus far failed in qualification would rejoin their corps.

* N.B.—The Artillery course and Repository provided for later.

I now annex a scale of studies :—

Appendix XI. (B.)

Staff College and Staff Appointments.

Proposed Scale of Studies for one year's course at Staff College.

——	9.30 A.M. to 12.	12.15 to 1.15 P.M.	2 to 4 P.M.
	LECTURES.		
Monday -	*Military administration.	Riding School.	1st Quarter.—Field fortification lectures and use of artillery, both days.
Tuesday -	* Military history.	Ditto	2nd Quarter.—Tuesday; for schemes for defence of houses, villages, positions. 3rd and 4th Quarters.—Monday; Permanent fortification. Tuesday; Practical field works and bridging, pontooning, mines, &c.
Wednesday	* Military administration.	Ditto	Compulsory course in mathematics.
Thursday -	* Military history lecture.	Surveys	Reconnaissances, &c.
Friday -	Surveying or reconnaissances the whole day.	—	
Saturday -	Surveying - -	—	N.B.—Allowing Saturday afternoon for officers attending voluntary lectures in languages or natural sciences, or general reading; one whole day and two half days are given up to surveying. Memoirs on history; one the first quarter, two each succeeding quarter, in military history.

* One hour of each lecture, notes to be taken and credited for précis.

Course proposed after Completion of the Staff College Course.

The course at the College would conclude on the 1st December. Those officers who had not failed in qualifying in the foregoing course would be sent to Woolwich on the 1st January following, and there, under the Director of Studies, would undergo a two months' course of instruction, thus divided :—

Artillery.—Four weeks being given to artillery lectures and visits to the Arsenal.

One week for visiting the powder and small arms factories and Shoeburyness, where a three days' course should be arranged.

Repository.—Three weeks' Repository course; a per-centage of attendances in these subjects to be compulsory, except with artillery officers.

The notes taken by the students bonâ fide, in lectures and repository course, to bear credit. At the close of the course, examination papers for qualification and honourable mention to be given to all the students, including artillery officers. Between the 1st and 15th March the examination lists of the whole Staff course, alphabetically arranged, to be published, and those officers who had distinguished themselves to take classes.

Cavalry and Artillery Drill and Interior Economy.—Quarters should now be given at the camps of instruction to these qualified officers, from 15th March to end of August, For the first six weeks they would have to attend a stated number of adjutant's and commanding officer's drills with the cavalry or infantry regiments to which they are attached, and likewise attend a certain number of battery drills, and otherwise qualify for a certificate of efficiency, as regards understanding the general interior economy and drill of the two arms to which they do not belong.

Practical Staff Course with Brigades, &c.—On the 1st May they should be placed at the disposal of the General Officer commanding at the camp of instruction, with a view of their being attached for three months to the different brigade or divisional offices, and one month with the Comptroller's department.

In the field these officers would act as aides-galoppers, or acting brigade majors, as required and ordered by the brigadiers on whose Staffs they would thus temporarily be.

They would likewise daily attend at the offices, and by the assistance of the brigade major or other Staff officer endeavour to master every detail of work going on in such office.

At the close of August a list of printed questions should be filled up by the brigadier and other officers to whose Staff or to whose offices these officers have been attached, relating to their qualifications for the active duties of the Staff in the field and duties in the office; the brigadiers and other officers thus questioned should be impressed with the importance, both to the service and prospects of individuals, by affording the authorities reliable information. Such reports should be supplemented by remarks by the General commanding the division. Should the report on an officer be satisfactory, the letters P.S.C. (passed Staff

Appendix XI. (B.)

Staff College and Staff Appointments.

course) should now be added to his name, and on every occasion in full dress such officers should wear a small aiglette, as in the Prussian service, as an honourable distinction.

Some officers will doubtless have evinced qualifications which would be for the benefit of the service and themselves, if opportunity for developing them were afforded.

Visits to the Continent during the last four months of the course.—Those officers who are thus distinguished, and desirous of doing so, should, assisted by a small money grant, be sent to the continent for the autumn. A selected officer should accompany them (an artillery officer), and all assistance ordered to be given them by our military attachés. They should visit foreign armies, at the same time improve their language attainments.

Reports, detailing seriatim their tour, to be sent in to the authorities in December, when a further money grant should be made to such officers whose reports showed labour and ability, and who the officer in charge of the tour reported as present throughout.

These officers would rejoin their regiments in Europe by the 1st January of the second year following their leaving them, while those proceeding to India would be able to do so at a favourable time of the year, from October to February (which is not the case at present). Other officers who had shown high qualifications for mathematics and surveying, should during the autumn months be permitted to proceed to Chatham and qualify for the Topographical department.

J. North Crealock,
Captain, 95th Regiment.

May 1869.
Army and Navy Club.

Appendix XI. (C.)

C.—HISTORICAL NOTICE OF THE STAFF COLLEGE.

(By the Secretary.)

The Senior Department of the Royal Military College at Sandhurst had existed, as a place for the instruction of officers in the higher branches of military science, for many years before the institution of the Staff College. The objects of the Senior Department, as originally constituted, are stated in the Warrant of 1808 for regulating the affairs of the Royal Military College.* An account of its origin and earlier history has been already given in the historical notice of the Military College; and the steps have been there briefly traced by which it was gradually brought to the state in which it stood in 1855, at the time of the appointment of the Select Committee of the House of Commons on Sandhurst.

The Senior Department was never actually so far recognized as a staff school as to confer upon officers who passed through it any claim for staff employment; the certificate obtained at it was not even an indispensable condition of appointment to the staff. At the same time, one of the objects of the institution of the department is expressly stated to have been that of enabling officers "to qualify "themselves to be employed in the Quartermaster-General's "and Adjutant-General's departments;" and during the Peninsular war a great part of the Quartermaster-General's staff was composed of officers who had been educated at the Senior Department.† It appears also, from a statement made by Lord Hardinge, that the establishment enjoyed at that time so great a reputation for efficiency as a school of instruction for staff officers, that it was made the model on which the French *Ecole d'Etat-major* was subsequently established.‡

In later years, however, the Senior Department entirely ceased to fulfil the purposes of a staff school. From having originally had a separate military staff and a distinct body of professors, it became little more than a class attached to the Junior Department of the Military College. The number of students on the establishment was reduced from 30 to 15, and even this latter number was seldom complete, for as no reward in the shape of staff employment was held out to those who obtained certificates at the Department, there was little inducement to officers to seek admission to the institution. Indeed, in 1854 the Department only contained six students, and may be said to have become all but extinct.§ The course of study appears also to have gradually come to be almost entirely mathematical, to the exclusion of nearly all practical military instruction, with the exception of surveying.‖

Frequent allusions both to the former state of the Department, and to what it had become in 1855, are made in the evidence given before the Select Committee of the House of Commons on Sandhurst;¶ the contrast presented between its original and later condition is described in the Report of the Committee as follows :—

"In earlier times the Senior Department had its own "military staff. General Le Marchant was attached to it. "General Jarry, an eminent officer who had been on the "staff of Frederick the Second during his campaigns, was "engaged as scientific instructor, and a sufficient number "of professors for fortification, for mathematics, and lan- "guages were attached to the department. At the present "moment two professors compose the whole establishment "exclusively attached to the Senior Department. M. Nar- "rien, the senior professor of mathematics, teaches, in "addition to his own proper branch, fortification, gunnery, "tactics, and castrametation. The other professor teaches "military surveying. Languages are taught by aid of the "professors of the Junior Department, paid for by the "cadets, and as Your Committee are inclined to believe, "when there is ample demand on their exertions and all "their time for instructing the cadets. Your Committee "are of opinion that this state of things is unsatisfactory, "and requires revision and reform."

The Commissioners appointed in 1856 to consider the training of officers for the scientific corps speak of the department in similar terms :—

"There is also a Senior Department at Sandhurst, of "which it appears that the original object, or, to use the "words of Sir Howard Douglas, the 'special, distinct, and "'separate form' was to be 'an establishment for training "'officers for the general staff.' This institution does "not seem, at least recently, to have been regarded as a "staff school in the sense in which schools bearing the "same name in France, Prussia, Austria, and Sardinia "educate for the Staff Corps; since in these countries it is "necessary that all officers on the general staff should have "frequented for some years the staff school, whilst it ap- "pears that out of 216 officers who have received certifi- "cates at the Senior Department of Sandhurst since 1836 "only 15 were employed on the staff in May 1854. Nor "can it be doubted that both the importance and the edu- "cation of the Senior Department, whatever may be the "cause, have greatly diminished of late years, since lat- "terly there has been only an attendance of nine or ten "officers, whilst the whole instruction has been in the "hands of two, indeed, it may almost be said of one pro- "fessor. The significance of this last fact may be esti- "mated when we mention that for the staff school in "France there are 13 military and 5 civil professors."

As early as 1854, Mr. Sidney Herbert, when Secretary at War, in suggesting his general scheme of instruction for the officers of the army, appears to have contemplated the idea of converting the Senior Department into a staff school similar to the *Ecole d'Etat-major* in France.* Several of the witnesses examined before the Sandhurst Select Committee in 1855 advocated the same view,† and the Committee in their Report recommended various changes with the object of improving the institution,—among others that a military officer should be placed at its head, and that it should have a separate staff of professors. The Report continued :—

"Your Committee must add one remark. They have "not shrunk from recommending that Parliament should "be called upon to vote money to render the Senior De- "partment efficient; but if Parliament grant the money, "Your Committee consider that officers so educated, if "otherwise fit, should not be neglected in appointments to "the staff. The expectations of Parliament in granting "the funds, and the labours of officers who have undergone "a severe course of study, should not be overlooked. "Your Committee have the satisfaction of observing that "some cases have come before them from which they are

* *See* Appendix II. E., page xiv.
† Report of the Select Committee of the House of Commons on Sandhurst.
‡ Letter from Lord Hardinge to Mr. Sidney Herbert, Appendix VII. D., page xciv.
§ Evidence of Sir Howard Douglas before Sandhurst Select Committee, 2367.
‖ The programme of the course of instruction at the Senior Department in 1855 is given at page 125 of the Evidence before the Sandhurst Select Committee.
¶ *See* especially the evidence of Sir Howard Douglas, *passim*.

* *See* letter to Lord Hardinge, Appendix VII. D., page xciv.
† *See* especially evidence of Sir Howard Douglas, Colonel Prosser, and Major Addison.

" led to believe that Lord Hardinge has not lost sight of " this important point. Your Committee believe that it " will be of great advantage to the officers under instruc- " tion in the Senior Department if arrangements were made " by which they should be employed at the camps of in- " struction. They also suggest that facilities should be " given to officers who have passed the Senior Department " with good certificates of attending the course at Chatham " and at Woolwich, and they should be attached to cavalry " or infantry regiments, so that they may become acquainted " with all the branches of the profession."

No immediate steps were taken to carry out the recommendations contained in the above Report.

Up to this period no special qualifications had been required by the regulations of the service as a condition of appointment to the Staff; but it appears that, during the active operations in the Crimea, officers recommended for employment in the Quartermaster-General's department were subjected to an examination in military sketching and reconnaissance, before being accepted by the Quartermaster-General as qualified for appointments.*

In the debates in Parliament during the Crimean war, in the sessions of 1855 and 1856, the necessity of insisting upon special professional acquirements as a condition of staff employment, and of establishing an adequate system of instruction for candidates for the staff, were frequently urged upon the Government. The detailed scheme of military education brought before the notice of the House of Commons by Mr. Sidney Herbert on the 5th of June 1856, included, as an important feature, the conversion of the Senior Department into a staff school, to be situated at Farnham, a certificate from which should be a necessary condition of appointment to the staff.†

The subject of military education generally,—and, as an important element of it, the question of the preparatory training of staff officers,—was at this time undergoing careful consideration; and towards the end of the year 1856 Colonel Lefroy was directed by Lord Panmure, as has been already stated, to draw up a scheme for "the organization " of a department of military education, with an outline of " the arrangements for the education of officers for the " army and staff." Colonel Lefroy's plan included the establishment of a School of Application for the staff. Numerous other schemes were also about the same period submitted by various authorities to Lord Panmure, bearing upon the re-organization of the system of military education, all of which coincided in recommending the foundation of a staff school in some form or other, and proposed that special qualifications should be required as a condition of appointment to the staff.

In January 1857 the Commissioners appointed in the previous year to consider the training of officers for the scientific corps presented their Report, in which they strongly recommended the institution of a special college for the purpose of educating officers for the staff. In speaking of the means of professional education required for officers, the Commissioners say, "Lastly, a good staff college, to be " frequented by officers already in the army, is necessary to " complete the means of military education. Such a col- " lege, if attendance at it be made a *sine quâ non* for a staff " appointment, and still more if staff appointments are " given in accordance with the distinctions of its pupils, " will almost necessarily be frequented by most of the " young officers of talent and energy in the army."‡ In another passage the Commissioners say, "A college or " senior department for the staff is indeed the completion, " and may be termed the strongest encouragement, of " general military education, although the schools of the " special corps may carry their own science to a still higher " point. The chief defect noticed in connexion with our " own Senior Department at Sandhurst has been that its " course of study was regarded as no recommendation for " promotion. Nor could two professors be expected ade- " quately to discharge functions for which 18 are required " in the French staff school. The contrast presented by " all foreign staff schools is certainly striking. There are " differences indeed between these schools in France and " Austria, as to the period of admission and other points. " But both are alike in *this*, that they are so framed as to " give every conceivable premium and encouragement to " such military acquirements as the service of the staff is " thought to require. In both the officers enter by com- " petition, and after a laborious course obtain their appoint- " ments on the staff as the reward of their distinctions in " the school. It seems needless to urge that a college of " this kind, opening the door to advancement and fre- " quented when the mind is in full vigour, would possess " every inducement to call forth the energies of young " officers of talent. But a Senior Department, offering a " bare opportunity for military study with no ulterior " results, stands in a wholly different position."*

The necessity of systematic instruction for the staff being thus at this time universally recognized, and the establishment of a special school for this purpose being recommended by so many different authorities, the determination was arrived at early in 1857 to convert the Senior Department into a staff school. The first official proposal on this subject was contained in a letter of the 6th April 1857, from the Commander-in-Chief to the Secretary of State for War,† in which the immediate introduction of a system of examination for staff appointments was proposed, as an instalment of a more comprehensive plan for affording professional instruction to candidates for the staff by the enlargement of the Senior Department and its conversion into a staff school. The same letter recommended the institution of the Council of Military Education; and the instructions issued to the Council on their appointment, on the 22nd April 1857, desired them "in the first instance to direct their attention " to the proper organization of the present Senior Depart- " ment at Sandhurst, the numbers of which should be " doubled, and the name of which should be changed to " that of *Staff College*, to be presided over by a command- " ant with a proper staff of professors."‡

On the 9th April 1857, the system of examination for future appointments to the staff, which was to come into operation on the 1st January 1858, was promulgated.§

While the Council of Military Education were still engaged in elaborating their scheme for the organization of the Staff College, further representations of the necessity of special instruction for staff officers were urged upon the Government. The principle of competition as the means of admission to the staff was affirmed by a resolution passed in the House of Commons on the 28th July 1857, on the motion of Sir De Lacy Evans, to the effect "that " in the opinion of this House a higher standard of profes- " sional instruction, and more complete provision for it " than hitherto deemed requisite, ought to be established " for the commissioned ranks of the army, but especially " for the staff; that this will be best promoted by recourse " to competitive examination of officers desiring to qualify " themselves for the staff, and by assured encouragement " for proficiency and general fitness for advancement."

In the discussion which took place upon this motion, Mr. Sidney Herbert most strongly advocated the establishment of a staff school, in preference to a mere system of examination for staff appointments; and he urged in the most decided manner that the special instruction required for the staff should be extended to aides-de-camp, and that the qualifications required for appointment to these posts should be the same as those demanded from officers of the general staff. Speaking of aides-de-camp, Mr. Sidney Herbert said, " They are required to discharge most important duties, " and very high responsibility often attaches to them. It " is said they are only 'the twopenny postmen' of the " army; but if this description is accurate, on what prin- " ciple is it that they take superior position and receive " increased pay? Although it is not their duty to direct " operations, but to convey orders, circumstances may " change before they arrive at the point to which they are " despatched, and they may be called upon to exercise con- " siderable discretion. If they are only to be the bearers " of messages that duty might as well be performed by an " orderly of dragoons. They are usually in personal at- " tendance on the officers in command, and they are sure " to be mentioned in despatches and to obtain promotion; " for the generals to whom they are attached naturally " speak of duties which are performed under their own " eyes. I do not say that a general officer may not be " allowed to choose his own personal staff, but he should " be limited in his choice to those persons who are on the " list as having qualified themselves for those duties which " they will be called upon to perform."

The debate afforded the Government the opportunity of announcing publicly that the institution of a Staff College, with competitive examination as the condition of admission to it, had been decided upon.‖

A further recommendation in favour of the establishment of a special school for the staff was made by the Royal Commission on the Purchase System, which had been appointed in 1856, and presented its Report in August 1857. Much evidence had been taken before the Commis-

* Evidence of Sir R. Airey before the Purchase System Commission, 2750.
† *See* Appendix XI. D., page cxxxviii.
‡ Report, page xxvii.

* Report, page xxxvii.
† *See* Appendix I. B., page ii.
‡ *See* First Instructions issued to the Council, Appendix I. B. page iv.
§ *See* Appendix XI. H., page cxliv.
‖ Hansard's Parliamentary Debates, July 28th, 1857.

Appendix XI. (C.)

Staff College and Staff Appointments.

sion both on the subject of military education generally, and on that of special instruction for staff officers. In regard to the latter question the Commissioners in their Report spoke as follows:—

"The mode of entry into our army cannot of course be "assimilated to the system of foreign countries, where "purchase of the first commission is unknown. But we "may observe, that in making appointments to the staff "similar difficulties do not occur. The staff is in no way "concerned with the purchase system. Here, therefore, "there is every facility for the adoption of such improve- "ments in education and military training as may be "deemed advisable; and without imputing any deficiency "to the staff of the army, for such an imputation would "be in direct contradiction to the evidence we have re- "ceived, we may yet suggest that promotion to the staff "might be made the means of stimulating military "education, rewarding meritorious officers, and obviating "some of the hardships which must arise under the "purchase system. It appears that in France, in Austria, "in Prussia, and in Sardinia, there are special establish- "ments for the instruction of staff officers; entrance to "these establishments is, it is said, gained by competition, "while admission to the staff of the army is only to be "attained by passing through these establishments with "credit. A similar system might be adopted for the "British army; the Senior Department at Sandhurst might "be strengthened and rendered available for the purpose "for which it is said to have been originally intended; and "a course of training in this department might then be "made an indispensable condition to the attainment of a "staff appointment. The system of study and of training "would require careful consideration, with the view of "testing and of cultivating those physical and mental "qualities which are more essential to an officer than "literary or even than high scientific attainments. Regu- "lations rendering a staff appointment an object of honor- "able emulation would have a beneficial effect not only on "the staff itself, but would promote military education "throughout the army. Such regulations might more- "over prepare the way for an improved system of army "promotion hereafter. The limitation of the time during "which officers shall hereafter hold situations on the staff, "a measure recommended in a former report, would render "these appointments additionally serviceable to the in- "terests of the army."*

In the course of the year 1857 the Council of Military Education submitted their detailed plan for the organization of the Staff College.† Various localities had been suggested by different individuals as the site for the College; Mr. Sidney Herbert had originally proposed Farnham, principally from its proximity to the camp at Aldershot; the general scheme of military education drawn up by Colonel Lefroy, by the direction of Lord Panmure, recommended that the School of Application for the staff should be placed in London, on the ground of the advantages of such a central situation, and the facilities for instruction afforded by the Government School of Mines and other establishments. The Council, after careful consideration, came to the conclusion that Sandhurst afforded the most eligible site. They also recommended that the contribution of 30*l.*, which had been hitherto required from officers studying at the Senior Department, should be discontinued in the case of the students at the new College.

On the 17th December 1857 a General Order was issued announcing that the name of the Senior Department was to be changed to that of Staff College, and that the establishment was to be placed under a Commandant with a staff of professors of its own.‡ The strength of the College was fixed at first at 30 students. The regulations for admission, which was to be determined by competitive examination open to officers of all branches of the service, and for the course of study at the College, were at the same time notified. The first examination for admission took place in February 1858, five officers who were then students at the Senior Department being at the same time permitted to remain until the end of their recognized period of residence as students of the Staff College. For some time, however, after its original establishment, the business of the Staff College was conducted in a portion of the buildings of the Cadet College. The present buildings were not commenced until the end of 1859, and were not permanently occupied until the summer of 1862.

Although placed under a separate Commandant the Staff College has always continued a branch of the Royal Military College, under the control of the Governor of which it remains. Of the members of the general staff, the chaplain, paymaster, quartermaster, surgeons, and riding-master are common to both the Cadet and Staff Colleges. The duties of the professors of geology and chemistry also extend to both establishments.

By the original regulations the period of service necessary for admission to the College was fixed at three years, engineer officers, like those of other branches of the service, were eligible for admission; officers were permitted to present themselves as candidates either at the final examination at the close of the two years' course of instruction, without residence at the College, or at the examination at the end of the first year, without having resided during that year, joining the College for the remainder of the course. The subjects taught at the College were, in the main, the same as at present; seven of these subjects were obligatory on every student, but no limitation was placed upon the number of subjects which might be taken up at the final examination. The system of individual competition among the students which now exists was not, however, at first recognized; the successful candidates at the final examination were to be arranged in three classes, a special report being made of those who particularly distinguished themselves. After leaving the College the officers who had successfully passed the final examination were to be attached for six months to each of those arms of the service in which they had not previously served. It was also announced that until the 1st January 1860 officers might continue to be appointed directly to the staff on passing the examination for staff appointments which had recently been instituted by the General Order of the 9th April 1857; but that after that date no officer would be appointed to the staff who had not gone through the Staff College or passed the final examination at it, with the exception of those who should have attained at that date the rank of lieutenant-colonel, and of officers of proved ability in the field.*

Various modifications have from time to time been introduced in the original regulations.

Shortly after the institution of the College the system of arranging the candidates in order of individual merit at the final examination was substituted for the plan originally proposed of distributing them in classes.

In 1860, the date for the termination of the system of direct appointments to the staff, without passing the College examination, was extended from the 1st January 1860 (as originally fixed) to the time when "the College shall be in "a position to supply all vacancies in the staff of the "army,"—an alteration which has been retained to the present day. It has also been decided that the appointments of Aide-de-camp and Assistant Military Secretary should be excepted from the staff appointments for which a Staff College certificate is a necessary qualification.†

The period of six months for which officers after leaving the College were to be attached to each of the other arms, has been successively reduced, in 1860 to four months, in 1863 to three months, and in 1864 to six weeks with cavalry or artillery, and to one month with infantry.

In 1861 it was decided, mainly in consequence of the demand for engineer officers in connexion with the works of fortification in progress at that time, that officers of the engineers should not be admitted to the College, and should be eligible for staff appointments without holding a Staff College certificate.

In 1862 an important alteration was made in the certificate required from a Commanding Officer as a condition of a candidate's admission to the entrance examination. This certificate, which had previously been to the effect that the candidate was "an intelligent, zealous, and well-conducted "officer, and thoroughly acquainted with all his duties," was, on the recommendation of the Council of Military Education, altered to its present terms, with the view of increasing its stringency.

The regulation allowing officers to present themselves for the final examination without residence at the College was suspended as early as 1861; and both this regulation and that permitting officers to join the College at the end of the first year for only one year's instruction, after being variously modified, were finally abolished in 1866.‡

The length of previous service required as a condition of admission to the College was in 1866 increased from three to five years.

The subjects of instruction have not been materially altered since the foundation of the College, but various modifications have been introduced in the details of the course of study. At first the students were required, as a condition of qualification, to obtain a certain proportion of marks in each of the military subjects, and in mathematics and French; so that a failure in any one of these subjects

* Report, page xxxiv. † *See* Appendix XI. E., page cxxxix.
‡ *See* Appendix XI. F., page cxli.

* A certificate obtained at the late Senior Department is equivalent to the Staff College certificate as a qualification for appointment to the Staff.
† Second General Report of the Council of Military Education, page 6.
‡ Third General Report of the Council of Military Education.

excluded an officer from a certificate. In 1861 the system was introduced of requiring only an aggregate of marks on the subjects taken as a whole, with the exception of military surveying and reconnaissance, in which an obligatory minimum was still required for qualification. In the earlier regulations no limitation was placed on the number of subjects which could be taken up at the final examination. In 1862 the subjects were for the first time limited to seven; of these the strictly military subjects, four in number, were made obligatory on every one; the three others a student was allowed to select at his option out of the subjects taught at the College, one of them being necessarily a language. In 1866 the number of subjects by which a certificate of qualification for the staff could be obtained was reduced from seven to five,—the four military subjects and one language,—but every one was still permitted to select two other subjects, the marks gained in which should count towards his place in the final examination. Another change made at this time was a considerable reduction in the great premium hitherto attached to mathematics; up to this period the subject, though since 1861 nominally voluntary, was, owing to the high marks attached to it, practically obligatory on every one who wished to obtain a high place in the final examination. The subject was now divided into two courses—a high and a low course—either or both of which might be taken up by a student among his voluntary subjects; but a considerable preponderance of marks was still attached to the higher mathematical course, and the premium upon mathematics, in comparison with other subjects, is further increased by the regulation which permits every student to increase his total aggregate of marks at the final examination by taking up spherical trigonometry and astronomy as an entirely extra subject.

The system of allowing marks awarded for work done during the two years' course of instruction, and for the probationary examination at the end of the first year, to be carried forward to the final examination, has from time to time been gradually extended, until it has been applied, in every subject except mathematics, to the marks gained in the numerous periodical examinations held by the professors of the College. But in 1866 a further extension of this principle was introduced, by the adoption of the system of disposing of subjects by instalments. The College course of instruction, by the regulations then introduced, was divided into two distinct periods; one portion of each of the military subjects of study is by this arrangement finally concluded at the end of the first year, and after this is entirely laid aside. The first year's examination is made final in regard to this portion of the subject, the whole of the marks then gained being carried forward to the examination at the end of the course. In mathematics and languages the principle has been carried so far as to allow of a candidate being finally examined in the whole subject at the end of the first year, and discontinuing its study afterwards. The result of this arrangement is that the final examination of a student may in some cases embrace only a small portion of the four military subjects; and that the marks required for a certificate of qualification have not unfrequently been gained by a candidate a considerable period before the final examination takes place.* The system in regard to the course of study which was introduced in 1866 is still in force.

In 1864, on the recommendation of Major-General Napier, at that time Commandant of the College, a system of reconnaissance on an extended scale was introduced for the instruction of the students of the second year, shortly before leaving the College. Owing to the reduction in recent years of the sum voted for this purpose in the estimates, this system of reconnaissance has of late been much less completely carried out than when originally instituted.

No alteration has been made in the number of officers admitted to the College since its institution, though, owing to the exclusion of the engineers, the proportion from the different arms has been modified. At a very early date the regulation was established which prevents the admission of more than one officer at a time from the same battalion or regiment. Since the second entrance examination, in November 1858, the advantages of the College have been extended to the officers of the Royal Marines, two of whom are admitted as supernumerary students.

The dates of the series of regulations published on the subject of the Staff College are as follows:—

17th December 1857.	25th August 1863.
2[illegible] January 1860.	21st October 1864.
24th April 1861.	23rd May 1866.
6th March 1862.	1st November 1868.

* Evidence of Mr. Twisden, 8872.

The latter regulations, which are now in force, and show the present conditions of admission to the College, and the course of instruction pursued at it, will be found at page cxlii. Further details on these subjects are given in the evidence of Major-General Napier, Vice-President of the Council of Military Education, and of Colonel Lacy, the Commandant of the College, as well as in the replies to the questions addressed to the latter officer.

The present establishment of the College is as follows:—

1 Commandant.
1 Adjutant.
2 Professors of Mathematics.
1 Professor of Military History.
1 „ „ Fortification and Artillery.
1 „ „ Military Topography.
1 „ „ Military Administration.
1 „ „ French.
1 „ „ German.
1 „ „ Hindustani.

The riding master and the professors of chemistry and geology who are attached to the Cadet College also give instruction to the students of the Staff College.

The regulations at present in force for the examination of officers appointed directly to the Staff, without passing through the Staff College, will be found at page cxliv. These examinations have of late years been confined almost entirely to officers nominated to the personal staff as Assistant Military Secretaries and Aides-de-camp; the minor appointments on the general staff—those of brigade-major and deputy assistant in the Adjutant-General's and Quartermaster-General's departments—are now, with the exception of the post of brigade-major to the Guards, almost exclusively reserved for Staff College officers; while the superior appointments of Assistant-Adjutant-General and Assistant-Quartermaster-General are filled by officers who, from having attained the rank of lieutenant-colonel, are, in virtue of their rank, exempted from examination.* Military secretaries, independently of their rank, are not examined on appointment.

In connexion with the question of the institution of a Staff College and the introduction of a system of special instruction for Staff officers, the formation of a Staff Corps has been at times suggested. The subject was frequently referred to in the evidence given before the Select Committee of the House of Commons on Sandhurst in 1855, but the opinions of several important witnesses, including Sir John Burgoyne, Sir George Wetherall, and Sir Howard Douglas,—the latter a strong advocate for making special professional qualifications an indispensable condition of employment on the staff—were decidedly unfavourable to the proposal.† The Committee in their Report called attention to the opinions expressed on the subject, but refrained from making any recommendation as to the expediency of forming such a corps.

Mr. Sidney Herbert in his general scheme of military education, as explained to the House of Commons in 1856, did not propose the formation of a special Staff Corps, and stated his belief that such a corps would be regarded with jealousy by the rest of the army, and that the advantage would be lost which is derived from the return of highly qualified and instructed officers to their regiments.‡ On a later occasion, when advocating the establishment of a special school for the staff, he reiterated his objections to the formation of a Staff Corps. "I do not believe," he said, "that the French system of a separate Staff Corps, "rising by promotion within that corps, and never going "back to regimental duty, would be suitable to the British "army. It would create a separate caste, which would be "regarded with the greatest jealousy; and I believe the "best feature of our system is, that the staff officer, when "not employed on the staff, goes back to his ordinary "duties and mixes with the regimental officers."§

The formation of a special Staff Corps was again advocated by three of the witnesses examined before the Royal Commission on the Purchase System—Colonel Stuart, Sir Duncan Macdougall, and Sir Charles Trevelyan.‖ No other witness, although there was a general unanimity in favour of strict examinations and professional qualifications for the staff, appears to have suggested the formation of a special corps; while Sir George Brown expressed an opinion decidedly unfavourable to it, and Colonel Claremont, in his

* Evidence of Major-General Napier, 1605, 1606.
† Evidence before Sandhurst Committee, 1416, 1865, 2322, 2335, 2358.
‡ Speech of 5th June 1856.
§ Speech of 28th July 1857, on Sir De Lacy Evans' motion.
‖ Evidence before Purchase System Commission, 2200, 2414, 4707.

Appendix XI. (C.)

Staff College and Staff Appointments.

evidence, pointed out the objections which are found in the system of the Staff Corps in France.*

Neither the Report of the Royal Commission on the Purchase System, nor that of the Commissioners for considering the training of the scientific corps, although both strongly advocated the conversion of the Senior Department into a Staff School, contained any recommendation in favour of the formation of a Staff Corps.

The subject has been again occasionally referred to in the evidence taken before the present Royal Commission. A few witnesses have advocated the formation of such a corps,† but opinions decidedly unfavourable to the idea have been expressed by the Duke of Cambridge, Sir W. Codrington, and Sir Percy Herbert;* while numerous other witnesses have referred to the advantages of a system which permits of the appointment of regimental officers to the Staff.

In reference to this subject it may be observed that in the French service, during the present year, an important alteration in the system hitherto prevailing has been introduced, the result of which will be that appointments on the staff, at least in time of war, will no longer be filled exclusively by members of the *corps d'état-major*. In Austria also the abolition of the Staff Corps as a special and distinct service appears to be contemplated.†

* Evidence before Purchase System Commission, 1942–1947, 2041.
† *See* answers to questions received from Colonel Clifford, Colonel Feilding, Captain E. M. Jones, and Captain Schaw (Appendix XI. A.), also evidence 8912–14.

* Evidence 4984, 6077, 9529.
† *See* Reports on foreign military education; accounts of the French Staff School and of the Austrian Staff.

Appendix XI. (D.)

D.—PLAN FOR THE INSTRUCTION OF STAFF OFFICERS PROPOSED BY THE RIGHT HON. SIDNEY HERBERT.

Extract from a Speech in the House of Commons on Military Education, June 5, 1856.

I now come to the question how we are to deal with the staff. In France they have a staff school and a staff corps quite distinct from the army. The system is to send a young man first to the Polytechnic or to St. Cyr, whence he can enter by competition into the Ecole d'Application, privates and non-commissioned officers likewise competing. When an officer has attended this school for a certain period, and passed an examination, he has to serve two years in the infantry, two in the cavalry, and two in the artillery—thus spending six years in making himself acquainted with all the branches of the service. He is then called to serve as a captain in the staff corps, and from that moment all his promotion is there; he never goes back again as a regimental officer. That is not the system in either Prussia or in England. Here, every officer who has been taken from his regiment and has served five years upon the staff, is, or ought to be, at the end of that period, sent back to his regiment. But we have a staff school. During the last five years of the Peninsular war, I believe there was but one officer on the staff of the Quartermaster-General who had not passed through our staff school at High Wycombe. I am afraid we have retrograded in that respect within the last few years. The staff school at High Wycombe, afterwards moved to Farnham, produced some of the most eminent men in our army. It was established by the Duke of York, and was at first presided over by General Le Marchant, and military instruction was given by a distinguished French officer.* Among the celebrated officers educated there, I may mention the names of Sir George Murray, Sir John Hope, Sir Richard Bourke, Lord Hardinge, General Wetherall, Sir Charles Napier, and Sir William Napier. The school was removed first to Farnham and then to Sandhurst. Its original course of instruction was much superior to that which obtains now. Military science has comparatively dropped out, and mathematics have got almost exclusive possession of the school. In the senior department, I am told that the text books are in the proportion of one on military science to seven on mathematics. But that department has languished, because, during peace, you have not taken officers from it for the staff. You have not had your army in divisions or brigades; and a number of scattered regiments does not deserve the name of an army, any more than a number of scattered men can be called a company. There has been no proper staff employment, and, there having been no great necessity for good staff officers, the senior department at Sandhurst has lost its prizes, and with them its efficiency. I want to restore it to its former effective state. The whole establishment, when at its best, cost but 5,080*l.* a year—showing how small is the sum by which the additional efficiency of an army can be secured.

I have consulted many military officers with respect to the comparative merits of the French system and our own. There is one great defect in the former as applicable to our army. We want to inoculate the whole army with a more professional spirit. The professional spirit in the navy far exceeds that in the army; naval officers are more thoroughly devoted to the duties and interests of their branch of the service than military officers. I think the object would not be attained by the establishment of a separate staff corps; for if you make a separate staff corps, which is to be a distinct caste, it will be regarded with jealousy by the other departments of the army, and you will not have the advantage derivable from the return of highly qualified and instructed officers to their regiments. I do not purpose, therefore, to adopt the French system, but to revert to our old plan, only making it compulsory, instead of optional. I propose to remove the staff school back to Farnham,* where, being in the neighbourhood of the headquarters of Aldershot, it will be close to a vast camp, and will see all the operations of an army conducted on a large scale. I purpose to leave the junior department at Sandhurst, and thus, in addition to other advantages, get rid of the objectionable practice of putting officers and boys together.

After consulting with military officers whom I thought capable of giving me sound advice, I have come to the conclusion that—following so far the French system—every officer who serves upon the staff should not only go through the staff school and qualify himself for the higher duties of his profession, but should be attached for a certain period as a supernumerary to each branch of the service. In France six years is the period allotted for that purpose—two in each branch of the service. In the evidence before the Sandhurst committee, six months in each service is recommended.† I believe, however, having consulted others, that three years of such duty—one in the infantry, one in the cavalry, and one in the artillery—would, in addition to the staff instruction at Farnham, be sufficient to procure a good staff officer. But, it may be said, what advantage will an officer derive, if, after thus qualifying himself, his position with respect to the staff is no better than that of others? I confess the present system is indefensible. An officer is not only anxious to serve upon the staff, but is ambitious, and wishes to make himself conversant with the higher scientific branches of his profession. He asks leave of absence from his regiment, in order that he may go to the senior department at Sandhurst; but his request cannot be complied with, unless he has served four years with his regiment and passed a certain examination. If, however, he gets a nomination to the staff itself, then no examination is necessary; so that, in fact, you do not require for an actual appointment on the staff what you demand from an officer who merely wishes to prepare himself for the staff. I propose that it should be laid down as a rule—speaking, of course, of times of peace, for all rules disappear in time of war, which is itself a rude but nevertheless the best of all instructors—that no officer should be eligible for a staff appointment who has not passed through the staff school with a certificate (or passed an equivalent examination if he has studied elsewhere), and who has not studied for three years in each branch of the service, namely, one year in the infantry, one in the cavalry, and one in the artillery. It may be urged, as an objection to such a plan, that it might exclude many officers who, though men of talent and energy, are not scientifically instructed. In the first place, I answer, that if you exclude one man, you probably get another just as good. But I doubt very much whether it would have any such effect. For if an officer thought he had a chance of getting on the staff, he would naturally be induced to obtain the necessary qualifications, and would be impelled by a sense of his own interest to go in search of them; and thus you would get such men, with all their talent and energy unimpaired, *plus* all the scientific knowledge to be imparted at Farnham. Such is an outline of the scheme I propose. I am supported in its favour by the opinion of Sir Howard Douglas,‡ a

* General Jarry, who had left the French army with Moreau.

* Evidence before Sandhurst Select Committee, 405.
† Evidence before Sandhurst Select Committee, 415.
‡ Evidence before Sandhurst Select Committee, 2335.

competent judge, who has suggested a plan for the re-establishment of the staff school, in accordance with my proposal; and by that of Major Addison,* one of the officers whom I intended to appoint as staff instructors—the others being Colonel Moody, late of the practical class at Woolwich, Captain Watson, a man of great ability, and Captain Gleig, also engaged at Woolwich. I think, therefore, it will not be unacceptable to military men.

* Appendix to Report of Sandhurst Select Committee, page 192.

E.—SCHEME PROPOSED BY THE COUNCIL OF MILITARY EDUCATION IN 1857, FOR THE ESTABLISHMENT OF THE STAFF COLLEGE.

Extract from the first general Report of the Council, published in* 1860.

The Council, in the first two parts of the official Report, and in the subsequent supplementary memoranda of November 18th and November 27th, 1857, endeavoured to lay the foundation of a system which should at once provide for the general as well as for the professional education of the officers of the army; at the same time it did not overlook the great question of the preparation of officers for the staff. This question was, in fact, under consideration simultaneously with the preceding, which, indeed, in addition to their own special advantages, ought to be viewed as the first steps towards it; since it is evident that the selection of well-educated officers for the staff will be more effective in proportion as the officers of the army (at large) are more highly trained and more perfectly instructed in professional subjects.

Part III. of the Report contains the result of the Council's deliberation on this most important subject, namely, the organization of a Staff College. At the time when the Council entered on the consideration of the best mode of training officers for staff employments, the Royal Military College, Sandhurst, consisted of two departments; a junior composed of cadets; and a senior, of officers who had been several years in the service. It was probably anticipated, when the senior department was first formed, that cadets who had distinguished themselves in their studies at the junior college would, after some years of active service, join the senior department, in order to continue their studies there, and that the result would be the gradual elevation of the character of British staff officers as scientific soldiers.

At the first establishment of the senior department it was not located with the junior department, but was in every respect distinct as regards position, government, and instruction; and it is believed that the early records of the senior department are sufficient to prove that in many instances the result anticipated was actually obtained, and that some of the most distinguished staff officers of the Peninsular war had been students of that department. Since then the two departments have been brought into intimate connexion under one roof, and gradually under the same military authority.

Latterly, the means of instruction having been much diminished, whilst an opinion had grown up that the senior department was not a certain channel of introduction to the staff, the number of students decreased, and the expectation of good results from the establishment was greatly diminished.

The adoption of the name of "Staff College," in lieu of that of Senior Department, prescribed by the original memorandum of His Royal Highness the General Commanding-in-Chief,† and embodied in the recommendation of the Council, was, therefore, in itself a most important step, as it recognized the real object of the institution, and, when coupled with the provisions of the second paragraph of clause 22 of the Council's Report, Part III., left no room for doubt on the mind of any officer who should obtain admission to the Staff College, that by perfecting himself in the course of studies and professional training pursued in that establishment, and passing with credit through his term of residence, he would secure for himself a staff appointment; no other channel for admission to the staff being left open after the 1st January 1860, excepting in the case of officers either of the rank of lieutenant-colonel at that particular date, or who had proved in the field their fitness for staff appointments.

These exceptions were manifestly necessary in order that the new rule should not act injuriously on officers who had previously risen to high rank, or who had distinguished themselves on active service; but, as the first of them is limited to those officers who shall have actually attained the rank of lieutenant-colonel on the 1st January 1860, it is evident that by the time the college may be expected to supply a sufficient number of staff officers, the number then annually appointed to the staff under this provision will be very small. The exception in favour of ability for staff appointment, proved in the field, must be permanent, but cannot be said to interfere with the prospects or expectations of the students of the Staff College.

The third clause of the memorandum opens the Staff College to officers of all arms of the service, under certain necessary conditions, the admission being by competitive examination; so that it may be fairly said that staff appointments, which, as a mark of distinction, have always been coveted by officers of the army, just as much as the higher offices of the law and other civil professions are by the members of those professions, are placed within the reach of all officers possessed at once of ability and of zeal sufficient to induce them to make the exertions necessary to secure the prize they wish to obtain.

It will be observed that the course of study has been arranged with the view solely to the beneficial results which the application of certain sciences to military objects is calculated to secure, whilst, at the same time, ample scope has been afforded for the development of a higher and more special order of talent, and a mode of applying it usefully to the public service, suggested, namely, by the employment, either in the Topographical Department or in the National Survey, of officers who have exhibited superior talents.

---

*Report referred to in the above Extract.**

The Staff College.

It is recommended that, for the due superintendence of both the junior and senior establishments at Sandhurst, the Council of Military Education should be constituted a Board of Visitors of both Establishments, with full authority to ascertain that every branch of instruction is conducted according to the regulations, and to suggest such alterations as may be found necessary from time to time.

1. The Council recommends that the name of the present Senior Department be changed to that of Staff College, and that this College be placed under the charge of a commandant, with a quartermaster and staff non-commissioned officers on its establishment.

As regards the position of the Staff College, the Council has carefully considered the only serious objection which has been urged against its continuance at Sandhurst, namely, the inconvenience of too much intercourse between the officers studying there and the cadets, and it must express its conviction that that objection is of a nature to be readily counteracted by a proper system of discipline. On the other hand, the qualities of the ground in the neighbourhood are so favourable for instruction in sketching, and the advantage of having a quiet retired situation for study so great, that the Council feels itself bound to recommend that the Staff College should be still located at Sandhurst.

2. It is recommended that the commandant of the Staff College should, in matters of discipline, report to the governor, and in educational matters through the governor to the Council.

3. The Council proposes that the Staff College shall be opened to officers of all arms of the service, and that admission thereto shall be by competitive examination.

The establishment to consist, in the first instance, of 30 students, in the proportion of 25 from the cavalry, guards, and line, to five from the two ordnance corps, should any officers of these corps desire to compete for admission.

This increased establishment to commence on the 1st April 1858.

As it appears to the Council that the payment of 30*l.* per annum by each student is a heavy call on the income of a young officer, and might deter those of limited means from entering the Staff College, while under the increased strictness of the system of instruction to be proposed, it will no longer be required as a check to officers becoming students without serious views of study—it is recommended that this payment be discontinued.

* * * * *

* Page 12.

† See "First Instructions issued to the Council," Appendix I. B., page iv.

* From the Appendix to the First General Report of the Council of Military Education, page 54.

APPENDIX XI. (E.)

Staff College and Staff Appointments.

10. It is proposed that the following shall be the establishment of professors, viz.:—

Number of Professors.

Mathematics	2
Fortification and Artillery	1
Military Topography, and to assist in Fortification	1
Military Art, History, and Geography	1
Military Administration and Legislation	1
Hindustani	1
French	1
German	1
Total number of professors	9

Of whom four are professors for military subjects.

Natural Philosophy, Chemistry, Geology by occasional lecturers.

* * * * *

12. The Council proposes that the yearly course shall be divided into two terms, viz., from 1st February to 15th June, and from 15th July to 15th December, the intervening periods constituting the vacations.

The above half-yearly terms, it is recommended to subdivide each into two periods, viz.:—

First half year, winter period, 1st February to 30th April.

First half year, summer period, 1st May to 15th June.

Second half year, summer period, 15th July to 15th October.

Second half year, winter period, 16th October to 15th December.

This arrangement is proposed in order to apply the principal part of the summer periods to out-door studies.

13. The studies in each of the above periods of the student's course, and the time devoted to them, should be as follows:—

In the first half year, from 1st February to 15th June:—

Winter Period. February 1 to April 30.

	Hours per week.
Mathematics	12
Fortification	7½
Topographical Drawing	7½
French, German, or Hindustani	9
Military Art, History, and Geography, one lecture a week.	
Military Administration and Legislation, one lecture a week.	

Summer Period. May 1 to June 15.

	Hours per week.
Mathematics	12
Fortification	7½
French, German, or Hindustani	9
Military Art, History, &c., one lecture a week.	
Military Administration, &c., one lecture a week.	
Practical Instruction, viz.:—Ground Problems, Use of Instruments, Tracing, and Profiling	7½

In the second half year, from July 15 to December 15:—

Summer Period. July 15 to October 15.

	Hours per week.
Mathematics	6
Fortification and Artillery	6
French, German, or Hindustani	4½
Military Art, History, and Geography, one lecture a week.	
Military Administration, one lecture a week.	
Surveying (three days in the week)	19½

Winter Period. October 16 to December 15.

	Hours per week.
Mathematics	12
Fortification and Artillery	7½
French, German, or Hindustani	9
Military Art, History, and Geography, one lecture a week.	
Military Administration, &c., one lecture a week.	
Plotting Surveys done in the summer period	7½

In the third half year, from February 1 to June 15:—

Winter Period. February 1 to April 30.

	Hours per week.
Mathematics	6
Fortification and Artillery	12
French, German, or Hindustani	15
Military History, &c., Military Administration, &c., one lecture a week in each subject.	
Practical out-door Instruction	3

Summer Period. May 1 to June 15.

	Hours per week.
Mathematics	6
Fortification	4½
French, German, or Hindustani	6
Military History, &c., Military Administration, &c., one lecture a week in each.	
Field Engineering, Construction of Field-works, Bridges, &c. (three days per week)	19½

In the fourth half year, from July 15 to December 15:—

Summer Period. July 15 to October 15.

	Hours per week.
Plotting and report on Reconnaissance	6
French, German, or Hindustani	4½
Mathematics	3
Fortification	3
Military History, &c., Military Administration, &c., one lecture a week in each.	
Reconnaissances and Application of Field Fortification (three days a week) under the direction of the commandant	19½

Winter Period. October 15 to December 15.

Independent study, preparatory for final examination, assisted by Professors at the College.

Exercise in composition will be afforded to the student, during the whole course of instruction, in writing memoirs or essays on the subjects of lectures delivered.

Instruction in riding to be given three days in the week during the entire course.

Courses of evening lectures will be given in Natural Philosophy, Chemistry, and Geology.

14. The above course of studies has been drawn up after consultation with the Superintendent of Studies and the Professor of Mathematics and Fortification at the present senior department; and the number of hours allotted to each subject has been regulated on the assumed average of the attainments of the students on joining.

In carrying it out the students will be divided into two classes, those of the first year constituting the junior, and those of the second year the senior class.

* * * * *

15. It is proposed that there should be three lessons or lectures of one and a half hours each, and one of two hours daily, making in all six and a half hours of study. On alternate days each student will have a riding lesson of one hour. The hours of study will be hereafter arranged in time tables.

* * * * *

18. The course of studies has been drawn up, subject to any modifications which experience may suggest. The Council therefore proposes to consider annually what alterations may be necessary, and to insert its recommendation in its annual Report to the Secretary of State for War.

D. A. CAMERON, Major-General.
J. E. PORTLOCK, Colonel.
J. E. ADDISON, Lieut.-Colonel.

N.B.—The passages omitted in the above Report are embodied in the General Order of the 17th December 1857, announcing the establishment of the Staff College.

F.—ORIGINAL REGULATIONS FOR THE STAFF COLLEGE.

GENERAL ORDER ANNOUNCING THE ESTABLISHMENT OF THE COLLEGE.

Horse Guards,
17th December 1857.

THE Queen having been pleased to approve of the name of the present Senior Department of the Royal Military College at Sandhurst being changed to that of Staff College, which college is to be placed under the charge of a commandant, with a quartermaster and staff non-commissioned officers, on its establishment; and Her Majesty having also approved of the following regulations for the admission to, and for the studies of officers at the college, and for other matters connected therewith, the same are hereby published for general information.

1. The Staff College will be open to officers of all arms of the service, and will consist at first of 30 students, in the proportion of 25 from the cavalry, guards, and line, to five from the two ordnance corps, admission to the college being determined by a competitive examination.

2. No payment will be required from students to the funds of the college.

3. The qualifications requisite for admission are:—

(1.) A previous service of not less than three years, exclusive of leaves of absence.

(2.) A certificate from his commanding officer that the candidate is an intelligent, zealous, and well-conducted officer, and thoroughly acquainted with all his duties.

(3.) The candidate, if not a captain, to have passed the examination for a troop or company.

(4.) A medical certificate of good health and fitness for the active duties of the staff.

4. Commanding officers of regiments will in every case forward applications for admission to the Staff College through the general officer in command to the adjutant-general. If the commanding officer of the regiment or the general officer commanding cannot recommend the application of any candidate, the grounds of objection to be distinctly stated.

5. The competitive examination for entrance to the Staff College will comprise the following subjects, the relative values of each at the examination being shewn by the number of marks attached to it:

	Marks.
Mathematics	1,200
Military history and geography	900
French	300
German	300
Fortification	300
Military Drawing	300
Geology	150
Chemistry	150

In mathematics 400 marks will be allotted to arithmetic, the first four books of Euclid, and algebra, including questions producing simple equations; and of this number at least 300 must be obtained for qualification.

In French 75 marks at least must be obtained for qualification.

The remaining subjects, as well as the higher portions of mathematics, may be taken up or not at the option of the candidate, the marks gained therein being reckoned in determining his position in the list of competitors.

It is to be understood that these qualifications will be raised so soon as the system shall have been a sufficient time in operation to enable officers to come up for examination better prepared.

After the year 1858 the candidate will in addition be expected to have a sufficient use of the pencil to be able to draw from an example or object placed before him.

In regard to military history, the candidates will be required, when sending in their application for admission to the college, to state what has been the course and extent of their reading, in order that the Council of Military Education in framing the examination papers may be enabled to select for each candidate some one or more important campaigns, which he will be expected to describe in detail.

6. The examination of officers serving in the United Kingdom for entrance to the Staff College will be held in London under the direction of the Council of Military Education.

In the case of officers serving abroad the examinations of such as shall be allowed to compete will be conducted by means of the same printed questions as are set for the examination of candidates in London. These questions will be answered in writing in the presence of a board of officers which will be appointed by the general officer in command, and which will certify that the candidate has obtained no assistance from books, or help of any kind in the examination.

7. The college course of study will commence annually on the 1st February. The transmission of the printed examination papers to stations abroad will be so arranged that the claims of the candidates may be decided upon in time to admit of those who are successful joining the Staff College by the 1st February next ensuing.

8. The following will be the course of instruction at the Staff College, viz.:—

In mathematics, the minimum course will include Euclid, algebra, mensuration of planes and solids, trigonometry, and the application of those subjects, and elementary mechanics.

The French language, German, and Hindustani (the two latter optional).

Fortification and artillery.

Topographical drawing, military surveying and sketching.

Reconnaissance.

Military art, military history and geography.

Military administration, including the organization and equipment of armies in the field.

Military legislation.

Elements of natural philosophy, chemistry, and geology, as applied to the military sciences by lectures.

Exercise in composition will be afforded to the students during the whole course of instruction, in writing memoirs or essays on the subject of the course.

Riding.

9. The above course of study will occupy two years, which period is not to be exceeded except in cases of illness, with the sanction of the General Commanding-in-Chief.

The yearly course will be divided into two terms, viz., from the 1st February to 15th June, and from the 15th July to the 15th December, the intervening periods constituting the vacations.

10. As officers may be expected to join the college with very varied degrees of attainment, provision will be made to enable any student who may be well prepared in any particular subject to attend more especially to other subjects in which he may feel himself deficient. If, for instance, the student should come to the college previously well instructed in mathematics, he will be enabled to direct his attention principally to the military sciences, or to languages, in lieu of mathematical studies.

11. During the whole course monthly reports of the progress of each student will be forwarded by the Commandant of the Staff College, through the Governor of the Royal Military College, to the Council of Military Education.

There will be examinations at the end of every half year, the summer examinations being conducted by the professors of the college, and the winter examination by examiners independent of the establishment.

The winter examination at the termination of the first year of the students' course will be probationary, and any students who may appear unlikely to qualify themselves for the final examination at the close of the second year will be removed. Should, however, any marked case of deficiency or neglect be brought under the notice of the Council of Military Education at any half-yearly examination, or at any other period, such student will be also liable to removal.

12. The following will be the marks allotted to each subject at the final examination:—

	Marks.
Mathematics	600
Fortification and Artillery (Theory, 400; Drawing, 100; Memoir, 100)	600
Mrtillery drawing and surveying	300
Reconnaissance	400
Military art, military history and geography, with memoirs	600
Military administration and legislation	300
French	300

In the above subjects the officer will be expected to obtain at least one-half of the number of marks allotted to them. The following subjects can be taken up or not, at the option of the candidates, but one-third of the marks assigned to each must be gained in order that it may be allowed to count in determining the candidate's place on the list, viz.:—

	Marks.
German	300
Hindustani	300
Natural philosophy, chemistry, and geology, as applied to military science	300

Appendix XI. (F.)

Staff College and Staff Appointments.

13. Any officer may, with the sanction of the General Commanding-in-Chief, compete at the annual final examination, without previously passing through the college. And, further, any officer who desires to enter the college for one year only will be permitted, if there be a vacancy, to present himself at the first annual examination of the junior division of students (who will then have completed their first year), and, if qualified, may join the college accordingly. In each case the qualifications noted in paragraph 3 (above) will be required.

14. After the final examination, the Council of Military Education will draw up and submit for the consideration of the General Commanding-in-Chief a list of the successful candidates arranged in three classes according to merit, with a special report of those who particularly distinguish themselves, whose names will be also mentioned by the Council in its annual report.

15. The first annual college examination under the system above described will be held in December 1858.

16. Officers who shall have passed their final examination at the Staff College will be attached to each of the arms successively in which they have not previously served. They will be required to attend drills, parades, and field days, and they will avail themselves of every practicable means of making themselves generally acquainted with the discipline, interior economy, field movements, and duties of those arms.

Certificates to this effect will be forwarded to the Adjutant-General, in the case of officers attached to the artillery, by the Inspector of Drills at Woolwich, and in the case of officers attached to regiments of cavalry or infantry, by the officers commanding such corps.

It is presumed that a period of six months with each arm will be the utmost that will be required in this respect.

17. The order of the 9th April 1857, relative to the qualifications of officers for staff appointments, will continue in force until the 1st January 1860, when the system which has been above detailed will have fully come into operation; and the examinations referred to in that order will be conducted under the direction of the Council of Military Education.

Officers, however, who have attained the rank of lieutenant-colonel will be exempted from the operation of that order.

After the 1st January 1860 no officer will be appointed to the staff who shall not have gone through the Staff College, or passed the final examination of that college (par. 13), with exception of those who shall have attained at that date the rank of lieutenant-colonel, and in every case excepting officers of approved ability in the field.

18. Although the course of mathematics at the college has been limited to that amount of knowledge which is considered essential to complete the education of the staff officer, it is probable that many officers may desire to pursue their mathematical studies to a much higher point; and any candidates, therefore, who shall have proved their fitness for employment in the Ordnance Survey or in the Topographical Department, by superior progress in the science of geodesy, as well as of topography, will be named in the annual report of the Council of Military Education to the Secretary of State for War, as deserving employment in those services.

By order of
His Royal Highness
the General Commanding-in-Chief,

G. A. Wetherall,
A.G.

Appendix XI. (G.)

G.—PRESENT REGULATIONS FOR THE STAFF COLLEGE.

Extract from General Orders, by His Royal Highness The Field-Marshal Commanding-in-Chief, 1st November 1868.

G. O. 102.—*Staff College.*

I. The accompanying revised Regulations for the Staff College (Appendix) are promulgated for the information and guidance of officers of the army.

II. All applications to study at the Staff College must be made whilst the officer making it is present and serving with his regiment, through the commanding officer. No application from an officer on leave will be entertained.

III. Although only one officer can be spared from a battalion, at a time, for the purpose of studying at the college, this will not necessarily prevent a battalion sending more than one to compete at an examination, if circumstances admit of their absence from their regiment.

IV. The principle under which officers are allowed to enter the Staff College being that of pure competition, it follows that candidates who may be found qualified at any examination, but who, from want of a sufficient number of vacancies, cannot then be admitted, will not have any claim to subsequent admission, without undergoing another competitive examination.

V. Officers who have passed their final examination at the Staff College will be attached to other arms of the service for the purpose of acquiring instruction in those duties and field movements which are not common to their own. Certificates of their efficiency therein will be forwarded to the Adjutant-General by the officers commanding the corps to which they have been attached.

Officers of cavalry and infantry will attend at Woolwich, or such other station as may be ordered, for instruction in artillery, for a period of six weeks.

Officers of cavalry will be attached to infantry for one month.

Officers of artillery, horse artillery excepted, will be attached to cavalry for one month, and officers of infantry for six weeks.

Officers of artillery will not be required to be attached to infantry.

VI. The regulations relative to the qualifications of officers for direct staff appointments will continue in force until the system which has been above detailed shall have fully come into operation, and the examinations referred to in those regulations will be conducted under the direction of the Council of Military Education,

VII. Substantive field officers, however, who have attained the rank of lieutenant-colonel, will be exempted from the operation of that order.

VIII. As soon as the college shall be in a position to supply all vacancies in the staff of the army, no officer will be appointed to the staff who shall not have passed the final examination of the college, with the exception of those of the Royal Engineers, and of those substantive field officers who attained, before the 1st January 1860, the rank of lieutenant-colonel; and in every case excepting officers of proved ability in the field.

IX. Candidates who shall have proved their fitness for employment on the Ordnance Survey, or in the Topographical Department, by superior progress in the higher course of mathematics, as well as in topography, will be named in the report of the Council of Military Education as deserving of employment in those services.

W. Paulet, A.G.

Appendix to G. O. 102.

The following regulations for the admission of officers to the Staff College are substituted for those of the Memorandum of the 1st May 1866, published with the General Order No. 886 :—

1. The Staff College is open to officers of all arms of the service except the Royal Engineers, who are eligible for staff appointments without passing through the college, and consists, at present, of 30 students; admission to the college being determined by a competitive examination. Only one officer at a time can belong to the college from a battalion of infantry or a regiment of cavalry, and only four officers at a time from the corps of Royal Artillery; but so far as the exigencies of the service shall permit, there will be no limitation to the numbers allowed to compete for admission.

2. Fifteen vacancies will be offered for competition annually, two of which may be filled by officers of the Royal Artillery, provided they are among the 15 candidates highest on the list.

3. No payment is required from students to the funds of the college, beyond an entrance fee of 3*l.* from an unmarried and 1*l.* 10*s.* from a married officer, as a contribution to the college mess funds, in addition to the regulated quarterly subscription; and an entrance subscription of three guineas to the college library.

4. The qualifications requisite for admission are :—

1st. A service of not less than five years, previous to examination, exclusive of leave of absence.*

2nd. A certificate from his commanding officer, as follows :—

" I hereby certify that I have examined
" on the various subjects connected with his duty as a
" regimental officer, and more especially on the points
" which form the chief qualifications of a staff officer, with

* This is not to apply to the usual leave of absence annually granted to officers.

"a view to his competency for admission to the Staff College, Sandhurst; and to the best of my belief and judgment I consider him, from his general knowledge of the service, character, habits, and disposition, to be qualified in those respects for employment on the staff.

"He is a (good, fair, or indifferent) rider, and is not shortsighted."

Signature of Commanding Officer of regiment - - - } _____

Countersigned by the General of Brigade, or other superior officer - - - - } _____

3rd. The candidate, if not a captain, to have passed the examination for a troop or company.

4th. A medical certificate of good health and fitness for the active duties of the staff.

5. Commanding officers of regiments will, in every case, forward applications for admission to the Staff College, through the general officer in command, to the adjutant-general. If the commanding officer of the regiment, or the general officer commanding, cannot recommend the application of any candidate, the grounds of objection are to be distinctly stated.

6. The competitive examination for entrance to the Staff College comprises the following subjects, the relative value of each at the examination being shewn by the number of marks attached to it:—

	Marks.
Mathematics - - - -	1,200
Military history - - 600	900
Military geography - - 300	
French - - - - -	300
German - - - - -	300
Hindustani - - - -	300
Fortification - - - -	600
Military drawing - - - -	300
Mineralogy and geology - - -	300
Chemistry, heat, electricity, and magnetism - - - -	300

In mathematics 400 marks are allotted to arithmetic, the first four books of Euclid, and Algebra, including questions producing simple equations; and of this number at least 250 must be obtained for qualification.

7. Every candidate must take up either the French, German, or Hindustani language for qualification; the qualifying minimum is, in French, 150 marks; in German or Hindustani, 100 marks.

8. The remaining subjects, as well as the higher portions of mathematics, may be taken up or not at the option of the candidate, the marks gained therein being reckoned in determining his position in the list of competitors. No candidate, however, will be allowed to count marks in any subject left optional unless he obtains at least one-sixth of the number allotted to it.

9. In regard to military history, early notice will on each occasion be given of the special campaigns on which questions will be set at the next ensuing examination.

10. The examination of officers serving in the United Kingdom, for entrance to the Staff College, is held in London about the month of July, under the direction of the Council of Military Education.

11. In the case of officers serving abroad, the examinations of such as are allowed to compete are conducted by means of the same printed questions as are set for the examination of candidates in London. These questions are to be answered in writing in the presence of a board of officers, which will be appointed by the general officer in command, and which will certify that the candidate has obtained no assistance from books, or help of any kind in the examination.

12. Notice will be given of each examination, and detailed instructions for the guidance of candidates will be published annually in the General Orders of the army. Candidates are recommended to obtain the reports of the past examinations for admission, with copies of the Examination Papers, published by Taylor and Francis, Red Lion Court, Fleet Street.

13. The college course of study commences annually on or about the 1st of February. The transmission of the printed examination papers to stations abroad is so arranged that the examinations may be held simultaneously, and the merits of the candidates decided upon in time to admit of those who are successful joining the Staff College by the 1st February next ensuing.

14. A synopsis of the course of study will be forwarded to any officer on application to the Council of Military Education, 13, Great George Street, S.W.

15. The following are the subjects of instruction at the Staff College, viz.:—

Mathematics.
French, German, and Hindustani.
Fortification and artillery.
Topographical drawing, military surveying and sketching.
Reconnaissance.
Military art, military history and geography.
Military administration, including the organization and equipment of armies in the field.
Military legislation.
Elements of natural philosophy, chemistry, and geology, as applied to the military sciences.
Exercises in composition will be afforded to the students during the whole course of instruction, in writing memoirs or essays on the subjects of the course.
Riding.

16. The course of study occupies two years, which period is not to be exceeded except in case of illness, and then only with the sanction of the Field-Marshal Commanding-in-Chief.

17. The yearly course is divided into two terms, viz:, from the 1st February to 15th June, and from the 15th July to the 15th December, the intervening periods constituting the vacations.

18. During the whole course monthly reports of the application and progress of each student will be forwarded for the information of the Council of Military Education. Examinations are held at the end of every half year; the summer examination being conducted by the professors of the college, and the winter examination by examiners independent of the establishment, under the superintendence of the Council of Military Education.*

19. The winter examination at the termination of the first year of the student's course is probationary, and any student will be required to withdraw from the college who shall fail to obtain the minimum aggregate of marks hereinafter stated.

20. Should, however, any marked case of deficiency or neglect be brought under the notice of the Council of Military Education at any half-yearly examination, or at any other period, such student will be also liable to removal.

21. The following five subjects will be taken up by every student at the Probationary Examination, viz.:—

	Maximum of Marks.	Minimum of Marks allowed to count.
I. Fortification - -	280	90
II. Military drawing and surveying - -	270	90
III. Military history -	300	100
IV. Military administration and legislation -	300	100
V. French, German, or Hindustani - -	400	133

Every candidate will be expected to obtain 800 marks on the above subjects.

22. All credits gained on the four military subjects will be carried forward to the Final Examination.

23. Of the following subjects the student may select any two, and in those numbered from 1 to 6, as well as in the language already selected as "Obligatory," the student may at his option carry forward to the final examination the marks he gains, provided they amount in each case to three-fourths the allotted maximum: when he will be considered as finally examined in that subject:—

1. Mathematics, lower course - -	400
2. Mathematics, higher course -	500
3. French - - - - -	400
4. German - - - - -	400
5. Hindustani - - - -	400
6. Any other modern language -	400
7. Natural sciences, lower course -	150
8. Experimental ditto, lower course -	150

In those numbered 7 and 8, the marks gained will be carried forward to the final examination.

24. In addition to any two of the above subjects the following may be taken up at the probationary examination; and if 150 marks be gained in it they may, at the option of the student, be carried forward to the final examination:—

Spherical trigonometry and practical astronomy - 200

25. Any officer who does not take up mathematics as a subject will be required to satisfy the Examiner that he has a competent knowledge of mensuration: of the mode of determining heights and distances by ground problems, by the ordinary trigonometrical calculations with the aid of logarithms: and of elementary mechanics; as shown in the synopsis of studies of 1868. His knowledge of these subjects will be tested at the probationary examination at the end of his first year of residence.

* In military history periodical examinations are conducted by the College Professor and the Public Examiner in concert.

APPENDIX XI. (G.)

Staff College and Staff Appointments.

26. The following are the marks allotted to each subject at the final examination.

Subjects to be taken up by every student:

	Maximum No. of Marks.*	Minimum allowed to count.
Fortification and artillery	600	300
Military drawing and surveying	350	350
Reconnaissance	350	
Military art, history, and geography	600	300
Military administration and legislation	600	300
French, German, or Hindustani	400	200

Every candidate will be required to obtain for qualification an aggregate of 1,800 marks on the above five subjects.

27. Of the following subjects the student may select any two, and the credits gained will count for position in the order of merit:—

	Maximum No. of Marks.	Minimum allowed to count.
Mathematics, lower course	400	240
Mathematics, higher course	500	300
French	400	240
German	400	240
Hindustani	400	240
Any other modern language	400	240
Natural sciences	400	240
Experimental do.	400	240

28. In addition to any two of the above-mentioned subjects the following may be taken up by any student who did not take it up at the first year's examination, or did not then obtain three-fourth marks in it:—

Spherical trigonometry and practical astronomy	200	120

29. In the examination in modern languages great stress will be laid on original composition.

30. Officers desirous of showing their proficiency in other of the optional subjects, in addition to those which are allowed to be taken up for the competitive examination, may be examined therein, and a special report of their qualifications will be made to the Field-Marshal Commanding-in-Chief, provided they obtain three-fifths of the maximum allotted to the subject; but they will not be allowed to count any marks thus gained in determining their position in the order of merit.

31. After the final examination the Council of Military Education will draw up, and submit for the consideration of the Field-Marshal Commanding-in-Chief, a list of the successful candidates, arranged according to merit.

* Including the marks appropriated to the probationary examination.

APPENDIX XI. (H.)

H.—GENERAL ORDER INSTITUTING EXAMINATIONS FOR STAFF APPOINTMENTS.

Horse Guards, S.W., 9th April 1857.

HIS Royal Highness the General Commanding-in-Chief having had under his serious consideration the question of Army Education, especially as relating to qualifications for Staff Appointments, is pleased to promulgate, for general information, that from and after the 1st of January 1858, the undermentioned acquirements will be considered indispensable before appointment to the situations annexed.

Every officer, before appointment, will be required to undergo an examination on the subjects mentioned, in such manner as shall be hereafter announced.

This regulation is not intended to affect officers now on the Staff.

Qualifications of Staff Officers.

Aides-de-Camp.

To write a distinct and legible hand, and compose English correctly.

To have a good colloquial knowledge of one foreign language.

To have a good eye for a country, and to be able to produce an intelligible sketch of it.

To know the use of the sketching compass, or pocket sextant,—in order to lay down and protract the leading features of a country to be described.

To have a thorough knowledge of regimental duty, and tactics, and field movements on an extended scale.

Also a knowledge of field fortification, both as regards construction and correct description on reconnaissance.

Brigade Majors.

To have all the qualifications of a good adjutant,—the same acquirements as are exacted from an Aide-de-Camp, —and a thorough knowledge of Military Law, and the Army and War Office Regulations.

Deputy Assistants Adjutant-General and Quartermaster-General.

The following further acquirements will be required to qualify for Deputy Assistants Adjutant-General and Deputy Assistants Quartermaster-General, viz.—

Practical sketching,—both on horseback, called "flying sketching,"—as well as correct and finished plotting;—practical trigonometry and geometry, with knowledge of logarithms.

To write, read, and speak at least one foreign language;—to judge of ground and its proper occupation by all arms;—to have a perfect knowledge of castrametation, and the principles of permanent fortification.

And to be thoroughly acquainted with geography and military history,—especially as relates to the campaigns of ancient and modern commanders.

Assistants Adjutant and Assistants Quartermaster-General.

To the whole of the foregoing will be added, for Assistants Adjutant and Assistants Quartermaster-General, the elements of mechanics, hydrostatics, and geology;—the construction of military bridges, dams, &c.;—an acquaintance with the principles of strategy;—and statistics of the Army.

All Staff officers should be able to ride well.

By command of His Royal Highness,
The General Commanding-in-Chief,
G. A. WETHERALL,
Adjutant-General.

APPENDIX XI. (I.)

I.—PRESENT REGULATIONS FOR EXAMINATIONS FOR DIRECT STAFF APPOINTMENTS.

From the Queen's Regulations for the Army, 1868.*

220. As soon as the Staff College shall be in a position to supply all vacancies on the Staff of the army, no officer will be appointed to the Staff who shall not have passed the final examination of the college, with the exception of officers of the Royal Engineers, and of substantive field officers who attained before the 1st January 1860 the army rank of lieutenant-colonel, and in every case except officers of proved ability in the field.

221. Until such time, however, all officers recommended for staff appointments (except substantive field officers who have attained the rank of lieutenant-colonel), who have neither obtained certificates at the Staff College nor proved their fitness for staff employment by services in the field, will be required to pass examinations before a board of officers and by the Council of Military Education respectively, in the following subjects:—

* Section 6, paragraphs 220 to 222.

a.—Aide-de-Camp.

Regimental Duty.—The candidate must be prepared in all the subjects required in the examination for promotion to a troop or company, as laid down in paragraphs 161 or 166 of these regulations.

Tactics and Field Movements.—He will be expected to show a competent knowledge of the tactics and field movements of that branch of the Service to which he is destined to be attached as a staff officer, and a general knowledge of those of the other two arms; the examination will include the movements of a brigade, and will be based on the regulation books for the several arms.

On being reported by the Adjutant-General to possess the necessary professional qualifications, the candidate will be examined by the Council of Military Education in the following subjects:—

English Composition.—The candidate's proficiency in this respect will be tested by his answers to the examination papers.

Foreign Languages.—He will be examined *vivâ voce* by the examiner appointed under the Council of Military Education in whatever language he may select, and he will also be required to write a short letter on a given subject in that language.

Military Sketching.—He will be required to sketch at least two square miles of ground selected by the Council. The sketch need not be elaborately finished, but it must clearly and intelligibly represent the features of ground, the principal points of which must be determined by means of the pocket sextant or prismatic compass.

Field Fortification.—He must show a knowledge of the principles and construction of field works, and must be able to explain the particular objects to which they are respectively applicable, as well as the modes of attacking and defending them.

b.—Brigade Major.

A certificate will be required from the commanding officer of the regiment to which the candidate belongs, or has belonged, that he possesses all the qualifications of a good adjutant. The examination for brigade major will be especially directed to the points more immediately connected with the duties attached to the appointment, as Military Law, the "Queen's Regulations and Orders of the Army," the Royal Warrant for Pay, Promotion, &c., and, in tactics, all that relates to alignments, points of formation, distances, &c., &c. The subjects of examination are the same as in that for the appointment of aide-de-camp, but the examination will be, throughout, of a higher order.

*c.—Deputy Assistant Adjutant-General, Deputy Assistant Quartermaster-General, and Assistant Military Secretary.**

Military Drawing and Sketching, Judgment of Ground, and its Occupation by all Arms.—The candidate will be required to make a rapid sketch on horseback, with report, of about six square miles of country; and to select a position which might be occupied by a given force of the three arms, for some stated object, and to show how he would dispose the troops for that purpose. He will afterwards be required to make a correct and more finished plan of the position selected, with the disposition of the troops shown upon it.

Practical Geometry and Trigonometry.—The examination in these subjects will be limited to determining heights and distances by ground problems, and the ordinary trigonometrical calculations with the aid of logarithms.

Castrametation.—The candidate will be expected to know the mode of encampment for each arm of the Service.

Permanent Fortification.—The theory and construction of permanent works, as exemplified in Vauban's or any other system the candidate may select, as well as the modes of attack and defence applicable to them.

Military History and Geography.—The candidate will be expected to give proof that he has carefully studied at least four of the most memorable modern campaigns, of which the details are best known, such as those of Marlborough, Frederick the Great, Napoleon, and Wellington, and in these he must be able to explain the apparent objects of the various movements and the reasons which he supposes led to their adoption, and, further, to describe the military geography of the seat of war.

Foreign Languages and Professional Subjects.—In languages before the Council of Military Education, as well as in professional subjects before the board of officers, the examination for this appointment will be of a higher order than those in (*a*) and (*b*).

d.—Assistant Adjutant-General and Assistant Quartermaster-General.

The examination for these appointments will include all the subjects in (*c*), and will throughout be of a higher order.

222. When an officer has once passed the qualifying examination for an appointment on the Staff he is not to be required to pass a second examination should he be recommended for a similar appointment at any future time.

* It has recently been decided that the examination for the appointment of Assistant Military Secretary shall be confined to the subjects required for Aides-de-camp. (Third General Report of the Council of Military Education, 1869.)

APPENDIX XII. SCHOOL OF MUSKETRY, HYTHE.

Note by the Secretary.

The School of Musketry was established in June 1853, and was on its first institution placed under the direction of Lieutenant-General (then Lieutenant-Colonel) Hay, by whom a scheme had been proposed for the instruction of non-commissioned officers and privates in the use of the Minié rifle, which had at that time recently been introduced into the service. The school originated in detachments from various regiments being sent to Hythe for instruction, as announced in the following letter from the Adjutant-General to Lieutenant-Colonel Hay:—

Sir,— Horse Guards, 3rd June 1853.

I am directed by the General Commanding-in-Chief to intimate to you that detachments from regiments as per margin * have been ordered to Hythe on Monday the 6th instant, there to be placed under your orders for the purpose of instruction in the practice of the Minié rifle.

Captain Fox, of the Grenadier Guards, has been appointed to the establishment at Hythe, and directed to report himself to you at that station on the day above specified.

You will be pleased to nominate a subaltern officer whom you may consider capable of assisting you in the duties at Hythe, that the sanction of the General Commanding-in-Chief may be obtained for his appointment.

I have, &c.

Lieutenant-Colonel Hay, 19th Regiment. G. A. Wetherall, Adjutant-General.

In August 1854 the following fixed establishment was sanctioned for the School of Musketry† :—

One lieutenant-colonel, commandant.
One captain.
One lieutenant.
One quartermaster.
One armourer.
One serjeant-major.
Five staff serjeants.
Nine privates.

In the following year a permanent "Corps of Instructors of Musketry" was organized in connexion with the School of Musketry,* the regulations for which were at subsequent periods revised by Royal Warrants dated 8th April 1856, and 27th September 1861—the latter warrant being that by which the School of Musketry is at present regulated.

An extension of the instructional branch of the establishment took place in August 1861 by the institution of a second School of Musketry at Fleetwood. The cause which led to the opening of the latter establishment was in a great measure the demand by officers of Rifle Volunteer Corps for admission to the course of training at Hythe, which the accommodation and means of instruction there did not admit of adequately meeting. In later years the same pressure no longer existed, and as it was considered that under these circumstances one establishment would be sufficient for the training of an adequate number of officers of the regular army, as well as of a due proportion of officers and serjeants of Militia and Volunteer Corps, the school at Fleetwood was closed on the 30th September 1867.

The establishment of the School of Musketry at Hythe is at present as follows:—

One commandant and inspector-general of musketry.
One deputy-assistant adjutant-general.
One chief instructor.
Two captain instructors.
Two lieutenant instructors.
One paymaster.
One quartermaster and acting adjutant.
One surgeon.

In connexion with the central establishment at Hythe, district inspectors are appointed to superintend the general system of musketry instruction throughout the army. Of these officers there are at present three in Great Britain, two in Ireland, five in the Colonies, and ten in India. It has, however, been recently decided that the office of District Inspector of Musketry shall be gradually abolished, as the existing appointments successively fall vacant.

		Serjeants.	Corporals.	Rank and File.
* Grenadier Guards	1st battalion	1	1	8
	2nd "	1	1	8
	3rd "	1	1	8
Coldstream Guards	1st battalion	1	1	8
	2nd "	1	1	8
Scots Fusilier Guards	1st battalion	1	1	8
	2nd "	1	1	8
67th Foot, Depôt		1	1	8
97th "		1	1	8
Rifle Brigade	1st battalion	1	1	8
	2nd "	1	1	8
	Total	11	11	88

† Letter from the Military Secretary, 24th August 1854.

* Circular, dated Horse Guards, 13th August 1855.

Appendix XIII. (A.)

Returns.

Miscellaneous.

APPENDIX XIII.—RETURNS.

A.—GENERAL RETURNS.

(i.)—Expenditure on Military Education.

Return of the Sums voted during the last Ten Years for the Education of Officers and Cadets, showing the Repayments made to the Exchequer annually from each Source.

—	Council of Military Education.	Royal Military Academy, Woolwich.	Royal Military College, Sandhurst.	Staff College, Sandhurst.	Department for Instruction of Artillery Officers.
	£	£	£	£	£
1858–59	5,180	29,843	*33,428	The grants for Staff College are included in those for Royal Military College.	714
1859–60	6,510	25,443	34,549		800
1860–61	7,070	26,210	32,667		800
1861–62	7,774	26,844	31,069		837
1862–63	8,154	39,298	44,144		858
1863–64	8,174	41,872	48,726		1,918
1864–65	8,053	42,124	40,315	8,686	2,705
1865–66	8,300	36,239	35,840	8,670	2,863
1866–67	8,170	36,192	36,128	8,394	2,875
1867–68	8,197	36,725	35,154	8,596	2,889

* Includes 14,000*l.* for re-organization of Staff College.

Extra Receipts paid over to Her Majesty's Exchequer in conformity with the Treasury Minute of 2nd May 1848.

Date of Payment into H.M. Exchequer.	Council of Military Education.	Royal Military Academy, Woolwich.		Royal Military College, Sandhurst.		Staff College, Sandhurst.	Department for Instruction of Artillery Officers.
		Year to which applicable.	Amount.	Year to which applicable.	Amount.		
			£		£		
1858–59	—	1858–59	22,821	1858–59	20,237	—	—
1859–60	—	1859–60	21,004	1859–60	13,190	—	—
1860–61	—	1860–61	19,761	1860–61	11,117	—	—
1861–62	—	1861–62	28,092	1861–62	12,493	—	—
,,	*360	,,	*2,057	—	—	—	—
1862–63	—	1862–63	18,837	1862–63	‡216	—	—
,,	*360	,,	*2,057	,,	*750	—	—
1863–64	—	,,	14,338	,,	17,538	—	—
,,	*360	1863–64	*2,057	1863–64	*2,868	—	—
1864–65	—	,,	24,372	,,	17,675	—	—
,,	—	1864–65	9,601	—	—	—	—
,,	*360	,,	*2,057	1864–65	*4,742	—	—
1865–66	—	,,	8,630	,,	18,787	—	—
,,	—	1865–66	9,318	1865–66	8,215	—	—
,,	*360	,,	*2,057	,,	*1,543	—	—
1866–67	—	,,	8,950	,,	7,580	—	—
,,	—	1866–67	9,462	1866–67	7,955	—	—
,,	*360	,,	*2,057	,,	*4,237	—	—
1867–68	—	,,	9,447	,,	†7,955	—	—
,,	—	1867–68	10,520	—	—	—	—
,,	*360	,,	*2,057	1867–68	*3,072	—	—

* Contributions from Indian Government.

† To 31st March 1867.

‡ The sum of 216*l.* stated as the receipts in 1862–63 merely represents the balance of the sums due from students and cadets of the Royal Military College on account of the prior period, a change having taken place in the mode of dealing with the contributions for 1862–63. The amounts received were at that time made items of account with the paymaster of the institution, instead of being paid direct into the Bank of England within the period to which they related. The result of the change is that the receipts stated against the year 1863–64 apply to the year ended 30th September 1863, and so on, for the subsequent periods.

N.B.—The return for the six years ended the 31st March 1864 does not contain certain charges, such as military emoluments, clothing, &c., the cost of which was provided for under other votes, but which have since that date been included in the grant for these educational establishments.

Return of the Actual Expenditure during the last Ten Years for the Education of Officers and Cadets.

—	Council of Military Education.	Royal Military Academy, Woolwich.	Royal Military College, Sandhurst.	Staff College, Sandhurst.	Department for Instruction of Artillery Officers.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1858–59	6,325 3 1	26,130 18 1	27,968 14 2	Expenditure reported to Parliament under a general head of "Sundry Educational and Scientific Establishments and Services," as below stated.	
1859–60	6,956 7 7	23,689 8 5	28,423 16 7		
1860–61	7,757 12 1	25,188 12 7	29,240 6 5		
1861–62	7,789 14 3	29,474 18 7	30,497 8 11		
1862–63	7,681 17 6	37,249 19 2	34,405 14 8		
1863–64	7,529 11 10	39,690 7 7	39,797 15 6		1,035 7 2
1864–65	7,976 17 5	38,379 15 8	41,441 12 4		1,973 13 5
1865–66	7,884 2 8	36,103 1 2	34,349 10 6	7,827 16 9	2,749 10 10
1866–67	7,353 16 5	36,416 11 1	32,921 3 10	7,688 3 0	2,762 0 8
1867–68	Record of expenditure not yet completed.				

Expenditure included under Royal Military College.

* Instruction of Artillery Officers; Royal Military Repository; Select Committee, Woolwich; Small Arms Committee; Artillery Experimental Establishment; Royal Artillery Institution; Military Medical School and Museum; Maintenance and Education of African Youths qualifying for Service as Army Surgeons on Western Coast of Africa, &c. &c.

(ii.)—Appointments to First Commissions in the various Branches of the Service.

Return of Gentlemen appointed to the Army, excluding the Artillery and Engineers, by Direct Appointments, by and without purchase, and as Cadets, by and without purchase, during the last 10 Years.

Years.	Cadets appointed by Purchase.	Cadets appointed without Purchase.	Direct Appointments by Purchase.	Direct Appointments without Purchase.	Total.
1858	0	32	298	709	1,039
1859	0	41	270	152	463
1860	0	61	351	66	478
1861	7	62	457	53	579
1862	24	51	360	36	471
1863	82	78	350	48	558
1864	101	97	316	12	526
1865	101	103	331	5	540
1866	111	94	253	2	460
1867	55	89	404	2	550
Total	481	708	3,390	1,085	5,664

Horse Guards, July 11, 1868. W. F. Forster.

Return of the Number of Non-Commissioned Officers promoted to Cornetcies, Ensigncies, and to the Regimental Staff during the last 10 Years.

Year.	Promoted to Cornetcies.	Promoted to Ensigncies.	Promoted to Regimental Staff.
1858	11	45	29
1859	4	12	10
1860	2	13	17
1861	0	4	19
1862	0	4	33
1863	0	7	21
1864	4	17	23
1865	2	8	19
1866	3	3	29
1867	3	13	29
Total -	29	126	229

Horse Guards, July 11, 1868. W. F. Forster.

RETURN showing the NUMBER of OFFICERS who joined the ROYAL REGIMENT of ARTILLERY, from the MILITARY ACADEMY during the last 10 Years.

Horse Guards, June 13, 1868.

1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	Total.
23	63	81	72	35	52	81	46	48	50	551

G. GAMBIER,
Deputy Adjutant-General,
Royal Artillery.

RETURN showing the NUMBER of GENTLEMEN CADETS appointed to the ROYAL ENGINEERS in each Year, during the last 10 Years.

Horse Guards, June 13, 1868.

Year.	No.	Year.	No.
1858	29	1864	41
1859	32	1865	24
1860	22	1866	16
1861	31	1867	16
1862	40		
1863	12	Total -	263

H. FANE KEANE, Colonel,
Deputy-Adjutant General,
Royal Engineers.

(iii.)—GENERAL RESULTS OF THE MILITARY EXAMINATIONS.

RETURN showing the NUMBER of CANDIDATES examined for ADMISSION to the Military Colleges and for DIRECT COMMISSIONS, the Number who were unsuccessful, the Number who passed out of the Colleges, and the Number who failed to do so, since 1858.

—	Staff College.				Royal Military Academy.				Royal Military College.				Direct Commissions.	
	Admission Examination.		Final Examination.		Admission Examination.		Final Examination.		Admission Examination.		Final Examination.			
	No. Examined.	No. Unsuccessful.	No. Passed out.	No. Failed.	No. Examined.	No. Unsuccessful.	No. Passed out.	No. Failed.	No. Examined.	No. Unsuccessful.	No. Passed out.	No. Failed.	No. Examined.	No. Failed.
1858	56	29	*5	0	143	81	—	—	127	29	32	0	649	179
1859	34	15	10	1	188	114	—	—	77	18	46	2	643	219
1860	33	17	16	0	271	163	94	1	85	9	100		648	248
1861	32	17	13	3	478	331	98	0	150	18	72	3	642	208
1862	23	8	14	0	420	311	96	0	245	45	120		491	184
1863	28	11	13	0	334	280	108	0	287	49	283	4	447	154
1864	27	12	13	0	257	192	97	0	333	75	238	3	587	165
1865	34	17	15	0	237	165	67	0	260	46	254	2	368	89
1866	28	13	18	1	253	177	63	0	286	59	232	0	307	85
1867	23	7	15	0	248	162	65	0	235	44	144	3	534	118
1868	28	12	13	0	256	160	84	2	214	52	170	4	303	75
Total -	346	158	150	5	3,085	2,136	772	3	2,299	444	1,691	25	5,619	1,724

* Remaining from Senior Department.

B.—RETURNS RELATING TO THE ROYAL MILITARY COLLEGE, SANDHURST.

RETURN showing the RESULTS of the EXAMINATIONS for ADMISSION to the ROYAL MILITARY COLLEGE, from 1865 to 1868.*

Date of Examination.	Number examined.	Number passed.	Number failed.	Per-centage failed.
1865, June - -	145	124	21	14·4
„ December -	115	90	25	21·7
1866, June - -	150	121	29	19·3
„ December -	136	106	30	22·0
1867, June - -	131	106	25	19·0
„ December -	104	85	19	18·2
1868, June - -	100	72	28	28·0
„ December -	114	90	24	21·0
Total -	995	794	201	20·2

N.B.—The results of the entrance examinations from 1858 to 1868 are shown in a Return of the general results of the Military Examinations, printed among the General Returns, above.

* Extracted from the Third General Report of the Council of Military Education.

RETURN showing the AGE of CANDIDATES examined for ADMISSION to the ROYAL MILITARY COLLEGE for the last Two Years.

Handed in by Major-General Napier.

Years.	Number of Candidates examined.	16 Years.	17 Years.	18 Years.
1866, June -	150	22	66	62
„ December -	136	33	47	56
1867, June -	131	34	44	53
„ December -	104	23	33	43

RETURN showing the AGE of the GENTLEMEN CADETS on Admission to the ROYAL MILITARY COLLEGE, SANDHURST, during the last Two Years.

Years.	Number of Cadets admitted.	16 to 17.	17 to 18.	18 to 19.	19 to 20.	20 to 21.	21 to 22.	22 to 23.
1866. August -	129	16	51	50	2	1	—	—
1867. February	95	19	32	39	5	—	—	—
1867. August -	93	16	10	37	—	—	—	—
1868. February	77	15	29	31	1	—	—	1
Total - -	385	66	152	157	8	1	—	1

D. A. CAMERON,
Lieut.-Gen. and Governor.

APPENDIX XIII. (B.)

Returns.

Royal Military College.

RETURN showing the last place of EDUCATION of SUCCESSFUL CANDIDATES who were examined for Admission to the ROYAL MILITARY COLLEGE, SANDHURST, and the number from each, during the years 1866–7.

Places of Education.	No. of Candidates from each.
Private	21
Wimbledon School	21
Cheltenham College	20
Wellington College	16
Kingstown School	15
Dr. Bridgman, Woolwich Common	13
Mr. Flemming, Tunbridge Castle	11
Mr. Rippin, Woolwich	8
Mr. de Burgh, 6, Harcourt St., Dublin	7
Royal Academy, Gosport	7
Rev. G. Frost, 28, Kensington Square, W.	6
A. C. Steele, Esq., 19, Portland Place, Bath	5
Clapham Grammar School	5
Rev. F. Waldron, 42, Woolwich Common	5
Captain Massie, Croydon	5
Sydney College, Bath	4
Mr. Mulcaster, Woolwich Common	4
Blackheath Proprietary School	4
Christ's College, Finchley	4
Rev. R. Fowler, Tunbridge Wells	4
Mr. W. Wren, Wiltshire House, Brixton	4
Devonport and Stoke Grammar School	3
Rev. E. A. Claydon, 3, Church Terrace, Lee	3
Rev. C. E. Jenkins, Brussels	3
Stubington House, Fareham, Hants	3
Dr. Lanman, Rectory House, Fulham	3
Captain Lendy, Sunbury	3
Captain Target, Bath	3
Brighton College	3
High House, Old Charlton	3
Bromsgrove Grammar School	3
St. James's Collegiate School, Jersey	3
Clifton College	3
W. Northcote, Esq., Woolwich	2
Rev. J. R. Roberts, Croydon	2
Rev. L. E. Edwards, Dorney Vicarage	2
Mr. C. B. Blackador, Richmond	2
Rev. Dr. Glover, University School, Bath	2
Rev. W. Johnstone, Croydon	2
Marlborough College	2
Grammar School, Marlborough	2
Dr. Hughes, Castlebar Court, Ealing	2
John Le F. Turer, Esq., Tunbridge Wells	2
T. H. Watkins, Esq., 2, Abbey Place, St. John's Wood	2
Rossall School, Fleetwood	2
Adelaide House, Jersey	2
Captain Desborough, Reading	2
Proprietary School, Kensington, W.	2
Wellesley House, Twickenham	2
The Hermitage, Bath	2
Captain Chaplin, Guildford	1
Rev. F. A. Radcliffe, Milston, Wilts	1
Mr. W. E. Wilson, 60, Harcourt Street, Dublin	1
Royal Grammar School, Lancaster	1
Mr. Begbie, Edinburgh	1
Victoria College, Jersey	1
Mr. A. H. Barford, Cornwall Terrace, Regent's Park	1
Mr. Thompson, Jersey	1
Mr. de Winton, Clifton	1
Mr. J. Crump, Ivy Lodge, Brighton	1
Rev. J. D. Irvine, Wandsworth	1
Dr. Wilson, Smith Street, Chelsea	1
Messrs. E. & R. Staines, Marylebone Road, N.W.	1
Hoddesdon Grammar School	1
Bath Proprietary College	1
Pembroke College, Twickenham	1
Oratory School, Edgebaston, Birmingham	1
Mr. J. H. Allan, Abbey Road, St. John's Wood	1
Dr. Leaver, Brighton	1
Rev. W. Harpley, Clayhanger Rectory	1
Mr. J. E. Blackman, Chatham	1
Rev. C. Hole, Isle of Wight	1
Madras College, St. Andrew's, N.B.	1
Diocesan School, Wexford	1
Mr. Eastman's Naval Academy, Southsea	1
Elizabeth College, Guernsey	1
Ridings Parsonage, Wotton-under-Edge	1
Rev. J. A. Burnett, South Cadbury	1
Mr. Vickery, Hope House Academy	1
Haileybury College	1
Mr. C. Wilson, Old Charlton	1
Dr. Godby, D.C.L., Henley-on-Thames	1
St. Marylebone Grammar School	1
Portora Royal School	1
Rev. C. B. Fendall, Windlesham	1
Royal Grammar School, Colchester	1
Rev. J. Knight, St. Mary's Hall, Southsea	1
Grammar School, Henley-on-Thames	1
Rugby	1
Windermere College	1
Mr. D. Bennett, Aberdeen	1
Rev. H. Sargent, 6, Bentinck Terrace, N.W.	1
Rev. A. Bishop, Martyr's Worthy	1
Mr. A. W. Jackson, Brighton	1
Mr. G. S. Pritchard, Eltham	1
King Edw. VI.'s School, Great Berkhampstead	1
West View, St. Andrew's	1
Rev. G. H. Mason, Wykeham, Hants	1
Mr. Wren, Woolwich	1
Rev. W. B. Humphrey, Warminster	1
Godolphin School, Hammersmith	1
Captain D'Arbois, Kilburn	1
Mr. C. Richards, 1, Bridge Road, Haverstock Hill	1
Bromsgrove House, Croydon	1
Bramham College, Tadcaster	1
Rev. J. Horan, Combe, Wareham, Dorset	1
Mr. J. Murray, Wimbledon	1
Mr. Coleman, 24, Alma Square, Abbey Road, N.W.	1
Rev. J. Allan, 4, Vernon Terrace, Brighton	1
The Limes, Croydon	1
Tavistock Grammar School	1
Mr. A. Downes, 64, Upper Brunswick Place, Brighton	1
King William's College, Isle of Man	1
Winchester College	1
Arlington House, Portarlington	1
St. Mary's College, Oscott, Birmingham	1
Mr. H. Rosenbey, Bognor	1
Rev. J. Glover, Bath	1
Chatham House, Ramsgate	1
Rev. W. Bradley, St. Leonards-on-Sea	1
Leamington College	1
Mr. E. A. Jewers, Flora Place, Plymouth	1
Mr. W. Penn, Greenhill, Harrow	1
Monsieur Keller, Paris	1
Rev. F. Grosvenor, Bath	1

Horse Guards,
16th November 1868.

RETURN showing the NUMBER of CADETS at the ROYAL MILITARY COLLEGE who have received free commissions in purchase corps and non-purchase corps during each of the last six years.

Date of Examination.	Gentlemen Cadets appointed to		Queen's Cadets appointed to		Indian Cadets appointed to		Appointments to Military Store Department.	Total.
	Purchase Corps.	Non-purchase Corps.	Purchase Corps.	Non-purchase Corps.	Purchase Corps.	Non-purchase Corps.		
June 1863	34	1	1	—	—	10	—	46
Dec. 1863	28	8	1	1	1	7	—	46
June 1864	41	—	2	—	1	6	1	51
Dec. 1864	50	—	1	—	1	9	—	61
June 1865	36	1	7	—	2	10	—	56
Dec. 1865	35	—	7	—	—	8	—	50
June 1866	33	2	9	—	—	14	1	59
Dec. 1866	31	4	1	2	—	10	5	53
June 1867	11	1	—	—	—	2	1	15
Dec. 1867	38	5	2	—	—	10	—	55
June 1868	31	13	3	—	—	10	—	57
Dec. 1868	21	19	2	1	—	10	—	53
Total	389	54	36	4	5	106	8	602

Horse Guards,
June 1869.

W. F. FORSTER.

RETURN of the QUEEN'S and INDIAN CADETS at the ROYAL MILITARY COLLEGE who have obtained COMMISSIONS among the LIST of COMPETITORS for Commissions without Purchase.

Handed in by Major-General Napier.

Year.	Queen's Cadets.	Indian Cadets.
1858	—	—
1859	—	—
1860	—	—
1861	—	—
1862	1	—
1863	1	1
1864	—	2
1865	—	—
1866	—	4
1867	—	—
Total - -	2	7

RETURN showing the NUMBER of COMMISSIONS without Purchase given by Competition, *i.e.*, exclusive of those given to Queen's and Indian Cadets, at the ROYAL MILITARY COLLEGE, SANDHURST, and the Number and Per-centage of these obtained by the Sons of Officers of the Army and Navy during the last 10 Years.

Date.	Number of Commissions competed for.	Number gained by Sons of Officers of the Army and Navy.	Per-centage.
December 1858 -	23	8	34·7
June 1859 - -	19	7	36·8
December 1859 -	26	2	7·7
June 1860 - -	39	12	30·7
December 1860 -	42	11	26·1
June 1861 - -	20	4	20·0
December 1861 -	18	5	27·7
June 1862 - -	19	9	47·3
December 1862 -	20	11	55·0
June 1863 - -	30	12	40·0
December 1863 -	36	18	50·0
June 1864 - -	40	17	42·5
December 1864 -	40	14	35·0
June 1865 - -	35	13	37·1
December 1865 -	35	13	37·1
June 1866 - -	30	10	33·3
December 1866 -	30	11	36·6
June 1867 - -	12	6	50·0
December 1867 -	40	21	52·5
June 1868 - -	30	18	60·0

Royal Military College,
July 13, 1868.

RETURN showing the NUMBER of CADETS from the ROYAL MILITARY COLLEGE, SANDHURST, who, after entering the Army, have been in each year among the competitors for admission to the Staff College, distinguishing the Number of such Cadets who have been successful in obtaining admission to the College.

YEAR.	Admitted.	Qualified but no vacancy.	Failed.	Total.
1858 - -	2	1	5	8
1859 - -	5	2	0	7
1860 - -	5	2	1	8
1861 - -	2	1	0	3
1862 - -	2	0	2	4
1863 - -	3	3	1	7
1864 - -	5	0	2	7
1865 - -	4	2	4	10
1866 - -	4	0	1	5
1867 - -	6	0	0	6
Total -	38	11	16	65

Horse Guards,
12th Dec. 1868.

W. F. FORSTER.

RETURN showing the AVERAGE NUMBER of GENTLEMEN CADETS at the ROYAL MILITARY COLLEGE for the last four and a half years, under each class of payment.

Years.	Classes of Payment.							
	£100	£80	£70	£50	£40	£20	Queen's Cadets.	Indian Cadets.
1865.								
1st Half-year	131	5	1	48	28	—	18	21
2nd „	130	2	—	51	19	1	16	19
1866.								
1st Half-year	114	3	1	54	18	1	11	20
2nd „	114	2	4	59	27	2	4	16
1867.								
1st Half-year	110	4	3	63	32	3	5	17
2nd „	135	5	3	69	39	4	8	24
1868.								
1st Half-year	111	4	2	65	35	3	13	24
2nd „	99	4	2	55	27	3	11	23
1869.								
1st Half-year	82	6	2	70	20	3	8	23
Total -	1025	35	18	534	245	20	94	187
Average each half-year.	114	4 nearly	2	59	27	2	10	21 nearly

June 28, 1869.

RETURN showing the Number of Gentlemen Cadets present at the Royal Military College, Sandhurst, on the 1st of April in each Year from 1st April 1835 to 1st April 1868, together with the Number in the course of each Year convicted, and the Number punished or dismissed, for any of the following Offences:—

YEAR.	Number of Cadets on Establishment.	Falsehood.			Stealing.			Pawning.			Gambling.			Intoxication.			Introducing Wine, Spirits, or Malt Liquors into Barracks.			Habitual Swearing.			Indecent Conduct.			Ungentlemanly Conduct.			Insubordination, Oppression, &c.						Illegal Combination.		
		Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.
1835–36	194	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1836–37	188	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1837–38	176	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1838–39	177	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—
1839–40	186	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—	—	—	—
1840–41	180	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—
1841–42	189	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	3	—	—	—	—	—	—
1842–43	186	—	—	—	—	—	—	—	—	—	—	—	—	2	2	—	1 (2)	1 (2)	—	—	—	—	—	—	—	1	1	—	6	6	—	—	—	—	—	—
1843–44	182	—	—	—	—	—	—	—	—	—	—	—	—	10	10	—	(3)	(3)	—	—	—	—	—	—	—	—	—	—	12	12	1	2	2	—	—	—
1844–45	176	3	3	—	—	—	—	—	—	—	—	—	—	5	5	—	2 (6)	2 (6)	(1)	—	—	—	—	—	—	—	—	—	3	3	—	5	5	—	—	—
1845–46	161	—	—	—	—	—	—	—	—	—	—	—	—	11	11	—	2 (5)	2 (5)	—	—	—	—	1	1	—	1	1	—	6	6	—	12	12	1	—	—
1846–47	165	—	—	—	—	—	—	—	—	—	—	—	—	6	6	—	—	—	—	—	—	—	—	—	—	—	—	—	31	31	—	8	8	—	—	—
1847–48	182	—	—	—	—	—	—	—	—	—	—	—	—	3	3	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	9	9	—	—	—
1848–49	157	3	3	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—	—	—	—	—	—	—	—	1	1	—	12	12	—	7	7	—	—	—
1849–50	177	1	1	—	—	—	—	—	—	—	—	—	—	9	9	—	1 (1)	1 (1)	—	—	—	—	2	2	—	1	1	—	8	8	1	11	11	1	—	—
1850–51	154	—	—	—	—	—	—	—	—	—	—	—	—	3	3	—	(3)	(3)	—	—	—	—	—	—	—	1	1	—	—	—	—	2	2	—	—	—
1851–52	181	2	2	—	—	—	—	—	—	—	—	—	—	3	3	—	7	7	—	—	—	—	—	—	—	1	1	—	16	16	—	2	2	—	—	—
1852–53	180	—	—	—	—	—	—	—	—	—	—	—	—	4	4	—	1	1	—	—	—	—	1	1	—	—	—	—	2	2	—	1	1	—	—	—
1853–54	176	1	1	—	—	—	—	—	—	—	—	—	—	6	6	—	(1)	(1)	—	—	—	—	—	—	—	2	2	—	3	3	—	4	4	—	—	—
1854–55	177	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	7	7	—	1	1	—	4	4	—	—	—
1855–56	166	2	2	—	—	—	—	—	—	—	—	—	—	8	8	—	4	4	—	—	—	—	—	—	—	3	3	—	8	8	—	—	—	—	—	—
1856–57	166	4	4	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—	—	—	—	—	—	—	—	3	3	—	3	3	—	1	1	—	—	—
1857–58	163	—	—	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2	—	1	1	—	—	—
1858–59	177	4	4	—	—	—	—	—	—	—	—	—	—	2	2	—	3 (4)	3 (4)	—	—	—	—	—	—	—	1	1	—	36	36	8	6	6	1	—	—
1859–60	160	4	4	1	—	—	—	—	—	—	2	2	—	8	8	—	—	—	—	—	—	—	1	1	—	—	—	—	34	34	8	1	1	—	—	—
1860–61	159	2	2	—	—	—	—	—	—	—	—	—	—	8	8	—	1	1	—	—	—	—	1	1	—	—	—	—	41	41	9	—	—	—	—	—
1861–62	128	4	4	—	—	—	—	—	—	—	—	—	—	9	9	—	—	—	—	—	—	—	—	—	—	1	1	—	48	48	9	—	—	—	—	—
1862–63	187	—	—	—	—	—	—	—	—	—	—	—	—	8	8	—	—	—	—	—	—	—	—	—	—	—	—	—	82	82	6	—	—	—	292	292	137
1863–64	269	4	4	—	—	—	—	1	1	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	36	36	3	—	—	—	—	—	—
1864–65	241	2	2	—	—	—	—	—	—	—	—	—	—	9	9	1	—	—	—	—	—	—	—	—	—	8	8	—	13	13	1	—	—	—	—	—	—
1865–66	252	3	3	—	1	1	—	—	—	—	—	—	—	7	7	—	2	2	—	—	—	—	—	—	—	2	2	—	10	10	—	—	—	—	—	—	—
1866–67	222	1	1	—	—	—	—	—	—	—	—	—	—	4	4	—	—	—	—	—	—	—	—	—	—	2	2	—	15	15	1	—	—	—	—	—	—
1867–68	237	1	1	—	—	—	—	—	—	—	—	—	—	1	1	—	1	1	—	—	—	—	—	—	—	1	1	—	10	10	1	—	—	—	—	—	—

The numbers in brackets in the sixth column are cases of introducing *Tobacco*, not Spirits or Wine.

October 23rd, 1868.

D. A. CAMERON,
Lieut.-Gen. and Governor.
E. G. HALLEWELL,
Colonel, and Commandant, Royal Military College.

RETURNS HANDED IN BY COLONEL ADDISON, MAJOR AND SUPERINTENDENT OF STUDIES.

(i.)—RETURNS showing the RESULT of the FINAL EXAMINATION held in December 1868.

DECEMBER 1868.

LIST A.—RETURN of Gentlemen Cadets who are recommended for Commissions without Purchase.

Index Number.	Marks gained in the Examination.*												
	Fortification, Obligatory.	Military Drawing and Surveying.	Military History.	Mathematics, 1st Section.	French or German.	Total required for Qualification.	German or French.	Chemistry.	Geology.	Landscape Drawing.	Mathematics, Voluntary.	Fortification, Voluntary.	Total.
Maximum	1800	1800	1800	1200	1200	1950	1200	1200	1200	600	2400	600	—
†69	—	—	—	—	—	—	—	—	—	—	—	—	—
5	1619	1581	1507	1073	688	6468	—	684	790	560	1726	410	10638
66	1429	1554	1423	989	491	5886	—	752	589	481	1611	380	9699
65	1371	1096	1568	1078	739	5852	—	714	570	—	1425	415	8976
1	1403	1223	1202	1054	452	5334	—	954	743	—	1268	275	8574
2	1388	1172	1352	824	872	5608	864	692	392	288	269	360	8473
75	1505	1364	1036	1044	612	5561	—	668	611	354	785	315	8294
74	1217	1466	1252	697	444	5076	604	698	572	506	413	390	8259
3	1262	1374	1054	947	521	5158	—	545	323	461	1078	260	7825
33	1165	955	1156	964	788	5028	*269*	736	413	334	959	305	7775
80	1227	1215	1396	676	457	4971	736	597	551	249	266	320	7690
7	1287	939	1232	857	704	5019	525	454	453	288	590	360	7689
64	1327	793	1143	902	534	4699	—	588	367	—	1660	345	7659
4	1179	1375	674	777	805	4810	—	563	578	424	811	250	7436
71	992	1100	764	911	609	4376	500	565	—	464	1299	230	7434
36	1288	1152	924	987	407	4758	—	537	439	236	857	325	7152
37	1335	835	1383	868	641	5062	—	689	636	*15*	456	285	7128
72	1149	1300	1448	774	646	5317	—	754	433	*145*	292	280	7076
40	1320	1094	1422	831	*56*	4667	—	865	709	224	156	405	7026
43	1313	1067	1384	482	388	4634	—	683	822	392	71	405	7007
32	1194	900	566	994	1016	4670	—	—	835	524	599	370	6998
8	1265	1348	1259	554	306	4732	*215*	668	604	512	148	290	6954
67	1158	805	1451	870	939	5223	673	347	—	—	480	220	6943
73	1267	1282	924	984	*233*	4457	—	687	402	345	690	260	6841
19	1259	892	1438	659	559	4807	*251*	494	588	232	222	455	6798
13	1222	1177	1220	880	*242*	4499	404	512	435	273	326	260	6709
39	1080	1117	911	611	1006	4725	—	541	645	233	194	170	6508
31	1115	847	1173	546	673	4354	—	679	819	239	123	225	6439
35	1168	1095	1271	960	462	4956	—	*29*	495	—	610	270	6331
12	1321	1053	1126	599	408	4507	*59*	361	435	353	60	440	6156
41	1272	1035	772	632	526	4237	—	594	749	154	62	330	6126
9	1147	846	1065	586	799	4443	—	336	588	286	94	260	6007
10	1172	893	1358	789	452	4664	—	—	320	*3*	551	345	5880
68	1062	1062	672	792	718	4306	—	542	*296*	261	302	285	5696
25	1404	1086	1425	507	314	4736	—	—	—	511	67	370	5684
6	1061	1125	950	621	469	4226	—	*26*	475	450	301	210	5662
44	1089	1114	1029	658	*289*	3890	—	617	413	202	212	135	5469
34	954	764	791	759	923	4191	—	538	—	265	357	70	5421
22	1187	1007	988	733	*111*	3915	—	486	402	193	92	330	5418

LIST B.—RETURN of Gentlemen Cadets who are eligible for Commissions by Purchase.

46	1040	1012	1035	688	505	4280	*28*	—	465	243	177	235	5400
84	1141	1157	721	763	497	4279	—	*50*	—	371	413	135	5198
78	1007	799	861	660	453	3780	—	450	*294*	186	490	185	5091
83	1242	1004	1279	434	424	4383	—	—	—	336	80	240	5039
42	964	563	1112	885	453	3977	—	—	—	203	830	—	5010
38	938	717	1174	701	749	4279	—	*16*	—	229	276	220	5004
76	1195	1187	451	462	695	3990	*251*	351	*64*	297	117	240	4995
14	1149	1062	1018	600	336	4165	—	*26*	—	435	13	310	4923
77	887	909	740	520	344	3400	—	446	387	234	84	110	4661
20	1186	945	1024	460	503	4118	—	—	—	218	51	250	4637
61	849	1065	664	800	764	4142	—	—	—	*76*	261	—	4403
59	1002	1139	950	525	*262*	3616	—	*45*	—	366	25	310	4317
45	966	704	1316	573	588	4147	—	*22*	—	—	139	30	4316
63	1064	864	1061	648	*232*	3637	—	*29*	—	*114*	219	360	4216
49	935	879	910	523	412	3659	—	—	*55*	296	126	115	4196
17	859	910	730	529	547	3575	—	—	—	328	151	—	4054
29	1076	944	774	384	568	3746	—	—	—	*10*	30	200	3976
70	1057	1012	577	728	*227*	3374	—	—	—	207	207	165	3953
56	895	872	731	413	*298*	2911	—	398	318	221	14	80	3942
62	938	825	767	645	325	3500	*8*	—	*51*	*14*	393	—	3893
82	860	958	862	544	*226*	3224	—	*253*	—	326	162	175	3887
48	925	714	911	567	457	3574	—	*54*	*63*	247	19	—	3840
21	981	780	802	747	*58*	3310	—	*275*	*264*	*35*	208	235	3753
11	793	683	888	739	362	3465	—	—	—	—	239	—	3704
16	859	834	907	470	494	3564	—	—	—	—	3	—	3567
18	899	1141	583	830	*267*	3453	—	—	—	*29*	89	—	3542
15	846	712	*434*	877	339	2774	582	—	—	—	129	—	3485
30	1061	857	733	490	*47*	3141	—	—	—	260	15	—	3416

* The numbers in *italics* represent marks which, from being below the required minimum, cannot be counted by the candidate.

† Absent from the examination through illness, but qualified for a Commission without purchase by marks gained during residence at the College, and specially recommended on account of exemplary conduct and efficiency as a Responsible Under Officer.

APPENDIX XIII. (B.)

Returns.

Royal Military College.

LIST B.—RETURN of Gentlemen Cadets who are eligible for Commissions by Purchase—*continued.*

Index Number.	Marks gained in the Examination.*												
	Fortification, Obligatory.	Military Drawing and Surveying.	Military History.	Mathematics, 1st Section.	French or German.	Total required for Qualification.	German or French.	Chemistry.	Geology.	Landscape Drawing.	Mathematics, Voluntary.	Fortification, Voluntary.	Total.
47	587	553	813	452	485	2890	—	—	—	212	—	115	3217
85	881	1178	*375*	563	*245*	2622	—	—	—	269	87	230	3208
51	854	707	1002	462	*245*	3025	—	—	—	175	3	—	3203
55	956	484	602	354	396	2792	—	—	—	217	68	15	3092
79	665	696	496	725	*174*	2582	—	*33*	*36*	167	215	—	2964
23	839	909	*412*	534	*251*	2372	—	—	—	461	38	85	2956
53	628	851	482	444	*197*	2405	—	*231*	429	*17*	40	—	2874
27	667	680	884	507	*170*	2738	—	—	—	*57*	68	55	2861
57	669	632	508	461	440	2710	—	—	—	*10*	116	—	2826
24	625	675	545	573	*201*	2418	—	—	—	222	98	15	2753
81	735	740	*359*	628	*196*	2103	—	*86*	*100*	268	153	115	2639
28	638	739	791	422	*270*	2590	—	*18*	—	—	9	—	2599
60	588	657	538	418	*158*	2201	—	—	—	185	69	—	2455
52	817	753	*356*	477	*238*	2047	—	*43*	*12*	*140*	76	—	2123
26	573	847	*382*	613	*208*	2033	—	*49*	—	*15*	46	—	2079

LIST C.—RETURN of Gentlemen Cadets who have failed in their Examination.

54	680	720	*442*	*230*	*226*	*1400*	—	—	*35*	320	*6*	—	320
50	—	509	*273*	379	487	*1375*	—	—	—	—	*16*	—	0
58	738	610	*388*	305	*177*	*1653*	—	—	—	—	*11*	—	0

* The numbers in *italics* represent marks which, from being below the required minimum, cannot be counted by the candidate.

(ii.)—RETURN showing the PREVIOUS PLACES of EDUCATION and the COLLEGE COURSE of GENTLEMEN CADETS admitted in February 1867, the Cadets being designated by Index Numbers.

Index No.	Places of Education in two preceding Years.	Place at Entrance.	Place at Leaving.	Rank.	Good Conduct Badges.
1	King William's College, Isle of Man - - -	4	32 in two terms.	G. cadet -	1
2	M. H. Foster, Shillington House; H. Downes, Brighton -	12	52 in two terms.	Corporal -	3
3	G. W. Meggy, Coshampton; W. Wren, Brixton -	48	67	G. cadet -	3
4	Winchester College; W. H. Ridgeway, Stansfield Rectory.	39	83	U. officer -	3
5	Wellington College - - - - -	57	30	Corporal -	3
6	J. S. Northcote, Birmingham - - - -	69	48	G. cadet -	3
7	Rev. T. Stantial, Ramsgate - - - -	87	73	,, -	2
8	R. Mongan, Dublin; W. Heazle, Dublin; W. Mortimer, Dublin.	55	54	,, -	3
9	H. Rosenberg, Bognor - - - - -	71	33	,, -	3
10	Rev. H. C. Stacpoole, Kingstown - - -	49	58	,, -	3
11	Dr. Glover, Bath - - - - -	21	12	,, -	3
12	Rev. J. P. Fleming, Tonbridge Castle; Cheltenham College.	62	29	,, -	3
13	Rev. A. Watson, Cowes, Isle of Wight; Rev. F. B. Harvey, Berkhampstead.	51	84	R. U. officer	3
14	Rev. S. A. Carr, Cranbrook; J. Thornton, Cranbrook -	89	77	G. cadet -	2
15	Rev. J. A. Wall, Portarlington - - - -	63	22	Corporal -	3
16	Rev. E. A. Claydon, Lee - - - - -	32	46 in two terms.	G. cadet -	3
17	J. R. Parker, Westbourne Park, W.; E. S. J. Parry, Leamington.	52	26	,, -	3
18	Wellington College; E. Luckman, Cambridge - -	81	65	,, -	3
19	E. G. Blackader, London; Rev. G. Frost, Kensington Square; J. R. Crabb, Southampton.	41	79	,, -	1
20	Rev. W. C. Stacpoole, Kingstown - - -	26	20	Corporal -	3
21	Rev. A. F. Thomson, Avranches, France; W. Massie, Croydon.	60	80	G. cadet -	2
22	Royal Academy, Gosport - - - - -	28	2	U. officer -	3
23	Elizabeth College, Guernsey; Wimbledon School -	22	16	R. U. officer -	3
24	Rev. T. R. White, Finchley - - - -	84	53	G. cadet -	3
25		Passed University	25	,, -	0
26	At home - - - - - - -	31	43	,, -	2
27	Rev. W. Bradley, St. Leonard's-on-Sea - - -	6	19	Corporal -	3
28	R. de Burgh, Dublin - - - - -	13	17	U. officer -	3
29	Trinity College, Dublin - - - - -	Passed University	6	,, -	3
30	Rev. J. P. Fleming, Tonbridge Castle; Rev. T. H. Jackson, Old Charlton.	42	7	G. cadet -	3
31	Wellington College; Dr. Stromberg, Bonn; W. G. Clase, Plymouth.	68	56	,, -	3
32	Dr. Bridgeman, Woolwich Common; H. D. Harper, Sherborne.	14	10	,, -	1
33	E. A. Jewers, Plymouth; E. Purdue, Kinsale - -	24	34	,, -	3

RETURN showing the PREVIOUS PLACES of EDUCATION and the COLLEGE COURSE of GENTLEMEN CADETS admitted in February 1867, the Cadets being indicated by Index Numbers—*continued.*

Index No.	Places of Education in two preceding Years.	Place at Entrance.	Place at Leaving.	Rank.	Good Conduct Badges.
34	Dr. Bridgeman, Woolwich Common; Dr. Hughes, Ealing.	91	55	Corporal	3
35	Rugby; A. Whitlow, Twickenham	45	87	,,	3
36		19	9	U. officer	3
37	Harrow; Royal Academy, Gosport	53	32	Corporal	3
38	Blackheath Proprietary School	47	15	,,	3
39	W. H. Gutteridge, Brighton; Cheltenham	46	42	,,	3
40	J. J. Keller, Paris; J. West, Cork	86	62	,,	3
41		73	86	G. cadet	3
42	D. Fraser, St. Andrew's	74	35	U. officer	3
43	F. Grosvenor, Chester	80	83	G. cadet	3
44	Rev. G. R. Roberts, Croydon; Clifton College	40	in two terms. 63 in two terms.	,,	3
45	Wellington College	77	75	,,	3
46	Rev. G. R. Roberts, Croydon	75	78	Corporal	3
47	Eton; Dr. Bridgeman, Woolwich Common	8	20 in two terms.	G. cadet	3
48	Rev. G. Frost, Kensington Square	79	70	,,	0
49	W. Dunbar, Dublin; T. Robinson, Fermoy	11	4	U. officer	3
50	Cheltenham College	20	50	G. cadet	0
51	R. De Burgh, Dublin; Dr. McKellar, Glasgow	18	23	U. officer	3
52	Wimbledon School	65	28	Corporal	3
53	Cheltenham College; Rev. C. E. Jenkins, Brussels	88	74	U. officer	3
54	W. Barrington, Wexford	Passed University	38	Corporal	3
55	Wellington College	29	20	G. cadet	3
56	Rev. W. H. Johnstone, Croydon; W. V. Wallace, Cheltenham.	44	72	,,	2
57	Rev. W. Thompson, Wotton-under-Edge; R. G. Ibb, Leatherhead.	85	68	,,	3
58	Elizabeth College, Guernsey	3	5	U. officer	3
59	Eastman's Royal Naval Southsea Establishment; J. H. Hancock, Douglas, Isle of Man.	34	27	G. cadet	3
60	W. H. Carter, Jersey	9	24 in two terms.	,,	3
61	Wimbledon School	59	37	,,	3
62	Wellington College; Rev. W. Wren, Brixton	36	49	,,	3
63	Wimbledon School	37	66	,,	3
64	Winchester College; R. Fowler, Tunbridge Wells	38	51	Corporal	3
65	W. R. Smith, Bath	2	18 in two terms.	G. cadet	3
66	Rev. W. C. Stacpoole, Kingstown	17	18	,,	2
67	W. Massie, Croydon; W. Olding, Brighton	67	45	Corporal	3
68	G. Dewdney, private tutor; B. Rule, Aldershot	33	3	G. cadet	3
69	Elizabeth College, Guernsey; Rev. J. P. Fleming, Tonbridge.	78	36	,,	3
70	Brighton College	25	1	,,	3
71	Dr. Collis, Bromsgrove; R. De Burgh, Dublin	54	76	,,	3
72	Rev. J. A. Bennett, South Cadbury; C. de la Morinnière, Paris; Rev. J. F. Baty, Roehampton.	16	24	Corporal	3
73	Rev. W. C. Stacpoole	35	59	G. cadet	3
74	Rev. H. H. Drake	56	69	,,	3
75	T. H. Jackson, Charlton	15	13	Corporal	3
76	Rugby; H. Laumann, Fulham	50	41	G. cadet	3
77	Rev. R. Fowler, Tunbridge Wells	23	50	,,	1
78	M. Day, Worcester; T. H. Jackson, Old Charlton; Rev. S. G. Mees, Wasing Rectory, near Reading.	30	82	,,	1
79	Westminster School; C. R. Rippin, Woolwich Common	5	31	U. officer	3
80	Rev. A. Wrigley, Clapham	82	61	G. cadet	3
81	Thos. H. Victiery, Southsea	43	7	Corporal	3
82	Haileybury College	76	64	,,	3
83	A. C. Steele, Bath	10	14	U. officer	3
84	W. O. Cleave, Jersey; W. J. Plunkett Warde, Southsea	70	52	Corporal	3
85	A. C. Steele, Bath	1	11	,,	3
86	Wellington College; Rev. J. P. Fleming, Tonbridge Castle.	66	65	,,	3
87	Cheltenham College	90	63	G. cadet	3
88	W. Washam, Dresden; Westminster School	27	39	Corporal	3
89	Royal Academy, Gosport	72	44	,,	3
90	C. Wilson, Old Charlton; H. E. Harris, Brighton	83	40	G. cadet	3
91	Haileybury College, Hertford	61	81	,,	2

APPENDIX XIII. (B.)

Returns.

Royal Military College.

(iii.)—RETURN giving similar Information regarding the GENTLEMEN CADETS admitted to the COLLEGE in August 1867.

Index No.	Places of Education in two preceding Years.	Place at Entrance.	Place at end of Second Term.	Rank.	Good Conduct Badges.
1	Cheltenham College; Rev. C. J. Hughes, Ealing	86	78	G. cadet	2
2	Wellington College; Rev. — Waldron, Woolwich Common.	71	80	,,	3
3	Cheltenham College; C. R. Rippin, Woolwich Common	13	6	Under officer	3
4	J. J. Rogerson, Merchiston Castle; W. M. Begbie	63	63	Corporal	3
5	G. M. D'A Roine, Wandsworth; Dr. A. Bartels, Clapham.	55	50	,,	3
6	Marlborough College	44	64	G. cadet	2
7	Rev. J. Horan, Combe, Dorset	85	53	,,	3
8	Upper Canada College, Toronto; Rev. C. Hole, Shanklin, Isle of Wight.	43	25	Under officer	3
9	Rev. W. D. Scooner, Langley, Bucks	67	50	G. cadet	3
10	Wellington College	20	57 in two terms.	,,	3
11	Cheltenham College	5	45 in two terms.	,,	3
12	T. W. Waldron, Woolwich Common	21	45	Corporal	3
13	C. B. Findall, Windlesham; Dr. Bridgman, Woolwich Common.	71	57	,,	3
14	Wellington College; Rev. J. Summerhayes, Ealing	81	56	G. cadet	3
15	T. C. Whitehead, Finchley	48	82	,,	2
16	E. Irving, Uppingham, Rutland; C. G. Blackader, Richmond.	49	62	,,	8
17	Dr. Glover, Bath	47	53	,,	3
18	Rev. T. J. Baty, Roehampton; Dr. J. Hannah, Glenalmond, N.B.; Dr. Schlemm, Dresden.	37	6	Under officer	3
19	J. E. Blackman, Chatham	57	22	G. cadet	3
20	W. Massie, Croydon	56	82	,,	2
21	Rev. W. H. Harpley, Tiverton	84	81	,,	3
22	R. B. De Burgh, Dublin; Rev. C. W. Benson, Dublin	26	24	,,	3
23	G. Murray, Wimbledon Common	36	75	,,	1
24	Dr. Bridgman, Woolwich Common; H. Holden, Ipswich	3	4	Under officer	3
25	Cheltenham College	23	23	G. cadet	3
26	H. D. Harper, Sherborne	52	32	Corporal	3
27	Westminster School; W. C. Hurrell, Hendon	83	85	G. cadet	3
28	Blackheath Proprietary School; A. H. Barford, Regent's Park, N.W.	28	41	Under officer	3
29	Rev. W. C. Stacpoole, Kingstown	68	77	G. cadet	3
30	Dr. Behe, The Grange, Ewell	74	68	,,	3
31	Cheltenham College	32	17	Corporal	3
32	C. Richards, Haverstock Hill, Harrow; C. R. Rippin, Woolwich Common.	6	30	Under officer	3
33	Rev. W. C. Stacpoole, Kingstown	25	37	Corporal	3
34	Wimbledon School; Leamington College	60	44	,,	3
35	———	35	15	,,	3
36	F. Woolley, Lewes; C. R. Rippin, Woolwich Common	80	35	G. cadet	3
37	Wellington College; S. H. Winter, Woolwich Common	71	55	,,	3
38	Harrow; C. F. Audley, Paris; C. R. Rippin, Woolwich Common.	24	26	Corporal	3
39	J. Crump, Hove, Brighton	2	19	G. cadet	3
40	Cheltenham College; C. R. Rippin, Woolwich Common	12	38	,,	3
41	T. H. Jackson, Charlton; J. B. Fleming, Tunbridge Castle.	7	9	R. U. officer	3
42	Dr. Collis, Bromsgrove	46	40	Corporal	3
43	Wimbledon School	4	2	,,	3
44	Bramham College, Tadcaster	42	33	G. cadet	3
45	Cheltenham College	39	29	Corporal	3
46	W. H. Johnstone, Croydon	15	16	Under officer	3
47	J. G. Jonas, Devonport and Stoke	70	85	G. cadet	3
48	Rev. W. H. Girdlestone, Newchurch, Isle of Wight; H. E. Harris, Brighton; S. H. Winter, Woolwich Common; C. R. Rippin, Woolwich Common.	53	54 in two terms.	,,	0
49	Wimbledon School	40	36	,,	3
50	Clifton College; G. H. Puckle, Windermere College	11	34	,,	0
51	Ch. d'Arbois; Maida Vale, Rugby	19	3	Corporal	3
52	Cheltenham College	89	70	,,	3
53	Rev. W. C. Stacpoole, Kingstown	62	71	,,	3
54	———	Passed University	28	,,	3
55	Rev. G. Thomson, Jersey	76	76	,,	3
56	Wellington College	33	38	,,	3
57	R. M. Luckock, Hammersmith; Rev. G. Thomson, Jersey.	66	67	,,	3
58	Cheltenham College; Dr. M. Fischer, Bonn	8	27	,,	3
59	Cheltenham College; Rev. G. Frost, Kensington Square	10	13	Under officer	3
60	H. Coleman, Harley Lodge, South Hampstead; Rev. E. J. Carbould, Wood Speen House; Rev. W. B. Humphrey, Warminster.	17	20	G. cadet	3
61	Rev. R. Fowler, Tunbridge Wells	38	10	,,	3
62	Wellington College	18	47	,,	3
63	W. de Winton, Clifton; Dr. O'Brien, Cork	64	31	,,	3
64	R. J. Burnside, Hampstead	75	45	Corporal	3
65	C. Wilson, Old Charlton; Rev. E. A. Claydon, Lee	35	43	G. cadet	0
66	Clifton College	45	49	,,	3
67	Rev. T. H. L. Leary, St. John's Wood; Royal Academy, Gosport; J. Duncan, Southport.	77	85	,,	0

RETURN giving similar information regarding the GENTLEMEN CADETS admitted to the COLLEGE in August 1867—*continued.*

APPENDIX XIII. (B.) Returns. Royal Military College.

Index No.	Places of Education in two preceding Years.	Place at Entrance.	Place at end of Second Term.	Rank.	Good Conduct Badges.
68	Rev. W. C. Stacpoole, Kingstown	30	21	Under officer	3
69	Cheltenham College	31	14	,,	3
70	Rev. W. Harpley, Tiverton	73	65	G. cadet	3
71	G. Ogg, Kilburn, London; Rev. A. Whitlow, Twickenham; Rev. G. E. B. Erskine, Boulogne.	1	8	Corporal	3
72	Harrow; R. P. Jones, Mortlake; Rev. E. A. Claydon, Lee.	52	58	G. cadet	3
73	Royal Academy, Gosport	61	60	,,	3
74	Victoria College, Jersey	29	12	,,	3
75	Wellington College	70	18	Corporal	3
76	Wellington College	59	60	G. cadet	3
77	E. Irving, Uppingham; W. Wren, Brixton	27	88 in two terms.	,,	3
78	B. S. Malden, Wolverhampton; Hy. Attwell, Nassau School, Barnes; Rev. L. C. Edwards, Windsor.	79	74	,,	3
79	Rev. G. T. Warner, Torquay; Rev. R. Fowler, Tunbridge Wells.	65	46	,,	3
80	Rev. G. H. Mason, Wykeham, Hants	54	61	,,	0
81	Dr. Ryder, Dublin; Dr. Collis, Bromsgrove	50	65	,,	0
82	J. B. Fleming, Tonbridge Castle; Rev. J. W. Kittoe, Dresden.	14	1	R. U. officer	3
83	Rev. T. C. Whitehead, Finchley	22	46 in two terms.	G. cadet	3
84	Rev. R. D. Allen, Toomebridge, co. Antrim	82	79	,,	3
85	Rev. J. G. Jonas, Devonport	51	59	Corporal	3
86	Wimbledon School	16	11	G. cadet	3
87	Dundalk Grammar School	Passed University	5	Corporal	3
88	Royal Naval School, New Cross	9	42	G. cadet	2
89	Capt. A. Powell, R.N., H.M.S "Britannia"; Wimbledon School.	87	69	,,	3
90	Rev. R. Fowler, Tunbridge Wells	69	71	,,	3
91	Wellington College; J. R. Wilson, Durham House, Chelsea.	21	48	,,	2

C.—RETURNS RELATING TO THE ROYAL MILITARY ACADEMY, WOOLWICH.

APPENDIX XIII. (C.) Returns. Royal Military Academy.

RETURN showing the results of the EXAMINATIONS for ADMISSION to the ROYAL MILITARY ACADEMY, from 1865 to 1868.*

Date.	Number of Candidates examined.	Number of Candidates who qualified.	Proportion of qualified Candidates per cent.	Number admitted to Royal Military Academy.	Remarks.
1865, January	123	76	62	32	
,, July	114	71	62	40	
1866, January	123	79	64	35	
,, July	130	85	65	40	
1867, January	125	77	61	40	
,, July	123	69	56	46	
1868, January	115	63	54	56	
,, July	141	57	40	40	
Total	994	577	58	329	

N.B.—The results of the entrance examinations from 1858 to 1868 are shown in a return of the general results of the Military examinations, printed among the General Returns, at page cxlvii.

* From the Third General Report of the Council of Military Education.

RETURN of the PLACES of EDUCATION of the SUCCESSFUL CANDIDATES for admission to the ROYAL MILITARY ACADEMY for the Years 1866–67.

Handed in by Major-General Napier.

Places of Education.	Number of Candidates from each.
Brighton College and Private Tuition	1
Blackheath Proprietary School and Elizabeth College, Guernsey	1
,, ,, ,, and Private Tuition	1
Berkhampstead Grammar School and Private Tuition	1
Cheltenham College	16
Clifton College	1
,, ,, and Private Tuition	2
Cheam School and Private Tuition	2
Clongowes Wood College and Private Tuition	1
Cholmeley School, Highgate, and Private Tuition	2
Cheltenham College and Private Tuition	6
,, ,, and Rossall School	1
Collegiate School, St. John's Wood	1
Dulwich College, Marlborough College, and Private Tuition	1
Eton and Private Tuition	1
Eton and Wimbledon School	1
Eton, Wimbledon, and Private Tuition	1
Gymnasium School, Stuttgart, and Private Tuition	1
Haileybury College and Wimbledon School	1
High School, Edinburgh, and Cheltenham College	1
Henley Grammar School	1
Harrow	1
,, and Private Tuition	1
Kingstown School, Dublin	8
Kingstown School and Nutgrove School, Rathfarnham	1
King Edward's School, Birmingham, King's School, Canterbury, and Private Tuition	1
Kensington Grammar School and Private Tuition	2

APPENDIX XIII. (C.)

Returns.

Royal Military Academy.

Places of Education.	No. of Candidates from each.
King's College School and Private Tuition	1
King's School, Paramata, New South Wales, and St. Nicholas College, Lancing	1
Kensington Proprietary School, Eton, and Private Tuition	1
King's School, Canterbury, and Private Tuition	1
Mount Radford School, Exeter, Wellington College, and Private Tuition	1
Marlborough College and Private Tuition	7
" "	1
Merchants Taylors' School and Private Tuition	1
Nassau School, Barnes, and Private Tuition	1
Oratory School, Edgebaston	1
Plymouth New Grammar School	1
Portora Royal School	1
Private Tuition	36
Royal Naval School, New Cross, and Private Tuition	1
" " "	1
Royal Academy, Gosport, and Private Tuition	1
Rugby and Private Tuition	3
Rossall School and Wimbledon School	1
Rugby, Wimbledon School, and Private Tuition	1
" Marlborough College, and Private Tuition	1
Somersetshire School, Bath, and Private Tuition	1
Somersetshire College, Bath	1
St. Peter's College, Radley, and Private Tuition	1
St. Peter's School, York, and Royal Military Academy, Gosport	1
Sandbach Grammar School, Rugby, and Private Tuition	1
Tipperary Grammar School and Trinity College, Dublin	1
University School, Bath	2
University College, Gower Street, and Private Tuition	1
Uppingham School and Private Tuition	1
University School, London, and Private Tuition	1
Victoria College, Jersey	1
Wimbledon School	8
Wimbledon School and Private Tuition	5
Wellington College and Private Tuition	9
" " and Wimbledon School	1
Winchester College and Private Tuition	3
Windermere College, Trinity College, Dublin, and Private Tuition	1
Windermere College	1
Weybridge School	1

RETURN showing the PER-CENTAGE of SUCCESSFUL CANDIDATES for admission to the ROYAL MILITARY ACADEMY for 10 Years, from 1858 to 1867, who came direct from PUBLIC SCHOOLS, exclusive of CHELTENHAM and MARLBOROUGH.

Handed in by Major-General Napier.

Total Number of successful Candidates.	Number from Public Schools.			Per-centage.
	Eton.	Harrow.	Rugby.	
855	2	2	1	·584

N.B.—The schools included under the term "Public School" in the above Return are Eton, Harrow, Rugby, Shrewsbury, Westminster, and Winchester.

RETURN showing the TOTAL NUMBER of COMMISSIONS given at the ROYAL MILITARY ACADEMY, WOOLWICH, during the last 10 Years, and the Number and Per-centage of these obtained by the Sons of Officers of the Army and Navy.

Year.	Total Number of Commissions in each Year.	Number obtained by Sons of Officers of the Army and Navy.	Per-centage.
1858	52	11	21
1859	95	11	11
1860	85	16	18
1861	101	17	16
1862	96	19	19
1863	108	22	20
1864	97	18	18
1865	67	20	29
1866	63	20	31
1867	65	19	29

GEO. T. FIELD, Lt.-Colonel,
Inspector and 2nd Commandant,
For Lt.-Governor.

Royal Military Academy,
Woolwich, July 22, 1868.

RETURN of the NUMBER of CADETS admitted into the Royal Military Academy since the Introduction of Competitive Examination, whose Fathers were at the time serving or had served in the Royal Artillery and Royal Engineers respectively, showing the Number of such Admissions each Year.

Years.	Royal Artillery.	Royal Engineers.	Remarks.
1855	*1	–	* Appointed to Practical Class, 3 March 1855, without passing through the Theoretical Class, or undergoing Entrance Examination, and commissioned in the Royal Artillery on 31 July 1855.
1856	–	–	
1857	1	1	
1858	–	1	
1859	1	1	
1860	2	1	
1861	1	1	
1862	2	1	
1863	–	1	
1864	1	–	These numbers do not include the sons of Officers of the Indian Establishment of Royal Artillery and Royal Engineers.
1865	–	1	
1866	–	4	
1867	3	3	
1868	3	3	
Total	15	18	

GEO. T. FIELD, Lt.-Colonel,
Inspector and 2nd Commandant,
For the Lt.-Governor.

Royal Military Academy,
Woolwich, July 30, 1868.

AGE OF CADETS ON LEAVING THE ROYAL MILITARY ACADEMY.

(1.)—RETURN showing the Number of Cadets of the various years of age on leaving the Royal Military Academy, for appointment to first commissions, during each year since 1st January 1858, in the Royal Artillery.

Year.	Age on leaving the R. M. Academy for Appointment to First Commissions.							Total.
	Years 16.	Years 17.	Years 18.	Years 19.	Years 20.	Years 21.	Years 22.	
	No.	No.	No.	No.	No.	No.	No.	No.
1858	3	13	4	3	—	—	—	23
1859	—	3	21	21	11	7	—	63
1860	—	4	22	24	16	4	—	70
1861	—	4	20	32	7	7	2	72
1862	—	—	3	12	22	13	6	56
1863	—	—	2	15	27	20	10	74
1864	—	—	—	12	29	21	2	64
1865	—	—	1	6	24	15	1	47
1866	—	—	2	10	23	15	1	51
1867	—	—	—	12	17	14	—	43
Total	3	24	75	147	176	116	22	563

G. T. FIELD, Lieut.-Colonel,
Inspector and 2nd Commandant,
December 1868. For the Lieut.-Governor.

(2.)—RETURN showing the Number of Cadets of the various years of age on leaving the Royal Military Academy, for appointment to first commissions, during each year since 1st January 1858, in the Royal Engineers.

Age on leaving the R. M. Academy for Appointment to First Commissions.

Year.	Years 16.	Years 17.	Years 18.	Years 19.	Years 20.	Years 21.	Years 22.	Total.
	No.	No.	No.	No.	No.	No.	No.	No.
1858	8	4	3	9	3	2	—	29
1859	—	—	7	15	7	3	—	32
1860	—	—	6	5	3	1	—	15
1861	—	1	5	13	5	5	—	29
1862	—	—	9	11	10	8	2	40
1863	—	—	1	9	15	8	1	34
1864	—	—	2	9	17	4	1	33
1865	—	—	1	7	7	5	—	20
1866	—	—	—	6	5	1	—	12
1867	—	—	—	4	13	5	—	22
Total	8	5	34	88	85	42	4	266

G. T. FIELD, Lieut.-Colonel,
Inspector and 2nd Commandant,
December 1868. For the Lieut.-Governor.

N.B.—The age at which the cadets, after having left the Academy, are actually *gazetted to commissions* in the Royal Artillery and Royal Engineers respectively is shown in a Return printed among the Returns relating to the age of officers on first appointment to the service, page clxi.

RETURN showing the AVERAGE NUMBER of GENTLEMEN CADETS at the ROYAL MILITARY ACADEMY for the last four and a half years under each Rate of Payment.

Rate of Annual Contribution.	£125.	£80.	£70.	£60.	£40.	£20.	Queen's Cadets.	Half-yearly Number.	Amount of Half-yearly Contributions.
									£ s. d.
1865 1st half	118	4	3	21	16	3	Nil.	165	8,620 0 0
1865 2nd half	127	6	1	25	14	2	„	175	9,262 10 0
1866 1st half	123	4	1	30	11	1	„	170	9,012 10 0
1866 2nd half	127	5	3	31	13	2	„	181	9,452 10 0
1867 1st half	125	5	3	33	15	4	„	185	9,447 10 0
1867 2nd half	142	5	3	34	14	4	„	202	10,520 0 0
1868 1st half	151	3	3	42	17	5	„	221	11,312 10 0
1868 2nd half	145	3	3	38	20	8	„	217	10,907 10 0
1869 1st half	148	2	2	38	25	6	„	221	11,110 0 0
Total	1,206	37	22	292	145	36	—	1,738	89,645 0 0
Average of each half-year	134	4	2½	32½	16	4	—	193	9,960 11 1

Royal Military Academy,
Woolwich, October 13, 1869.

RETURN showing the Construction and Occupation of the Barrack Rooms, Dining Halls, Class and Lecture Rooms, &c. at the Royal Military Academy.

Barracks, &c.	Construction. No. of Rooms.	Construction. No. of Cadets.	Occupation. No. of Rooms.	Occupation. No. of Cadets.
East wing	46	46	46*	55
West wing	46	46	44†	44
Front barracks	32	128	32‡	112
East tower	11	23	6§	11
			128	222
Spare accommodation	—	—	7‖	—
Total	135	243	135	—
Large dining hall	1	144	1	178
Small dining hall	1	72	1	44
Total	2	216	2	222
Class and Lecture Rooms.				
West wing, 1st class, 1st div.	1	40	1	22
West wing, 1st class, 2nd div.	1	40	1	22
East wing, 2nd do.	1	40	1	44
East wing, 3rd do.	1	40	1	44
Centre building, 4th do. 1st div.	1	40	1	30
Centre building, 4th do. 2nd div.	1	40	1	14
Centre building, 5th do. 1st div.	1	40	1	31
Centre building, 5th do. 2nd div.	1	40	1	15
Centre building, Hindustani room	1	20	1	15
Ditto, Library and reading rooms.	2	—	2	—
Lecture rooms, east	1	64	1	44
Lecture rooms, west	1	56	1	44

	Rooms.	Gent. Cadets. in each.	Total.
*	37	1	37
	9	2	18
	—		—
	46		55
	—		—
†	44	1	44
‡	4	1	4
	4	3	12
	24	4	96
	—		—
	32		112
	—		—
§	2	1	2
	3	2	6
	1	3	3
	—		—
	6		11
	—		—

‖ Occupation of spare accommodation, east tower,—
Nos. 1, 2, 11, photography.
No. 3, professors and masters.
„ 10, hair cutter.
„ 123, R. House, W. wing, professor of military history.
„ 122, R. House, W. wing, class for taxidermy.

RETURN showing the Number of Gentlemen Cadets present at the Royal Military Academy on the 1st January in each Year from 1st April 1835 to 1st April 1868, together with the Number in the course of each Year convicted, and the Number punished or dismissed, for any of the following Offences :—Falsehood, Stealing, Pawning, Gambling, Intoxication or introducing Wines, Spirits, Malt Liquors, or Tobacco into Barracks, Habitual Swearing, Indecent or Ungentlemanly Conduct, Insubordination, Oppression or Interference with the Duties and Progress in Study of other Cadets, Illegal Combination ; specifying the Number of Individuals convicted more than once of any of the above Offences.

Woolwich, 22nd September 1868.

Year.	No. of Gentlemen Cadets on the Establishment on 1st January.	Average Strength during the Year.	Falsehood.			Stealing.			Pawning.			Gambling.			Intoxication or introducing Wine, Spirits, or Malt Liquors into Barracks.			Habitual Swearing.			Indecent or Ungentlemanly Conduct.			Insubordination.			Oppression.			Illegal Combination.			Remarks.
			Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	Convicted.	Punished or Dismissed.	Convicted more than once.	
1835–36	106	108	8	8	—	—	—	—	—	—	—	—	—	—	9	9	—	—	—	—	—	—	—	—	29	29	—	3	3	—	—	—	—	Lieut.-Governor, Major-General Drummond, C.B., R.A. Inspector, Colonel Gravatt, late R.E.
1836–37	102	100	4	3	1	—	—	—	—	—	—	1	1	—	10	10	1	—	—	—	—	—	—	—	15	15	—	8	8	—	—	—	—	
1837–38	70	87	1	1	—	—	—	—	—	—	—	—	—	—	12	12	2	—	—	—	—	—	—	—	13	13	—	1	1	—	—	—	—	
1838–39	84	111	6	6	—	—	—	—	—	—	—	—	—	—	14	14	—	—	—	—	1	1	—	35	35	2	4	4	—	7	7	—	
1839–40	124	115	10	10	—	—	—	—	—	—	—	—	—	—	28	28	1	—	—	—	1	1	—	64	61	4	9	9	1	59	29	—	
1840–41	105	123	—	—	—	—	—	—	—	—	—	—	—	—	—*	—	—	—	—	—	—	—	—	12	11	1	—	—	—	—	—	—	Lieut.-Governor, Major-General Sir G. Whitmore, K.C.H., Royal Engineers. Inspector, Colonel W. D. Jones, Royal Artillery.
1841–42	125	153	1	—	—	—	—	—	—	—	—	—	—	—	—*	—	—	—	—	—	—	—	—	14	13	2	—	—	—	59	22	—	
1842–43	166	160	1	1	—	—	—	—	—	—	—	—	—	—	—*	—	—	—	—	—	2	2	—	33	33	2	—	—	—	16	16	—	
1843–44	183	183	—	—	—	—	—	—	—	—	—	2	2	—	—*	—	—	—	—	—	1	1	—	9	8	—	—	—	—	—	—	—	
1844–45	181	181	5	5	—	—	—	—	—	—	—	—	—	—	3	3	—	—	—	—	2	2	—	11	9	1	1	1	—	—	—	—	
1845–46	177	185	4	4	—	—	—	—	—	—	—	—	—	—	8	8	—	—	—	—	2	2	—	14	14	1	—	—	—	149	149	—	
1846–47	177	187	8	8	—	—	—	—	—	—	—	9	9	—	26	26	7	—	—	—	—	—	—	9	9	—	14	13	—	15	15	—	Lieut.-Governor, Major-General Parker, C.B., late R.A. Inspector, Colonel W. D. Jones, R.A.
1847–48	181	201	2	2	—	1	1	—	—	—	—	—	—	—	15	15	1	—	—	—	9	9	—	3	3	—	—	—	—	4	4	—	
1848–49	175	195	2	2	1	—	—	—	—	—	—	3	3	—	6	6	1	—	—	—	1	1	—	7	6	—	2	2	—	—	—	—	
1849–50	200	205	1	1	—	—	—	—	—	—	—	—	—	—	11	11	1	—	—	—	3	3	—	8	8	—	3	3	—	—	—	—	
1850–51	203	200	—	—	—	—	—	—	—	—	—	1	1	—	4	4	—	—	—	—	—	—	—	14	14	1	4	4	—	—	—	—	
1851–52	182	183	—	—	—	—	—	—	—	—	—	1	1	—	17	17	2	—	—	—	1	1	—	4	4	2	3	3	—	—	—	—	Lieut.-Governor, Major-General Lewis, C.B., R.E. Inspector, Colonel Portlock, R.E.
1852–53	168	170	2	2	—	—	—	—	1	1	—	15	15	—	30	30	2	—	—	—	—	—	—	9	7	1	3	3	—	12	12	—	
1853–54	169	181	—	—	—	—	—	—	—	—	—	5	5	—	7	7	1	—	—	—	7	7	—	4	4	—	—	—	—	—	—	—	
1854–55	184	195	3	3	—	—	—	—	—	—	—	7	7	—	8	8	—	—	—	—	2	2	—	2	2	—	18	18	—	—	—	—	
1855–56	187	191	3	3	—	—	—	—	—	—	—	—	—	—	8	8	—	—	—	—	10	10	—	—	—	—	20	20	1	—	—	—	
1856–57	214	204	1	1	—	—	—	—	—	—	—	—	—	—	6	6	—	—	—	—	6	6	—	2	2	—	14	14	3	—	—	—	Lieut.-Governor, Colonel Wilford, R.A. Inspector, Colonel Elwyn, R.A.
1857–58	187	171	4	4	—	—	—	—	—	—	—	—	—	—	8	8	2	—	—	—	7	7	—	3	3	—	2	2	—	—	—	—	
1858–59	111	137	—	—	—	—	—	—	—	—	—	2	2	—	13	13	2	—	—	—	9	9	—	—	—	—	2	2	—	—	—	—	
1859–60	145	179	1	1	—	—	—	—	—	—	—	2	2	—	12	11	1	—	—	—	4	4	—	5	5	2	—	—	—	—	—	—	Lieut.-Governor, Colonel Wilford, R.A. Inspector, Colonel Yorke, R.E.
1860–61	138	190	2	2	—	—	—	—	—	—	—	—	—	—	7	7	—	—	—	—	5	5	—	2	2	—	1	1	—	—	—	—	
1861–62	185	232	2	2	—	—	—	—	—	—	—	11	11	—	17	17	—	—	—	—	—	—	—	4	4	—	—	—	—	133	133†	—	
1862–63	223	265	—	—	—	—	—	—	—	—	—	—	—	—	11	11	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Lieut. Governor, Major-General Sandham, R.E. Inspector, Col. Yorke, R.E., and Lieut.-Col. Field, R.A.
1863–64	232	237	2	2	—	—	—	—	—	—	—	—	—	—	18	12	—	—	—	—	—	—	—	—	—	—	—	—	—	7	7	—	
1864–65	170	189	—	—	—	—	—	—	—	—	—	—	—	—	11	10	—	—	—	—	7	7	—	2	2	—	—	—	—	2	2	—	
1865–66	136	165	1	1	—	—	—	—	—	—	—	—	—	—	5	5	—	—	—	—	—	—	—	2	2	—	—	—	—	6	6	—	
1866–67	130	168	—	—	—	—	—	—	—	—	—	—	—	—	7	7	1	—	—	—	1	1	—	10	10	—	2	2	—	—	—	—	
1867–68	143	183	1	1	—	—	—	—	—	—	—	—	—	—	5	5	—	—	—	—	1	1	—	1	1	—	—	—	—	—	—	—	Lt.-Gov., Maj.-Gen. Ormsby, R.A. Inspector, Lieut.-Col. Field, R.A.

* The Lieut.-Governor's and Second Captain's Defaulter Books for the years 1840 to 1844 are absent.

† Confined to Enclosure.

J. W. ORMSBY, Major-General,
Lieut.-Governor R.M. Academy.

D.—RETURNS RELATING TO THE EXAMINATIONS FOR DIRECT COMMISSIONS.

RETURN showing the results of the Examinations for Direct Commissions from 1865 to 1868.*

Date of Examination.	Number examined.	Qualified.	Unqualified.	Annual Per-centage of Failures.
1865, May	161	119	42	—
„ August	98	69	29	—
„ November	94	77	17	—
	353	265	88	25·0
1866, April	151	107	44	—
„ November	148	109	39	—
	299	216	83	28·0
1867, May	148	103	45	—
„ 1st August	109	90	19	—
„ 8th August	121	101	20	—
„ November	143	112	31	—
	521	406	115	22·0
1868, April	141	97	44	—
„ November	156	127	29	—
	297	224	73	24·5
Total during the above period	1,470	1,111	359	—

* From the Third General Report of the Council of Military Education.

N.B.—The results of the examinations for Direct Commissions from 1858 to 1868 are shown in a Return of the general results of the military examinations, printed among the general Returns at page cxlvii.

DIRECT COMMISSIONS, 1858–1867.—PER-CENTAGE of FAILURES in OBLIGATORY SUBJECTS, &c. &c.

Handed in by Major-General Napier.

Subjects.	Number failed.	Per-centage of Failures.
Failed in mathematics only	114	7·05
„ English only	29	1·77
„ obtaining required aggregate of marks without failing in obligatory subjects	888	54·44
„ mathematics and in English	23	1·40
„ mathematics and in the aggregate of marks	347	21·26
„ English and in the aggregate of marks	145	8·88
„ mathematics, in English, and in the aggregate of marks	85	5·20
Total failed	1,631	100·00
Number examined	4,966	—

DIRECT COMMISSIONS.—RETURN of CANDIDATES who have failed three times during the last Four Years.

Handed in by Major-General Napier.

Year.	Number examined.	Number failed.
1864	587	8
1865	368	5
1866	307	9
1867	534	8
Total	1,796	30

DIRECT COMMISSIONS.—RETURN showing the PER-CENTAGE of CANDIDATES who came up for EXAMINATION direct from the following Public Schools, viz.:—Eton, Harrow, Rugby, Winchester, Westminster, Shrewsbury, Cheltenham, and Marlborough, for the last Eight Examinations.

Handed in by Major-General Napier.

Years.	Total Number examined.	Total Number from Public Schools direct.	Per-centage from Public Schools direct.
1865, November	94	4	4·25
1866, April	151	5	3·31
„ November	148	6	4·05
1867, May	148	6	4·05
„ 1st August	109	5	4·58
„ 8th August	121	8	6·61
„ November	143	8	5·59
1868, April	141	7	4·96
Total	1,055	49	4·64

DIRECT COMMISSIONS.—RETURN showing the NUMBER of FAILURES among the Candidates who came up direct from the above Public Schools, for the last Eight Examinations.

Handed in by Major-General Napier.

Years.	Number examined.	Passed.	Failed.
1865, November	4	4	0
1866, April	5	5	0
„ November	6	4	2
1867, May	6	5	1
„ 1st August	5	5	0
„ 8th August	8	7	1
„ November	8	8	0
1868, April	7	7	0
Total	49	45	4

DIRECT COMMISSIONS.—PLACES of EDUCATION of SUCCESSFUL CANDIDATES at the Examinations during 1866-67.

Handed in by Major-General Napier.

Places of Education.	No. of Candidates from each.
Adelaide House School, Jersey	1
Brighton College	1
„ „ and Private Tuition	2
Blackheath Proprietary School	2
„ „ „ and Private Tuition	2
Beaumont College, Windsor, and Private Tuition	1
Bellevue Academy	1
Blundell's School, Tiverton	2
Balliol College, Oxford	1
Bromsgrove Grammar School	1
Cheltenham College	10
„ „ and Private Tuition	7
Clongowes Wood College and Private Tuition	1
Christ Church, Oxford	2
„ „ and Private Tuition	4
Civil Service College	1
Charterhouse School	1
„ „ and Private Tuition	1
Clifton College and Private Tuition	1
Civil Service Institution, Dublin	1
Eton College	17
„ „ and Private Tuition	32
„ „ and Practical Military College, Sunbury	2
„ „ and Trinity College, Cambridge	1
Foyle College and Private Tuition	1

APPENDIX XIII. (D.)

Returns.

Direct Commission Examinations.

Places of Education.	No. of Candidates from each.
Grammar School, Colchester	1
„ „ Stockwell and Private Tuition	1
„ „ Clapham	2
„ „ Derby and Private Tuition	1
„ „ Marlborough	1
„ „ Guildford and Private Tuition	1
„ „ Heath and Private Tuition	1
„ „ Oundle	1
Harrow School	7
„ and Wimbledon	1
„ and Private Tuition	16
„ and Wimbledon and Private Tuition	1
„ and Trinity College, Cambridge	1
„ and King's College and Private Tuition	1
Haileybury College, Hertford	2
„ School	1
Holyville Park School, Dublin	2
Jesus College, Cambridge, and Private Tuition	1
Ipswich Grammar School and Private Tuition	1
Kingstown School	3
King's School, Sherborne	2
Kensington Grammar School and Private Tuition	1
King William's College, Isle of Man	1
King's School, Rochester	1
„ „ Canterbury	1
King's College, London, and Private Tuition	1
Lincoln College, Oxford, and Private Tuition	1
Lancing College, Shoreham, and Private Tuition	1
Marlborough College	6
„ „ and Private Tuition	3
Magdalen College, Cambridge	1
„ „ „ and Private Tuition	1
Practical Military College, Sunbury	1
Portora School, Enniskillen	2
Protestant College, Grove House, Clapham	1
Private Tuition	369
„ „ and Military College, Sunbury	1
Rugby School	5
„ „ and Private Tuition	11
Royal Academy, Gosport	4
Royal Academy, Gosport, and Private Tuition	2
Royal Naval Academy, Gosport	3
Royal Agricultural College, Cirencester	1
„ „ „ „ and Private Tuition	1
Royal Military Academy	1
Rathmines School and Private Tuition	1
Radley College, Abingdon	4
Rossall School and Private Tuition	1
Royal Military College, Sandhurst	2
„ „ „ „ and Private Tuition	1
Repton School, Burton-on-Trent	8
Royal School, Banagher	1
„ „ Dungannon	1
St. Mary's College, Oscott	2
St. Colombo College, near Dublin, and Private Tuition	1
Stonyhurst College and Military Academy, Dublin	1
St. Andrew's College, Bradfield, St. John's College, Cambridge, and Private Tuition	1
Somersetshire College, Bath, and Private Tuition	1
St. James's Collegiate School	1
St. Peter's School, York	1
Trinity College, Glenalmond, and Private Tuition	1
„ „ Dublin	2
„ „ „ and Private Tuition	2
„ „ Cambridge	1
„ „ „ and Private Tuition	3
The College, Windermere, and Private Tuition	1
Uppingham Grammar School and Private Tuition	1
„ „ „ and Wimbledon School	1
University School, Bath	1
Victoria College, Jersey	2
„ „ and Private Tuition	1
Westminster School	1
Wellington College	2
„ „ and Private Tuition	3
„ „ and Balliol College	1
Wimbledon School	8
Winchester College and Private Tuition	4

APPENDIX XIII. (E.)

Returns.

E.—RETURNS RELATING TO THE AGE OF OFFICERS ON FIRST APPOINTMENT TO THE SERVICE.

Age of Officers on Appointment.

(i.)—RETURNS showing the Ages of Gentlemen gazetted to First Commissions in the Cavalry, Guards, Infantry of the Line, and Colonial Corps respectively, from the 1st January 1858 to 1st January 1868.

I. CAVALRY.

YEARS.	17 to 18.	18 to 19.	19 to 20.	20 to 21.	21 to 22.	22 to 23.	23 to 24.	24 to 25.	25 to 26.	26 to 27.	27 to 28.	TOTAL.
1858, Jan. to Dec.	6	12	14	8	3	1	—	1	—	—	—	45
1859, „	2	15	12	14	4	2	2	1	1	4	—	57
1860, „	7	18	12	12	9	13	3	6	2	—	—	82
1861, „	2	12	19	13	4	4	10	11	4	—	—	79
1862, „	2	21	27	7	10	2	10	5	3	—	—	87
1863, „	1	17	28	14	11	7	3	4	—	—	—	85
1864, „	3	10	26	11	9	7	3	5	1	—	—	75
1865, „	4	3	15	21	10	8	3	2	1	—	—	67
1866, „	4	12	16	12	15	5	3	2	—	—	—	69
1867, „	1	8	13	14	16	8	4	1	—	—	—	65
TOTAL	32	128	182	126	91	57	41	38	12	4	—	711

II.—GUARDS.

YEARS.	16 to 17.	17 to 18.	18 to 19.	19 to 20.	20 to 21.	21 to 22.	22 to 23.	23 to 24.	24 to 25.	25 to 26.	26 to 27.	TOTAL.
1858, Jan. to Dec.	1	3	—	1	—	—	—	1	—	—	—	6
1859, „	1	4	5	3	—	—	—	—	—	—	—	13
1860, „	—	3	4	2	—	—	—	—	—	—	—	9
1861, „	1	1	2	—	2	1	—	—	—	—	—	7
1862, „	—	1	4	2	3	—	—	—	—	—	—	10
1863, „	—	2	3	3	3	—	—	—	—	—	—	11
1864, „	—	2	6	5	1	—	—	—	—	—	—	14
1865, „	—	—	10	1	2	—	—	—	—	—	—	13
1866, „	—	1	11	4	1	1	1	—	—	—	—	19
1867, „	—	—	10	5	1	1	—	—	—	—	—	17
TOTAL	3	17	55	26	13	3	1	1	—	—	—	119

III.—INFANTRY OF THE LINE.

YEARS.	17 to 18.	18 to 19.	19 to 20.	20 to 21.	21 to 22.	22 to 23.	23 to 24.	24 to 25.	25 to 26.	26 to 27.	28.	TOTAL.
1858, Jan. to Dec.	52	53	59	63	33	15	7	3	1	—	—	286
1859, „	52	108	109	45	11	5	5	2	2	—	—	339
1860, „	53	136	86	72	29	18	5	2	1	—	1	403
1861, „	26	146	97	54	28	24	11	3	1	—	—	390
1862, „	16	81	126	70	30	19	12	5	2	1	—	362
1863, „	28	99	155	73	26	28	4	1	—	—	—	414
1864, „	25	65	147	121	35	17	3	1	1	—	—	415
1865, „	20	63	163	98	28	15	4	—	—	—	—	391
1866, „	16	66	112	71	26	11	8	—	—	—	—	310
1867, „	24	105	161	83	14	19	7	1	—	—	—	414
TOTAL	312	922	1,215	750	260	171	66	18	8	1	1	3,724

IV.—COLONIAL CORPS.

YEARS.	17 to 18.	18 to 19.	19 to 20.	20 to 21.	21 to 22.	22 to 23.	23 to 24.	24 to 25.	25 to 26.	26 to 27.	27 to 28.	TOTAL.
1858, Jan. to Dec.	—	1	4	3	4	—	—	—	—	—	—	12
1859, „	2	4	9	2	1	3	1	—	2	2	1	27
1860, „	—	7	6	3	1	1	1	3	—	5	1	28
1861, „	1	1	5	1	2	1	5	6	10	3	3	38
1862, „	—	2	12	5	4	1	2	3	5	2	5	41
1863, „	2	8	11	7	2	—	1	—	—	—	—	31
1864, „	4	7	11	9	4	1	2	—	1	—	—	39
1865, „	7	9	4	8	14	4	6	3	—	—	—	55
1866, „	8	8	15	6	3	4	3	2	1	—	1	51
1867, „	2	8	8	5	5	1	2	4	1	—	—	36
TOTAL	26	55	85	49	40	16	23	21	20	12	11	358

Horse Guards, 27th January 1869.

W. F. FORSTER.

RECAPITULATION of the above Returns, showing the Total Number of Officers of the different Ages gazetted to first Commissions in the various services during the ten years.

SERVICE.	16 to 17.	17 to 18.	18 to 19.	19 to 20.	20 to 21.	21 to 22.	22 to 23.	23 to 24.	24 to 25.	25 to 26.	26 to 27.	27 to 28.	TOTAL.
CAVALRY	—	32	128	182	126	91	57	41	38	12	4	—	711
GUARDS	3	17	55	26	13	3	1	1	—	—	—	—	119
INFANTRY OF THE LINE	—	312	922	1,215	750	260	171	66	18	8	1	1	3,724
COLONIAL CORPS	—	26	55	85	49	40	16	23	21	20	12	11	358
TOTAL	3	387	1,160	1,508	938	394	245	131	77	40	17	12	4,912

(ii.)—RETURNS showing the AGE of OFFICERS on being gazetted to FIRST COMMISSIONS in the ROYAL ARTILLERY and ROYAL ENGINEERS.

I.—ROYAL ARTILLERY.

RETURN showing the NUMBER of OFFICERS of the various Years of Age gazetted to First Commissions, during each Year since the 1st January 1858, in the Royal Artillery.

Woolwich, 22nd July 1868.

YEAR.	Age of Officers when gazetted to First Commissions. Years 16	Years 17	Years 18	Years 19	Years 20	Years 21	Years 22	Years 23	TOTAL.
	No.	No.	No.	No.	No.	No.	No.	No.	
1858	3	13	4	3	—	—	—	—	23
1859	—	3	21	21	11	7	—	—	63
1860	—	4	22	24	16	4	—	—	70
1861	—	4	20	32	7	7	2	—	72
1862	—	—	2	8	12	8	5	—	35
1863	—	—	1	10	19	14	8	—	52
1864	—	—	—	7	22	37	9	5	80
1865	—	—	—	4	20	20	2	—	46
1866	—	—	—	14	21	11	2	—	48
1867	—	—	1	8	24	16	1	—	50
1868 January	—	—	—	3	11	10	—	—	24*
TOTAL	3	24	71	134	163	134	29	5	563

* Qualified for Commissions, and left the Royal Military Academy in December 1867.

G. T. FIELD, Lt.-Col.,
Inspector and 2nd Commandant,
for the Lieut.-Governor.

II.—ROYAL ENGINEERS.

RETURN showing the NUMBER of OFFICERS of the various Years of Age gazetted to First Commissions, during each Year since 1st January 1858, in the Royal Engineers.

Woolwich, 22nd July 1868.

YEAR.	Age of Officers when gazetted to First Commissions. Years 16	Years 17	Years 18	Years 19	Years 20	Years 21	Years 22	Years 23	TOTAL.
	No.	No.	No.	No.	No.	No.	No.	No.	
1858	8	4	3	9	3	2	—	—	29
1859	—	—	7	15	7	3	—	—	32
1860	—	—	6	5	3	1	—	—	15
1861	—	1	5	13	5	5	—	—	29
1862	—	—	9	11	10	8	2	—	40
1863	—	—	1	1	8	2	—	—	12
1864	—	—	—	8	18	13	2	—	41
1865	—	—	—	6	10	6	2	—	24
1866	—	—	1	3	6	6	—	—	16
1867	—	—	—	5	8	3	—	—	16
1868 January	—	—	—	2	6	4	—	—	12*
TOTAL	8	5	32	78	84	53	6	—	266

* Qualified for Commissions, and left the Royal Military Academy in December 1867.

G. T. FIELD, Lt.-Col.,
Inspector and 2nd Commandant,
for the Lieut.-Governor.

Appendix XIII. (F.)

Returns.

Examinations for Promotion.

F.—RETURN RELATING TO EXAMINATIONS FOR PROMOTION.

NUMERICAL RETURN of OFFICERS examined for PROMOTION from January 1, 1858, to December 31, 1867.

	No.
Lieutenants examined for rank of Captain	3,858
Lieutenants failed to pass	70
Ensigns examined for rank of Lieutenant	5,038
Ensigns failed to pass	58

W. F. FORSTER.

Appendix XIII. (G.)

Returns.

Staff College and Staff Appointments.

G.—RETURNS RELATING TO THE STAFF COLLEGE AND STAFF APPOINTMENTS.

N.B.—The results of the examinations for admission to the Staff College, and of the final examinations at the College, from 1858 to 1868, are shown in a Return of the general results of the Military Examinations, printed among the General Returns, at page cxlvii.

RETURN of the NUMBER of CANDIDATES examined at Stations abroad for ADMISSION to the STAFF COLLEGE.

Year.	Admitted.	Unsuccessful.	Total Number examined.
1858	5	2	7
1859	7	5	12
1860	3	2	5
1861	4	2	6
1862	1	0	1
1863	5	3	8
1864	3	2	5
1865	5	4	9
1866	3	5	8
1867	4	4	8
Total -	40	29	69

D. GREENTREE.

Council of Military Education,
2nd July 1868.

NUMERICAL RETURN of OFFICERS at present in the SERVICE who passed through the late SENIOR DEPARTMENT at SANDHURST, prepared for the use of the Royal Commission on Military Education.

Adjutant-General's Office,
Horse Guards, July 2, 1868.

	No. of Officers.
Officers now in the service on Full or Half Pay (except those who are on Retired Full Pay) who obtained Certificates at the late Senior Department of the Royal Military College -	76

W. PAULET,
Adjutant-General.

RETURN showing the total number of Officers who have passed through the Staff College, the total number who have received Staff appointments, the number and present rank of Officers now in the Service who have passed through the College, and the number of the latter who have received Staff appointments.

Total number of Officers who have passed through the Staff College since its foundation in 1858.	Total number who have received Staff appointments.	Number and present Rank of Officers now in the Service who have passed through the College.	Number of those in the last Column who have received Staff † appointments.
144	81	Colonels - 4	Colonels - 3
		Lieut.-Colonels - 9	Lieut.-Colonels - 5
		Majors* - 22	Majors - 17
		Captains - 74	Captains - 46
		Subalterns - 17	Subalterns - 2
		Total - 126	Total - 73

* Of these only 11 are substantive majors.
† Appointments to the Educational Staff of the Royal Military College are included.

D. A. CAMERON, Lieut.-Gen. and Governor.
T. E. LACY, Colonel, Commandant.

July 1869.

Appendix XIII. (G.)
Returns.
Staff College and Staff Appointments.

NUMERICAL RETURN of OFFICERS examined since 1st January 1858, for appointment to the STAFF, without passing through the Staff College.

Council of Military Education,
July 1, 1868.

General Staff.			Personal Staff.		
Nature of Appointment.	Passed.	Failed.	Nature of Appointment.	Passed.	Failed.
Deputy Assistant-Adjutant-General.	3	1	Assistant Military Secretary.	2	1
Brigade-Major	15	0	Aide-de-Camp	89	5

F. ABBOTT,
Major-General, for the Secretary.

RETURN of the NUMBER of OFFICERS of each Rank in the Army, up to and including that of Lieutenant-Colonel, appointed to the Staff since the 1st day of January 1859; specifying those who have and those who have not passed through the Staff College.*

YEARS.	Passed through the Staff College.					*Not* passed through the Staff College.				
	Lieutenant-Colonels.	Majors.	Captains.	Lieutenants.	Cornets or Ensigns.	Lieutenant-Colonels.	Majors.	Captains.	Lieutenants.	Cornets or Ensigns.
1859 -	1	—	6	—	—	12	12	25	22	3
1860 -	—	1	5	—	—	19	13	36	15	1
1861 -	1	1	8	—	—	10	16	19	16	2
1862† -	—	—	5	—	—	10	9	29	12	1
1863 -	1	2	6	—	—	5	4	21	10	2
1864 -	1	3	11	1	—	5	6	21	14	1
1865 -	—	2	6	—	—	13	12	30	14	5
1866 -	—	2	6	2	—	5	5	17	11	4
1867 -	—	—	4	—	—	3	—	4	2	—
Total -	4	11	57	3	—	82	77	202	116	19

* Reprinted from a Return presented to the House of Commons on 21 March 1867.
† These numbers include those inserted for the same year in the Return presented 5 February 1863.

W. PAULET,
Adjutant-General.
Adjutant-General's Office, Horse Guards,
20 March 1867.

H.—RETURN RELATING TO THE ARTILLERY ADVANCED CLASS.

Appendix XIII. (H.)
Returns.
Artillery Advanced Class.

NUMERICAL RETURN of OFFICERS who have competed for ADMISSION to the ADVANCED CLASS of Artillery Officers at WOOLWICH.

—	Number who have been unsuccessful.	Number admitted.	Number passed through the Class.	Remarks.
1st Class, 1864	Nil.	8	7	One officer withdrawn on account of ill-health.
2nd do. 1866	2	7	7	—
3rd do. 1868	Nil.	7	—	The members of this class are at present pursuing their studies.

Horse Guards,
June 20, 1868.

G. GAMBIER,
Deputy Adjutant-General,
Royal Artillery.

LONDON:
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

MILITARY EDUCATION COMMISSION.

[SO FAR AS OFFICERS ARE CONCERNED.]

DIGEST

OF

EVIDENCE (ORAL AND WRITTEN)

GIVEN BEFORE THE

ROYAL COMMISSION ON MILITARY EDUCATION,

WITH

ANALYTICAL INDEX

TO

REPORT, EVIDENCE, AND APPENDIX;

AS ALSO TO A

SEPARATE VOLUME (C. 47 OF 1870) OF REPORTS ON FOREIGN MILITARY SCHOOLS.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE EDWARD EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1870.

[C. 25. I.] *Price* 1*s.* 3*d*,

CONTENTS.

	Page
ALPHABETICAL LIST OF WITNESSES - - -	clxvii
DIGEST OF EVIDENCE (ORAL AND WRITTEN) - -	clxxi
LIST OF HEADINGS IN THE INDEX - - -	ccxxi
ANALYTICAL INDEX - - - - - -	ccxxiv

ALPHABETICAL LIST OF WITNESSES, WITH THE PRINCIPAL SUBJECTS ON WHICH THEY SEVERALLY GAVE EVIDENCE.

Name, Rank, and Office.	Principal Subjects of Evidence.	Date.	Evidence.	Digest of Evidence.
			Page	Page
Abbott, Major-General Sir Frederick, C.B., Member of the Council of Military Education.	Addiscombe; direct commissions examinations; public schools, private schools, and cramming; Sandhurst; Woolwich; Staff College.	9 July 1868 -	54	clxxvii
Adams, Major Charles, Professor of Military History, Staff College.	Staff College; Austrian staff -	1 June 1869 -	360, vii, cxxii	ccxiv
Addison, Colonel J. E., Major and Superintendent of Studies, Royal Military College.	Royal Military College - -	2 March 1869 -	142, x, xiii, xix	clxxxviii
Armstrong, Colonel J. W., C.B., Deputy Adjutant-General in Ireland.	Instruction of officers; Staff; Staff College.	- - -	lxxxiii, cxvii	ccxviii
Baker, Colonel Valentine, Commanding 10th Hussars.	Education of officers; Staff College -	13 April 1869 -	242, lxxxv	cxcviii
Baring, Lieutenant Evelyn, R.A., Student at the Staff College.	Staff College - - -	4 June 1869 -	376	ccxv
Barker, Major G. D. (64th Foot), Deputy Assistant Quartermaster-General at Portsmouth.	Staff College; garrison and regimental instructors.	4 June 1869 -	372, cxxiv	ccxv
Barry, Rev. Dr., Principal of King's College, and late Principal of Cheltenham College.	Cheltenham College; military colleges generally; public schools; examinations.	6 April 1869 -	207	cxciv
Benson, Rev. Dr., Head Master, Wellington College.	Wellington College - - -	6 April 1869 -	218	cxcvi
Brackenbury, Captain C. B. (Royal Artillery), Assistant Director of Artillery Studies.	Royal Military Academy; department of artillery studies; artillery advanced class; general education of candidates for the army and practical instruction of officers in it; Austrian educational system.	4 May 1869 -	332, lii, cvii	ccx
Brackenbury, Captain Henry (Royal Artillery), Professor of Military History, Royal Military Academy.	Royal Military Academy - -	22 April 1869 -	281, liii	cciii
Bruce, Captain E. J. (Royal Artillery) Assistant Inspector of Studies, Royal Military Academy.	Royal Military Academy - -	22 April 1869 -	274, lxi	ccii
Cambridge, Field Marshal His Royal Highness the Duke of, K.G., &c. &c., Commanding-in-Chief.	Council of Military Education; military education before entering the army; Royal Military College; cramming; Royal Military Academy; examinations for promotion; instruction of officers; Staff College and the staff.	12 March 1869 15 April 1869 12 June 1869	201 252 406	cc
Cameron, Lieutenant-General Sir Duncan A., K.C.B., Governor of the Royal Military College.	Royal Military College; school for officers.	11 March 1869 12 March 1869	196	cxciv
Cardew, Captain G. M. (67th Foot), Deputy Assistant Adjutant-General, Dublin.	Staff; Staff College - - -	7 May 1869 -	cxxviii	ccxviii
Carey, Major-General G. J., Commanding an Infantry Brigade at Aldershot.	Officers from Sandhurst; instruction after entering the service.	9 March 1869 -	181	cxcii
Clifford, Colonel Hon. H. H., V.C., &c., Deputy Quartermaster-General to the Forces.	Instruction of officers; staff; Staff College.	- - -	lxxxiii, cxvii	ccxviii
Codrington, General Sir W. J., G.C.B.	Instruction of officers; staff qualifications.	13 April 1869 -	235	cxcviii
Colley, Major G. P. Brigade Major, Western District.	Staff; Staff College - - -	- - -	cxxii	ccxix
Crealock, Captain J. North (95th Foot).	Staff College - - -	May 1869 -	cxxx	ccxix
Cunynghame, Lieutenant H. H. S. (Royal Engineers).	Wellington College; Royal Military Academy; School of Engineering.	27 April 1869 -	294	cciv
Dasent, G. W., Esq., D.C.L., Examiner in English and History under Council of Military Education.	Examination in English and history, &c.	9 March 1869 -	168	cxci
De la Warr, Major-General, Earl, C.B.	Instruction of officers - -	- - -	lxxxii	ccxix

Name, Rank, and Office.	Principal Subjects of Evidence.	Date.	Evidence.	Digest of Evidence.
			Page	Page
DERING, Ensign EDGAR (25th Foot), lately a cadet at the Royal Military College.	Royal Military College - -	4 March 1869 -	153	clxxxix
ELRINGTON, Colonel F. R., Commanding 4th Battalion, Rifle Brigade.	Instruction of officers - -	- - -	lxxxiii	ccxix
ELWYN, Colonel T. (Royal Artillery), Commandant, School of Gunnery.	School of Gunnery - - -	12 May 1869 -	cxiii	ccxix
EXETER, Lord Bishop of; *see* Temple, Rev. Dr.				
FARMAR, Brevet-Major, WILLIAM ROBERTS, Captain of a Company of Gentlemen Cadets, Royal Military College.	Royal Military College - -	22 July 1868 -	116	clxxxv
FEILDING, Colonel Hon. W. H. A., Assistant-Adjutant General, Dublin.	Staff; Staff College - - -	- - -	cxx	ccxix
FIELD, Colonel G. T., Inspector of Studies and Second Commandant, Royal Military Academy.	Royal Military Academy - -	20 April 1869 -	269, liv	ccii
FLETCHER, Lieutenant-Colonel H. C. (Scots Fusilier Guards).	Instruction of officers - -	- - -	lxxxiv	ccxix
FORD, Captain A. (Royal Artillery), late Student in the Artillery Advanced Class.	Artillery Advanced Class - -	4 May 1869 -	339	ccxi
FORSTER, Lieutenant-General WILLIAM F., K.H., Military Secretary.	Sandhurst; examinations for promotion; garrison and regimental instructors; staff; Staff College.	7 June 1869 -	385, lxxi, lxxx, cxvi	ccxvi
FRASER, Rev. A. C., Chaplain to the Royal Military Academy.	Royal Military Academy - -	6 May 1869 -	340	ccxi
FROST, Rev. GEORGE, M.A. - -	Training establishment for Woolwich and Sandhurst cadets.	4 March 1869 -	162	cxc
GALLWEY, Colonel T. L. (Royal Engineers), Director, Royal Engineer Establishment, Chatham.	School of Military Engineering -	- - -	ci	ccxix
GORDON, Reverend OSBORNE, Examiner in Classics under the Council of Military Education.	Classical examinations for Woolwich, Sandhurst, and direct commissions; classical education generally.	16 July 1868 -	88	clxxxi
GRANT, Lieutenant-General Sir J. HOPE, G.C.B., Quartermaster-General.	Instruction of officers; Staff College	8 April 1869 -	233, lxxx	cxcvii
GRIFFITHS, Captain L. (Royal Artillery), Instructor in Fortification, Royal Military College.	Royal Military College - -	- - -	ix	ccxx
HALE, Captain L. A. (Royal Engineers), Instructor in Fortification, Royal Military College.	Royal Military College - -	22 July 1868 -	109	clxxxiv
HALLEWELL, Brevet-Colonel E. G. Commandant, Royal Military College.	Royal Military College - -	24 July 1868 -	120	clxxxvi
HAMLEY, Colonel E. B., C.B. (Royal Artillery), Member of the Council of Military Education.	Staff College; Council of Military Education; Woolwich Academy; appointment of professors.	6 May 1869 -	351, cxix	ccxii
HEAVISIDE, Reverend Canon, Examiner in Mathematics for the Council of Military Education.	Mathematics in the various examinations.	15 July 1868 -	82	clxxx
HERBERT, Major-General the Right Honourable Sir PERCY, K.C.B., M.P.	Royal Military College *versus* public schools; education of officers; staff qualifications.	11 March 1869 -	183	cxciii
HORNBY, Rev. Dr., Head Master of Eton College.	Army class at Eton - - -	13 October 1869	lxxiii	ccxx
HORSFORD, Major-General Sir Alfred, K.C.B.	Instruction of officers - -	- - -	lxxxi	ccxx
HORT, Colonel J. J., commanding the 44th Foot.	Education of officers - -	11 March 1869	191	cxciii
HOZIER, Captain H. M. (3rd Dragoon Guards).	Technical instruction; Prussian officers; Staff.	13 April 1869 -	245	cxcix
JONES, Major A. S., R.E., Adjutant, Staff College.	Staff; Staff College - - -	6 May 1869 -	cxxiv.	ccxx
JONES, Captain E. MONCKTON (20th Foot), Professor of Military History, Royal Military College.	Staff College; Staff Corps; Prussian system.	1 June 1869 -	365, cxxvi	ccxiv
LACY, Colonel T. E., Commandant of the Staff College.	Staff College - - -	6 May 1869 -	343, cxviii	ccxi

Name, Rank, and Office.	Principal Subjects of Evidence.	Date.	Evidence.	Digest of Evidence.
			Page	Page
LEFROY, Major-General J. H. (Royal Artillery), Director-General of Ordnance.	Amalgamation of Royal Military College and Royal Military Academy; Royal Military College; Royal Military Academy; Artillery Advanced class.	4 May 1869 -	321	ccviii
LENNOX, Colonel W. O., C.B., V.C., (Royal Engineers), Instructor in Field Fortification, School of Engineering.	Aldershot Survey class; Garrison instructors; School of Engineering; Staff instruction.	4 June 1869 -	381	ccxvi
MANSFIELD, General Sir WILLIAM, K.C.B., G.C.S.I., Commander-in-Chief in India.	Instruction of officers - -	30 May 1869 -	lxxviii	ccxx
MILMAN, Lieutenant-Colonel G. A. (Royal Artillery), Captain of a Company of Gentlemen Cadets, Royal Military Academy.	Royal Military Academy; Artillery studies; Staff College.	29 April 1869 -	304, li	ccv
MOSELEY, Rev. Canon, F.R.S., Member of the Council of Military Education.	Public schools; Inspection of private schools.	9 July 1868 -	68	clxxviii
MOTT, Ensign C. A. (2nd Foot), lately a cadet at the Royal Military College.	Cramming schools; Royal Military College.	4 March 1869 -	164	cxci
NAPIER, Major-General WILLIAM C. E., Vice-President of the Council of Military Education.	Council of Military Education; Examiners; Public schools; Private schools and cramming; Examination for direct commissions; Royal Military College.	1 July 1868 -	1, lxxxii	clxxi
	Royal Military College - -	3 July 1868 -		
	Royal Military College; Royal Military Academy.	7 July 1868 -		
	The Staff; Staff College; Artillery Advanced class.	8 July 1868 -		
NICOLSON, Lieutenant F. (Royal Artillery), lately a cadet at the Royal Military Academy,	Artillery studies; Royal Military Academy; Wimbledon private school (Mr. Brackenbury's).	29 April 1869 -	311	ccvi
NUGENT, Lieutenant W. A. (Royal Engineers).	Royal Military Academy - -	27 April 1869 -	297	ccv
OWEN, Lieutenant-Colonel C. H. (Royal Artillery), Professor of Artillery, Royal Military Academy.	Royal Military Academy - -	27 April 1869 -	287, 1	cciv
PAULET, Lieutenant-General Lord WILLIAM, K.C.B., Adjutant-General.	Regimental instruction; Age and education of officers.	8 April 1869 -	229, lxxx	ccvii
PEEL, Lieutenant-General the Right Hon. JONATHAN.	Examinations for promotion and staff; a general Military school.	7 June 1869 -	390	ccxvii
PORTER, Brevet Lieutenant-Colonel WHITWORTH (Royal Engineers), Instructor in Fortification at Royal Military College.	Sandhurst; Staff College; Officers' qualifications; the Staff; Regimental and garrison instruction; Cheltenham College.	15 July 1868 -	71	clxxix
PRIOR, Ensign J. E. H., 80th Foot -	Captain Lendy's training school at Sunbury; Royal Military College.	9 March 1869 -	173	cxci
ROBERTSON, Colonel A. C., Commanding 2nd Battalion 8th Foot.	Instruction of officers - -	- - -	lxxxvii	ccxx
RUSSELL, Major-General D., C.B., Commanding South-Eastern District.	Instruction of officers - -	- - -	lxxxi	ccxx
SCARLETT, Lieutenant-General Sir JAMES YORKE, K.C.B.	Instruction of officers; Staff College	8 April 1869 -	231, lxxx	ccvii
SCHAW, Captain H. (Royal Engineers), Professor of Fortification and Artillery, Staff College.	Staff College - - -	6 May 1869 -	357, cxxv	ccxiii
SHUTE, Colonel CAMERON C., Commanding 4th Dragoon Guards.	Instruction of officers - -	6 April 1869 -	lxxxiii	ccxx
SIMMONS, Major-General Sir J. LINTORN, K.C.B. (Royal Engineers), Lieutenant-Governor, Royal Military Academy, and lately Director, School of Engineering, Chatham.	Royal Military Academy; School of Engineering; Instruction of troops in field works; education of officers.	20 April 1869 -	259	cci
SMITH, Colonel JOHN WILLIAM S., C.B., Commanding the 1st Depôt Battalion.	Qualifications for Line officers; officers from Sandhurst.	11 March 1869	194	cxciv
SOUTHWOOD, Rev. T. A., M.A., Head Master, Modern Department, Cheltenham College.	Cheltenham College (Modern department).	6 April 1869 -	215	ccv
STEPHENSON, Colonel F. C. A., C.B., Scots Fusilier Guards.	Instruction of officers; Staff qualifications.	13 April 1869 -	240	ccviii

Name, Rank, and Office.	Principal Subjects of Evidence.	Date.	Evidence.	Digest of Evidence.
			Page	Page
STORKS, Major-General the Right Hon. SIR HENRY K., G.C.B., G.C.M.G., Controller-in-Chief, War Office.	Regimental instruction; age for entering army.	8 April 1869 -	225	cxcvi
STRANGE, Captain T. B., Instructor in Gunnery, Royal Military Repository.	Royal Military Academy; Artillery studies; Artillery officers generally; Staff College.	29 April 1869 -	316, liii	ccvii
STRATHNAIRN, General the Right Honourable HUGH, Lord, G.C.B.	Military education generally; Staff College.	12 June 1869 -	393	ccxvii.
STUART, Major W. J. (Royal Engineers), Instructor in Fortification, Royal Military Academy.	Royal Military Academy - -	- - -	li	ccxx
SYLVESTER, J. J., Esq., F.R.S., Professor of Mathematics, Royal Military Academy.	Royal Military Academy - -	27 April 1869 -	301, xlvii	ccv
TEMPLE, Rev. Dr., Head Master, Rugby School [since Lord Bishop of Exeter].	Modern departments in public schools; Military colleges; Rugby.	6 April 1869 -	222	cxcvi
TWISDEN, Rev. J. F., M.A., Professor of Mathematics, Staff College.	Staff College - - -	1 June 1869 -	362, cxxi	ccxiv
VINTER, Rev. F. W., M.A., Professor of Mathematics at the Royal Military College.	Royal Military College - -	16 July 1868 -	92	clxxxii
WALDEN, Viscount, late Captain and Lieutenant-Colonel, Grenadier Guards.	Instruction of officers; General Military school; Army cadets.	15 April 1869 -	249, lxxxiv	cxcix
WALKER, Captain ALBERT L. (99th Foot), late a student at the Staff College.	Staff College; Regimental instructors	1 June 1869 -	368, cxxviii	ccxiv
WALKER, Captain EDMOND (Royal Engineers), Senior Instructor in Military History, Royal Military College.	Royal Military College - - -	{ 16 July 1868 / 22 „ 1868 }	100, xiv	clxxxii
WALROND, THEODORE, Secretary to the Civil Service Commissioners.	Civil Service examinations; Indian examinations.	13 July 1869 -	409	ccxviii
WARDE, Major-General Sir E. C., R.A., Commanding Woolwich District.	Royal Military Academy; Artillery discipline; Competition.	4 June 1869 -	383	ccxvi
WHITE, Major-General H. D., C.B., Commanding a Cavalry Brigade at Aldershot.	Education of young men for commissions in the army.	9 March 1869 -	178	cxcii
WILSON, Lieutenant-Colonel, JOHN J. (Royal Engineers), Professor of Fortification, Royal Military Academy).	Royal Military Academy - -	- - -	xlviii	ccxx
WOOLSEY, Major O'B. B. (Royal Artillery), in charge of Survey Class, Aldershot.	Instruction of officers; Survey class, Aldershot.	10 August 1869	lxxxv, c	ccxx
YOUNG, Lieutenant-Colonel C. F. (Royal Artillery), Director of Artillery Studies.	Artillery advanced class; Royal Military Academy; Department of Artillery studies; School of gunnery.	4 May 1869 -	326, cvii, cviii	ccix

DIGEST OF THE EVIDENCE (ORAL AND WRITTEN)

GIVEN BEFORE THE

ROYAL COMMISSION ON MILITARY EDUCATION.

N.B.—In the following Digest, references to **Arabic numerals** have relation to the numbered questions in the Minutes of Evidence, **Roman numerals** to the pages in the Appendix.

For the sake of brevity, educational establishments are designated by the name of the place where situated. Thus, unless the context clearly point to another meaning—

"Addiscombe,"	will signify	the late East India Company's Military College at Addiscombe.
"Chatham"	„	the School of Military Engineering at Chatham.
"Sandhurst"	„	the Royal Military College for cadets at Sandhurst.
"Shoeburyness"	„	the School of Gunnery at Shoeburyness.
"Woolwich"	„	the Royal Military Academy at Woolwich.
"The Council"	„	the Council of Military Education.

NAPIER, MAJOR-GENERAL WILLIAM C. E., Vice-President of the Council of Military Education.

Was a cadet at the Military College, 2; from 1858 to 1861 was Major and Superintendent of Studies there, 3, 4; subsequently, till 1864, Commandant of the Staff College, 5; has, since 1866, been Vice-President of the Council, 7.

Council of Military Education. Details composition of Council, 8, 9. The Commander-in-Chief is President, 103, *ex-officio*, 140, but the office is honorary, 137. He is occasionally consulted personally, 105, 138; but never comes to the Council office, 69. If he were not Commander-in-Chief, the President would take his share in the work, 139. Practically the Council consists of the Vice-President and four members, 70. Names the members, 68; their salaries, 49. Fresh blood is desirable from time to time, 14, 45; but the tenure of appointment should be extended to ten years, 12–16. The five-years rule has been irregularly applied, 17; and the authorities will not re-appoint for a second term, 18. Under any fixed term would scarcely lose two members at once, 19–21. There are a secretary, 67, and eight clerks, 85, 86. Captain Greentree has been Secretary throughout, 131–133. The members are appointed by Commander-in-Chief, with Secretary of State's concurrence, 106. The Vice-President and Military Members attend, as a rule, daily, 56–58, 64, from four to five hours, 60; with a vacation of two months annually, 61, 62. The civil member rarely attends, except for examinations; but he gives his opinion, when asked, on cases sent to him, 53–55. He sees all important papers, 88. When required is bound to attend, 96, at his own cost, 97, 98. The members have separate rooms, 65; and meet when there is anything to discuss, 66, 76. Two make a quorum, 84. Differences of opinion are settled by discussion, 28–30; which is not always short, 78. There is no *Agenda* paper, 77. Never knew a member resign because he dissented, 33. The Council advises the Commander-in-Chief and Secretary of State in matters of military education, 35, 118, freely and unreservedly, 119. Reports and advice are addressed to the Commander-in-Chief, as such, 72, 104, often for transmission to the Secretary of State, 73. The Council reports occasionally to Secretary of State, 120, on matters of finance or on army schools; on all other subjects to Commander-in-Chief, 23–26. The direct War Office business is not large, 80–82, 109; but the Secretary of State can communicate directly when he pleases, 121, 122, 126. Questions involving principle must be settled by Secretary of State, 108–110, possibly after personal communication with the Council, 111. A letter must be

NAPIER, Maj.-Gen. WM. C. E.—*cont.*

signed by the Military Secretary to authorize action, 112. Sees no gain in making the Council a Department of Horse Guards or War Office, 36; but it could not be independent of the Commander-in-Chief, 34, 107. Describes the Council's duties, 10, 92; which have gradually increased, 128–130; their distribution, 93, 94. The work is chiefly with army schools, but varies, 59; much correspondence about schools, libraries, and recreation rooms, not much about the colleges and general education, 74. The numerous returns cause much labour, 87. Council advises on every change in studies at the three colleges; but this does not cause much correspondence, 134–136. Important papers are submitted to the Council, 75; but each member manages ordinary details in his own branch, 79. The Council has nothing to do with discipline at the colleges, merely with inspection of studies, 27, 117. Examines by means of a staff of examiners, 11, who, with the professors, are selected by the Council, 22, 115, 116, collectively, 31, 32. The Council recommends, but cannot appoint, 32, 114. Criticizes examination papers, 43, 44. One member of Council, at least, is present at every admission examination, 89; of which there are nine or ten yearly, 90. The Woolwich examination takes a fortnight, others a week, 91. Has but little to do with Hibernian school, 95. Council's recommendations are sometimes overruled, but never as to appointment of professors or examiners, 37–41, 113. Mentions the failure of an appeal against its recommendation, 123–125. Is not aware of any general regulations for the Council, 71, 127–130.

Examiners. Mode of selecting examiners, 142–145. They hold their appointments at will, 42; but examining is not easy, and the Council are glad to keep an examiner, 303. List of examiners, 148–150. They are employed in rotation, 146, 147; and paid by fees, 50–52. Crammers do become acquainted with the style of an examiner; cannot say if that be a reason for often changing examiners, 305, but there would be an advantage in it, 400. Examiners are not officially in communication with public schools, 334.

Public Schools. Cannot explain why public school candidates fail, 264; but examinations prove that instruction in public schools is faulty, 180–183, 320, 321. Counts as public schools Eton, Harrow, Rugby, Westminster, Winchester, and Shrewsbury, 201; not such as the High School in Edinburgh, 203, 204. Is not aware whether French is now taught at all public schools, 246. If marks in English and mathematics were not obligatory, there would probably be more candidates from public schools, 252. To make French so, would diminish them, 253. Would

NAPIER, Maj.-Gen. WM. C. E.—*cont.*
accept the certificate of the head master of a public school in lieu of examination for direct commission, 292, if there were security that a proper school examination had taken place, 322–324; but the fixing on certain schools would be a difficulty, 293, and the advantage of an independent examination would be lost, 325. Encouragement of a "modern department" in public schools tends to keep candidates from cramming schools, 301; but cannot say whether their pupils are better educated than those from crammers, 299. The Council and the public schools work up to each other, 313, 314; communication from time to time with the head masters might facilitate such agreement, 333. In public schools elder boys exercise disciplinary control over younger boys, which is wanting in private schools, 377. Might so far meet the public schools as to enable them to compete with crammers for direct commissions and for Sandhurst; but not for Woolwich, 388, the entrance examination being much higher, 389. Cannot judge of public school education, because boys (except about 5 per cent. of those examined) leave school and go to a crammer, 391–394; cannot say for how long, 395. Parents think there is no certainty of passing without the crammer, 186, 396. Some Commanding Officers like cadets direct from public schools, 472. Does not include in the 5 per cent. direct from public schools the candidates from Cheltenham and Marlborough, 188, who almost always pass, 189, without aid of crammers, 300. They are very successful for Woolwich, 390.

Private Schools and "Cramming." Candidates usually go to private tutors, 155, 288; probably to make up their total of marks by cramming special subjects, 156, 157. The nature of the examination causes the employment of crammers, 274; but cramming is bad educationally, 386, and should be stopped, 387. There is not a shadow of foundation for the idea that crammers know beforehand the questions to be put, 398; but as the questions are published after each examination, anyone may become cognizant of their general style, 399. Nearly all the candidates who fail come from crammers, 193. Cramming schools are in and around London, 290, 366; and are distinguished by a low tone of discipline and morals, 289, 291, 335; but this opinion is not based on official knowledge, 336–338. Has heard that, in many schools, boys are allowed to be absent all night, 369, 378; but has no personal knowledge thereof, 379. Members of Council are sometimes asked to recommend cramming schools, 339; witness refuses, 340. The Council proposed to appoint an Inspector to supervise the discipline and morals (not the education, 344, 362, 372) in cramming schools; and that candidates should be accepted only from those schools which obeyed the Inspector's regulations, 341–344, 362, 385. Inspection of discipline and moral tone would be difficult, but not impracticable, 363, 382, 383. In London schools the young men must be free for some hours at a time, 365, 367; would not impose military discipline, 368; but merely check the hours of allowed absence, 369, 370. Would not take any responsibility towards parents, 372. The Inspector would visit schools without notice, 374, 375, like a detective, 376. It would be hard to define the schools to be registered, 351, and to prevent crammers from evading the rules, 352–356, 358. Thinks well-conducted schools would be glad to be registered for supervision, 350. Would register any place of education requesting it, 357, 360; reserving powers to strike it off the register, 361. Believes parents would support the registered schools, 359, 384. The scheme was held impracticable, 343, as regards Woolwich, for which the competition is open, without an Act of Parliament, 345–349. Was not personally in favour of the measure, 373; but no disciplinary system would be perfect without supervision, 380, 381. Children are better taught at cramming schools than at public schools, 304.

Examination for Direct Commissions. Conditions and nature of examination for Direct Commissions, 141, 280; which, having no other object than to determine if candidates have had the education of gentlemen, 151, 260, 279, 310, 420, is deliberately fixed without reference to the professional knowledge required from officers, 309–312, 332; and is, he considers, quite satisfactory, 165, 166. The standard was fixed (as regards subjects, not marks, 263) after consultation in 1857 with head-masters of public schools, 152–154, 255; who would be unlikely to over estimate, 277, 318, 319. It is a very low standard, 281; and has been reduced, 46, 48, 210–212, as low as possible, 47, or officers could not have been got, 48; but the minimum qualification is practically the same as in 1858, 213–216. Candidates are now better prepared

NAPIER, Maj.-Gen. WM. C. E.—*cont.*
than before the standard was reduced, 219, 220. Should regret to see the knowledge of officers limited to what is actually indispensable for routine duties, 259. The State has a right to expect the education of a gentleman, 260. Examiners were desired not to be so strict, 282, some years ago, 284. Never heard that the style of questions alarms the candidates, 397. They are not difficult, 240; as the examination is not competitive, 241. An examiner is always present to explain any doubtful point in a question, 275, 276. Publishing the questions is not necessary, but is an advantage to the candidates, 401. A little mathematics and English are the only compulsory subjects, but so many marks must be made up in others, 157. The minimum to pass is 1,500 marks, 160; 3,600 marks might be won in classics, 158; and classics, mathematics, and English ought to pass a candidate, 159; or English, Latin, and arithmetic would suffice, 164, 187. Some candidates obtain 6,000 marks; others fail because they cannot get 1,500, 261, 262. Some young men are incapable of acquiring mathematics. The examination would exclude them, 273. The object in giving so many marks to natural and experimental sciences is to make the admission as wide as possible; if the number of subjects were lessened, the successful candidates would probably diminish, 416–419. Increased attention is now given to such subjects at schools, 421. Examination papers are submitted, before printing, to the Council, 402, 403; who know the total marks for each paper, but not the number for each question, 404. The mixing in one paper of the obligatory and non-obligatory parts of a subject may be in favour of a crammed candidate; their separation might be an improvement, 405–415. Details the *Mathematics* required, 161. An officer cannot do without arithmetic, 258; though more than the first four rules may not be indispensable to a regimental officer, still would retain as obligatory a higher standard, with some Euclid as a test of general education, 221–233, although a lad may now pass without any Euclid, 256. An officer ought to be able to keep his men's accounts without aid from the pay-serjeant, 272; and he cannot do so without fractions, proportion, and interest, 266, 267. The first three books of Euclid would be very advantageous to him in his profession, 268–270, even though an officer, ignorant of mathematics, may manœuvre a regiment admirably, 271. In *English* 200 marks are obligatory, 162. The power of writing an intelligent report, properly spelt, ought to be obligatory, 234–239. "Modern" education may ensure passing, 190, 192; but does not advocate it to the detriment of classical education, 191. Knowledge of *Fortification* was formerly required, 206; but it was found better to exclude technical matters from the examination, 207, 208. A knowledge of *French* or *German* is very important in an officer, 242–244; but if made obligatory would render it more difficult to obtain officers, 245. Supposes it is absolutely necessary for a naval officer to know French, 247; but as regards the army, objects to increase the difficulty of getting candidates for direct commissions, 249. It was formerly obligatory, 251. Doubts if it could be acquired in two months in a "pension," 278. Almost every candidate goes up in French, 315; which may therefore be considered part of the education of a gentleman, 316; and is very advantageous to everybody, 317. Graduates from the universities are not examined, 202, 205; they are required to have passed B.A., 294. A lower university pass might suffice if the age of admission were assimilated to that for the general public, 295–297, 327, 328. An examination at an university differs from one at a public school in being conducted by general examiners, 326. Candidates examined average 500 annually, 209; of whom hardly 5 per cent. come direct from public schools, 155, 288. Does not classify the other 95 per cent., 194, 195, 197–200. They are from crammers or private schools, 286; but cannot say how many, 306, 307. From "public schools and private tuition" would probably mean from a cramming school, 308. Some come from schools abroad, 196. It is not obligatory on candidates to state where educated, 199. Thirty-one per cent. of candidates fail at each examination, 167, 169, 171, 217, 218, 285. Three trials are allowed, 168, 172; and very few fail altogether, 170. Passing the limit of age is a bar to success, 173. Would reduce the maximum age for candidates, 174–177, except for students from the universities, 178, whom it is an advantage to bring into the army, 179; objects to old ensigns, 331.

Sandhurst. Education at the Royal Military College is under the Council, 422. The College was founded in 1799, 542, and is regulated by a warrant of

NAPIER, Maj.-Gen. WM. C.E.—*cont.*

1808, 545, 546. The original object of the College was to give officers' sons a good general and military education, 423, 460, 543, cheaply, 479, 549; though all cadets were not officers' sons, 478. Approves that system, 455; and doubts the gain by raising, in 1858, the admission age from between 13 and 15, 437–440, 452–454, 477, to between 16 and 19, 426, 509; but the old system could not be reverted to, 462; and Wellington College does not supply its place, 480. Formerly cadets sometimes went from Sandhurst to Woolwich, 547, 548. Military science was always taught, 550. Joined the College as the change was made, 463; saw no distinction between the characters of the old and new cadets, 464–466. Under the present system the College gives professional education to young men prior to joining their regiments, 424, 461, and to all (except from the ranks) appointed to commissions without purchase, 425. Sandhurst now provides officers for Cavalry and Infantry, 551, and perhaps Military Train, 552, 553. About 200 commissions with and without purchase are given annually from Sandhurst, 554.

Thinks the present margin of admission age (16 to 19) needlessly large, 493, 494. Would reduce the limit to between 15 and 17, 431, 445, 451, 495; as a good approximation to 16, the best age for entering Sandhurst, 487. Considers 17 or 18 too old an age for youths to enter a military college, notwithstanding French, Prussian, and American experience, 519, 520. Lowering the entrance age need not lower the examination, 503, 504. Thus to alter the age would not be to return to the old system, 456, 458. Would not allow any pupil to remain after 19, 475. His object would be to obtain younger officers, 432, 433, 459, 488, 489. By not allowing extension of time to university men, 431, 473, would exclude them, 457; as it is prejudicial to discipline to mix young men of very different ages, 434–436, 491. Having an upper and a lower school would not remedy this, 469, 470, though at one time pupils were divided according to age into A and B companies, 482. Cadets would range from 15 to 19, 490, with very few approaching either limit, 492. University candidates are admitted up to 21 for Infantry and 23 for Cavalry, if they have passed responsions, moderations, &c., 426, 509; but this prolongation is to be abolished, 329, 330. Understands there is now a pupil aged twenty-four, 483. Dislikes old ensigns, 331. A Commanding Officer must object to one of 22 joining, 471; though some prefer Sandhurst cadets, 472. An officer should join the army between 17 and 18, 441, 444, 467, when still plastic, 468; and be a captain at twenty-four, 474. Antedating commissions would not effect this, 467.

Prefers nomination with a qualifying examination to open competition, 1155, 1159. Entrance is by nomination, 805; not competition, 806. The entrance examinations are half-yearly, 426, nearly identical with those for direct commissions, 427, being conducted by the same examiners, 429, 517, 518; governed by like principles, 430; and intended as a test of general education, 428. All candidates pass the same entrance examination, 506; for Queen's and Indian cadets it is merely qualifying, 510, 511; for others nominally competitive, but really qualifying, as vacancies always exceed candidates, 507. Nineteen per cent. fail, 512; cannot account for the difference from the per-centage for direct commissions, 513; but, the inducement being a commission without purchase, the candidates come better prepared, 514–516, and are younger, 518. Sons of officers have some advantages, but they let in very few, 481. Would not limit candidates to pupils from public schools, 484, 485; but would require a certain amount of preliminary education, 486. Does not think cadets from public schools are averse to the Sandhurst discipline, 505. Cadets are taught military subjects to give them afterwards an intelligent interest in their profession, 689, 690; they are taught successfully, 691, except the idle cadets, 692; who include nearly all the non-competing, 693, say two-thirds of the whole, 694, or perhaps one half, 707, 757. With Sandhurst at its present size a large proportion of purchase commissions must go to the cadets, 788–790. Irrespective of the commissions given to Queen's and Indian cadets there are non-purchase commissions for about one-third of the competitors, 527, 528. Cadets soon learn their chance of obtaining a non-purchase commission, 757, 758; in fact the entrance examination shows it, 761–763; and work accordingly, 759, 760. The reward is now insufficient and uncertain, 716, 717, 754; which directly discourages industry, 718, 719. All non-purchase commissions, except those given to non-commissioned officers and Queen's or Indian cadets are, however, competed for at Sandhurst; it would not be possible therefore to increase the number

NAPIER, Maj.-Gen. WM. C.E.—*cont.*

under the existing purchase system, 720–724; and cannot say what other prizes could be added, 764. Modes of getting rid of the idlers, 695, 753. To give more commissions without purchase, with a high qualifying minimum, would diminish the idlers, 702, 703; would let those failing in by purchase, 704, 705. If there were no idlers, and the course were two years, there would be four times as many cadets as non-purchase commissions given each half-year, 708. To raise the entrance examination would not diminish the idlers, 709–713; but it is better for the service to have a few well instructed officers rather than many superficially instructed, 714; which may be in favour of raising the examination at entrance and exit, 715. Cannot explain why idlers, intending to purchase, do not leave Sandhurst and go in for a "direct commission," the examination for which is about the same as the Sandhurst entrance, and therefore as that already passed, 765–784. Queen's and Indian cadets merely qualify, 525; and receive commissions without purchase on doing so, 526. They scarcely ever compete, 529, 538, 539, are idlers, and their presence prejudicial to the College, 534, 535. They are certain of commissions, 537; and should receive them, on qualifying, without passing through the College, 536. There are never 40 of them, perhaps 25 to 30, 540, out of 300 cadets, 541. Intervals between examinations and vacations are periods of idleness, 685, 686, 744. Why not abolished, 687, 688, 745–748.

Cadets at West Point and St. Cyr learn thoroughly regimental drill and economy, but are treated as private soldiers, 791; which at Sandhurst is only the case when they are under arms, 792–796. Their organization is military, but not regimental, 797–801. The West Point and St. Cyr cadets are enlisted and liable to court-martial, 802, 803. Sandhurst cadets are nominally under Articles of War, 804. Is entirely opposed to giving cadets commissions, 807–812. A man should learn an ensign's duty before he is paid as an ensign, 813. It would be desirable to increase the minimum of qualifying marks for a commission, but it would decrease the cadets, 814; which is undesirable, 696–700, 814; as it might lower their social status, 749, 752; though the College could be more efficiently worked with smaller numbers, 815, 816, without increased cost to the cadets, 820. There are now 300 cadets, 706; with the same military status as Woolwich cadets, 817–819. A course of military education ought to take two years, 443, 476, 496; but if confined to purely military subjects might be reduced, 502. The present course takes 18 months, 497, 555, reduced by vacations to 13 months at most, 556, 557, which is too short for acquiring a thorough knowledge of the subjects taught, 558–561. Examinations abstract from study four or five weeks yearly, 664; vacations, three months and a week at Easter, 665; would lengthen the course, 701, to two years, 530, 531; therefore increasing it by six months, 498. At one time it was reduced to one year, but it was found necessary to raise it again, 499–501. The object of the course is general education and military knowledge, 725, 726 (not in detail, 729). It is very desirable for an officer, 730; though the subjects may not be necessary to him, 731. Sandhurst's function is to provide officers more highly educated than are needed for the service generally, 732; which it does to the extent of the non-purchase commissions, 765. Priority of appointment by purchase is given to cadets who have passed through Sandhurst, 756. The College was increased in 1862, 787; but the proposal of 1861, that all officers should pass through it, was not carried out, 786. The Sandhurst course differs from that for direct commissions in being chiefly professional, 949–951. Approves the distinction between obligatory and voluntary subjects, 532; and of those subjects themselves, 533, 637. Mathematical knowledge of the majority of candidates for Sandhurst is small, 562. Fortification, military drawing, and military history are not indispensable to an officer, 563. A little Euclid useful, 564; though not essential for his regimental duties, 565, 566; it is a part of a gentleman's general education, 567. Geometry, mensuration, hydrostatics, and logarithms not necessary for a regimental officer, but he is the better for knowing them, 568, 733. Fortification may be of great use to him, 569–571, 734, 735. The knowledge would have been very serviceable before Sebastopol, 572, 573. Vauban's first system is the A B C of fortification, 574; but modern principles are quite different, 575. A partial knowledge might suffice a regimental officer, 576. Military history taught by lecture, 577, 668; time given to the subject, 670, 671; its use to cadets, 578; it includes much detail as to

Napier, Maj.-Gen. Wm. C.E.—*cont.*
organization and movements of armies, 663. No models of battles at Sandhurst, 579, 580. It is useful to visit the theatre of campaign which is studied, 738. Cadets sometimes visit the Continent; but are not sent by the College, 581, 674. Military history can be perfectly taught by plans, 582, 741; which, at Sandhurst, are excellent, 740. Mode of teaching modern languages, 583–587, 672, 673. No provision for teaching military law and practice of courts-martial, 595; should be learnt in the regiment, 598, 610, 728; was once taught at Sandhurst, but dropped as useless, 596–599. It would be impossible to teach regimental economy, 600–602, 607, 727; it should be learnt in a regiment, 605. Company and battalion drill are taught, 603, because it is a military establishment, 604, 605. There is a small battalion of 300 cadets, but they are not treated as soldiers, 608. They are not taught guard mounting, 609, or bivouacking, 611. They never camp out, 612; would not understand lighting fires or cooking rations, 613. They learn, under field fortification, how to put a house in a state of defence, 615. Do not practise writing reports, 616. They learn riding (not thoroughly, 627, 628, 662), and cavalry sword exercise, 617, 626, but not cavalry drill, 618–620. They know little of transport or commissariat duties, 621, or of a subaltern's duties, 622. Cadets join the army with a knowledge of infantry drill, 623, 624, 742, 743. They are not taught to swim, 625. Fencing, shooting, single stick, and gymnastics taught, and some artillery drill, 629–636. A few marks for such subjects might be given in the examination, 667. Officers of line regiments in India have not more responsibility than elsewhere, 639. There is no instruction in Hindustani or Oriental languages, 641. A fair proportion of cadets could make an useful sketch of ground, 647–649. Higher mathematics and higher fortification are voluntary, 650, 651; but permanent fortification obligatory, 652–655. The course at Sandhurst might provide assistant engineers in war time, 656. Plan drawing is necessary, 658. Teaching the mimic duties of soldiers early in life is useless, 666. It is an advantage to an officer to speak a foreign language, 737; but not an absolute necessity, 676; nor likely to be learned at Sandhurst, 736. There are 33 hours study weekly, 677, 678, and sufficient time given to drill, 679, 680; advantages of drill, 659, 661, 681–683. The teaching is in the halls of 15 or 20 cadets, 588–590. Private study with some exception is at cadet's option, 591, 592; under a tree or in his dormitory, 593, 594; attaches little importance to it, 965. Approves of the *répétiteur* system, but it would require more masters, 952–956. The course of study obligatory and voluntary, 521. During the course there are quarterly and half-yearly examinations, marks gained at which count towards the final examination; at the half-yearly examination a qualification is required for passing from one class to another, failing which the cadet is removed from the College, 522. Final examination is competitive; those first on the list obtain commissions without purchase, the remainder by purchase, if they obtain 1,950 marks in the obligatory subjects, of which 1,200 must be in fortification, military drawing, and military history, 523, 654, 669. Subjects same in final as in intermediate examinations, 524. Commissions given generally in order of passing, 826.

The Governing Body, 827–829; their appointment, 832. The Commissioners, 830, 831, 851; who are honorary, 833; their powers, 847–850, 877, 890. The Council of Military Education and the College Commissioners have no connection, 879–889. The Council's powers relate to the studies and are not vague, 923. The professors detailed, 834–836; their appointment, 837, 838; mode of selecting, 839; their disciplinary powers, 840–846. Number of professors cannot be reduced, 854–856; but the company officers are excessive, 857–860. Duties of the adjutant, 861, 909–911; his duty might be taken by the captain of the day, though not without inconvenience, 912–917. Major and Superintendent of Studies, 862–864. Commandant, 865–867. Punishments, 868–872, 918, 919; rustication and removal, 873–877. Questions concerning discipline go straight to Commander-in-Chief, 921, 922. Cannot say how far the proportion of professors to cadets agrees with that in other countries, 878. There is about one professor to 10 cadets, 891, 892; professorships could not well be combined, 893–895; though one man might teach two subjects, 896. Latin and history are now expunged, 896. Professors might fulfil the duties of the company officers, 897, 898; and take cognizance of discipline out of study, 945, 946. Professors are not now allowed to instruct private pupils, 935; they once did, 936, 937. All future professors are to have a consolidated rate of pay, 938–941. Cannot say why subalterns were appointed, 899–901. Duties of the captains and subalterns, 902, 905–907; which might be combined, 908; of the paymaster, 903; who issues cadets' pocket-money, 904; and of the quartermaster, 904. The paymaster and quartermaster perform the duties of the Staff College, 924–926. Before 1858 one officer did both duties, 927, 928, 931; which, however, are now more severe, 929, 930, 932. Previous position of paymaster and quartermaster, 933, 934. The instruction is practically under the second in command, 642; and the drill under the Commandant, 644; which may be bad relatively for the instruction, 646. The division in the government of the education and discipline is bad, 645.

Discipline at Sandhurst not officially under the Council, 975. Questions of instruction and discipline are kept distinct, 1059. It is best to confine the Council to the educational part, 1060–1062. All public houses are out of bounds, 993; and to frequent them is therefore against regulation, 994. Any shop can be put out of bounds, 995. Would give punitive powers to subalterns of companies and to under-officers, 998–1001. Rustication or removal by the Governor is beneficial and should be final without appeal, 1001, 1002, 1006, 1096. Dismissal disqualifies for army service and should be reserved for Commander-in-Chief, 1003–1005. In his time the bounds were nominal, 1007, 1008; but certain specified places were out of bounds, 1009–1013. There was no espionage; but during recreation the serjeants were posted in the villages round to report cadets who entered public houses, 1014, 1015, 1021–1024. The serjeants drilled the cadets and enforced open arrest, 1016; or searched them or their rooms for tobacco or spirits, 1017–1020. Is not aware that any portion of old system remains, 1025. Does not know present duties of serjeants, beyond drilling, 1026, nor why the change was made, 1098, 1099. They have not punitive power, 1028, nor anything to do with discipline, 1029; would report misconduct to the officer, 1027, who is always present at drill, 1030. Formerly serjeants had to do with discipline, 1031, when their evidence against a cadet would be inquired into, 1032. The serjeant was never sworn, 1033. The present punishments detailed, 1034–1036. Cadets not now detained during vacation for punishment as formerly, 1037, 1038. An orderly room is held every morning, 1039, and refractory cadets are brought before the Commandant, 1040, as in a regiment, 1041. For offences during study the professors make written reports, and the Superintendent of Studies inquires into the matter, 1042–1045. Would not increase the powers of professors to punish, 1063. Confronting the cadet with a complaining professor tended to put the latter on his defence, 1064, 1065; but the system has been altered, 1066. The professors had no control out of study, 1067; they now have it and should have had it long ago, 1068. It is not expected of the two company officers to have a thorough knowledge of 100 cadets, for whose individual conduct they are responsible, and to whom cadets would look for guidance in personal difficulty, 1069–1080; nor are they sufficiently with the cadets, 1097. A better acquaintance with the young men is important, 1103. The captains are middle-aged men, 1077. In adjudicating on offences the Commandant would give suitable advice to the cadets, 1094. In arrest there may or may not be physical restraint, 1095. Not aware of a patrol to inspect public houses, 1100. A cadet found in one would get a certain period of arrest, 1101. Close arrest means confinement to dormitory; open arrest confinement to College precincts, 1102. A professor can send a refractory cadet out of his class-room under arrest, 1104. If he disapproved any proceeding he could only suggest alteration to the Governor, 1105. Power of punishment vests in Governor, Commandant, Superintendent of Studies, and captains of companies, 1106; with the Adjutant, 1107. All the cadets live in one building, 1108. The Commissioners do occasionally consider points of discipline, 1109. A half-yearly report of progress and conduct is sent to the parent, 1081, 1082; but it would not keep up a knowledge of the cadet's character, 1083; presumes the Governor gets a return of every punishment, 1085. Is not aware of any minor punishment less serious than arrest, 1086. The chaplain holds his appointment like other army chaplains, 1091; he prepares for confirmations at the College, 1090; cannot say whether otherwise he sees anything of the young men, 1089. The professors sometimes have the cadets to their houses, but their salaries are too small for much in that way, 1069, 1078, 1079. Would establish workshops, 821–823, as a recrea-

tion, 824, 825. The means of ablution for cadets are insufficient, 958–960; and the sleeping arrangements might be improved, 961–964, 966; but does not advocate a separate room for each cadet, 968, 969. The "bunk" system is uncomfortable, 963. The dining rooms and halls of study sufficient, 967. There is a reading room for each company, 970; for recreative reading, not study, 974; besides a room for the corporals, and a room for the under-officers, 971–973. The introduction of billiard and smoking rooms was a mistake, 978. The refreshment department consists of a buffet, with a private dining room and a tap attached, 981, 985; objects to the dining room but not to the buffet, 981. The refreshments supplied, 982; beer not now allowed in smoking rooms, 983, 984. The College authorities control the buffet, 986, 988, which is let to a tenant, 987. The billiard and smoking rooms were established to wean cadets from public houses, 989, on the recommendation of the College authorities, 992; their success has been but partial, 990, 991. Billiard playing is bad for youths, 996, and excessive smoking interferes with their brain and intellect, 997. Does not remember bullying in dormitories, 1046. The younger cadets were put to sleep in the "short passage," 1048. Objects to smoking rooms, 1049, 1050, and to smoking in public places, but would allow it in the woods, 1051. Under proper regulations cadets might see their friends at hotels or inns, 1052. Believes cadets take part in concerts and theatricals, 1053. Under-officers and corporals could once inflict arrest, 1056. Cost of the College, 36,731*l.*, 942; about 120*l.* each for 300 cadets, 943.

Is not in favour of all candidates for commissions passing through Sandhurst, 1110, 1111; that is, through one educational groove; likes variety of training, 1112; the professional teaching gained at Sandhurst would be of little use, 1113. The number of the cadets would be largely increased, 1114, idling augmented, 1134–1136, and discipline more difficult, 1115. Is strongly opposed to any union of Woolwich and Sandhurst, as tending to lower the Woolwich educational standard to the Sandhurst level, and, generally, as impracticable, 1116–1122. Education for the scientific corps should be quite distinct, 1117, 1137–1139. Cadets do not get into Woolwich with a small amount of mathematics, 1123. Sandhurst education is advantageous to an officer competing for the Staff, but it is not a sufficient qualification, 1124–1127; nor is that qualification the primary object of the Sandhurst course, 1128–1130, which is more likely to be to obtain a commission without purchase, 1151. Staff prospects would be an inducement to keep up his knowledge, 1131–1133. The scheme in 1858 for one general Military College fell through in the House of Commons, 1140, 1141. Does not see a disadvantage in the scientific corps getting the cream of the candidates, 1142–1144. A good military education is desirable for regimental officers, but not absolutely necessary for all, 1146. The union of all arms in one college does not obtain in continental armies, but it does at West Point, 1148–1150. The Sandhurst course may give a taste for military knowledge, 1152, and so be of advantage to the army, 1153. Approves of giving exhibitions as prizes to officers, 1154, but not to cadets, 1160, 1161.

Woolwich. Woolwich Academy is to educate young men for commissions in the Artillery and Engineers, 1163. Candidates must be between 16 and 19; are admitted by open competition twice a year. To enter, a candidate must obtain 2,500 marks, of which 700 must be in mathematics, and one-sixth the maximum must be obtained in French, German, or Hindustani, 1164, 1186; English not obligatory, 1165, 1210. The competition is free to any British subject, 1166–1168; it has worked well, 1169, 1170. The Academy is at present in a satisfactory state, and the less it is interfered with the better; but would make the entrance age 16 to 18, 1171, 1172. Would not change the entrance examination, 1173, which is a test of special knowledge, 1174; averse to increasing the obligatory subjects; languages can well be studied during the course, 1175–1185. The examination is on paper, 1187, which fails to detect wrong pronunciation, 1219. Great pains are taken to prevent crammed subjects giving marks, 1188, 1189, 1220; but thinks the difficulty of the examination almost involves cramming, 1218. Mathematics have always had 3,500 marks, 1190. Sees no difference in the class of candidates from those nominated to Sandhurst, 1193. Thinks it best not to continue classical studies after entering the Academy, 1194–1197. Geometrical drawing is absolutely necessary for Engineers, 1198. No distinction has ever been made in the course

between Artillery and Engineer cadets, 1199; any distinction is objected to, 1200. It may be that only 38 per cent. of qualifying candidates are admitted; 47 per cent. fail, 1202, 1203. It would not be practicable to limit the number of candidates according to the vacancies, 1158, 1204, 1205, and to do so would lower the educational standard, 1251. The value of marks at Sandhurst and Woolwich is about equal, 1206; but the Woolwich examination is much more difficult, 1207. Doubts if the Woolwich, Sandhurst, and Direct Commission examinations could be made commensurable, 1208, 1209. English is not taught at Woolwich, 1215, candidates being supposed to be too highly educated to need examination in it, 1211, 1213; a candidate would not be rejected for bad spelling or grammar, 1212. Has not heard complaints of bad spelling, 1214. Latin is an advantage in acquiring modern languages, 1216. Chemistry is very necessary, and is successfully taught, 1213. Thinks the candidates cram in every subject, 1221. Crammers prepare for the Woolwich examination better than the public schools do, 1222–1234. A candidate from a private tutor would have a better chance than one from a public school, 1229; but classics and mathematics cannot easily be crammed, 1230, in an objectionable sense, 1247. Few come from public schools, 1224. Imagines they go for three or four years to a private tutor or cramming school, 1234. The competition cadets are not inferior to their predecessors, 1236. Cannot define the difference between a cramming establishment and a private school, 1237–1241. Preparation for an examination does not always imply thorough education, 1242, 1243. Does not call Wimbledon school private tuition, 1240. Pupils for Woolwich come direct from Cheltenham and Wimbledon, and a few from Marlborough, 1245, 1252, but not from Wellington College, 1246. The voluntary subjects are crammed, 1248; in mathematics there seems to be proper instruction, 1249, 1250.

Describes the obligatory course of study, 1254–1257. The course is five terms, or 2½ years, 1258, with half-yearly examinations, 1259, of two sorts, 1260, carrying on marks to the final examination, 1261, 1268. A cadet failing to pass for promotion from one class to another is put back for one term, and only one such term of grace is allowed in extreme cases of illness, 1261–1265. If a cadet stay seven terms he may not compete for place, and can only pass out at the bottom of the commission class, 1263, 1264. Cadets failing to be promoted after the extra term are removed, 1263. Describes the final examination, 1266, 1267. Cadets at the head of the list have option of joining the Engineers, 1268, of which they almost invariably avail themselves, 1269. Thinks the course of study enormous, but does not know how to reduce it, 1270; has heard that it exhausts cadets, 1271. Hours of study are 4¾ on Saturdays, 6¾ on other days, 1272. Military law is not taught, 1273. Final French examination is not *viva voce*, 1274, nor much harder than at entrance, 1275. There is an excellent gymnasium, 1276. If part of the practical artillery were taught at Shoeburyness the course might be reduced to two years, 1277. A separation of artillery from engineer studies after 18 months would be advantageous, 1278–1280, but the point is disputed, 1295–1297. Good conduct marks, if given, would not count in a competition, 1281; they were formerly given at Sandhurst, but were abolished as bad for discipline, 1282–1287. The final examination is qualifying as far as a commission in the army is concerned, but competitive as to the branch of the service, 1288–1290. Every cadet obtains a commission, 1291, without much delay, 1294. Cadets can scarcely qualify before the fifth term, 1292, though, in a recent case, intermediate class promotion was allowed, 1293. Cadets have a library and workshops, and probably might have pianos, 1298. Does not suppose there is a debating society, 1299. The proportion of commissions in Artillery and Engineers averages two to one, but depends entirely upon vacancies in the respective corps, 1300–1305. Relative position in the final examination probably follows relative position in entrance examination, 1306; but it is not safe to assert that all who come in upon classics go to Artillery, 1307. Very few fail to qualify for either Engineers or Artillery, 1308. Engineer officers after leaving Woolwich go to Chatham for two years to study building and mining, 1309. Would not admit classics into the course because of the strict competition, 1311–1314. If the obligatory mathematics at entrance examination were raised, the study of mathematics might be dispensed with, 1315; but that would be requiring very much from youths of that age, 1316.

NAPIER, Maj.-Gen. WM. C.E.—*cont.*

The Commander-in-Chief is Governor, 1319; but the Lieut.-Governor is in same position as the Governor at Sandhurst, 1318. The government and discipline are vested in Lieut.-Governor, Second Commandant (who is also Inspector of Studies), and captains and subalterns of companies, 1317. The company officers might be reduced, 1320, but the Council has nothing to do with them, 1353, 1354. There are 33 professors and masters, 1322 [enumerated, 1324] for 220 cadets, 1323, the subjects taught being numerous, 1332, 1351. Civilian professors would be obtained as at Sandhurst by the Council, 1328, but the Academy authorities, to some extent, select their own military professors, 1325–1330, but that is merely matter of custom, 1358–1360. The position of professors as to discipline differs from Sandhurst, 1331. Discipline is not under the Council, 1333; but is now satisfactory, 1334, 1344, 1367. Punishments are dismissal (equivalent to expulsion, 1336), rustication, degradation, 1335, restriction from indulgences, and arrest, 1336. Rustication or removal rests with Commander-in-Chief, as Governor, 1337, 1338, 1362, 1363; and is an effectual punishment, 1375, and a severe one, 1376. Sees no reason why the power of prompt punishment should not rest with Lieut.-Governor, 1368–1371. Approves of under-officers having greater disciplinary powers than at Sandhurst, 1339, 1340. There are no non-commissioned officers for such a purpose, 1341, 1342. There are no Commissioners, 1345. The buildings are good, 1346. Professors cannot punish, 1347, but each is aided by a corporal, who is responsible for discipline, 1349. Billiard rooms are being built; is not aware of smoking rooms, 1355, or of an authorised canteen, 1357. Smoking only allowed under the gymnasium, 1356. Outside the grounds Woolwich cadets are smarter than those at Sandhurst, 1361. Presumes the Lieut.-Governor would take notice of pointed failure in the young men's moral conduct, 1364. The military professors hold office for six years, 1372; the limit is good, as promoting emulation, 1374, but the Council may recommend retention for a further period, 1377. Professors are to have regulated consolidated salaries, including their half-pay, 1378, 1379. Professors ought to be allowed to take private pupils who are not cadets of the Academy, 1380. Veterinary science not considered a necessary study, 1381.

The Staff. Not every officer appointed to the staff need be examined, 83. The limitation to officers who have passed the Staff College applies only to General Staff, 1439. More staff officers would be required in war, 1581; and a severe campaign might soon use up the Passed Officers, who are much scattered, 1464–1467. As a rule staff officers should be carefully trained and educated, 1568, 1569; but actual experience in the field is sufficient, 1492, and there is a provision to meet such cases, 1570. Previous training is important when service in the field cannot be had, 1493; and in peace the Staff College should be the only portal to the General Staff, 1571. Gradual increase of Staff would be a natural result of a great war, 1495. It might be important to have qualified officers ready for Staff duties with militia and volunteer forces, 1496, 1545. A knowledge of all arms essential for a Staff Officer, 1535, 1537; it could not be learnt by short attachment to the General Staff at Aldershot, 1536. There are Staff appointments for which deep scientific knowledge is unnecessary, 1539, such as brigade major, 1541. Would not form the whole Staff from the Engineers, 1542; though their education renders it needless for them to pass through Staff College, 1431. A staff officer should not be short-sighted, 1546. Lieutenant-Colonels appointed direct to the Staff are not examined; a Guards' officer appointed brigade major of the Guards would be, 1605. The Personal Staff not required to pass the Staff College, 1607; but are examined, 1608–1610, in an easy test which few fail to pass, 1613, 1614, 1620–1622; if they fail, they may have other chances, 1623–1625. Would abolish those examinations and leave the general unshackled in his choice, 1494, 1611, 1612, 1615–1619. Military Secretaries are not examined, 1626, 1627.

Staff College. In 1858 the Staff College was established, 1476, to educate officers for every branch of the General Staff, 1382, 1541. Open to all arms (except the Engineers) by competition; consists of 30 students, of whom 15 are admitted annually; qualifications for admission, 1383. Adjutants are eligible, 1596. The number probably based on peace requirements, 1580. Certificates given by Commanding Officers to candidates are not, in practice, sufficient guarantee, 1438, 1518, 1519; but cannot devise a better, 1522; nevertheless candidates who come up are fit for the Staff, 1390. Proportion of

NAPIER, Maj.-Gen. WM. C.E.—*cont.*

candidates to vacancies, 1385; slightly diminished of late years, 1386, 1478–1480, because so many Passed Officers are waiting for Staff appointments, 1457, 1576 [more vacancies may soon be expected, 1520, 1521]. A candidate's failure being known in his regiment may deter other officers, 1481, 1482; as also the fact that subalterns cannot get Staff appointments, 1597. Why Artillery officers go to the College, and Engineers do not, 1441–1444. Minor Staff appointments are all given to Passed Officers, but as yet they have not sufficient substantive rank for higher appointments, 1566, 1567, 1606. As time progresses all Staff appointments ought to be reserved for Passed Officers, 1574, 1575; the chances of the utility of the College depending much on Passed Officers obtaining Staff employment, 1572, 1573. Appointments as brigade major should be reserved for them, 1577, and additional appointments created, as instructors in large camps and garrisons, 1578, at home and abroad, 1592, with extra pay, 1579. Cannot say whether an honorary degree might be an inducement to officers, 1585–1591. An officer who could teach fortification, sketching, surveying, and military history, as well as musketry, would be very useful in each regiment, 1472, 1473, and also as an aid to the Engineers, 1475; but cannot say that all who pass the Staff College and Hythe could do this, 1474; further, could not recommend the expense of such a Staff appointment, 1593–1595.

Has no alteration to suggest in entrance examination, of which the object is to test professional acquirements, 1393, 1394. Qualifying minimum, 1384, 1552, 1553. One language is obligatory, 1395. Why there are so many subjects, 1547, 1548, 1551–1553. One-sixth the marks implies a slight knowledge, 1554. Candidates abroad are allowed three hours for each paper, 1440. Why non-military subjects occur (for entrance), 1452; only mathematics and one foreign language obligatory, 1453. To induce the most educated men in the army to compete, the subjects might be increased, 1499–1501. With that view they are 9 already, 1547, 1548, which may lead to cramming, 1549, 1555, 1556, an undesirable result, 1550; but would not reduce the number of subjects, 1551, 1564, 1565. Candidates cannot obtain explanations of their examination papers, 1526, 1527. Has not heard that the answers on natural science are most superficial, 1557–1559. Mathematics may be rated too highly, 1560–1563. Proportion of failures, 1388. To pass, but not in the first 15, gives no prospective claim, 1389.

The course is two years, 1406, without further grace, except for illness, 1407. Details subjects taught, 1396; obligatory subjects, 1399, 1400, have been lately reduced; voluntary subjects, 1401. No marks or rejection for riding, 1397, 1398, 1483, 1484. Intermediate examinations and marks, 1404, 1405, 1408–1411; marks carried on, 1409–1411, 1517. Unless an officer passes the examination at end of first year he has to rejoin his regiment, 1407. Mathematics necessary for a staff officer, 1454, but a deep knowledge not essential for the out-door studies, 1531. The subject need not be taken up, 1403. There is practical instruction in field works, roads and bridges, defence of positions, reconnaissances and surveying, 1412, for all which, except field works, marks are given, 1413–1415. Time limited for field sketching, 1416–1418. English composition practised, but faults would not reduce marks, 1445–1451. No instruction in signals or telegraphy, 1455. Teaching estimation of distances by a horse's pace might be necessary and could be taught, 1460, 1461, 1540. Reconnaissance practised without special limit of time, 1487, 1488; generally near the College, but the last one may extend to the south coast, 1504. Might make distant reconnaissance, and report the same evening, as a test of endurance, 1505. This is not done now, 1506. The extended reconnaisance lasts 8 or 10 days, working every day, 1508, and reporting at the end, 1509, 1510. Reconnaissances examined and marks given by Commandant, 1511, 1513; specimens being sent to the Council, 1512. "Art of War" forms a portion of military history, 1528. Military administration means general organization, 1529. Thorough French an advantage, but not absolute necessity, 1530. Rough marching reconnaissances very important, 1532–1534, as also is military law, 1598; extent to which taught, 1599–1604. Has no alteration to suggest in the course or final examination, 1419, which are satisfactory, 1420. The Council employ their usual examiners at the final examination, except for reconnaissances and astronomy, 1514–1516.

Never heard of a breach of discipline, 1458. The

NAPIER, Maj.-Gen. WM. C.E.—*cont.*

Commandant has the powers of an officer commanding a regiment, 1459. Students never paid anything, 1432–1434, except library and mess subscriptions, 1436; they complain of not having soldier servants, 1435; would not increase their pay, 1436. A student need not keep a horse, but is allowed forage if he does so, 1502; he must have or hire one for his reconnaissances, 1503. Monthly reports on students are forwarded to the Council, 1525. Passing in India in an Indian language no help in passing the Staff College, 1489, 1490.

Commandant reports confidentially through the Governor to Military Secretary on fitness for the Staff of the students who pass out, 1523, 1524. Passed Officers are attached to other arms, 1423; but witness would double the periods of attachment, 1424, 1425, 1429, 1430. The period for each arm was originally six months, 1426; why reduced, 1427. Passed Officers must still pass in a native language before admission to the Indian Staff, 1491. The Council should be informed when Passed Officers are appointed to the Staff, 1421.

The daily cost of a great war might equal 10 years cost of the Staff College, 1497, 1498. The accommodation is ample, 1422, being built for 40 officers, 1462. The professors are appointed on the Council's recommendation, 1583; and could teach more pupils, 1463. Examination returns from Hythe School of Musketry should not come before the Council, 1468, 1469. The Staff College and School of Musketry, being perfectly distinct, should not be united, 1470, 1471.

Artillery advanced class. Is to qualify Artillery officers for scientific departmental appointments, 1628. There are eight students, 1644. Conditions of admission, 1629. Entrance examination, 1630–1632. The course, two years, 1633; subjects studied, 1634. Students visit manufactories, &c., 1635, to study machinery, 1636. Obligatory examinations at end of first and second years, 1637. System works well, 1638, 1643. Paucity of candidates, 1639. Examiners, 1640. Professors appointed by Council, 1641. Passing does not qualify for General Staff, 1646. Doubts if the passed Artillery officer would seek Staff employment, 1647, except in the higher ranks, 1648. There have been in the class officers who had already passed the Staff College, 1649.

Instruction of officers. It would be quite practicable to give line officers the opportunity of acquiring practical military instruction after entering service. Attendance and examinations to be entirely voluntary, and not to affect promotion. Would prefer appointing (from Passed Officers of the Staff College) instructors for large garrisons to having regimental instructors, *App. VII. (A), p. lxxxii.*

ABBOTT, MAJOR-GENERAL SIR FREDERICK, C.B. (Member of the Council of Military Education).

Addiscombe. Was Lieutenant-Governor of the Indian College at Addiscombe for 10½ years, 1652, 1653. One College sufficed for the Indian Army, 1866, 1867. There were 150 students, 1779, 1780. A small college is easier to manage than a large one, 1781. All the subjects were obligatory, 1765–1767, and the study far more severe than at Sandhurst, 1770–1771; but the course was intended to prepare for the Scientific Corps, not the Line, 1772, 1793, though cadets who failed for those corps got Line commissions, 1792, 1794–1796, which was good for the Line, 1870, 1871. Many cadets who failed for the Scientific Corps make admirable officers in India, 1933; they would have been fairly advanced in their studies, 1934. One-third of the cadets entered the Line, 1868. The tone of Indian officers was not worse than of Queen's officers, 1869. Names the military authorities, 1800–1804. The cadets were in divisions, 1805. There were cadet sub-officers and corporals, 1806. Discipline rested entirely with the Lieut.-Governor, 1807; but he could not dismiss without approval of Board of Directors, 1808–1810. Disciplinary powers of Staff officer or Orderly officer, 1811, and of sub-officers, 1812. There were 15 masters and two lecturers, 1813, who had no disciplinary powers beyond their classes, 1814–1817. Would not give such powers to the educational staff, 1818. There was no want of discipline, 1819, 1898, 1899. Cadets entered at from 15 to 18, 1844, 1845; the Court of Directors occupied a position similar to the Sandhurst Commissioners, 1846–1849. Disciplinary arrangements, 1905–1907; censors, 1908–1914. Cadets had each a separate bed place, 1850; a great improvement, 1851. Never heard of evil there from association of cadets, 1852, 1853. The punishments were extra drill and arrest, 1854–1856, 1939; never on bread and water,

ABBOTT, Maj.-Gen. SIR FRED., C.B.—*cont.*

1857; nothing childish, 1858. Considers arrest on honour a valuable moral restraint, 1923, 1924. Objected to rustication, 1859; but found detention for a part of the vacation most effective, 1860, 1861. Cost of education was much the same as at Woolwich, 1862. The serjeants had in his time nothing to do with discipline, 1863, 1904; though previously they had almost entire charge of it, 1902. There were no bounds, 1864, but public houses were strictly forbidden, 1865, 1903. Cadets must be treated either as boys or men, 1935. The Orderly officers inspected the provisions, 1940. Pocket money was nominally limited; debts in the town forbidden, 1941. Once had to search the cadets' rooms, 1942, 1943. There was no espionage, 1944, 1945, only moral influence, 1946. Professors were liberally paid, 1931; and therefore, being first rate men, had great influence, 1932. Military professors still in active service were very exceptional, 2030, 2031. Half-yearly reports were made to parents on educational and moral progress, 1959, 1960. Riding and swimming were not taught, 1961, 1962; fencing was optional, broadsword obligatory, 1963. A military man ought to ride, fence, and swim well, 1964. Trusting boys on honour undoubtedly elevates their character, 1965. Leave was stopped for idleness, 1966. It was difficult to deal with those cadets, who knew they had no chance for the Artillery or Engineers, 1967. Details the hours of meals and study, 1968. The final examination was not to be compared with that now required at Woolwich, 1938. Did not teach practical subjects, as artillery, 1915; classics only nominally, 1916, 1917. Does not think the prizes were much stimulus, 1918–1920. There were prizes for good conduct, 1921; which he considers objectionable, 1922. Time at Addiscombe (after 16) counted towards Pension, 2011; but the Commission was not antedated, 2012. There was not a senior department, 1895.

Direct Commissions. Would not alter the ages for admission to Direct Commissions, but would have a large range for admission to the Army without competition, or passing through a military school, to take in men who had finished their education at college or public school, 1656–1660. The examination works fairly, 1661. Every subject added gives rise to cramming. The number is necessary because lads cannot pass in classics, 1662. Ordinary education of a gentleman is quite sufficient for officers appointed direct to army, 1680. The examination has been reduced from time to time, 1691, and is so easy that a lad who has been at a public school till 16 ought to pass it readily, 1692. Those who fail have had a very imperfect education, 1693. If the standard were suddenly raised, the army would want officers, 1694, and cramming would be increased, 1713. To make French obligatory would increase rejections for a time, 1695. Perhaps two per cent. go up for Hindustani, 1696. Unless the general education of the country be improved, the standard cannot be raised, 1697. The certificate as to moral conduct from the master or tutor of a candidate is of little value, 1700; but candidates from any institution could not be excluded, because a previous certificate thence had been proved wrong, 1698, 1699. The Council, practically, employs regularly the same examiners, 1743, which may help cramming, but to change them would be a worse inconvenience, 1744. History and geography are most easily crammed, 1747, 1748. The so-called sciences as brought up are worthless, 1749; would not object to omit these subjects, 1750. To give non-purchase commissions to the best Direct Commission candidates would only remove competition from Sandhurst to the schools, 1711, 1712; and would send more boys to the crammers, 1736. Crammers specially devote themselves to questions likely to be asked, 1715. Mental training and gentlemanly habits of the utmost importance, 1716. When a boy comes up crammed it is a chance whether he succeeds or fails, 1717.

Public Schools, Private Schools, and Cramming. Very few boys come direct from public schools, 1729; except Cheltenham, 1732, and a few from Marlborough, 1737; less than the head masters' letters led the Council to expect, 1735. At Cheltenham, the instructors in the modern department are established, 1738. Cheltenham College has been for many years very successful with candidates for Woolwich, 1701, 1730, from its modern department, 1731; other public schools might do as well, 1702, if they were not so entirely devoted to classics, 1733. To divide all commissions among the public schools would exclude all youths unable to afford a public school, would encourage imperfect education, and be very unfair, 1704, 1705. In special schools boys work much harder

ABBOTT, Maj.-Gen. SIR FRED., C.B.—*cont.*

than in public schools, 1706; but the fault of the latter lies in their system, and the army gets their idlers, 1707, 1740. These idlers sometimes turn out splendid officers, 1708, 1709, 1739, and any system ought to provide for their admission, 1710, 1713. Many educate themselves after appointment, 1745. Boys from public or classical schools cannot construe Virgil, 1663, 1664. Boys must go to cramming schools, 1665, which often are objectionable from want of discipline, 1666, 1718. Many private schools are admirable, 1667. Public schools, by their inattention to idle boys, are responsible for the cramming system, 1668. To take sixth-form youths from public schools without examination would open the door to all schools, 1669. Could not examine boys locally at their schools, 1670. Boys were found not to obtain a standard even lower than that fixed by head masters of public schools; private schools and cramming schools are not synonymous, 1671, 1714, 1726–1728, 1752. Names the head masters, 1725. Does not think Government inspection of private schools would be of any practical use, 1672, 1674, 1719–1721, 1741, 1742, though some of the worst schools might be excluded, 1722, 1723, 1746. Pupils from public schools ought to be able to pass for the army or for Woolwich, 1675–1677, without special instruction, 1682–1685; they have a better tone than candidates from cramming schools, 1678, 1679, 1690. It is very desirable to get lads direct from public schools, 1751. The head masters have not been communicated with as to so few boys coming from them, 1754, 1755. Separate classes at public schools unnecessary, 1681. Cramming schools have existed for 40 years, 1687, and most of the Addiscombe candidates came from them, 1686, 1689.

Sandhurst. Should regret to see the age for entering Sandhurst below 16, 1756; if lowered at all, would make it a general school for officers' sons, 1757–1759. The admission of University men of 20 makes an objectionable mixture, 1760–1762; but very few such come, 1763. Would abolish the voluntary studies, 1764, 1768, 1769, 1936, 1937. The study suffices for its purpose, 1773. Queen's and Indian cadets are a great disadvantage, 1774; they should be commissioned without passing through the College, 1775. Their removal would be a great benefit, 1949. They are but few, 1952. Objects to the proposal to pass all Line and guards officers through Sandhurst, 1776, 1777; the cadets would have to be at least one thousand, 1782. It is good to draw officers from various educational sources, 1778, and of varied educational status, 1878.

The present object of Sandhurst is to send into the army some officers professionally trained, who may make Staff officers, 1783, 1879–1881, 1953, but many more pass from Sandhurst than can enter the Staff, 1954, which is valuable, 1955; and any limitation of the number of cadets might so far be a disadvantage, 1956, 1957. The Sandhurst education not absolutely necessary for regimental duties, 1882. The great majority of cadets find they have no chance of a commission without purchase, and, having no stimulus, idle, 1784–1786, 1883. Possibly a stimulus might be devised, 1884–1890. It would be a great gain to limit the cadets nearly to the number who were to obtain non-purchase commissions, 1787–1790, 1875. That number being very variable, 1925, 1926. This would be the best remedy for idleness, 1950, 1951. Would not unite Woolwich and Sandhurst, 1791; but keep them quite separate, 1876. The site of each is admirably suited to its purpose, 1877. As a rule Sandhurst cadets could not compete successfully for Woolwich, 1797–1799. Has nothing to do with Sandhurst discipline, 1900, 1901; but objects to the billiard tables, 1820.

The course is one and half years, only extended to two years in case of serious illness, 1947, 1948. To lengthen it to two years would be hard upon cadets intending to purchase, 1821, 1822. Would not teach military law at Sandhurst, 1823, 1824. As regards cadets who purchase, the course is much thrown away, 1825–1827; could not suggest a remedy, 1828. By carrying forward the marks from the half-yearly examinations, continuous study is sought to be enforced, 1958. Does not think that arrest for negligence in study would keep down idleness, 1927, 1928. Professors should report disgraceful conduct, 1929; but not punish it, or notice minor offences, 1930. Would not raise the minimum of mathematics for admission to Sandhurst, unless the College were restricted to candidates for non-purchase commissions, when admission should be by open competition, 1830. The minimum for a purchase commission might be raised a little; but the new system now under trial is better, viz., to exact a minimum each term,

ABBOTT, Maj.-Gen. SIR FRED., C.B.—*cont.*

1831, under penalty of discharge, 1832, 1833. Sees no good in classifying the purchasing cadets, 1834, 1835. Those from Sandhurst are the only Line officers with any special military education, 1836. The army serves much in India, 1837, and the Indian Staff Corps will be officered from British army, 1838. It is, therefore, important to raise the standard of officers' development, 1839, 1840. Hindustani should be acquired in India, not at Sandhurst, 1841–1843. Disapproves the giving probationary commissions to passed cadets; would appoint them at once, 1896, 1897.

Woolwich. Open competition for Woolwich works well, 1969, though originally witness was against it, 1971. The men brought forward by it are superior 1970, 2004. Is not aware of any special strain on health of candidates, 2023. It would be a calamity to reduce the age of admission, 1972; the high standard could not be maintained, 1973. Not more than one or two per cent. of candidates come from public schools, 1974. For the main part of the examination, "cramming" is impossible, 1975, 1976. The course is excellent, though Artillery and Engineer cadets might be separated after two years, 1977, by shortening the course at Woolwich and sending the cadets to complete at Shoeburyness and Chatham, 1978–1983, 2016. This would approximate the French system of a common theoretical school and special schools of application, 2013–2015. The theoretical course should not be reduced for either corps, 2017–2022. Many of the foremost cadets who would prefer Artillery are forced into the Engineers, 1979. Lives near Woolwich, and infers from what he sees that the discipline is good, 1984, 1985. Never met them smoking, 1986. They have just set up billiard tables, 1987. Believes drill instruction is satisfactory, 1988. Mathematics can be properly studied in a crowded hall, if order be kept, 1989, 1990. Doubts the advisability of the cadets studying privately, 1991, 1992, 1996. The répétiteur system is contrary to our principles, 1993, 1994, and prefers ours, 1997. There is no opening at Woolwich for the separate "coach," 1995, 1997. The mathematical course is pretty severe, few fail to obtain the required half of the marks, 1998. The questions may equal those for university honours, 1999. Does not think there is undue forcing of intellectual powers, 2000–2003. The average age of admission is nearly eighteen, 2005. The cadet is nearly 20 when he comes to the very difficult mathematical examination, 2006–2008. These men virtually enter the army at 18, 2009. Would not reduce the standard to gain a year in his entering active service, 2010. The course generally is of fair and increasing severity, with proper precaution for health, 2024–2026. The attainments at Woolwich (specially mathematics) less high than at the Polytechnic, 2027, where, as a rule, the foremost pupils choose the Civil Service, 2028, 2029. At Woolwich one language might be taught instead of two, 2041, 2042.

Staff College. The Staff College does good and satisfactory work, 2032, 2040. The subjects of study might be reduced, 2033; languages should be required for admission, 2035, when Hindustani learnt in India would come in, 2051, and the course should be entirely practical, 2034, 2036. We have not facilities for young Staff officers' practical instruction with troops, 2037. Aldershot gives insufficient opportunity, 2038, 2039. Military law is taught, 2043; sufficiently, witness believes, 2047, 2048. It is very difficult; and could not be taught to young cadets, 2044. The best works on Artillery and Engineering are French, 2045. At Staff College would give up time saved from languages to rapid sketching and reconnaissance, 2046.

British and Indian systems of Staff service are entirely different, 2049, 2050.

It would be unfair to give all non-purchase commissions to officers' sons, and would spoil the tone of education, 1872–1875. Is not in favour of giving military degrees, 1889–1894.

MOSELEY, Rev. CANON, F.R.S., Member of the Council of Military Education.

Inspection of cramming schools. Is the only civilian ever on the Council, 2053–2055. Was previously examiner for admission to Woolwich, 2056–2059. Considers satisfactory the examinations for Direct Commissions and admission to Sandhurst, 2060. The examination for Direct Commissions had to be lowered to a less difficult standard than the public school head masters suggested, 2061–2063, 2089. Few boys come direct from public schools, because those schools are too much given to athletic sports, which renders it necessary

MOSELEY, Rev. CANON, F.R.S.—*cont.*
to go to a private teacher for sake of learning, 2064. Private schools form an admirable sequel to a public school course, if their moral and religious influences are good, 2067, which he cannot say that, as a rule, they are, 2068. Does not doubt that Government inspection of private schools could be practically carried out, 2069–2071. The private teacher would apply to register his establishment and promise to open it to the inspector, 2072, who would especially inquire into moral character and discipline, 2073, and collaterally into the educational qualification of the tutor, 2074. The inspector would visit each school annually at an uncertain time, 2075. Schools disqualified would be struck off list, as several might now be with advantage, 2076. The Council would not put on the register a school whose system they disapproved, 2077, but would not undertake to recommend schools, 2105. Parents would then try to devolve their responsibility of choice on the Council, 2078, 2104, which, however, would be a less evil than the present state of things, 2079. It would be the business of the inspector's life to know the characters of schools; can say by experience that it is practicable, 2080. The system, though imperfect, would raise the moral tone of the schools; the nominations practically rest with the private tutors; schools do not dislike inspection, the majority being probably good, 2081. There are evils to justify the adoption of such machinery, 2082. Some of the schools take only day-scholars, 2083. Would insist that pupils should either be boarders or resident with their own friends, 2084, 2085. It would be still better so to improve public schools as to abolish cramming, 2086. From their advantages, public school boys ought to compete successfully against all others; but witness cannot hope they will do so, 2087, 2088. At the earlier examinations more boys came from public schools, and for Woolwich many from the universities, 2090. A public school is one under the control of a body independent of the schoolmaster; Cheltenham and Marlborough are public schools, 2091, and pass more candidates in than others, 2092, 2093, as also Marischal College, Aberdeen, and certain private schools at Enniskillen and Galway, 2094. There used to be a very successful school connected with Trinity College, Dublin, 2095. Some few come from abroad, 2096, and pass well, 2097. A public school gives great advantages to a boy, 2099. There is a modern side at Cheltenham, 2101. Cramming classes at public schools would be desirable if the boys would attend them; an attempt at Eton failed, 2102; fears the separate cramming establishment is necessary, 2103. The public school boys are deficient in education generally, 2106; boys would not have difficulty in acquiring the minimum of mathematics required, 2107, 2108. Does not think classics could be kept up at Woolwich; the Artillery and Engineer cadets might be separated earlier, 2109. Would direct the Woolwich course to teaching each cadet one military subject thoroughly, instead of trying to make each learn all, and failing, 2110. The mathematics for entrance could not be raised, 2111. Should regret to see the short time now given to mathematics lessened, 2112. A cadet may not really advance in mathematical knowledge; but the examiners' reports are not unfavourable, 2113. If possible, without injustice to others, a student should be allowed marks at the final examination for any classics he had kept up, 2114. Under competition the cadets are socially higher than they were under nomination, 2115. The classical standard is going down, 2116 Public schools do not even teach classics well, 2117.

PORTER, BREVET-LIEUTENANT COLONEL WHITWORTH (Royal Engineers), Instructor in Fortification at Sandhurst.

Sandhurst. Is one of the junior instructors in fortification, 2119; Colonel Adams being the professor, 2120, 2121.

Sandhurst now is a preparatory school for Staff Officers, 2201; the original idea having been to give professional knowledge to a large number of regimental officers, 2202–2204. The training is of little value except to the industrious, 2244. Professors are never consulted as to general reforms, 2232. A Council of Instruction, of the Governor, Superior Officers, and professors, to discuss matters of instruction, would probably do good, 2273. The subalterns of companies are well qualified, 2282. There are six professors of fortification, 2150; all acting independently, 2151, 2152. Professors are nominated by the Council, 2277. Mathematical instruction might all be by military men, 2278. Civilian professors have lower salaries than military, 2249–2252; with equal work, 2253; but they have superannuations. Military men only

PORTER, Brevet-Lieut. Col. WHITWORTH—*cont.*
serve at Sandhurst for six years, 2254. The entrance examination is sufficient for the present object; but if the education is to approach to that of a Staff Officer the entrance qualification might be raised, 2122–2126, 2131. The present examination should be more elementary and searching, 2127, 2130, 2288, 2295. Cadets often have slight knowledge of arithmetic, 2128; though not unacquainted with higher mathematics, 2129, 2296. At entrance a qualification in practical geometry or use of mathematical instruments should be insisted on, 2211. Would not reduce the age to 15, 2132, 2133. The course ought to be extended or the subjects of study reduced, 2134, 2135. Would do away with some of the voluntary subjects, which abstract time from others, 2136–2138; and omit some of the studies, as chemistry and geology, unnecessary for an ordinary officer, 2139–2141. Not all subjects are taught by lecture, 2142. Examines the fortification work of each cadet, 2143. The fortification course is advancing, 2144; and every cadet passes right through it, 2145; well, indifferently, or badly, 2297. Would prefer that cadets who, at the end of first term, are not up to the others should be put back, 2146; but has not suggested this to authorities, 2228; because he sees no probability of it being carried out, 2229–2231. The present system is superficial, 2147, 2148, as regards military subjects, 2298; the cadet being driven through without a groundwork, 2149. Monthly examinations started lately, 2221; carry on marks for commissions, 2223; and are very good, as keeping the cadets up to the collar, 2222, 2223. There is at least a week of most disadvantageous idleness between examination and end of term while examiners are making up marks; does not see how to get over it, 2182–2184; unless the "board-day" be had at beginning instead of end of term, 2185. New systems of fortification are not in obligatory course, but are examined upon, 2205. Whether Vauban's first system is obsolete is much discussed, 2206, 2207; but many fortresses are still modelled on it, as Malta, 2236. Some subjects would be best taught under the professorial system, some under the tutorial, 2208. One rule does not apply to so many subjects; in fortification the professor should be the only lecturer, and the instructors should teach the cadets in class-rooms, 2209, 2210. At present each instructor lectures in turn, 2210; in the lecture hall, 2212; with plans or models, 2213. Knowledge of field fortification would give little insight into permanent fortification, 2286. Learning to swim, or even bathing, not compulsory, 2264. Pontooning and bridging are taught, 2265. There is a mild attempt at the *répétiteur* system; it is a very good system, and is not carried far enough, 2301–2306. The instructors or *répétiteurs* should be under the lecturing professor, 2307, 2308. It would not stop idleness, but produce uniformity of instruction, 2309. There is very little private study, 2153; would not encourage it, 2154. Billiards will not teach gambling, and only objects to the tables in so far that they are shut to the junior cadets, 2176, 2177, 2214–2216. There are to be two tables per company, 2262; which would allow a moderate amount to all, 2270–2272. A man is neither better nor worse for being a good billiard player, 2284. There is no training in billiards at Sandhurst, only an effort to keep the youths from the town tables, 2289–2294. The refreshment room is only bad in so far as cadets stop there drinking, 2176, 2177. Cards are prohibited and punishment follows discovery, 2263. Boating might be made more attractive, 2283. Out of study the cadets are very slovenly, 2178, 2266, 2268, 2269; in great contrast to Woolwich cadets, 2179, 2267. Half the cadets, at least, know that they can pass for purchase, but cannot win a free commission, and therefore are idle, 2155, 2237, 2238. It might be obviated if purchase cadets were gazetted in order of passing or allowed choice of regiments in that order, 2156. The Queen's cadets, as a rule, are idle, and might go up for a direct commission, 2157, 2158. If each cadet had a fair hope of obtaining a free commission there would be an inducement to work; in that case would have severe competition for entrance, 2159, 2160, 2242. Would not shut the army against idle men, 2239; but idleness ought not to be recognized at Sandhurst, 2240. Hitherto idleness has not been punished, 2161–2164. Only knows of one case of a cadet discharged for idleness, 2224; and that was a gross case, 2241. A minor punishment should ordinarily precede discharge, 2225. Classes now vary from 12 to 16 cadets; the idlers are well known, 2310. Increase of the number of free commissions would diminish idling, 2243. Discipline has failed, from attempting to conduct the college on the barrack system, 2311, 2312; too military,

PORTER, Brevet-Lieut. Col. WHITWORTH—*cont.*

2313. The system should be a combination of university and public school, 2314. Professorial discipline is not represented, 2315. The school is treated as a regiment, 2316; the system being carried too far, 2317, 2318; but there can scarcely be an *esprit de corps*, 2321. The captains of companies mix more with the cadets than captains in a regiment with their men, 2322. Objects to a half-yearly inspection by a General Officer; the College is already treated too much like a regiment; the cadets are but youths, 2287. There is no one to whom a cadet would apply if in a scrape which would bring him into collision with authorities, 2255. The chaplain is nearest approach to a superintendent of morals, 2256; but no one is recognized in that capacity, 2257. Thinks the double staff for teaching and discipline most pernicious, 2172. The instructional staff being kept subordinate is bad for discipline, 2319, 2320. Professors have now some limited disciplinary power, which they had not until lately, but not nearly enough; they can put a cadet in provisional arrest, pending the decision of an executive officer, 2165–2170. They ought to have actual disciplinary power, 2171, 2175. Report on a cadet by a professor may be referred to captain of company, 2233; probably his junior in rank, 2234, 2235. Time will increase the disciplinary power of professors, 2281. A professor may see the same class six hours a week, 2258, 2259; which, after one term, would give him a good notion of the cadets' characters, 2260; better than the executive officer, who only sees him out of study, 2261. The professors should officer the companies for instruction and discipline, 2173; having greater opportunity of knowing the characters of cadets than the present captains of companies, 2174. Would give larger disciplinary powers to the professors, 2245, 2248; military and civilian, 2246, 2276; if the latter were carefully selected; would restrict it, however, to Englishmen, 2247. Selection of under-officers is made irrespective of professors by captains of companies, who know nothing of the cadets in study, 2226, 2227. Fewer cadets are qualified for under-officers and corporals than there are posts to fill, 2329–2332. Good conduct can only be tested by the defaulter sheet, 2333–2335. The conduct of under-officers as such as well as mere cadets should be reported on by professors, 2336–2338. Arrest on honour fails unless made compulsory under high penalties, 2180. It worked perfectly at Woolwich, 2181. The relaxation from the former strict discipline was very rapid, 2274. If breaches of discipline were severely met the present system is not too lax, 2275. Would not raise the minimum qualification for purchasing cadets, but would restrict the subjects they study, 2217–2220. Marks ought to be given in the final examination for satisfactorily performing the duties of under-officer and corporal (which necessarily subtract from the time for study), and also for riding, swimming, and fencing, 2323, 2324, 2326, 2327, 2339. Giving priority in commissions to under-officers is scarcely reward enough, 2325. Giving marks for good conduct is a different matter, 2328.

Staff College.

The Staff College does not educate as many officers as it could accommodate and the professors instruct, 2340, 2341; nor is the nation benefited in proportion to the cost, 2342. The entrance examination is ample test of a candidate's fitness, 2358–2360. Officers who have passed the Staff College with high attainments may be unfit for mounted duty, 2356. A man who fails to pass a good examination in riding should be disqualified for a mounted Staff appointment, 2357. The limited number is necessitated by the fact of Passed Officers having a claim to Staff appointments, 2343. If there were adequate reward there would be ample competition, 2344, 2347. Would withdraw the guarantee of Staff appointment from Passed Officers, and give them a pecuniary reward until appointed to the Staff, 2345, 2364. There would then be a larger body of Passed Officers to select from, 2366–2368. The present system would not ensure a competent Staff at the outbreak of a great war, 2346.

Staff.

In the Crimea, Staff officers were scarcely fitted for their post, 2361, 2362. The competition for Staff appointments will not derange the regimental system, 2363. Would still require that every Staff officer shall have passed through the College, 2365. No matter how qualified an officer may otherwise be, he will be better fitted for the Staff by having done so, 2369.

Qualifications of an officer.

A regimental officer should know arithmetic, field fortification, some surveying, military sketching, and speak a foreign language, 2197–2200; something more than an ordinary gentleman's education, 2199. Would not require fortification in examination for direct commissions, as it would be crammed, 2198.

PORTER, Brevet-Lieut. Col. WHITWORTH—*cont.*

Regimental and garrison instruction.

The success of Regimental Instructors would be doubtful; better appoint Garrison Instructors, 2348. An instructor could teach the non-commissioned officers and men field works and rudimentary fortification, 2349. At Sebastopol, officers and non-commissioned officers so instructed would have been invaluable, 2350–2352. Officers who had acquired such knowledge were employed as assistant engineers, 2353. Engineers, wanted elsewhere, had to instruct troops in making gabions and fascines, 2354. Officers who pass the Staff College would, on an average, be qualified for instructors, 2355. Theoretical knowledge is a gain to an officer who has acquired practical experience, 2279, though men beginning as idlers have sometimes shown admirable energy in active service, 2280.

Cheltenham College.

Has a son just passed Cheltenham, and under examinaton for Woolwich, 2186. Selected Cheltenham from the success of its pupils at Sandhurst and Woolwich, 2187, who appear well grounded, 2299, without intermediate cramming, 2188. The school is divided into a classical department, where classics form the main study, and a modern department for mathematics and science, with a little classics; languages taught in both; there is also a junior department prior to the separation; the parent selects the department, 2189–2193. Modern department is not exclusively for the army, 2285. The instruction, tone, and spirit are admirable, 2194–2196.

If large schools taught well, there should be no necessity for crammers, 2300.

HEAVISIDE, REV. CANON, Examiner in Mathematics for the Council of Military Education.

Mathematical examinations.

Has been, since 1858, a military examiner, 2371, 2382. Examines for Direct Commissions, and for admission to and exit from Sandhurst and Woolwich, 2372, 2433, 2474. Examinations for Direct Commissions and for entrance to Sandhurst nearly identical, 2373; and the candidates have about the same mathematical knowledge, 2477, 2478. The object in mathematics is to test general education, 2374. Candidates generally go to private tutors after leaving public schools, 2469; which do not provide the mathematics required, 2375; though it is very little and elementary; some arithmetic, low algebra, and first three books of Euclid, 2376, 2379, 2466, 2482; and any boy, properly taught, ought to pass with ease, 2448. To pass, the candidate must get 200 marks in arithmetic, and 400 in mathematics generally, 2377; 400 in arithmetic only would pass him (as regards mathematics), 2378. Would not raise the minimum, 2483. Public schools might prepare for this examination, but boys there will be idle, and then they go to crammers at the last moment, 2380, 2424, 2425, 2431, 2432. Idling cannot be prevented at public schools, 2470. Some, perhaps most, are well grounded, others merely crammed, 2381, 2468. Young men are better prepared than formerly, 2383, 2446; but the improvement is not an increasing one, nor ever is when the standard is settled, 2384. The mathematical standard was lowered in 1860, and has since remained stationary, 2385. Few fail to pass, 2484. As a rule the candidates are fairly up to the low standard, 2467, 2468; and is surprised to hear they are found too deficient in arithmetic to enter upon elementary fortification at Sandhurst, 2480, 2481. If the marks had to be got in arithmetic alone, many national school boys would obtain them, 2386. The examiners prepare the papers, 2387; and submit them to the Council, 2388, who sometimes suggest alteration, 2389.

Woolwich.

The Woolwich examination is quite different, 2390, 2447; but not above boys of average mathematical ability specially instructed for it, 2449. The average abilities of the candidates are very good indeed; mathematics could not be better learned than has been by many, 2391. The knowledge is not crammed, 2465. The standard has risen, but not in the last three or four years; the examination results are singularly uniform, 2392. For boys of 15 the examination would have to be lowered, 2393, 2394. The candidates have improved in appearance and general bearing, 2395. They show no signs of intellectual strain, 2396. Would omit differential calculus from Woolwich admission examination, and in voluntary subjects require a candidate to obtain a certain number of marks before any count; would like to separate artillery and engineer

HEAVISIDE, Rev. CANON—*cont.*

cadets early in the course, 2397, 2442. Mathematics of a high class being more imperative for engineers, 2398, 2453; though not more so than for *some* artillery officers, 2454–2458; would make it more optional for artillery cadets, 2399, 2459. Would not drop or reduce the mathematical course, but would make it less compulsory, 2400, 2410, 2417, 2460. This would be like having separate classes, 2461. Reports every half year to the Council, 2401. Extracts are published, 2402. The report in 1865 was special, 2403. Examiners do not make general reports except when called for, 2405. A cadet should certainly not drop mathematics after the entrance examination, 2406–2409. To raise the standard for entrance would be to expect more than is reasonable from youths of the age, 2411–2413. The mathematics required for artillery studies is rather a high course, 2414, and mathematics carries such heavy marks that a cadet could scarcely get through the examinations without it, 2415, 2417. "Parkinson's Mechanics" or "Dean Goodwin's Course" would suffice for an artillery cadet, 2416. It is easy examinations for which candidates cram; the more searching the examination, the less cramming, 2417. Cramming imparts knowledge with the least trouble, 2418. Not aware of any injury from preparing for a severe examination, 2419, or from hard reading at mathematics, 2420; but does not see the youths after the examination, 2441. Public schools doubtless offer the best mathematical instruction, but the boys will not work, 2421. Was mathematical professor for 20 years at Haileybury College; boys there from public schools came with little or no mathematical knowledge, 2422; less than from private schools, 2445. Is delicate about recommending instructors for candidates; does not know whence come the youths he examines, 2423.. A public school could scarcely give to mathematics the time necessary to prepare for the Woolwich entrance examination, 2424. Boys from Eton and Harrow must go to a special tutor, 2428, 2429; but youths from Cheltenham come uncommonly well prepared, 2427; and if they can adopt a like system, Eton and Harrow should do as well, 2430, though the best boys at public schools think rather of the universities than of Woolwich, 2450, 2451; whereas at Cheltenham they are more equally divided, 2452.

Sandhurst. In passing out of Sandhurst in mathematics about 13 per cent. barely scrape through; the generality know algebra tolerably to simple equations; the working cadets who strive for free commissions do very well indeed, perhaps four per cent. are nearly as good as Woolwich cadets, 2434, 2435. The course has not been very productive with the idlers, 2436, 2437. In an educational establishment it is not exceptional for half or two-thirds of the pupils to be idle, 2444.

In the Staff College the object of studying mathematics is to obtain mathematical knowledge, without a secondary object, 2438–2440. The Woolwich examinations do not admit of proper comparison with those at Cambridge, 2462–2475. Nor can the Woolwich and Sandhurst examinations (which are so different) have commensurable marks, 2463, 2464. The examinations in mathematics for direct commissions, and for admission to Sandhurst, are about parallel with that for matriculation at University of London, 2472. The six best candidates for entrance to Woolwich would about equal the six best at Trinity College, Cambridge, in the first year, 2473. The men who pass out best from Woolwich would probably have been high wranglers at Cambridge, 2476. The majority of the Woolwich cadets have a natural turn for mathematics, 2479. The only mode of diminishing the time after the Sandhurst examinations, in which the examiners are making up their marks is to spread the examination over the term, instead of taking all subjects at the end, 2485–2488.

GORDON, Rev. OSBORNE, Classical Examiner under Council of Military Education.

Has held office for eight years, 2490.

Classical examinations. Examines in classics for Direct Commissions, Sandhurst and Woolwich, 2491. Examinations for Direct Commissions and Sandhurst are identical; makes them as easy as he possibly can; the men are of quite the same quality, 2492, 2507, 2508, 2511, 2578, 2579; their average attainments being very low, 2497, their ignorance surprising, 2498, 2499; (hands in two of worst Greek specimens, 2500, 2502;) but there are not now so many knowing absolutely nothing as formerly, 2497. The Woolwich examination is higher, and the men generally better, 2495, 2521, 2563; there ancient history and classical literature were formerly tried, but have been given up, 2494. The papers he

GORDON, Rev. OSBORNE—*cont.*

produced are below the average, 2505, 2521; they could not be worse, 2506; of course the writers will not pass in classics, 2504; and the papers are not a test of the men who enter Woolwich, 2503. Bad spelling does not affect the marks, 2509; many who pass in are very ignorant of spelling, 2510. Mathematics being the staple for Woolwich, 2512; would not look for a high classical standard, 2513; but the candidates often pass very satisfactorily, 2514; sometimes they have considerable classical attainments, 2515, 2563, and might take university honours, 2516. Occasionally this happens for the Direct Commissions, 2517. In the easier examinations would limit the subjects to a few easy books, and announce them six months beforehand, 2518, 2519; but would not do so for Woolwich, 2520, which is a higher matter, 2521. Describes cramming for classics, 2522; grammar cannot be crammed, 2523. Has not examined at Oxford for "little go," 2524; but has for a pass degree, 2525. "Pass" men are far better than the Sandhurst and Direct Commission candidates; "little go" men do better because they bring up definite books, 2526; no man comes up for matriculation so bad as the worst of these candidates, 2528. On the average, the matriculation candidates are somewhat better, 2573. The break down is as much in elementary grammar as in translation, 2529; but grammatical knowledge has improved of late years, 2530. Greek grammar is better known than Latin, 2531. Has not examined beyond classics, 2532. Often men who do best in classics do best also in other subjects, 2533. Ancient history was given up (advantageously, 2575), because it was entirely crammed, 2534. Would rather publish the schools whence the failing than the successful candidates come, 2535. It is discreditable to any school to send up men of 17 or 18 unable to pass these examinations, 2536–2538, without a special tutor's intervention; 2609, the fault must lie in want of pains in the teaching, 2580–2582. Great schools do not like keeping boys after 16, unless they give promise of doing them credit, 2539. Should pass a paper with fair marks, which gave the general sense of a passage, though wrong in its grammar, 2540–2542; but many cannot construe the simplest sentence, 2543. Has never felt regret that the candidates should be unable afterwards in the army to keep up classics, 2544, 2561; but encouragement might be given to men with classical tastes to keep up their studies, 2545, 2562, as an aid to modern languages, 2611, and a point of mental cultivation, 2612. Would like to have all examinations *vivâ voce*, 2546; but time is the obstacle, as one examiner could only take 24 candidates a day in one subject, 2547. The examinations betoken low state of knowledge in English schools, 2548; has no means of comparing with foreign schools, 2549, 2583. In the last 10 or 20 years more subjects have been introduced into schools, but classical knowledge has not improved, 2550. Has known 50 per cent. of the men plucked for their "little go," 2551; but has never allowed more than 20 per cent. to fail at army examinations, 2552. Cheltenham and Marlborough send more successful candidates than any other two schools, 2553, 2554; a good many from Rugby; few from Eton, 2555. Cheltenham's success is due to its modern department, 2556, 2600, 2601; which would be a good institution at other public schools, 2557, 2602; speaking in the interest of liberal education generally, 2603–2605; and would not seriously damage the chances of men who changed their minds, and wished to go to Oxford, 2558. Greek only need be absolutely given up, 2606. One third of the men who take up Latin do not bring Greek, 2559. There is but one Greek paper for Direct Commissions and Sandhurst, and two for Woolwich, 2560. In public schools boys study hard or not at all; the desire of knowledge is not strong in the human mind, 2564, 2565. Thinks a great deal of physical science is required from Woolwich candidates, 2566. Oxonians who have passed "moderations" are admitted direct to the army and Sandhurst, 2568, 2569, and are a very desirable class to encourage, 2570–2572; the mixing of older and younger men is an advantage, 2574, 2577, 2593–2599. Would let the "moderations" clear equally for Direct Commissions and Sandhurst, 2576. Does not think foreigners excel Englishmen in classics, 2584; but the Scotch, and especially the Irish boys, are better grounded, 2585–2587, and have a better pronunciation, though a local accent, 2588. A school in Galway sends us good men; Trinity College excellent men, 2587; but an Irish boy of 16 is sharper than an English boy of the same age, 2589, 2590. Considering the time spent on dead languages, the ignorance is amazing, 2591; it may result from pushing boys in public schools prematurely from class to class, 2592. Men will not learn classics,

GORDON, Rev. OSBORNE—*cont.*
2606; and in that view the establishment of a school of modern history at Oxford was a great gain, 2607; as the result has shown, 2608.

VINTER, Rev. F. W., M.A., Professor of Mathematics at the Royal Military College.

Sandhurst. Has been 10½ years Professor at Sandhurst, 2615, having been previously at Woolwich for seven years, 2614–2618, 2665. Is the senior teacher of mathematics; there is but one professor in each subject, 2619. His only control over the mathematical instruction is to advise the masters, ordinarily through the Superintendent of Studies, 2620; but has very little power, 2668; none as regards an incompetent or careless master, 2669, 2670. His opinion is taken, and usually acted on, in almost all mathematical study arrangements, 2621, 2675. Should only communicate with Commandant if Superintendent of Studies were absent, 2671. The cadets are classed by their attainments and progress (rather as their terms than their mathematics advance) from the junior master's class upward to his own, 2622–2624. The apportioning to the classes is made independently of him, 2624. Mathematics cannot be taught by lecture only; varies his mode of teaching incessantly to suit different pupils, 2626; but whether a cadet has completed his course or not he is examined in the whole of it; a cadet has for mathematics 4½ hours or 6 hours weekly; the third section course of practical mechanics and hydrostatics would take a cadet of fair ability a year, 2626, if he knew nothing of it before, 2627. Of the candidates for entrance those most advanced in mathematics are often those who have failed for Woolwich through the superficiality of their reading; the most satisfactory are those with some ability and a moderate but sound foundation, who do most of their work at the College; it is difficult to persuade cadets who have read widely and loosely to be content with a shorter course; many of the best candidates examined for Sandhurst go to Woolwich instead, some to neither place; competing cadets work very hard; their men are better when the admissions to Woolwich are few; the fortification instructors often complain of the badness of the cadets' arithmetic; takes this *cum grano salis;* however, would always assume a cadet's ignorance of arithmetic at starting and teach him accordingly; complains of an examiner who expected better arithmetic, 2630. Private study is desirable, but should be left to cadet's option, 2631; has no authority to require it, 2682; it is permitted, 2683; there might be better opportunities for it, 2632, 2633, 2657. Has no alteration to suggest in the present mathematical course; logarithmic work has been lately added in the first section, 2634; some Euclid and quadratic equations being transferred to the second section, 2635. The change was beneficial, 2636. Cadets had some previous instruction in the instrumental part of mensuration; adopted a plan of simplification by which every triangle could be divided into two right-angled triangles, 2637. The trigonometry and algebra are limited to those parts bearing on an officer's professional training, 2638–2640. Professors have recently had power given them of putting cadets in arrest in or out of study, 2641, 2642; an improvement, but, on the whole, his cadets are well behaved in study, 2643. There is fear that junior instructors, with greater powers, might use them injudiciously, 2644. Cannot say if a professor has exercised his power of placing a cadet in arrest out of study, 2645. Would not act the spy on a cadet; if he recognized a cadet who entered a forbidden house, is under positive orders to report him, 2646. Would let cadets go up for the minimum course of mathematics at end of second term; and, if qualified, let them drop further mathematics unless they purposed competing for free commissions; this would separate the working men from the idlers, 2647; who are those who find out early that they have no chance of free commissions, 2648. Believes idleness is punishable by impositions, 2649. When his cadets idle, he tries to persuade them to work, 2650; often with success, 2651. Should speak in a friendly way to a cadet as to any minor offence before reporting him; if they pledge their honour, the better class rarely break it, 2652. There is some analogy between his position towards his cadets and that of a college tutor to his pupils, 2653. Believes that he exercises a moral influence on the cadets under him, 2654. Finds no difficulty in carrying out instruction in the hall of study; his classes are not large, 2655–2657. A cadet may be taught too much as well as too little, 2656. To omit altogether higher mathematics would be to restrict proficient mathematicians to the Artillery and Engineers, 2659.

VINTER, Rev. F. W., M.A.—*cont.*
The higher Sandhurst course is professionally necessary for understanding military questions of a high character, 2660, 2661, and is a good preparation for the Staff College, 2662; but not high enough for practical use to an artillery, engineer, or Staff officer; there is no differential calculus, 2663; though, during Crimean War, many artillery officers entered not better qualified than the upper Sandhurst cadets, 2664. Salaries of the non-military professors at Sandhurst are lower than at Woolwich, 2666, 2678, and low as compared with public schools, 2667; but the mathematical masters are on the same scale at Woolwich and Sandhurst, 2679. Should receive a written answer to any written suggestion he might make to Superintendent of Studies, 2673, 2674; after reference to the Council if necessary, 2675. Does not, unless exceptionally, communicate direct with the Council, 2672. Would not be responsible for the whole mathematical duties without a much higher salary, 2676; but thinks the professor should have that responsibility if understood from the first, 2677. The professors and masters have as much as they can do, 2680, 2681. Cadets cannot do much mathematics out of study without aid from masters, 2684; but knows no place where students do more work when not under the eye of the master; there is much idleness at universities, 2685. Cadets, as a rule, would not work alone, 2686. The mathematical knowledge of those who obtain free commissions is fair but variable, 2688. The lowest cadets who pass for purchase obtain at least one-fourth marks in the obligatory course, 2689–2691, earned in one subject by one, in others by others, 2693, 2694, which represents a useful amount of knowledge by bringing in the logarithmic work, 2695, a subject badly taught at schools, and found deficient even for the Woolwich entrance examination, 2696. To give the civilian professors and masters care of the discipline would interfere with the military arrangements, 2697, 2698; but they had some disciplinary power at Woolwich, 2720. There are often five or six cadets fit for nothing, and the tone of the place would be improved if they could be knocked off, 2701, quietly, as at Cambridge, 2702, 2703. The discipline difficulty would not apply to military professors, unless it increased their work too much, 2704. The under officers and corporals ought to have more responsibility, and therefore power in preserving discipline, as they have at Woolwich, 2705, 2706, 2719. Is personally acquainted with the system of teaching at Cambridge, 2707, where the private tutors chiefly do the work, 2708. At Sandhurst the mathematical master supplies his place and that of the College tutor, 2709. Two years proved the most satisfactory period for the course, 2710; the cadets acquired an attachment for and pride in the College, 2711; and fathers have for that reason sent their sons, 2712. In the entrance hall there is a list of cadets who have distinguished themselves, 2713; but there is no pure æsthetic decoration to give cadets a pride in the place, 2714. Does not compel cadets to use any special books, except in mechanics, trigonometry, and mensuration, 2716. It is better not to have any precisely fixed course of mathematics, 2717. The instruction is as practical as possible, 2718. There is not the bullying at Sandhurst which used to be the great scandal of Woolwich, 2721. Would give the professors a share in the final examination; would have the names of cadets mentioned publicly who should be worthy of the distinction; mathematical powers of youths frequently do not develop till they are 16 or 17 years old; cadets when in York town should wear strict uniform, 2722, which might indirectly check their going there, 2724.

WALKER, CAPTAIN EDMOND (Royal Engineers), Senior Instructor in Military History at the Royal Military College.

Sandhurst. Has been senior instructor nearly four years, 2726, 2727, 2733. The course in military history described, 2728, 2806, 2807. Would not attempt to teach the whole theory to cadets, 2773, 2774. In some respects the instruction has been gradually improved, 2729. It is by lecture, followed by note study on the part of the cadet, who comes to the instructor for explanation in a difficulty, 2730, 2821. The note study is in the halls of study, 2731; the professor being present, 2732. The instructors are independent of the professor, but all are under the superintendent of studies, 2734. Text-books on the elements of the theory are required, 2735–2737, 2775, 2776, 2779. Two-thirds of the cadets come in with sufficient general education to avail themselves of the special instruction in military history; one-third are deficient in history, geography, spelling, and writing,

WALKER, Captain EDMOND—*cont.*

2738, 2739. There is generally a deficiency in history, geography, and spelling, 2740, 2741, 2821. A cadet passes on to the next division whether he has mastered the previous division or not, 2742, 2743. There is very little idling in his department; the interest in the subject has increased, 2744, 2771, 2805. The cadets show very fair average intelligence, 2745. The very lowest cadets do not improve their powers from first to last; the others do, 2746. The Queen's and Indian cadets need not compete, 2747; and are mostly idlers, prejudicial to the College, 2748. Would double the standard they have to pass, 2749, 2750; requiring them to pass a higher qualifying examination than the cadets for purchase, 2751. Would prefer that arrangement to giving them commissions without passing through the College, 2753. Would like every officer (under 21) to pass through the College, 2754. The system of DirectCommissions damages the College, 2755. Would wish to remove every reason for prejudice against the College, 2756. There are undoubted advantages in drawing men from different sources of education; would take them from all sources, but pass all through Sandhurst, 2757. Men of 16 and 20 may mix without disadvantage, 2758. Would be much against reducing minimum age, and would forbid teaching of military history under sixteen, 2759, 2760. A cadet may pass out after two terms, 2761, which is objectionable, 2762, as lessening the incentive to study soundly, 2763, 2765, 2766. Supposes cadets who so pass out get their commissions more quickly, 2764. Sees no particular object in, or objection to, amalgamating Woolwich and Sandhurst; would let the best Sandhurst cadets go into the practical class at Woolwich, *en route* for the Artillery and Engineers, 2767, 2859–2863. The Sandhurst entrance examination should be more severe; would keep up the present numbers, 2768. There is a sufficient proportion of commissions without purchase, 2769, 2770, as an incentive to work; but if men came to Sandhurst better prepared, a larger number of free commissions would be necessary, 2772. The instruction in military history is sufficiently practical, 2777–2779. Teaches the elements of the theory of war, 2780, and examines cadets in a particular war, 2781, 2782. The examinations are entirely founded on the lectures given, 2784. Would have the questions at Sandhurst more simple than at Staff College, 2783. Tactics can be well taught without experience in the field, and some knowledge of the theory will facilitate entering into manœuvres, 2785, with the aid of the drill taught at Sandhurst, 2786, 2791. Knows little about the Sandhurst drill, 2787, 2788. Tactics and strategy are only briefly touched on, 2789, 2792, 2812, 2813, and the cadets profit thereby, 2814. Knowledge of drill is essential for understanding tactics, 2790. The superintendent of studies can always alter the course or time of any study, 2793. Some such changes are improvements, others very inconvenient to the instructors, 2795, 2801. Professors and instructors should be consulted as to contemplated changes, 2796, 2797. Are within seven or eight miles of Aldershot, 2798; than which there is no better place for seeing tactics practically, 2799; and a class of cadets might be taken there on duty, 2800. Thinks military history, and its connexion with theory, is taught at French, Prussian, Austrian, and Italian military colleges, 2802–2804. Examinations in military history, with marks counting towards commissions, are weekly, quarterly, and half-yearly, 2806. Lectures on ancient campaigns (even Marlborough's) not permitted, 2808. Has gone beyond mere technical instruction, but it has not been approved, 2809. Makes the instruction analytical, 2811. It would be an encouragement if a member of the Council occasionally attended the lectures, App. II. (D.), p. xiv. Thinks the course exercises the memory and makes the cadets reason upon the thing, 2815–2818. The cadet's perception of the lecture is proved by his work on a military sketch, 2818. Dwells much upon military geography, 2819. Would like to teach it on Lavallée's system, 2820. Ordinary history and geography are a very desirable preparatory knowledge, 2822. The professor or instructor combines the duties of professor and répétiteur, 2823, 2824. Sees no gain in dividing the functions, 2825, 2826. Thinks cadets might be more encouraged to study in their rooms, 2825. If so, they should read the same subject in different classes, as in French or German, 2827–2829.

Although the professor could superintend the note study, it does not follow that every instructor could lecture, 2830. A text book is desirable, and preferable to the professor preparing his own lectures, 2929; but knows none quite applicable; McDougall's is the nearest, 2831. Has not used Mr. Chepmell's book, and cannot judge of it, 2832. A text book before adoption should be approved by the Council, 2833, 2834. Does not believe half the cadets idle, some do; almost all work at military history, 2856. As encouragements to study, would give exhibitions to the best cadets, tenable for three years or while ensigns, 2857, 2858. Very much doubts the necessity to an officer of the Woolwich high mathematics, 2861, 2934; and it may interfere with acquirement of other subjects, 2936; but would not lower the study, mathematics being the best mental test, 2935. Would limit the fortification course to field corps, App. II. (D.), p. xiv. Would allow a cadet to take, at his option, high mathematics, classics, or general history, App. II. (D.), p. xiv. Would abolish marks for chemistry and geology, and make attendance on those lectures purely voluntary, App. II. (D.),p. xiv. "Independent study" means that, when particular studies are proceeding, certain cadets are exempted from attendance, and under the name of independent study do nothing but lie on the grass smoking. They are on honour not to break bounds, but under no supervision whatever. The system is bad for discipline and study. Would require cadets not taking up one study during hours of study to take up some other, in good faith, 2885–2891. Cannot say when this system commenced, 2914. To make the cadet prepare beforehand certain work and bring it to the lecture, would make all the studies "independent," 2892; it would diminish the Professor's labour; but change the whole system, 2893, to that of the public schools and universities, 2895. Boys not disposed to work would do nothing, 2894. As regards military history this mode or the present would work well, 2896. Cadets work six hours for four days a week, and four hours and a half on Wednesday and Saturday, 2923; and would scarcely have time for free study, 2897–2899, which witness has heard condemned at public schools as regards mathematics, 2900. The Sandhurst principle is only to work in the study hour, before the professor; but a minority work more just before the examination: few would study mathematics by themselves, 2901–2903, 2924, 2927, 2928. Military history is very popular with cadets, 2911, and teaches them that war is not a hap-hazard thing, 2912. Does not think they prefer it to some other studies because it can be done in a lazy way, 2810. About 30 young men attend a lecture, 2918. One hundred would be a better number, and all lectures should be in the lecture hall, App. II. (D.), p. xiv. It is difficult to lecture with two or three men talking in a corner, a corporal could soon stop it, 2919. Cadets write a paper on the subject of the lecture, and the marks on it count, 2925, 2926. Sees no objection to free study if there be time for it. Thinks the campaign to be lectured on might form previously the subject of reading in the French and German classes, and of topographical study, 2929, 2930. To study a military subject without lectures, involves access to a large library, 2938. Books from which to give suitable lectures are rare, 2920. It would be better for a cadet to master some selected portion of military history than to get up abbreviated barren history and dates, 2921; but the Sandhurst lectures are not abbreviations, 2939. Witness has 61 hours work weekly; has mostly to prepare his own lecture plans, 2872; besides walking to and fro from two miles off, 2873; that is 10 hours a day, besides walking; prepares his lectures from 10 p.m. to 2 a.m., 2875; and practically writes fresh lectures every term, 2913. This is a fair sample of the professors' work, 2876; all work hard, though some may have less home work, 2877. Some had private pupils, but might have had other instructors for them; witness contrived to give his own son one hour's teaching a day, 2878. The professors have now sufficient disciplinary powers, though they would be much helped by under-officers or corporals, 2849. The civilian professors not wearing uniform, while the military professors do, derogates from the authority of the former, 2851. All professors and masters (including those for languages) should be military officers, App. II. (D.), p. xiv. The professors and masters could not, without great increase of strength, take duties of captains and subalterns of companies, 2850, 2871; unless their study work were reduced, 2909. Arrest should always be on honour, as at Woolwich, 2852, 2853. Optional, or limited honour, as at Sandhurst, does not work, 2854, 2855. The link of effective under-officers and corporals is much wanted to preserve discipline in and out of study. Would select the cadets first on the study list (including drill and gymnastics), 2870, for the office (subject to veto by captain of company and commandant), and would encourage them in the important duty by a grant of marks towards the final examination, to be reduced

WALKER, Captain EDMOND—*cont.*

or lost by misconduct or reprimand, 2835–2848, 2869. There are no lance-corporals, 2864. Under-officers and corporals might be made on probation, 2865; there are none in the third division, 2866. Would have corporals from the higher classes to take charge of the junior classes; the promotion of a cadet should be out of his own company, 2868. High standing in studies does not influence appointment as under-officer, 2904, 2905. The senior under-officer may be lowest in the final examination, 2906. Prefers the Woolwich to the Addiscombe system, 2907, 2908. A cadet put in arrest by a professor goes to the guard-room, 2879. It is bad for discipline that any cadets are allowed to go to Aldershot, 2880, 2916. Does not think the Sandhurst cadets less smart than those at Woolwich, though more slack in the ranks, but that occurs in the army generally, 2881; has seen the cadets slovenly dressed, 2882, 2883, but not with coats off, 2884. Should not approve of fines for misconduct out of study, 2915. Oxford students are older and steadier than senior cadets, 2917. It would be good to make Sandhurst the road to a free commission certain, unless forfeited by idleness or misconduct, if the standard were sufficiently high, and the securities for continuous work, 2931, 2933, with a very much higher entrance standard, 2932. The course would be assimilated to Woolwich, with lower mathematics, 2934.

HALE, CAPTAIN L. A. (Royal Engineers), Instructor in Fortification, Royal Military College.

Sandhurst.

Has held his office for 6½ years, 2942. Would either reduce age for admission and keep cadets longer (making it a school without military discipline, 2976-2978), or maintain the age (and the military system, 2979) and reduce the number to those for free commissions, giving them a sound military education, 2947. Is in favour of a smaller college and a higher standard, 3043, 3087, without double government, 3044–3046, 3088; a place of instruction with reduced military organization, under a civilian head if a suitable man could be found, 3049, 3086. Ten years ago the junior department was greatly like a public school, 3026.

Cadets on entering have sufficient general education to take up their studies, but know very little arithmetic and no fortification, 2943–2946, 3009–3011. If head masters of public schools knew that candidates came deficient in elementary knowledge they might produce more forward scholars, 3081, 3082. The course is greatly advantageous to 37 per cent.; 35 per cent. learn something; 28 per cent. nothing whatever, 2948, 3012. Less than one-eighth of army officers derive advantage from Sandhurst, 3013, or one-sixth, 3063, 3064; which may be an advantage to army, 3065. A vast number do not profit, 2949. Two-thirds of the cadets are listless and apathetic, 2950, from their first entrance, 2951, 3039. There is no *esprit de corps*; no leaders to set a tone, 2952; the course is too short for it, 2953. The cadet soon knows if he will be below the free commission list, and, if so, idles, 2954, without punishment, 3095. This evil would be met by reducing the numbers, 2955, and raising the entrance examination, 2956. If cadets were reported on monthly, and punished for idleness they could not pass through without some work; present monthly reports useless, 3080, 3096, and unnoticed, 3099–3102. The Queen's and Indian cadets are as energetic as the others; a good man in study is good out of it, 2960, 3035. Cadets who pass worst have sometimes the best memories, 3109, and show general intelligence, 3110. Attributes the tone of cadets to the system at many private tutors; they would be better from a public school, 3040–3042. The listlessness exceeds that at public schools, 3112; but cannot account for it, 3111. Cadets from private establishments do not come with bad *physique*, 3113. Hospital cases not numerous, 3114. Permission to smoke is nearly unlimited, 3115–3118. The military knowledge of the idler who purchases a commission is very small indeed, 3015. Would diminish idleness by raising the qualification for a purchase commission, 3103–3106. Great idleness should be a bar to obtaining a commission, 3093, though cadets averse to study may have turned out excellent regimental officers, 3079. Cadets are slovenly, because there is not a large town near, 3007. Have a bad name at Aldershot, 3008. Out of the grounds they should be in full dress, 3083, 3084. If military system be retained, to give the students forfeitable rank would improve their tone, 3006, 3050–3052.

Would retain the present studies, 3089. The course is shorter than at most military and civil colleges, 3121.

HALE, Captain L.A.—*cont.*

An extra half-year would make little difference, 3122, but would be in favour of the authority of the senior cadets, 3123. In that case would make final examination higher, 3124. Would prefer three terms to two, 3108. Sees no objection to a cadet passing out after two terms, 3125. Men educated theoretically and wholly practically are not comparable, 3068.

Discipline at Woolwich was far stricter than at Sandhurst; there is more supervision; and there is advantage in the neighbourhood of a large garrison, 3053–3057. Calling the cadets a battalion is of no advantage; they are brought up with false notions of discipline; arrest, on parole or without parole a false system, 3047, 3048. The billiard rooms do not encourage lounging; but drinking and smoking late in the refreshment room destroy energy, 3126. The bad tone is attributable to a few ungentlemanly idle young men; as a rule the cadets are most gentlemanly, 3126*a*. Objects strongly to the captain of a company dealing with any offence committed in study hours, 3003, 3004. Would punish for idleness, 2967, 3092, 3094, as such, 3100, on a professor's report, 2999–3002, simply, 3005, through the Superintendent of Studies and not the Commandant, 2968, 2970. Would combine these two duties, 2971, and nearly entirely those of professors with officers of companies, 2972, 2998, 3022, preferably to having an adjutant, 3085. The tendency is to treat military professors as regimental officers, 2972. The professors might take duties of company officers, except that of subaltern of the day, 2973. The change would be desirable if the military system be retained, 2974; but that system is a failure unless the College be reduced, 2975. Thinks one officer, as an adjutant, could scarcely take continuously the duty of the subaltern of the day, 3097, 3098, which lasts from 6 a.m. to 10 p.m., 2972, 3024. Would not entrust the duty to the serjeant, for fear of bribing, 3025. Was educated at Woolwich, 2957; there the "old cadet" system, bad as it was, helped to maintain discipline, 2958. During an instructor's absence the senior cadet is in charge; but is often unfit, 3060. A month is a short time after which to make a cadet corporal, 3061. With halls as built at Sandhurst, doubts if corporals and under-officers could maintain discipline in study, 2993, 3059. Has had a difficulty only once in maintaining discipline in his class, 2994. That was a case of very bad language, 3027. Swearing is punishable, but should rather reprove than report it, 3028, 3029. Has rarely to exercise his power of putting a cadet in arrest, 2995. The under-officers are not in a position to exercise authority, 2996. At Woolwich they were senior cadets, which gave them prestige. There is a want of indirect supervision, 2997. Corporals and under-officers are appointed by Commandant, on recommendation of captains of companies, 3069; cannot say if Superintendent of Studies be consulted, 3070. The influence of the under-officers is very small; but occasionally a cadet has great power over his fellows, 3034. In selecting under-officers the professor should have a voice as to character; but would not go too much by the study marks, 3035–3038, 3058. Selection without any reference to professors prejudices instruction, 3062.

Sandhurst does not serve its purpose of giving a good military education to officers of cavalry and infantry, 3014, so far as fortification is concerned, 3071. The Professor of Fortification has not general charge of that subject, 2980. The instructors work independently in couples, 2981. The professor should be responsible for the whole instruction, referring to the Superintendent of Studies, 2982. The *répétiteur* system is admirable; was tried and succeeded; but abandoned on personal grounds, as unpalatable to some of the instructors, 2983–2985. Would make the fortification thoroughly practical, confining it to field-works, except for a month at end of last term; out-door work has succeeded well, the cadets liking it best and taking interest in it; the idlers took longer over their work, but the drill was by squads, dismissed as their work was done, 2986–2992, 3019, 3066–3068. If the number were reduced to merely working cadets, and the advanced fortification (needless for cavalry and infantry) cut out, the course need not be lengthened, 2961, 2962. There would be sufficient incentive to industry, as the cadets would take interest in the subject. At present, having to get a whole class through together, he cannot give time enough to each, 2963; therefore the knowledge acquired is superficial, 3072. Whether a cadet understands his first course or not, he must pass on to the second, 2964; a bad system, but unavoidable with classes, 2965, 2966; and he is not disposed to alter it, 3090, 3091. The fortification course is sufficiently practical, 3016, Per-

HALE, Captain L. A.—*cont.*
manent fortification is useful to those who may afterwards pass through the Staff College, 3018. Vauban's first system of little benefit, 3020, and greatly obsolete, 3021. In an attack on fortifications a man, however well instructed from a book, would be at a loss to know his position, 3074, 3075. Sufficient materials for fortification practice are provided, 3076. Practising cadets in strengthening positions might rouse their energy, 3077, 3078. Any increased incentive to learning would be good, 3031. Would like to see obligatory as well as voluntary fortification got up out of study, 3032, 3033. Recent examinations in fortification have been pronounced unsatisfactory; sufficient notice is not taken of the shortness of the terms; the examination is hurried, on account of Woolwich, 3107.

Does not think the professors generally are worked as hard as in the military history section, 3023. The "independent studies" were very bad; there are none now, 3030, or very few, 3119; and those with the idlest cadets, 3120. Private study, taken up weekly, might promote industry, but would confine it to obligatory subjects, 3073.

FARMAR, BREVET-MAJOR WILLIAM ROBERTS, Captain of a Company of Gentlemen Cadets, Royal Military College.

Sandhurst. Has held his appointment nearly eight years, 3128. Has the general superintendence of the cadets in the A Company, 3129, 3130; for the discipline of which is entirely responsible, 3133. A cadet always remains in the same company, 3131, 3132. Adjutant's duties relate to drill and have nothing to do with dormitories; all officers have a general supervision of cadets out of doors, irrespective of company, 3134–3136. Subaltern of the company acts under captain, 3137, except every third day, when he is on duty at the College, 3138. There is a captain of the day, 3139; his duties, 3140; and he goes through the mess halls as in a regiment, 3145, 3146. Witness's quarters close to his company's dormitories, 3141, which he visits frequently, 3143; would be sure to know of disorder, 3142.

An officer is not present during the whole time of mess, 3147; the senior under-officer is in responsible charge, 3148. There are 10 corporals per company, 3149; none supernumerary or lance corporals, 3150. Has been able for the last year to punish for minor irregularites to extent of three days close arrest, 3151, 3154, 3236, 3237; reporting the case to Commandant on Monday following, 3153. For any severer punishment has to refer to Commandant, 3152. A professor's complaint would go to Superintendent of Studies, 3155, 3278; who would punish, 3280; and witness would not take it up unless specially referred to him, 3156–3159; does not think functions of professors and of captains of companies clash, 3277. Discipline is generally satisfactory, 3168, 3177; fairer than in Colonel Scott's time, 3256; and complaints have been much exaggerated, 3169, 3170. Was present at previous disturbance, 3171. The cadets were much excited, 3174, thinking that Sir H. Jones had broken faith with them; an under-officer of witness' company stopped the whole insubordination, 3172, and his conduct was much approved by Commander-in-Chief, 3174–3176. Two or three cadets were sent away, but were allowed to purchase afterwards, 3253, 3254. The civil professors have the same power, but less moral control than military professors, 3162–3167. Professors should look up to Commandant, rather than Superintendent of Studies, as responsible for everything under the Governor, 3160, 3161. At present the authority is too divided, 3235, and professors want *esprit*, 3256; and do not support the company officers, 3282. The Commandant should have the powers of a head of a college at Oxford, 3178, including rustication and dismissal without appeal, 3179–3181, which is not the case now, 3182. At present his action is confined to discipline, 3301; he might with great advantage undertake the duties of Superintendent of Studies, 3298–3300. "Independent study" is a premium on idleness, 3183, and smoking, 3184; resorted to by many cadets daily, 3185, 3186; unsettling others and unfair to parents, 3187. Believes these cadets keep bounds, 3188, 3224–3226; should report one he saw beyond, 3189, 3190.

Recommends for corporals and under-officers from third-term cadets; second-term cadets were tried and failed, 3191, 3238, taking study marks and good conduct together, 3192. Enters everything in defaulter sheet, 3193, 3194. Professors report monthly, for Commander-in-Chief, on cadets' conduct and progress, 3195; would not himself know of a cadet's punishment for inattention, 3196; though a company officer is always present when Commandant punishes or warns, 3197. There is no recognized punishment for idleness, 3198; but in rare and very bad cases his friends have been advised to remove a cadet, 3199–3201. Course is too short to give under-officers much power, 3202; they are too nearly of an age with other cadets, 3203; they have authority enough, 3204. To increase the course to four terms would give them more control, 3239; quite satisfied with them as a body, 3205; the cadets to choose from are rather limited, 3206; the appointment is an object of ambition, 3207. Under-officers and corporals, on passing out, are gazetted first, 3208; not always considered a boon, 3209; means priority of appointment, not choice of regiment, 3210. Cadets often wait for their particular regiment, 3211.

The billiard rooms are a success, the public houses being comparatively deserted, 3212, 3213. The senior cadets exclude the juniors from the tables; the juniors are not allowed in the rooms at night, 3214, 3215; but are by day, if possessing a good conduct decoration earned by being four months clear of defaulter book, 3216 (which also carries additional pocket money, 3217); no cadet can play unless he have the good conduct decoration, 3218. Cadets of all grades frequent the room, 3219. Beer cannot be taken away from the bar, 3220; Witness visits the billiard rooms unexpectedly at night, 3260. Approves of the military organization, 3221–3223, 3231; but sometimes Commanding Officers find Sandhurst cadets too conceited, 3230. In close arrest, cadets may give parole or not; those who do not, break arrest, if possible, 3226. It is a few irregular cadets who refuse, 3227. The alternative should not be given, 3228, 3229. The College has formed a battalion since the present Commandant has been there, 3232, 3233, which would not put instruction in the background, if all were under Commandant, as in Colonel Scott's time, 3234, who held the reins as regards the professors, 3255. His under-officer visits the bedrooms, 3240. There is a corporal or responsible cadet in each room, 3241, who ought to report any case of intoxication, 3242. Open arrest is confinement to College grounds, 3243, 3244; does not exempt from roll call, 3245. A captain of a company can sentence to three days open arrest, 3246. Extra drill is instruction drill, 3247, and not used as a punishment, 3248. Superintendent of Studies (who is also major, 3250) can punish with seven days close arrest; he refers serious cases to Commandant, who can give 14 days, 3249. The Superintendent of Studies, as major, can punish misconduct out of study, 3251, 3252. Should place a cadet using bad language under arrest and report to Commandant, 3257. Quarrels are not decided by fighting, 3258. He and his subaltern frequently go round the College at night at uncertain hours, 3259. The subaltern visits the halls during study, 3261, to see if instructor be there, and make arrangements if he be absent; this should not lower the professor in his cadets' eyes, 3291–3294. There is very little bullying, 3262. Visits his cadets in hospital, 3263. Hours for smoking not limited, but not allowed in dormitories, 3264. Riding instruction is popular and the master well attended to, 3265–3267. In drill, cadets in turn act as company and field officers, 3268, 3269. Never interferes with professors, 3270. Has never met with disrespect from a cadet, 3271. Drunkenness is not common and could not pass unobserved, 3272; the morning punishment report would show it, 3273. Disapproves of fines for swearing, 3274. Mutinous movements might be repressed without difficulty by officers accustomed to regimental command, 3275, 3276. The cadets are as smart as can be expected, 3281; the case at Woolwich is essentially different, 3282.

Cadets learn much of regimental economy; they may in some cases require re-instruction after joining a regiment; the mass of cadets know perfectly the duties of rank and file; the under-officers and corporals could command a company, 3283–3286, 3289. Practically, Commanding Officers are prejudiced against Sandhurst drill, but time does not admit of further instruction, 3287; unless course were lengthened and free commissions given to all cadets of good character, 3288. A cadet who has served in the ranks cannot be expected at once to take command of a company, 3290. Has heard of a cadet being impertinent to a professor, who reported him, 3295; supposes he was punished, 3296; such words would not have been used to a disciplinary officer, 3297.

HALLEWELL, BREVET-COLONEL E. G., Commandant, Royal Military College.

Sandhurst. The object of Sandhurst is to introduce a military tone; eliminate that and it would be best to abolish Sandhurst and trust to public

HALLEWELL, Brevet-Col. E. G.—*cont.*
schools, 3771, 3772. Says nothing against limiting the numbers at Sandhurst to those for whom there are free commissions; but considers that either all line officers should pass through the College or all should enter by direct commissions and the College be abolished, 3379, 3387, 3556, 3773, 3774. To pass all officers through Sandhurst would involve 700 or 800 cadets, with an augmented staff, 3728. To increase cadets would not render discipline more difficult, 3727. Would expand present college, not add others to it, 3729.

Is aware that the College used to be self-supporting, 3622, 3623. Goes into the estimates before the Governor has them to send to War Office, 3624. Assuming the cadets at 300, the average annual cost is 168*l.* 2*s.* 9*d.* for a Queen's or Indian cadet, or 118*l.* 2*s.* 9½*d.* for other cadets, of which one-fourth is for maintenance, and three-fourths for education; this is exclusive of cost of buildings and grounds; for a smaller number of cadets the expense would be greater; details the items, 3510–3514. The charge is necessarily high from the nature of the course; does not think either executive or professional staff could be reduced, except by a combination of the two, 3515–3518. The persons who do duty at Staff College also could not be dispensed with at Cadet College, 3630, 3631. In 1866–7 about 16,000*l.* was paid on behalf of cadets, 3634, leaving about 20,000*l.* to be provided by Government, 3635, or 16,000*l.* if cost of the 20 Queen's and Indian cadets be omitted, 3636–3639. 300 cadets paying each 100*l.* a year and the cost of his equipment would cover five-sixths of the cost of the College; the loss arises from the low payments for officers' sons, 3651–3653a. Without Sandhurst sons of quartermasters, &c. could obtain education enough to pass for direct commissions, 3654; but they would lose an advantage if they had not access to it, 3655–3657. Various officers receive half-pay in addition to college emoluments, 3626–3629. About 190 cadets enter army annually, 3640, but only those who obtain free commissions (35 or 37 per cent.) really obtain great advantage, 3555; the service does not derive money's worth from the military education of half the cadets (say 60) on the "B." list, 3558, 3641, 3643–3645. Nevertheless it is a gain to the army that one-sixth of the officers should enter with some military knowledge, 3658. There is public feeling against Sandhurst education, 3388, and strong prejudice in regiments against the cadets, 3390–3392. Would rather raise the prizes than the qualification for a purchase commission, 3743, by splitting up some of the free commissions into money rewards, 3380–3386; or if the cost to the country of the purchase cadets (6,000*l.*) were divided among those next after the "A." list, it would secure greater efficiency; each cadet should then pay his full cost, 3646–3648. Approves of battalion organization, as a school of regimental instruction; therefore approximates to the utmost the conditions of a regiment of gentlemen, 3345–3348, 3529. The education is not satisfactory; excepting for those who pass out best it is very superficial, and only a system of cramming, 3373, 3374, 3556. The most is not got out of the College for the benefit of the service, 3557.

Unless Sandhurst were made a mere boys' school would not reduce the minimum age for admission; boys should be left at the public schools as long as possible, 3375, 3376. Relatively with present ages of ordinary cadets sees no disadvantage in admitting older men from universities, 3377. Cadets' weekly money is drawn from paymaster by the captains and paid by the serjeants, 3532. Cadets do not run into debt more than at public schools, 3597. Describes the regulations as to pocket money, 3598, 3599. Cadets are always in uniform, except when going a distance on pass; at Aldershot they must wear uniform, 3609. Cadets always wear red on Sundays, and on other days, when blue jacket is under repair, 3751. Does not admit general listlessness among the cadets; but there is idleness among those who intend only to qualify, 3394, 3395. Queen's and Indian cadets tend to foster idleness; would rather give them a sum of money than have them at Sandhurst, 3415, 3416. In four years, six Queen's cadets have been in the "A." lists, 3642. Thinks that to give the cadets military rank would increase Governor's power over them, 3649, 3650.

Commissions should only be obtainable either from Sandhurst or the ranks, 3363; for which purpose would have at Sandhurst a more practical course, 3364, 3365, 3756, striking out mathematics and limiting instruction to strictly military subjects, 3366, 3367, 3730. Other subjects might be learnt, but as extras out of recreation time, 3368, 3369; for the public should only have to pay for professional teaching, 3731; though an officer of

HALLEWELL, Brevet-Col. E. G.—*cont.*
general accomplishments is more useful than one without them, 3732. Three terms ought to suffice for the course, 3378. Sees no objection to cadets, who can pass, leaving after second term, 3492. It would be good to abolish the idle week after the examination; Sir George Wetherall thought so too; the difficulty is that cadets would have to go home without knowing the results of the examination; thinks publication of the results would suffice, 3407–3413. When witness first went to the College private study was discouraged; finding cadets resorted to dodges for having lights in their rooms to work at night, he gave facilities for the reading room being lit till 12 o'clock for work; they are much used by those competing for free commissions; some work to atone for previous idleness; others for the love of hard work, 3416–3420, 3568, 3569. "Independent studies" are no studies at all, 3397, and a very bad system, 3398, 3407; and would abolish them by not allowing any voluntary subjects in study time, 3399–3406; they were introduced by the Council, 3738, 3739.

Cadets now make no progress in languages, 3368. Instruction in military law and regimental economy could be given by officers commanding companies, 3370. Care is taken to teach distinct utterance of words of command, 3758. At the end of each term, about 35 cadets could command companies and five or six could manœuvre battalions, 3759–3762. A cadet though smart at drill may not understand command; under-officers and corporals alone practise that, 3536. Does not hold private examination drills, 3537, 3538, nor see the good of them, 3539. The only approach to regimental duties is inspection of rations and sick by under-officer and corporal on duty, 3540. Cadets are not instructed in picket duties, bivouacking, and subalterns' duties; would like to introduce such practical instruction, 3541. They learn riding school drill, 3542; but not cavalry manœuvres, 3543. There is periodical examination in riding, 3544; but certificates are not given as to it specially, 3545. To ride daily for three months would interfere with the studies, 3757. Cadets are thoroughly instructed in artillery drill, 3546, 3547, and subjected to examination, 3550; they also pass through musketry instruction, 3548, 3549. Fencing and gymnastics are encouraged by prizes, 3551, 3552. Almost all can swim, 3553. Should like to give more time to practical drill. Firing blank cartridge was objected to, as making the cadets' hands shake, 3554. The officer commanding a regiment would never assume that a cadet, on joining his corps, had regimental knowledge; but the cadet might so acquire it at Sandhurst as to be soon dismissed from drill, 3371, 3372.

The "A." list obtain free commissions; the "B." list qualify and may therefore purchase, 3559. The "B." list may furnish as good officers as the "A." list, 3393.

Believes that questions of education and discipline and all matters concerning the College estate come before the Commissioners, 3501, 3502, 3506, who are completely independent of the Council, 3503. Some of them come down with the Commander-in-Chief occasionally to inspect the College, 3504, 3505. Considers the Commissioners well qualified to give opinions, and does not think they can interfere for harm, 3507–3509.

Governor can only rusticate for six months, 3313–3316, pending decision of Commander-in Chief, 3735–3737, and has only lately had that power. It is most important that he should have absolute power of dismissal without appeal, 3317–3320.

Witness has been Commandant 4½ years, 3303. The Commandant has immediate command of Cadet College, entirely under and directly responsible to the Governor, 3304–3306. The studies are under Superintendent of Studies; but that officer is subject to Commandant and cannot make any change without reference to him, 3307, 3308. Should refer to the Governor any change in studies; but in discipline only serious matters, 3309. Can punish up to 14 days' arrest, 3310, 3311. Has not power of rustication or dismissal, 3312; sees no reason why he should not deal with all misconduct; present system might lead to clashing between him and Superintendent of Studies, 3740. Is responsible to Governor for everything connected with cadets, 3741. Cadets consult him privately about their prospects, 3668–3670; but he has no means of knowing their characters generally, 3671. He should not be a local magistrate, 3769.

Superintendent of Studies controls the studies and professors; on parade he is major of the battalion; in all things is completely under Commandant; the relationship works smoothly, 3321–3323.

Captains and subalterns of companies are necessary, 3324. Captains are responsible for whole interior economy

HALLEWELL, Brevet-Col. E. G.—*cont.*

of their companies; their subalterns support them, 3325. Formerly there were no subalterns, 3326; but with present establishment of companies two officers are required for each, 3327. The captains see much of their cadets, 3672; of whom there are about 80 in a company, 3673. They are appointed by Commander-in-Chief, 3674; and should be very specially selected. Is quite satisfied with them, 3676, 3678. Considers it a military post, 3677. Ordinarily the captain would inquire into a charge against a cadet, 3679. His early training specially fits him for the duty, 3680, 3681, 3770. Details duties of captain of the day, 3519, which occupy his whole time, 3520; of other captains, 3521; of subalterns, 3522, 3523. Should be sorry to see changed the custom of visiting cadets in dormitories and at mess, 3524.

Adjutant's duties are chiefly at drill and in the orderly room, and he is absolutely necessary, as a distinct officer, 3335–3338, 3525–3527. Is as necessary as in a regiment, 3528, as the same precision of drill is expected, 3535. Duties of paymaster, and of quartermaster (who is the hardest worked man in the College, 3530), could not be combined, 3533.

There is nothing like religious instruction, the chaplain's only duties strictly being to read prayers and preach; but he exercises great moral influence over cadets, 3493–3497; does not object to his being an army chaplain liable to removal, 3498–3500. Formerly, when cadets were younger, chaplain gave religious instruction, 3703, 3704. The powers of the several officers were approved by the Commander-in-Chief, 3742. Duties of staff serjeants, 3612–3614; would not call for a serjeant's evidence against a cadet, 3615, 3616; serjeants do not exercise surveillance, and have nothing to do with discipline, 3474–3476. Sees no advantage in the serjeants being constables for the surrounding district, 3768. Is quite in favour of making some of the military professors captains of the companies; there are some who have time, 3328–3334. Would not give professors any power over instructors, 3339, 3340. They have now sufficient disciplinary power, 3341; but the civilians have not the moral power of the military professors, 3342. Instruction, as far as possible, should be by military professors, 3343; cadets prefer it, 3344, 3716. Language masters are paid lower than anybody else, 3620, 3621. Always treats professors, military and civil, and executive officers as strictly equal, 3715.

Cadets on the whole are wonderfully well conducted, 3775. Discipline is better than could be expected, 3464. The system is essentially military, 3662; thinks it should be so to the utmost, 3663, 3664; with more severe discipline on the whole than a civilian would exercise, 3665, 3685. Officers or cadets from public schools are most amenable to discipline, 3666. Military rigidity can be reconciled with sympathetic government of young men, 3667. Pickets of third term cadets, to visit the town on Sunday evenings, have answered and done their duty, 3477–3480, 3484. Gives particulars of a disturbance at Blackwater fair in 1864 (there has been none there since), 3481–3483; and of one in October 1867, the published accounts of which were grossly exaggerated, 3484, 3485, 3617–3619. For it, one very smart young fellow was rusticated, and could not come back; three or four were sent off summarily, of whom two returned, 3486, 3487. In the row in 1864 some cadets were disrespectful to their officers, but apologised; disrespect is almost unknown, 3746. Blackwater fair, including preparation, is a source of evil for several days, 3745. The magistrates were asked to look after the photographic vans, 3744. Not allowed to dine at mess at Aldershot without their friends' permission, 3610. The bounds are inappropriate for young men, and have not been lately acted up to, 3611. Study terminates at 5 p.m., 3747, from which time till tattoo there is no roll-call, 3748–3750. On Sunday evenings cadets are regularly paraded, 3750. There is no one specially charged to look after the cadets' moral character, 3700; it does not fall within chaplain's duty except from pulpit, 3702. Cadets are not legally under Mutiny Act and Articles of War, 3787–3789. Never saw obscene writing on the walls at Rugby, 3776–3778, 3780. Such an act at Sandhurst was quite exceptional, 3779. There is no bullying, 3604. Idleness, as such, is not punished; so long as a cadet's idleness does not interfere with the rest of the class, it would be most difficult to punish it, 3488–3491; but parents have been advised to remove idle cadets, as doing no good, 3726. Lateness for roll-call would not be entered in defaulter book unless of constant occurrence, 3767. For falsehood the punishment is isolated close arrest, 3560. Bad language is punished according to its degree, 3561–3563. Ungentlemanlike conduct would

HALLEWELL, Brevet-Col. E. G.—*cont.*

be severely treated, 3564. Intoxication is always recorded; there is far less than is generally supposed. 3765. It would not incur the bad opinion of many, 3705, 3706. Drunkenness would probably be punished with solitary confinement, 3682, and by rustication if repeated, 3683. Drunkenness at a public school would cause expulsion, 3684. Detection in a public house, drinking, would, under recent stringent orders, insure dismissal, 3687, 3688, or rustication, 3448–3451, 3689. By frequenting public houses means sitting smoking or drinking at those in the neighbourhood, 3763. Repression cannot keep the cadets from public houses, 3659, 3688, or proctorial supervision, 3660. Adding the professors for discipline out of study has given additional power, 3661. As regards arrest, introduced optional parole two years ago; it has not answered; parole is not broken, but it is rarely accepted; there is less traditional good feeling in the matter than at Woolwich, 3466–3473. Does not see how to enforce "arrest on honour," 3733, 3734. No punishment for immorality; the hospital shows that cases occur, 3690; but there is for being seen in company with loose women, 3691, 3699. It is a matter in which cadets' ages (averaging over eighteen, 3694) must be taken into account, 3692, 3693; though the offence is unquestionably injurious, 3696–3698. Should not think of reporting such cases to cadets' parents, unless they were very ill indeed, 3701. Sandhurst is under Contagious Diseases Act, 3700. War Office objected to rustication, as punishing parents more than cadets, 3717–3719; the punishment still exists, 3720. Objects to punishment drill in every way, 3752, and very strongly to impositions, 3753, as inapplicable to young officers, 3754, 3755. For a trivial crime the captain can punish up to three days' arrest or drill; more serious offences are brought before Commandant and disposed of by him in presence of accuser and accused, 3349–3351; but, under a recent order, offences in study, if admitted by the cadet, are dealt with by Superintendent of Studies; if not so admitted are referred to Commandant, 3352, 3711–3713. Objects most strongly to any person being punished without having his accuser face-to-face, 3353, 3707–3710, 3714. Until the previous term "conduct marks" were given; each cadet had 100 assigned to him at commencement of term; every punishment diminished the amount; if cadet lost 75 he had a bad mark put against his name to delay his obtaining a commission; if he lost all he was rusticated (which only happened once in witness' time); objected to these marks (which were quite independent of final examination), and approved their abolition, 3354–3361.

Commandant appoints under-officers and corporals, selecting carefully (in consultation with Superintendent of Studies) from the cadets recommended by the captains; chooses those best qualified to command; excellence in study secondary, but would not appoint one notoriously idle, 3452–3454. They can only place in arrest pending superior decision, 3455, and mark for arrest for inattention at parade, 3457. Would strengthen their hands as much as possible, 3458. They are valuable for discipline, if actually placed on duty, 3459. Would encourage hard work in under-officers by giving free commissions to the best, whether in the "A." list at the examination or not, 3460–3463. Off-duty, under-officers and corporals are too completely associated with cadets, 3766.

Provisioning is in the hands of Commandant, aided by quartermaster, 3531. Details the provisions at the several meals, 3587–3590. There is a committee of management, on which the cadets are represented, 3590. Cooked provisions (extra) may be procured from refreshment room, with table furniture, but not wines or spirits, at the cost of the consumers, 3591–3595. Does not see necessity for a private room for each cadet, 3570, 3571. Present rooms are not uncomfortable, 3572; describes the furniture, 3573–3581. Change of linen can be obtained when required, 3582, 3583, and a good bath, 3584, but not in cadet's own room, 3585. Liquor is very rarely taken into dormitories, 3586. The conduct in dormitories is decent, 3565; does not think associated dormitories have a bad effect, 3566. In A. and B. companies there are four in a room; in C. company each has a separate bunk; bunks described, 3567. The new (non-general) bath arrangements are a failure; does not see the need of ablution being private, 3421, 3422. Describes refreshment room arrangements, 3439, 3440, 3442. Beer not allowed in the smoking room, 3441. Is not responsible for cadets' bills with refreshment contractor, but ready money transactions are impossible; keeps an eye on the proceedings, 3596. Cadets some-

HALLEWELL, Brevet-Col. E. G.—*cont.*
times give supper parties, in recreation hours, outside the College, 3600–3603. Sees no gain in limiting the hours of smoking, 3764. A pack of beagles is kept for the cadets, 3605, who hunt twice a week, 3606, partly on the College grounds, 3607. Cadets would not be allowed to join other hunts, because of interference with their studies, 3608. There is a band, 3721. Cadets sometimes study music, 3722; they have a musical and dramatic society, 3723, but no scientific society, 3725, and certainly no debating society, 3724. The recreation rooms rest on the idea that the cadets are young men, 3781, 3782. Proposes to have two billiard tables per company, 3783, 3784, believes them to be favourable to discipline, 3785. All that is done for the cadets is conducive to good, not harm, 3786. Introduced the billiard tables as a counter attraction to those at public houses; play for money is most jealously guarded against; is perfectly satisfied with their action, which is in favour of discipline; first term cadets may now play at public tables, but so they did before, 3423–3429. The bar has also acted well, 3430, 3431. Drunkenness arises from frequenting public houses, 3432. Should much regret closing of either billiard tables or bar; though the neighbouring publicans, who now take shillings where they used to take sovereigns, would be delighted, 3433–3435. The recreation buildings comprise billiard, smoking, refreshment, writing, and reading rooms, with the library; hopes, as funds admit, to provide chess room, music room, and workshops with lathes, 3436. There is a standing library, and books are also obtained from Mudie by the committee, 3437, of which Colonel Addison is president, 3438. Attaches importance to workshops, desiring to provide cadets with as many amusements as possible, 3443. There are two covered racket courts constantly in use, and a fives court less used, 3444–3447.

ADDISON, COLONEL J. E., Major and Superintendent of Studies, Royal Military College.

Sandhurst. Sandhurst was founded mainly as a preparatory school for officers' sons, 3794. It is not now a school for the whole army; but a great boon to officers who obtain a course for their sons at a cheap rate, 3795; while it also provides military education, 3853. The true object of a Military College should be military education, spirit, and bearing, 3876, 3964. No officers possessing a military education enter the army except from Sandhurst and Woolwich, 3874, 3959; while one officer, at least, in four or five should have a good military education, 3875; but, at the same time, does not doubt that foreign officers esteem highly our captains and subalterns, 3957. The course is intended to make an officer more useful throughout his career rather than to educate him for a subaltern, 3947; on barrack duty, 3951. If a war broke out, half the cadets would be ready for service with two months' training, 3951. As an instance of the utility of Sandhurst, witness, after leaving the Senior Department, drew up the measures for defending Cork in case of barricades, 3952. Approves of the military organization of the school; but it is more in name than fact, the captains being analogous to masters of houses, the under-officers to prefects, and so on, 3826–3828. It encourages a military spirit, 3833–3835. Officers from Sandhurst have undergone discipline substantially the same as those from public schools; but the Sandhurst cadets, as a rule, could not afford to go to public schools; and, therefore, if they did not pass through Sandhurst would go to the army direct from inferior training, hence the advantage to these cadets, 3836–3838. Details the changes since 1855 in the Educational system, *App. II.* (*F.*), *p. xix.*

Would limit entrance examination to four subjects, with option of landscape drawing, but would require 2,400 marks to be obtained; at present one-third of the cadets have not sufficient intelligence for their military studies, 3937. This would at first keep away one-third or one-fourth of the candidates, 3938, 3939; though, after a few years, the standard would be worked up to, 3940; by nearly all candidates, 3941; and the remainder might enter army by direct commissions, 3942, 3943; their non-intelligence not interfering with their utility as regimental officers, 3963. One-third of the cadets idle, as they do in almost every public institution, 3812–3814. So that Sandhurst is neither better nor worse in that respect than public schools generally, 3815. Cadets from public schools are a good, well-toned class; but they are very few, 3877. The mental discipline and conduct have more tone from the old public schools than from Cheltenham and Wellington College, 3878, 3879. Traditions of the schools have much to do with this; influence of the head master, through the sixth form, is enormous, 3880; that same desirable influence cannot be had in a military establishment, 3881.

ADDISON, Colonel J. E.—*cont.*

Has proposed to reduce the compulsory subjects to two, fortification and surveying, and to allow a cadet to take up any three of the other six subjects. The idling is great, but not so great as at the Universities; it cannot be stopped because of the low standard for a pass examination, 3791, 3935. Details the educational course, *App. II.* (*B.*), *p.* x. An improved educational system would give the cadets' minds more occupation, 3792, 3936. The course needs concentration; would not allow a cadet to study more than four or at most five subjects at once, 3796. Believes that the course adds to the military usefulness of the future officer, 3797; not in routine regimental duty, but if he come to a position of responsibility, 3798. A more practical course would be of greater use to a regimental officer; but witness would not have it less theoretical, 3799. The excess of masters is due to the number of subjects, 3805; but is averse to their diminution and would merely lessen the number each cadet might take up, 3807, 3934. The only optional studies are physics, geology, and landscape drawing, 3873. Should like to have time to give practical field instruction in military subjects, 3839. Cadets do not learn interior economy of a regiment, 3841; they are taught to drill troops, but to a small extent only, mostly wanting drilling themselves, 3842. Would only object to the cadets making out the orderly room returns on the ground of the time taken from studies and the little benefit accruing, 3960, 3961. Thinks the whole instruction could be undertaken by military men, except, perhaps, in the languages and sciences, 3866; which competent officers of high stamp might decline to teach, 3867, 3868, 3997, 3998. All the practical studies, except swimming, are under witness, subject to the commandant, 3869, 3870. Swimming was taught last autumn; but nearly all the cadets could swim, 3871. Should prefer a course of two years, 3804. The present is too short for so many subjects, 3806. Mathematics will not give tone to a school; military history, fortification, and surveying educate the judgment, 3882. Geology and chemistry should not be neglected as matters of general education; though unlikely to be useful to an officer, 3950. Would not give up permanent fortification, 3966. Believes fair progress is made in languages; exhibits confirmatory statistics, 3999, 4000. Similar statistics of mathematics cannot be compiled, 4001.

The College is, as far as possible, responsible for cadets' moral and intellectual training, 3883, 3884; but the age of cadets and shortness of course diminish the possibility of control, 3946. The discipline is on the whole good, considering the often disadvantageous antecedents of the cadets; almost all come from crammers; out of 320, only 16 came from the nine great public schools, while Wellington College sent 24, Cheltenham 33, and Marlborough one, 3793. The bad tone among many cadets results from their antecedents, 3816–3818, 3993. Disbelieves utterly in a return which shows one cadet in seven to be insubordinate, 3819–3821; but cannot quite explain the large percentage, 3988, 3989. The average has been raised by the large number in 1862, when Jones' Fort was stormed, 3822–3824, 3987. The College would gain greatly if the worst cadets were weeded out, 3822. Military officers in charge of cadets look upon them as entrusted to their care, 3888, 3944; so far as they come in contact with them, 3945. Ninety per company has been about the maximum, 3856; too many for one captain to have personal knowledge of, 3857. Sir George Wetherall's project for combining discipline with instruction, and having more companies with fewer cadets in each was originally witness's; is not sure there are not serious obstacles to it, 3855. Proposed to have six companies under six of the military instructors, responsible for discipline out of study as well as in; the other military and the civilian instructors remaining responsible for discipline in their classes, 3865. There is not much fault to find with present disciplinary system, 3907; but would unite the discipline and instruction, 3829 (avoiding double government, 3967); if the military instructors could find time to supervise the interior economy of the companies, 3830–3832, 3854, 3922–3925, 3968; basing the selection of instructors to command companies rather on the man than the subject of his instruction, 3924, 3933. Is not sure of the effect on cadets, 3925; or of the practicability, 3926. At present military professors have only 18 hours work a week, so

ADDISON, Colonel J. E.—*cont.*

that they could take the discipline as well, 3896, 3901; provided more study work were not thrown upon them, 3982. An instructor could judge best of a cadet's character in the field, but fairly well in the class room, 3897, 3898. The instructor is more likely than the captain to know a cadet's character, 3858, 3907, 3958; but, from different advancement, does not think it would be possible to give the instructor all his own company to teach, 3859. An officer in charge of a company should devote his whole time to it, 3899, 3900. Would divide the cadets into fifties, 3902; which would not cause diversity of discipline, 3903. This would be preferable to having only one company, with one captain and several subalterns, 3904. The particular supervision of conduct could not be distributed among all the instructors, 3971; would entrust it to a selection of military professors, 3972. Professors have now connexion with cadets only in study, 3974; there is no authority answering to the master of a boarding-house at a public school, 3975. The direct supervision rests with captains of companies, 3976. In general position, except as to power of rustication, the commandant corresponds to a public school head master, 3977; having command of the cadets, while the superintendent of studies has duties in the same direction, and the governor has a general influence, 3978. The commandant lives in the College, 3979; and in domestic arrangements captains of companies work under him, 3980. Captains and subalterns do not live in the College from want of accommodation, 3981; which would have to be built, but ought to exist close by, 3983; and might be devoted to professors if not required for company officers, 3984. The quarters of some officers and of professors are too far off, 3885–3887. As regards moral discipline, correspondence with parents is by governor only, 3917, 3918, in a serious case, though the commandant often writes, 3920, 3921; doubts if the captain of a cadet's company would do so, 3919. Under-officers and corporals are selected by captains and commandant, witness being consulted, 3860; on the ground of fitness, 3908; from third term cadets, 3909, 3962; of good character, 3913. The choice would be better if the captain and professor were united in one person, 3861; still more if the professors were consulted in council and they recommended as a body, 3862; the missing link between the cadet and his tutor would be filled up, 3863. The main object of appointing under-officers is to preserve discipline; to give the elder cadets habits of command also enters into the idea of the thing, 3910–3912, 3914–3916. There have been cases of intoxication, but it is not rife, 3990–3992. Insubordination as shown in the returns has a wider meaning than usually given, 3992. The instructor would report misconduct in study time to witness, 3890; who would bring the case forward, 3889. If a whole class went wrong the instructor would probably be to blame; but not in individual cases of grave misconduct, 3891–3894; a kind officer or instructor would warn a cadet before reporting him, 3895. The instructors have now a thoroughly military position; the company officers have only recently had power of punishment, 3905. If each instructor could dictate the punishment there would be too great diversity, 3906. Disapproves of impositions as punishment, 3953–3955. The governor should have absolute power as to indulgences and punishments, 3956; and he ought to be able to remove a cadet without appeal, 3849; which at present he only recommends, 3851; but witness believes Art. 34 of Regulations gives the desired power, 3852. Supposes the difficulty of sending to his friends a cadet whose presence (without a specific offence) is injurious arises from the want of autocracy which places not under Government have, 3843, 3844, 3850; only remembers two instances, 3845. Cricket is not very general, 3994; and there is too much smoking (but that is not peculiar to Sandhurst), 3995; could not limit the hours for smoking without setting spies, 3996.

The military instructors, 15 in all, teach fortification, military surveying, and military history, 3927, 3969. There are 14 civilian professors, 3970. The language masters are good men, but indifferently paid, 3928; the pay being some criterion of social position, 3929. Mathematical instructors are civilians; nearly all wranglers; two clergymen, 3932. An officer exercises influence over cadets, which a civilian cannot acquire, 3933, 3973. At Rugby classical masters teach French and German, 3930. Sees no harm whatever in the professors giving private tuition, 3808, 3809; but believes the Council has not approved of it, 3810, 3811.

Thinks marks should be given in final examination for drill, gymnastics, and riding, 3872. Would raise the Sandhurst qualification for a commission by purchase, 3846; which now exceeds that for Direct Commissions as six to four, though the subjects are the same, 3847; and the Sandhurst standard not nearly sufficient, 3848. The same marks in much higher papers would be satisfactory, 4002.

A first-rate German scholar might be of use as an interpreter, though lately joined, 3948; one who could construct an abattis or stockade would be of great practical advantage, 3949. Cannot say whether officers from Sandhurst try in due proportion for Staff College, 3986; but as regards small proportion among admissions to Staff College, observes that it is only since 1863 that the numbers going out of Sandhurst have been at all considerable, 3800, 3801; and that the small numbers from earlier years show a large proportion at Staff College; even now, Sandhurst does not supply above one-third of the officers of the army, 3802, 3803. Cannot understand 27 Sandhurst officers out of 65 failing to obtain admission to Staff College; attributes it to the low standard at Sandhurst, 3985.

His recommendations as superintendent of studies have been to a certain extent considered, 3864.

Military education generally.

Classical training is a better mental development for a youth than technical military instruction. Would limit technical instruction to the period after being commissioned. Practical instruction should be immediately after joining. After two or three years' service, 100 officers each year might be selected for a year's course at a military college in military science. Would reserve appointments of Aides-de-camp and Adjutants for these officers. Out of the 100 who had passed, 15 a year could be chosen (by competition) for the Staff College. *App. II. (C.), p. xiii.*

DERING, Ensign EDGAR (25th Foot).

Sandhurst.

Entered Sandhurst at 18, direct from Marlborough Grammar School (not Marlborough College), 4008–4010, 4042, having been previously at Wellington College, 4228. After a year and a half left Sandhurst sixth on the list, and obtained a free commission, 4004–4006, 4011; was corporal in his last six months, 4041. Sandhurst is a good place of education, and rendered easier his acquiring an officer's duties, 4012–4014, 4093, also benefited him in his riding, 4094, 4238, surveying and fortification, 4236, 4237. The military organization is advantageous, 4019; cadets consider themselves *quasi* soldiers, 4115. When he joined his regiment, knew a private soldier's duties, 4093, 4177; but not an officer's, 4095. Could not have drilled a company, 4176. An adjutant would prefer for a subaltern an untrained youth from a public school to a half-trained Sandhurst cadet, 4222. A boy from a public school would probably fail in English grammar and composition, 4239, and, perhaps, French, 4240. A cadet can study or be idle as he pleases; there is most idleness and insubordination under the civilians, 4015, 4016, who have less influence than military professors, 4017, 4018. Two-fifths worked hard, three-fifths were idle; some more, some less, 4087, having no inducement to work, as they knew they could qualify and had no hope of obtaining free commissions, 4088. Queen's and Indian cadets were not specially idle, 4089. Cadets lazy in study are not always listless in athletic sports; some are too lazy for anything, 4038–4040, 4250, but not a large proportion, 4251. Fancies incorrigible idleness would be punished, 4166. The requiring a certain standard to be attained each half-year (under pain of leaving Sandhurst) must check idleness, and is a first-rate thing, 4218, 4219. Cadets often borrow money from tailors, 4196–4198; but not from professional money lenders, 4197. Debt in the neighbourhood would be difficult, to any great extent, 4199. Course is too short to have monitors, 4230, who ought to be bigger than those they control, 4231. Cadets are too much of an age, 4232. The want is a disadvantage, 4235; but sees no remedy, 4233, unless under-officers were brought nearer to commissioned officers, 4234. Moral tone not high, 4122, chiefly in consequence of so many coming from crammers, where evil habits are acquired, 4137–4139, 4241; might be improved if the course were longer; but then there should be nothing to learn after joining a regiment, 4123, 4124, 4165. It would be a gain to cadet and the service if course were lengthened a half-year, without cadets losing army seniority, 4173, 4174, 4221. As optional studies, took up geology and chemistry, and German instead of French, 4021, because it was thought well to take up every subject in competing for a free commission, since marks in all count if the qualifying standard be reached, 4024, 4104. The time would be

DERING, Ensign EDGAR—*cont.*

better devoted to a practical military subject, 4105, 4106. Has only obtained a smattering of natural sciences, 4026, but a foundation for subsequent more serious study, 4027. Took up field and permanent fortification, 4028. Too many subjects are taught to be learned thoroughly, 4082, 4083. Chemistry and geology are taught by lecture; surveying is done out of doors; all other studies in classes, 4077. In one of the mathematical studies work would have been impossible from the disturbance, 4078. Surveying and field sketching are taught sufficiently practically; but not castrametation or field-works, 4101, 4102, 4236. German and French are taught simultaneously; therefore a cadet cannot learn both, 4107, 4108. Learnt some German at Marlborough, 4031, 4032, and very little more at Sandhurst, 4030, which arose from laziness, 4034. Cadets do not mind riding being in recreation time, 4223, 4224; but possibly they object to musketry instruction being so taken, 4225. It would be fair to give marks for riding in proportion to the pains taken, 4227. At "independent studies," only those who went in for free commissions worked, 4089–4092. No obstacle to private study, 4084. Study till midnight was allowed for those approaching their final examination, 4086, though to work at night was otherwise illegal, and leave would not have been given except at the end of term, 4203–4205. In examination, proper recognition is given to practical subjects, 4103. In passing out there is no practical distinction between 5th and 25th cadet, 4125; some real distinction would improve educational tone of Sandhurst, 4126, 4129, 4130. It would be a loss to omit the public declaration of the order of merit, 4127, 4128. There is not in the College any public record of a cadet distinguishing himself, 4148, 4149. Professors had no military control, 4133, 4134, or power out of study, 4135; but they helped in the cadet's amusements, 4136. The order depends on the professor, 4079, 4080. Military professors keep the best order, 4081. The relative influence of a military professor and an executive officer would depend on the man, 4188. Military professors see much more of cadets than company officers, 4112. Would combine the two functions, 4113, 4114; it could be done, 4186. Sees no object in an adjutant separate from the company officers, 4167, 4168, but if latter did adjutant's duties it would not render closer their connection with cadets, 4169. It might be useful afterwards if cadets assisted the adjutant in his duties, 4215–4217. Chaplain had no influence, 4189. The tone does not admit comparison with a school where big boys keep little boys in order, 4043. Disgraceful offences were not common; drunkenness happened occasionally, 4044. Not aware of indecent conduct or gambling in the College, 4045, 4046. There was much swearing, 4052, and obscene language in the dormitories, 4053, but never noticed it in study, 4072. There was no drinking at night in "C" company, 4057. Describes a row at York town, 4058, 4059, 4140 (the only one in witness' time, 4065), which was not premeditated, 4060; and which gave way to proper feeling when a College officer appeared, 4061. Did not hear of an attempt to throw the guns into the lake, 4143. This was before Blackwater fair, 4062; there has not been a row at the fair for last three years, 4063, 4064. A skittle alley in College grounds was burnt, 4141, 4142. The row in 1867 would have been more serious had there been anyone to fight with, 4145. An under-officer took a leading part, 4146, 4164 (but his company officers did not know it, 4147), and a corporal was present, 4164. Heard that about the same time an undergraduate was killed in a town and gown row at Oxford, 4144. Insubordination is rather frequent towards the civilian professors, 4066; does not recollect anything like the rising of a class against a professor, 4068, but classes have halloaed and stamped, 4069. The worst case was with a mathematical professor, 4070; tricks upon whom were not frequent, 4071. Cadets who went to public houses would not have mixed with low company there, 4206, 4207. Insubordination would probably stop on the appearance of an officer, 4208–4210. The imperfect tone of the C. company was attributable to three or four individuals, 4132. The course is too short to generate much of the *esprit de corps* of a public school, 4118, 4119; but there is some, 4153, 4154; cannot see how to increase it, 4155. More communication is required between cadets and executive officers; the relationship is too like that of officers and private soldiers, 4037, 4073. The under-officers and corporals would form a link for discipline, 4152. Cadets should be treated more as junior officers, 4076, 4211–4214. Only cadets of bad character habitually would come under moral supervision, 4242–4247. There is not now espionage by the serjeants,

DERING, Ensign EDGAR—*cont.*

4248; does not think their evidence would be taken, 4249. Under-officers had proper influence; but not corporals, 4120, 4150, 4151. They are moderately conscientious in performing their duty, 4121, and very strict on parade, 4170. Under-officers and corporals have power beyond their own companies, 4161–4163. Discipline would be improved if a cadet obtained a substantial advantage by being appointed corporal or under-officer; the priority of gazetting is scarcely believed in; extra marks would not be fair, 4109–4111, 4220. Thinks three companies a better formation than one large one, 4156–4160. The usual proportion of cadets could swim, 4096; there was regular bathing, 4097; but not a swimming master, 4098. Never saw money played for in the College billiard room, and pool was prohibited, 4047, 4048. At the town billiard rooms cadets (especially the juniors) played for money, 4049, 4051; but the stakes were very low, 4050. A cadet could not get more than an hour or two daily for billiards, 4190–4192. Cards were strictly forbidden, 4193, and seldom, if ever, used, 4194; their use would be stopped or reported by the under-officer, 4195. Cadets most likely to care for the workshops would be those whose time was taken up studying for free commissions, 4252, 4253. Food was good and ample, 4099, 4100. It was difficult to obtain clean linen, 4200. Had not such stowage for clothes as at Eton, 4201; but this did not engender slovenliness, 4202. Does not think the associated dormitories had a bad effect, 4054–4056. There is battalion drill daily, 4175. Sword drill was optional, 4178. Musketry drill quite useless, 4179–4181; and the musketry instruction a farce, 4182–4185. Officers from Sandhurst have not more inclination for study than other officers, 4172.

FROST, Reverend GEORGE, M.A.

Cramming Schools.

Lives at Kensington, 4254. Prepares candidates for examinations, chiefly Woolwich, 4255, 4313. Pupils are with him from 15½ or 16 to 19, if not passed before, 4256, 4257, 4265. Finds those from public schools deficient in mathematics, 4259, 4267, 4300, English and the sciences, 4260. Pupils are resident in his house, 4261, with few exceptions, 4290. Describes his hours, &c. of tuition, 4262. The lads work from 8 to 12 hours daily, 4263, 4276. Works them in their weakest subjects, 4264. Deficiency in mathematics attributable to the school; in classics, to the boy's idleness, 4266. Has pupils from all the public schools and from private schools, 4268, 4269. Has not observed disgraceful conduct, 4270; drunkenness, 4271; gambling, 4272; debauchery, 4273; theft, 4274; or bad language, 4275. Recreation from 2 to 4 or 3 to 5, 4277. None at night, 4278. Pupils not allowed to go out, 4279; and easily prevented, 4289. Are well conducted, 4280. Breaches of discipline unknown, 4281. Not more than three hours a day out of witness' observation, 4282. Is particular as to going out, 4283–4285. Lads for Woolwich work harder and higher than others, 4286. There are cramming establishments without discipline, 4287, 4288. There is difficulty in curbing smoking, 4293. Exercises control by keeping the lads actually at work, 4295. Perhaps one-third of his pupils cannot attain Woolwich standard, 4296, 4297; but all with common industry can pass Sandhurst, 4298. Sometimes gives six or nine hours a day to mathematics, 4300; without injury to health, 4308. Marlborough, Haileyborough, Wellington College, or Rossall, good in mathematics; both Harrow and Eton weak, 4301. His chief object is mathematics, 4282; but pupils take up other subjects, 4303. At Woolwich, marks for classics are too high, 4304. His pupils learn French or German, or both, 4305, 4306. The course is shaped with reference to the military examinations, 4307–4310; but teaches all through the proper Cambridge text books, 4309, 4329. Teaches English by dictation and other means, 4311. Has foreign ushers for French and German, 4312. Has now thirty pupils, 4314. The youths for Woolwich are superior in work to those for Sandhurst, 4315–4317. No immorality, 4318. Late hours very rare, 4319. Pupils not out of an evening, 4320, 4321. Preparation of a pupil should last from 6 to 18 months, 4322. Mathematics and languages worked separately, drawing in classes, 4322–4326. Does not work on previous examination questions, 4327–4329. A boy from a public school learns better than one from a private school, 4331. Sees no advantage in being inspected by Government, 4332, 4333; but none could object unless there were something wrong, 4334, 4335. Does not think better results would be obtained from *viva voce* examination, 4336.

MOTT, ENSIGN C. A. (2nd Regiment).

Sandhurst. Left Sandhurst in June 1865, purchasing his commission, 4337–4343, 4384. Previously was at a private school; Eton; and at Mr. Wrigley's at Clapham, 4344–4346, 4349. At the last, was resident for a year and three-quarters, 4347, 4358. Discipline was not very strict, but better than in some establishments, 4348, 4456. Does not think he spent his time to advantage, 4350. Attention was paid to mathematics and history, 4352; but could not keep up classics, 4350; by which chiefly he passed into Sandhurst, 4353, 4354, and should have passed higher had he not gone to Clapham, 4354, 4355. Scarcely hoped to obtain a free commission for want of mathematics, 4356, 4357. Came out lower (72nd) than he passed in, because he could not fall back on classics, 4359, 4463. In the army found no gain from Sandhurst education, 4360, 4462; though he may do so hereafter 4479–4488; but nevertheless is glad to have gone there, 4361. Liked Sandhurst, 4367, 4368, 4476, but less than Eton, 4477. Cadets have pocket money, 4408. Money lenders came occasionally, 4409, 4417. Too many subjects for the time, 4400, 4406. Would confine course to purely military subjects, 4405. Fortification course too short to be remembered, 4398, 4399. Great interest was taken in out-door fortification; but marks for it should be given, 4445–4449; and for riding, swimming, and athletics, 4454. Did not find the riding of much use, 4396. Improved in French at Sandhurst, 4401–4404. Learnt nothing of regimental economy, 4397. Writing reports not taught, 4489. Private study would not be discouraged, 4475. The drill was practical; but was not recognized in his regiment, 4394, 4395: in regiments much needless drill is inflicted on officers from Sandhurst, 4442, 4443. Giving words of command should be more taught, 4444. Cadets had no personal relations with chaplain, 4440, 4441. There was little *esprit de corps*, 4369. Discipline was not very good, 4387, in study, 4388, under the civilian professors, 4389–4393, 4434. The general tone not nearly so high as at Eton, 4362, 4376, 4460, 4461, on account of habits acquired at cramming places. 4365, 4366, 4455–4459. Idlers have greater impunity, 4363, 4364. Cadets from cramming schools often come with venereal disease, 4478. Cadets are treated by their officers too distantly, too much like private soldiers, 4464, 4469; they should be regarded more as subalterns, 4465. There was no one to go to for advice, 4466–4468. Much went on of which the authorities were not aware, 4470, 4471. The captain was more intimately acquainted than the Commandant with the cadets, 4430. The responsible company officer holds the position of the captain of a house at Eton, 4410; but would not caution or lick a cadet, 4411. Eton principles not applicable, 4412. There is nothing analogous to fagging, 4413, 4414. There was neither theft, bullying, nor indecent conduct; but several cases of intoxication, 4377–4383. Cadets obtained spirits from public houses, 4473, 4474. Cadets are likely to duck each other for disgraceful conduct, 4472. A flagrant falsehood would have been held disgraceful, 4425, 4426. In witness' time the officers tried but little to raise the tone, 4427–4429. Describes the disturbance in 1864 at Blackwater, 4385, 4386. Many cadets pass out without becoming corporals, 4422, and without commanding others, 4423, which is an important part of military education, 4424. Under-officers have a certain influence, 4415. There was in each class a corporal or under-officer responsible for order, 4431–4433. Never saw cards played, 4439. No such encouragement to learn swimming as at Eton, 4418–4421. Games not much cared for, 4370, 4407. Billiards in the town for money the chief amusement; scarcely gambling, 4371–4375; stakes low, 4438. No tables then in the College, 4435–4437. Sees no objection to the public method of bathing, 4416.

DASENT, G.W., ESQ., D.C.L., Examiner under the Council of Military Education.

Examinations in English. Has examined in English and general history and English language for Direct Commissions for 15 years, 4490–4492, 4509, 4512, 4513, 4554. When he entered on his duties no test standard was established, 4493. Candidates then showed the greatest possible ignorance, 4494. Not many came from public schools, 4495. There has since been immense improvement, 4496, 4522, 4555, in English more than anything else, 4556, and only seven or eight per cent. now fail to qualify in English and English history, 4497, 4499. The examination is not harder than formerly; objects to very difficult or catch questions, 4498. The examination system has developed education which previously did not exist,

DASENT, G. W., ESQ., D.C.L.—*cont.*

4500. Twelve years ago candidates knew nothing of the English language, 4501, 4502; and made many faults in spelling, 4503. Dictation is not always a criterion of spelling power, 4504. Anyone should pass who has had any education at all, 4505–4507. Would pass any one who makes 200 marks; those who only obtain that minimum usually fail altogether in other subjects, 4508. The minimum never varies, 4510, 4511. Candidates know modern better than ancient history, 4514. Public school men answer in a better and freer way than others, 4515, 4516. Could tell an Irishman by his tenses and moods, 4517. Should expect a good classical scholar to be good also in English and history, 4519. Examines under Civil Service Commissioners for India, 4520. Those Commissioners might take the Direct Commissions examination; but have quite work enough, 4521. It is a pity that our public schools do not attend to English and English history; at Rugby such a course works very well; an examiner should detect "crammed" knowledge and disallow it, 4523, 4524, 4532, 4571. Training colleges are very detrimental to boys' morals, 4524. Public schools ought to send candidates for direct commissions direct, without difficulty, 4525. Does not know, as a rule, whence candidates come, 4526. Thinks English and history could not be subordinated to classics and mathematics, 4527, 4528. In the Indian examinations the marks offered for English almost force it on candidates, 4529; the candidates have risen from 100 to 350, 4530. The proportion who choose English is increasing 4531. Out of 300 candidates in English literature 40 or 50 will have obtained their information very well by reading, 4533. Often detects the use of the same manual by many students, 4534; but less the same crammer, who is generally in the background compared to the text book, 4535. Examines once a year for Sandhurst entrance, 4536. The candidates and examination are the same as for direct commissions, but the youths a little younger, 4537, 4538. Would not pass serious errors in spelling, but sometimes the most distinguished men are incapable of spelling, 4539. Composition has improved, but no great per-centage can be expected to be very clever; no system would pass everybody, 4540. The Woolwich examination is competitive, 4541. Tries not to repeat questions, but fears they recur, 4542. The very best test of ability in composition is to write a good letter with or without a subject given, 4543. Only uses *viva voce* examination for the Indian Civil Service, 4544. Would not introduce it for lower examinations, 4545. Attaches little importance to it except as an auxiliary test; an examiner whose questions are apt to be misunderstood is not fit for his work, 4546–4553. Does not depreciate classics, 4557. In English history 25 per cent. or more are very good (which is an enormous per-centage, 4564); two-thirds do not fail, 4558, 4559. Should consider 750 marks obtained out of 1,000 very good, 4565. The history paper contains more questions than a boy can answer in the time, 4561. The improvement exists, but is not great, 4564. The difficulty in teaching English lies in the imperfect knowledge of the teachers, 4566, 4567. Many boys come direct from Cheltenham, 4568; but a great many come from cramming schools, 4570. A clever boy may be taught as well at a public school as by a crammer, 4569. A boy taken early, and carried through, could learn English and English history by a few hours' study weekly, 4572. Without running down Latin and Greek, would give priority in examination to English history and language, 4573. Latin is, perhaps, the best instrument of education, 4574. In the examination for Woolwich the numbers have increased who choose history and geography, but not those for English, which, *per se*, is dry; would add literature to it, 4575. Fathers try to drive their sons into the artillery, whether they are capable of learning mathematics or not, 4576, 4577.

PRIOR, ENSIGN J. E. H. (80th Regiment), lately a Cadet at the Royal Military College.

Cramming School at Sunbury. Purchased a commission, 4580, after education at Sandhurst, 4579, having been previously at Sidney College, Bath, and for three months at a crammer's (Captain Lendy's) at Sunbury, 4581–4584, 4587, 4616. The cramming was of advantage, 4589; enabling him to gain many marks in special subjects, 4596, and to take a better place than he could otherwise have taken, 4590–4593. Describes the day's work at Captain Lendy's, 4617–4620; there were no punishments, 4624; but good order was kept, 4585; and limits were put on going to London, 4621–4623, 4693; there was no misconduct, 4625; or bad language, 4696. Chief amusements were

PRIOR, Ensign J. E. H.—*cont.*

boating and fishing, 4627; most of the men used to work, 4629. The gentlemanlike feeling was good, 4630. Subjects crammed at Captain Lendy's were useful at Sandhurst, 4705.

Sandhurst. Never had much chance of a free commission, 4605; should have done better to have gone in for a Direct Commission, 4603. Sandhurst was of no advantage to him, 4604, except in drill, 4704, 4766. The Sandhurst instruction is suitable, 4606, and practical, 4632, and there is nothing inimical to study, 4607–4610, 4663, 4664. Would have a better practical knowledge of field-works than if he had not been to Sandhurst, 4703. Learnt fortification (but has forgotten much of it), 4767, 4768, military history, 4769, and surveying, 4770; they were popular, 4771, 4772, 4774. Drill was liked, 4773. Learnt light infantry drill, 4784, and a little shooting, 4785. On picket duty, could, on joining his regiment, have strengthened his post, 4788, 4789. Discipline was very good, 4611, and much drill learned, 4613, which helped after getting a regiment, 4615, 4791. The tone was not altogether studious, but some work hard, 4706. The most influential cadets were the under-officers, if generally liked, 4708. There is a certain pride felt in those who pass well, 4711, 4712. As a rule, athletics not much cared for, 4713. There is a strong *esprit de corps*, 4715. There was no gambling, drinking, or bullying, but much smoking and billiards (not for money), 4636–4640. Was in C. company, 4641. There were one or two cases of illegal combination, 4642–4646. The tone and feeling were right, though a few fellows might be otherwise, 4647–4649. Rich men only wishing to qualify, and Queen's cadets were idle, 4653–4655. Military professors had more influence and were liked better than the civilians, 4656–4659. Cadets liked the place, 4660. The insubordination and misconduct were due to a small number of idle cadets, 4661. Many cadets used their bunks for study, 4662. Supplies of clean linen were issued by housekeeper, 4665. Racket courts and canteen are opened on Sundays, 4666. Canteen inaugurations were at the beginning of term, 4667; new fellows (Johns) were made to stand treat of beer, 4668, or sing coarse songs, 4669–4671, 4799–4805; they were not universal, 4763–4765. Canteen is closed in the evening, 4676; but there is drinking and smoking outside in the public houses, principally in the evening, 4677–4679. At public houses cadets caroused entirely among themselves, 4795, 4796; they played billiards for low stakes, 4797. The College billiard rooms exercised a counter attraction, 4798. Canteen and refreshment room had some effect against the public houses, but not very much, 4741–4743; beer was usually drunk, 4744. Two or three cadets went to bed each night worse for liquor, 4745. On Sundays, cadets are inspected before going to bed, 4746. Could not go out after tea, as dormitories were locked up, 4748. At the half-yearly board dinner there was much jollification and some drunkenness, 4806–4815. Intoxication was common among the new cadets, and did not alter public opinion of the man, 4717–4722, 4794; unless habitual, would not lead to serious punishment, 4726–4728. Falsehood would be looked down upon, 4723. Cadets were orderly at night, 4757–4759. Never saw spirits smuggled into dormitories, 4680; nor knew of an immoral offence, 4681. Fellows have been "toshed" for dirtiness, 4682–4685, 4689, 4690, or ungentlemanly behaviour, 4691. There is some whoring, but not much, 4687, 4688, 4724; generally with the servant maids, 4734. A man would not be thought the worse of for it, 4725, 4735. There were generally about 10 cadets laid up with venereal disease, 4816, 4817. Language was bad, 4694; and gives a low tone to the place, 4697; but all cadets do not acquiesce in it, 4698. Inattention in the ranks was punished with extra drill, 4753, 4754. Arrest on honour was optional, 4755; few accepted it, 4756. In witness' time two or three cadets were removed for misconduct, 4761, 4762. In a private trouble a cadet would go to some officer for advice, 4699, 4700. The officer of the company would warn a cadet he saw going wrong, 4737. Borrowing money from money lenders takes place, 4701, 4702. In hospital, the chaplain often gave religious advice, 4738, 4739. Colonel would write to parents if he thought young men were not doing well, 4740. The military officers treated cadets as gentlemen, 4749; but on parade they were treated as private soldiers, 4750, 4751, without anything degrading, 4752. Had extra drill in his regiment on account of having been at Sandhurst, 4634, 4635, 4775–4783. Cadets would not like smoking to be restricted to the afternoon, 4792. Under-officers were of decided use in maintaining order, 4760.

WHITE, MAJOR-GENERAL H. D., C.B., Commanding a Cavalry Brigade at Aldershot.

Sandhurst and Public Schools. Sandhurst cadets do not make better cavalry officers than youths from public schools, 4819, 4820. The best are Eton and Harrow boys, 4822. The Harrow tone is superior to that at Sandhurst, 4823, 4834. The present Sandhurst course is a mere finishing process, 4855. Has not observed a bad tone among officers from Sandhurst; has seen but few, 4856. There is no ill-feeling towards an officer from Sandhurst, 4826, 4827. A public school education, with modern languages, military history, drawing, and some surveying, would be the best course of study for the army, 4828, 4844–4846. Sandhurst cadets have got on very well in the infantry, 4830, without going to the Staff College, 4831; but such officers would have done equally well without going to Sandhurst, 4832. Sandhurst is not necessary; it is better to be brought up in general than exclusively professional society; free commissions should be competed for at public schools, 4833, 4852–4854, 4882; but does not advocate abolition of Sandhurst, as public schools would be too expensive for sons of poor officers, 4883, 4884; though Cheltenham College may cost less, 4886. When witness was at school public schools quite omitted the special subjects required for the army, 4850. It would be difficult at a public school to teach practical artillery, fortification, and surveying, 4851. An officer straight from a public school, unless he go to the Staff College, is unlikely to acquire scientific military knowledge, 4874–4876; but might be a good officer for a subordinate position without it, 4880, though the more an officer knows the better, 4879. Colloquial French is most valuable to a cavalry officer, 4860, 4861. Riding should be practised daily, 4862, 4863. Saddlery and equipment details could be soon picked up in a regiment, 4864. Sandhurst does not pretend to teach cavalry drill, 4847; but riding was not neglected in witness' time, 4848, 4849. Prefers that a boy should come fresh to regimental drill without any knowledge of it rather than with the smattering acquired at Sandhurst, 4824, 4825, 4842, 4843. Regimental drill is better learned at a depôt than a college, 4858, 4859. Surveying is of the greatest use to an officer, 4829. There is a purely voluntary surveying class at Aldershot, 4841, 4871–4873. It was instituted by the authorities, 4877. Staff College does not provide the cavalry with such good staff officers as were had before; a man now becomes brigade-major for book-learning rather than military efficiency, 4835–4839. Does not think cavalry Passed Officers wait long for appointment, 4840. When staff officers are attached to his brigade for cavalry instruction, employs them in the field as aides-de-camp, 4865–4870.

CAREY, MAJOR-GENERAL G. J., C.B., Commanding an Infantry Brigade at Aldershot.

Officers from Sandhurst. Officers from Sandhurst are much the better for their military education, 4892, 4893, 4896, 4897, 4914, 4939, and become efficient six months sooner than those not so taught and drilled, 4915, 4940, 4941. They have no drill to unlearn, 4894, 4901–4903, 4916; but are rather given to smoking and drinking, 4895, 4904, 4905, which he attributes to the late age at which they are allowed to be at Sandhurst, 4906. Cadets should join the army at 16 or 17, having been a year and a half or two years at the College, 4890, 4891, 4898–4900. Beyond a gentleman's education, every officer should have studied modern languages, military drawing, military history, surveying, and fortification, 4917–4922, 4925, 4928, 4936, 4937. The battalion of cadets was once attached to his brigade for a field-day, and acquitted itself remarkably well, 4952*a*. The discipline of Sandhurst has improved of late, 4907, 4908. Drill ought to be learnt there, 4943. In the field, information acquired at Sandhurst is often of use, 4947, 4948. Many men would

Instruction of officers. study privately for open examinations for staff appointments; cites instances, 4909–4913. The examinations for promotion are insufficient, as including merely drill and court-martial law, 4927. More surveying and field fortification might be required, 4934. It would be desirable that officers should be instructed in field fortification and surveying after joining, 4925, 4926; but doubts giving military instruction in voluntary classes, 4923; though he sees no difficulty in establishing a class for officers of less than a year's service, 4944–4946; and thinks it would be taken advantage of, 4951. Believes Aldershot Surveying Class is pretty full, 4950; an artillery officer instructs it, 4952. Officers go abroad

CAREY, Maj.-Gen. G.J., C.B.—*cont.*

in their leave to acquire languages and military science, and are all the better for it, 4930, 4931. Never in the field found a want of qualified officers for the staff, 4932. Some of the best have never been at the Colleges, 4933.

HERBERT, MAJOR-GENERAL the Right Honourable SIR PERCY, K.C.B., M.P.

Sandhurst *versus* Public Schools.

Was at Eton for three years and entered Sandhurst, in 1836, at 14; whence he obtained a free commission, 4953–4955, 5034–5036, 5101. The entrance examination was then very easy, 4956, 4957; and should not be stiff, 5049. Was not at the Senior Department, 5009. On going from Eton was much struck with low moral tone of conversation and conduct at Sandhurst, 4962, 5037; does not think it is better now, 4963, 5062. Attributes it to the absence of tutorial superintendence, 5038, 5040, 5083, and not to intellectual deficiency, 5049. The want of religious teaching is a scandal to the country, 5084–5086. It is important that every cadet should have a separate room, 5087–5089. The moral tone deters parents from sending their sons, 5077. Attaches no importance to the drill, technically or morally; scholastic discipline would do more good, 5078–5080. The drill acquired is worse than useless; and the duties of a company officer cannot be learned there, 4999, or at any school, 5012. Was, in 1860, made a commissioner of Sandhurst, 4961; names the slight duties of the office, 4964, 4992–4995; for which there is no need, 4991. There are no commissioners at Woolwich, 4996. The Commissioners and the Council do not interfere with each other, 4988, 4989. The Council has little to do with discipline, 4990. The chief authority at Sandhurst has neither position nor authority analogous to the head master of a public school, 5099, 5100. Would abolish the spurious military discipline, and place a civilian of academic distinction at the head, 5048. For tutors very special characteristics are required, 5043; military officers are not suited for moral control of youths, 5045. No doubt teaching should be elastic and sympathetic, rather than rigid, 5046. In witness' time some of the civilian professors were as successful as the military professors, 5047. The Sandhurst system is not good; would change it entirely, 4991, 5013. Military officers are not suited for schoolmasters; the public school system is the only one applicable to military education, 5013, 5044. West Point gives a very good professional education; but all the subjects taught at Sandhurst could be as well taught at a public school, with the additional advantage of tutorial supervision, 5014. Sees no gain in placing soldiers early in life in a separate caste, 5081, 5082; and would abolish Sandhurst, unless it be turned into a public school, with tutors' houses, 5053, 5054. Would have military tutors for military subjects, 5042, 5055; but not necessarily a double staff of tutors, 5056; the moral superintendence of a public school is the great necessity, 5042. There is no necessity for an intermediate school between the public schools and the army; the special knowledge necessary could be acquired in a short time at a private tutor's, 4997, 4998, 5041, 5050. Would like to see the largest possible proportion of officers acquire rudiments of fortification, surveying, and military history, without pressing the mass up to scientific acquirements, 5029. Would encourage public schools to impart these rudiments, desiring thence to procure the greatest possible number of officers; objects strongly to passing *all* officers through Sandhurst, 5030–5033, 5064, 5081. Would give commissions to be competed for at public schools, as encouragement, 5065, 5066. The fortification and military drawing would be easily acquired, 5067, 5069. Very little mathematics would suffice, 5068. Eye-sketching could be learnt in play hours, 5070, 5071; but riding should be practised at home, 5072. Military history could be taught and would be popular, 5073, 5076. In the Direct Commission examination professional subjects should be introduced, if boys from public schools would not be thereby excluded, 5090; such knowledge should be encouraged by priority of commissions, 5091. The head master of a public school should certify to the status of a boy competing, 5092. Under public schools would include a middle-class school, if well carried on, 5093, 5094. Boys from public schools are the most desirable class to encourage, 5095; but would not hinder free commissions being given for good [illegible] examinations, 5096, 5097. A poor officer would lose by abolishing Sandhurst, unless his son were provided with an equally cheap education elsewhere, 5098. The practical education of Sandhurst was useful, but

HERBERT, Maj.-Gen. Rt. Hon. Sir P., K.C.B., M.P.—*cont.*

the subjects could be learned without going there, if there were demand for such learning; as a commanding officer would rather have boys from public schools than Sandhurst cadets, 4965, 5065; who are not at all prepared to take regimental duty on first joining, 4966. On leaving Sandhurst, witness could have set a party of soldiers at practical work in entrenching or rough fortification, 5001–5006. The instruction in surveying has improved since witness' time; elementary knowledge of surveying and fortification is of great use to an officer on attaining high rank, 5007, 5008.

Officers' professional education.

Fifteen years ago officers were much without professional education, 5026–5028; but it is far more disseminated now, 5023–5025. Is in favour of officers' schools for educating them after entering the service; guarding against idlers making them a means of shirking duty, 5058. The instruction could be made compulsory by requiring certain information before promotion, 5059. The attendance of young officers could be managed, 5060. It would give them a pursuit, 5061. Doubts if very intellectually educated men would enter the army during peace, 5051; though a per-centage of such would be a gain to a regiment; the officers of highest tone are those of good families, 5052; but a snob of a boy may turn out a gentlemanlike officer, 5063.

The Staff.

Previous regimental service was invaluable to witness as a staff officer, 4968; who is none the better for high mathematics, 4973, 4975, 5011, as an engineer would be, 4974. Knowledge of embarking and disembarking troops is important to a staff officer, 4976; who should also be able to judge rapidly the nature of a position; every officer should know enough of fortification to throw up a field entrenchment or defend a bridgehead, 4977. Could have done this when he left Sandhurst, 4978; further professional knowledge is not a *sine quâ non*, 5057. Witness was incorporated in the staff from regimental service, 4979, which produced staff officers who were as good as those more scientifically educated, 4980. Recollects an admirable survey made in Bulgaria by staff officers taken from regiments; in the Crimea officers so taken were (with few exceptions) exceedingly capable, 4981, 4982. Greatly prefers selecting regimental officers for staff employment to having a separate staff corps, 4983, 4984; it encourages self-improvement, 4985. It is right to insist on a staff officer knowing French, 4986 (learnt it very badly at Sandhurst, 4987). Selection of regimental officers for staff duty is difficult in peace; but easy on active service, 5019, where favouritism does not enter, 5020. Knows no reason for excluding artillery and engineers from the staff, if accustomed to the command of men, 5021; but has not seen them largely so employed; engineers, however, are generally looked upon as staff officers, 5017. Some most valuable staff officers would have been much better if they had had professional education, 5011. Describes his army service, 4958–4960, 4967–4972.

HORT, COLONEL J. J., Commanding the 44th Regiment.

Sandhurst.

Has commanded a regiment for 12 years, 5107. Left Sandhurst in 1840, after being there 3¼ years, 5108. His best officers come from public schools, the worst from crammers; would rather not have Sandhurst cadets, 5109, who are too old and too learned in drill, 5110, 5111, though very well educated, 5136. Is quite in favour of professional education for officers and its continuance after being commissoned, 5112–5115. Does not find fault with the tone of officers from Sandhurst, 5113, 5148. Given the same moral qualities, the better educated officer will be the more useful, 5114. In the examinations more attention should be paid to handwriting and composition, 5114*a*. Every officer should understand field fortification, reconnaissance, intelligible reporting, languages, and horse management, 5116, with something of permanent fortification, 5145. Would attach a captain-instructor to each regiment (the Lieut.-Colonel not having time for instruction, 5144), and have a more strict professional examination for promotion up to rank of caption, 5117. Would not require professional knowledge from candidates coming otherwise than through a military college; it would be mere cram, 5118, 5119, and therefore objectionable, 5134. Would not have military instruction at public schools, 5121; it would clash with other studies, 5122, 5124; but languages should be taught, 5123. Technical military instruction can be best imparted at a military college, 5125. When witness was at Sandhurst the discipline was generally satisfactory, except as regarded serjeants spying after cadets, 5126. Immorality, insubordination, and intoxication were not rife, 5127. The education he received

HORT, Colonel J. J.—*cont.*

has been of practical benefit throughout his life, 5137; but there should not be more drill than is essential for discipline; regimental matters are best learnt in the regiment, 5138–5143. Knows many officers who have instructed themselves in military subjects, 5128. The establishment of preliminary professional examinations for the staff has been of great advantage to the army, 5130. Text books in military law, fortification, and reconnaissance are much needed, 5144. Languages cannot be usefully acquired without grammatical knowledge, 5146, 5147. Thinks less attention should be devoted at the Staff College to mathematics and more to languages, 5131; has not noticed bad riders coming thence, 5132, where there is ample opportunity for learning equitation, 5133.

SMITH, Colonel JOHN WILLIAM S., C.B., Commanding 1st Depôt Battalion.

Military Education.

Obtained a free commission from Sandhurst, 5152, 5153. Has, since 1856, commanded a battalion, 5151. Has not noticed any difference between Sandhurst cadets and other young officers joining, except that the Sandhurst drill renders them sooner useful, 5155–5159, 5176–5179, 5189, 5190, 5207. The time spent at Sandhurst would be better employed in general education; professional knowledge for a line officer may usually be easily acquired after joining, 5160–5163, 5193, 5208, for which would give increased facilities, 5164. If the examinations were stricter the army would be officered by a different class of men, 5165–5168, 5182–5185, 5199, but would rather have men who made the army their profession, 5186–5188. Attaches more importance to natural qualifications than to science for a line officer, 5170, 5209, though the two combined will nearer approach perfection, 5169, 5171–5174, 5204. Science without the natural qualities is perilous, 5175. Sandhurst and Woolwich are looked upon by military officers as a boon, 5180, 5181; there is very little other need for Sandhurst, 5194. A line officer's duties are not intellectual, 5191. Would only require some elementary drill before entering the army, 5192. It would be a gain to have in each regiment a per-centage of officers more highly trained professionally, 5195–5198. A colonel would value his officer rather for regimental than scientific qualities, 5201. Voluntary examinations would be fairly attended if leading to advancement, 5202; but preference could not well be based on the results, 5203. Witness' Sandhurst education has not benefited him in his line service, 5205, 5206.

CAMERON, Lieut.-General Sir DUNCAN A., K.C.B., Governor of the Royal Military College.

Sandhurst.

Was, in June 1868, appointed Governor, 5212. Governor can make no regulations of his own authority, 5214. Has nothing to do with appointing officers and instructors, 5215; has not direct control of the course of study, which is under Council of Military Education, 5264. Is supreme in discipline, except as regards removal, which must be confirmed by Commander-in-Chief, 5234–5239, who alone can expel a cadet, 5240; has never recommended the expulsion of one, 5241. The Governor has almost enough power, 5302. Governor goes round messes, rooms, and studies without notice, 5276; but would not practically see much of the cadets unless he invited them to his house, 5249–5251.

Sandhurst is a great benefit to army officers of the lower ranks, 5221–5299, whose sons constitute half the cadets, 5290. Attaches no importance to the military tone and drill, but much to the military education which one-third of the cadets receive, 5309–5311; and for which, if of a superior sort, a military college is indispensable, 5312–5320, 5338–5340. Military history and, of course, languages could be taught elsewhere, 5314, 5321. One-third of the French officers of the line are educated at St. Cyr, 5343. There are 214 cadets, 5216, costing on an average 159*l.* a year, 5217, of which two-thirds is for simple education, 5219. The cost of a Queen's cadet is 182*l.*, according to Colonel Hallewell, 5221, the difference being the cost of his books, clothing, and mathematical instruments, 5228. Each cadet not the son of an officer probably costs the country 59*l.* a year besides first outlay on lands and buildings, 5222–5225. The estate pays for itself, by timber cut down annually, 5226, 5227. After deducting payments by parents, the net cost of Sandhurst to the country is about 17,000*l.* a year, 5229–5233.

Would not punish idleness, which, from the few prizes, will always exist; but would make passing more strict periodical examinations a condition of remaining at the

CAMERON, Lieut.-Gen. Sir DUNCAN A., K.C.B.—*cont.*

College, 5292-5294. The second term cadets are idlest and worst behaved, 5295–5298. Has never had a complaint from a cadet's parents, 5300, 5301. It would be far better to give scholarships at other places of education to those who now have Queen's and Indian cadetships or admission at reduced charge, 5304, 5305, requiring them to pass the direct commission examination, 5306–5308. Believes parents of Indian cadets have better means than those of Queen's cadets, 5346; does not suppose the Indian and Queen's cadetships are given on the same principle, 5345. Proximity of Aldershot a great drawback, 5344. Sees no objection to an annual inspection as to discipline, if there were not at the College a general officer of high rank, 5266–5268. With interior structural alterations there would not be difficulty in organizing in subdivisions of 20 or 30 cadets, 5278, under charge of the professors, 5279, 5280. Does not object to imposition of tasks, 5270; but present punishments are not unsuitable, 5271. Sees very little use in the cadets making out states and returns, 5272. Rustication punishes parent more than cadet, 5273; and almost always destroys the chance of a free commission, 5252, 5253; thinks the return of a rusticated cadet has a good effect, 5254. Since he has been Governor, has removed temporarily nine cadets, 5242, six for intoxication with disturbance, one for falsehood, two for disrespect to a professor (speedily condoned), 5243. Six months is the longest period of rustication, which, in last term, is tantamount to expulsion; without preventing entrance into the army, 5244. No notice is taken of disease due to immorality, 5246, 5257, 5259, 5260. Last term there were 12 cases, 5256; punishment would lead to concealment, 5274. Disease occurs among junior cadets, 5258. Medical inspections of cadets are not made, 5261. Disease never notified to parents, 5262. The chaplain doubtless remonstrates with the cadet, 5263. Thinks drunkenness is now very uncommon, 5289. If the term were lengthened efficient corporals and under-officers would be more readily obtained, 5281, 5282. Attaches great importance to the cadets themselves aiding (as under-officers) in maintaining discipline, 5285–5287. There are 50 associated dormitories of four cadets each, and 100 bunks, 5283. An under-officer, corporal, or senior cadet is in responsible charge of each, 5284. Desires that every cadet have a separate room, 5269.

Meetings of officers and professors in matters of education would be good, 5247. Governor sees very little of professors; communication would be through Superintendent of Studies and Commandant, 5248; a practice he would adhere to, 5275. Thinks a military officer of high moral character must be better for intending officers than any civilian tutor can be, 5277. The military professors are excellent; but the civilians not all well qualified, 5328, for managing cadets, 5332. Would leave appointment of professors with Council; but make the appointments on probation, 5329. Men of sufficient character cannot be had for the salaries paid to some of the civilian professors, 5341; but the number of professors could not be reduced, 5342.

Instruction of Officers.

Should much like to see officers' schools established, 5322 (instruction of men is a distinct question), on the Prussian system that a cadet after joining a regiment must acquire certain professional knowledge before obtaining his commission, or before promotion, 5323, 5324. The present promotion examinations are insufficient, 5325, 5326. The change would not deprive the army of an useful class of officers, 5327. In Prussia, the authorities prefer a young man completing his general education, and then building professional instruction on it after entering the army, 5333–5336; but the circumstances of the Prussian army differ from ours at home, 5337.

BARRY, Rev. Dr., Principal of King's College.

Cheltenham College.

Was for 6¼ years Principal of Cheltenham College, 5427. Cramming is to be deprecated, 5428, 5429. Cheltenham pupils, as a rule, find it unnecessary; attributes this to its modern department, which, as an arrangement peculiar to Cheltenham, is co-ordinate with the classical school; there are 300 boys in each, and 100 in a "lower" school, 5430, 5470. In the modern school mathematics is the staple; in the classical school language is the staple; details the system of education, 5430–5432, 5436, 5502, 5533–5535. All private tutors must not be classed as "crammers;" of some the teaching is highly beneficial, 5433. Mr. Southwood could almost always tell whether and where a boy would pass, 5434. Agrees with Mr. Mill, that we weight too heavily the language scale; that where Latin and Greek are taught, French and German should

BARRY, Rev. Dr.—*cont.*

not be, and to some extent *vice versâ*, 5437–5439. Considers that a certain amount of professional instruction might (if necessary, 5547) be grafted on the Cheltenham curriculum, 5440, 5454; under competent military teachers, 5523–5526, as surveying, 5442, fortification, 5443, drill generally, 5445, and perhaps artillery drill, 5444, but not to the extent of four hours daily, 5479, or, indeed, not much beyond extra out-of-door subjects, 5506. Surveying has been tried as a matter of general instruction, and is very popular, 5445. The practical military subjects would trench upon play time, 5544; but not to the extent of isolating the student from other boys, 5545, 5546. Under professional subjects does not include military history, 5480. Military matters could not be taught to the same perfection as in a military college, 5481; but, by teaching the rudiments, the latter would be relieved of a certain amount of work, 5482. If civilians could not teach military subjects, there would not be any difficulty in obtaining suitable military men, 5508, 5509. Does not apprehend any local difficulties in teaching fortification and surveying, 5455–5457. If military education were continued after entrance into the army, Cheltenham could furnish a sufficient foundation, 5554. Believes that manual work helps head work, 5445, 5446. These subjects need not interfere with the development of a liberal education, 5449, 5450, as now taught, 5553. Ages of boys range from 14 to 18½ in the modern department, 5452; in the classical department, somewhat younger, 5472. In the modern department the time applied to mathematics increases as pupils get higher in the school, 5453. The boys work very hard in preparing for Woolwich, 5458. If free commissions were given for competition at Cheltenham, with a stiff examination, the military attainments of the modern school would be raised, 5459, 5460; is in favour of such encouragement, 5461. There is more pressure for admittance to the modern than the classical school, 5471. Prepares candidates for the Indian Civil Service on the classical side, on which languages are always best learned, even when the special teaching is on the modern side, 5473. The two departments mix freely in boarding-houses and playground; but are otherwise almost entirely distinct, 5487, 5488. The modern department gives a modern liberal rather than a professional education, 5489; but the mental training of the *élite* is higher on the classical side, 5490, 5503. It is difficult to obtain scientific teaching of modern languages, 5491; otherwise modern languages should form as good a basis as ancient ones, 5492, 5530. Putting literature aside, the classical teaching of a public school is really teaching English, 5493, 5494. Moral tone of the two departments was equal; but the most troublesome boys were those preparing for military examinations; which witness attributes to the greater development of their animal than their intellectual nature, 5495, 5496. The modern department was not a refuge for the duller boys; nor was there more idleness in it, 5504, 5505, 5522. Found no difficulty in testing English work, 5527–5529. The teaching of English is apt to be less linguistic than that of Latin or Greek; but in a literary point of view it has striking advantages, 5531, 5532. In the modern department a boy has not too many subjects at once, 5536. The first hundred boys would have dropped their Latin, 5537, 5538. Greek was only exceptionally taught, 5539. Does not think there was cramming, 5540. Had it not been for the examinations might have had less subdivisions of the main subjects taught; but would always retain the four elements, language, mathematics, physics, drawing, 5541, 5542. Exercised a certain recommendatory control as to the department into which a boy was put, 5543. The cost of a boy at Cheltenham, excluding pocket money and clothes, is 90*l.* at most, 5462. The boys live in the masters' houses and have excellent accommodation, 5463. provisions as good as at Rugby or Marlborough, 5464 The charge is about the same at Marlborough; rather higher at Wellington College; considerably so at Eton and Harrow; at Rugby, 120*l.*, 5558. The gymnasium at Cheltenham, with racket court, &c., cost 2,500*l.*, 5483. Gymnastics compulsory; swimming generally learnt from choice, 5465. Riding could be arranged for; thinks riding and gymnastics should be required in military examinations, 5467, 5468. A boy preparing for an examination could have extra private instruction at Cheltenham, 5485, and would generally do as well as by going to a private tutor, 5486. The masters are not highly paid, 5559; they are (subject to a temporary exception) appointed entirely by the Principal, 5560. Drunkenness was unfrequent, 5516, 5517, and a small number of cases of disease from immorality came to his notice, 5518. [The town is given to gossip and scandalous stories which have no foundation, 5519.]

BARRY, Rev. Dr.—*cont.*

Military Colleges.

With due reliance on moral influence, intoxication and immorality ought to be kept down without difficulty in a college of 200 or 300 young men ranging from sixteen to nineteen, 5520. Thinks a military head (properly chosen) would be best for a military college, 5521. The peculiar moral influence of the head master of a school appears to be wanting at Sandhurst, where it is especially needed, 5557. The civilian element needs fair play in regard to authority and influence, 5552. Rather than increase the time at a military college, would require professional instruction before leaving a general school, 5548–5550. Speaking generally, with military colleges as they are, the less time youths are in them the better, 5551, 5555; their moral tone is not healthy, 5556.

Public Schools.

Until old enough to enter a special training school a lad's education should be as general as possible, 5436. Probably Marlborough and Wellington College could impart military rudiments as well as Cheltenham, 5497. Advocates a modern department at every great public school, 5498, for those whose bent was towards mathematics or inductive science, 5500, leaving those bent towards language or literature to the classical department, 5501.

Examinations.

In the Indian Civil Service examination cramming has not been effectually defeated, 5474, 5475. Too much stress is laid on subjects which can be crammed, 5476. English composition, history, and literature may take 1,500 marks, while mathematics can only give 1,250; but *all* marks in mathematics count, while those in each of the three English subjects are subject to a deduction of 125 representing the minimum; an English essay deserves good marks, if it pass the ordeal, as betokening thought rather than mere knowledge, 5477. Everything depends on the examiners; but modern languages are very hardly treated, 5478. Woolwich examination exercises a healthy influence on the educational interests of Cheltenham, 5510; without undue pressure on boys, excepting those who have to make up time mis-spent, 5511; the mathematics not at all inordinate, 5512, but might be varied, 5514. In teaching foreign languages, would like foreign masters for composition and English masters for grammar and influence, 5515.

SOUTHWOOD, Rev. T. A. (Head Master, Modern Department, Cheltenham College).

Cheltenham College.

Has been 26 years at Cheltenham College, 5562; whither he went expressly to form a military school, 5563, for imparting military education, 5564, not beyond fortification, surveying, and scientific drawing, 5565–5567, with mathematics, physical science, and modern languages, 5564. The introduction of other subjects of late years has rather crippled the efficiency of the course, 5569. If witness were unfettered, would regulate the course by what is done at Woolwich, 5570; not commencing until a lad was 15, when he would have the foundation of a more general education, 5571, 5572, 5574, in Latin and Greek, 5573. For Sandhurst it would not be a disadvantage to exclude technical subjects from entrance examination, 5575, 5576. Describes the order in which the special studies should come, 5578. The instruction in fortification would be practical; there are about 300 pupils with 20 to 25 masters, 5581. The boys prefer the boarding houses of masters in the modern department, 5582. Boys come from Eton, Rugby, &c., 5583; and very rarely go from Cheltenham to crammers, 5584. Those that do seldom succeed, 5585. His boys feel sure of Sandhurst or the Direct Commission Examination; on last occasion his whole class passed, 5586. Would expect a boy of 15 coming from the classical department to take up a Greek play or Thucydides, 5587–5591. Military surveying and fortification can be taught properly by civilians, 5592, 5608, 5609. Regards the modern department as almost entirely a military college, 5593–5595. From 12 to 15 a year go to Woolwich, 5596. At Woolwich, mathematics might be dropped by those obtaining 1,800 or 2,000 marks at entrance, 5597, 5598. The entrance examination is rather severe, 5599; classics being too highly reckoned, 5600. The mathematical standard excludes dull boys, 5601, but does not cause overwork, 5602. In fortification there are at Cheltenham two civilian instructors, 5603–5606. French is best taught by a classical Englishman; but to prevent boys suffering from foreign prejudice the examiners in French ought to be university men, 5607. Fortification and surveying are taught as well at Cheltenham as at Woolwich, and it is an advantage to have studied them before admission, 5610–5612. The military subjects are taught in school hours

SOUTHWOOD, Rev. T. A.—*cont.*

as part of the regular studies, 5613. With certain additions to the course, Cheltenham could turn out an officer as well fitted for the Artillery as Woolwich could, 5614–5617; and could send (and has sent) candidates to compete at the Woolwich final examination, 5620–5622. A lad entering the army at 18 from Cheltenham has every requisite to enable him to become a good staff officer, if he pursue his military education, 5618, 5619. All lads intended for the army learn fortification and military drawing, 5623, 5624.

BENSON, Rev. Dr., Head Master of Wellington College.

Wellington College.

Has been head master 10 years, 5625, 5626. There are two lines of education; one for the universities, one for Woolwich and Sandhurst, 5627. For the latter, mathematics are more taught, and such subjects as the boys are likely to succeed in at the Military Colleges, 5628; but no technical military instruction, 5629; as too much dividing the attention, 5630, 5631, 5712. Would keep school education general, by excluding technical subjects from Sandhurst entrance examination, 5632. There are 312 pupils in Wellington College, ranging from eleven to nineteen, 5633, 5634; one-third of whom (96) are in military class, 5635, 5645; of whom 40 will try for Woolwich, 5636. The per-centage for Woolwich has risen from 27 to 46, 5639. In five years (during which the school has been growing) 19 have entered Woolwich direct, 33 Sandhurst, and six or seven have had direct commissions, 5640–5644. A young man leaving at 17 or 18 would be well grounded in all elementary subjects of military education, 5646. Subjects taught, 5647. The elements of fortification, surveying, and military sketching could be taught as well by civilian as military teachers, 5648–5654, 5731–5735. Professors and masters are chosen by the head master, 5655, 5656. Queen's cadets are the only boys troublesome for idleness, 5657. The standard of military education would be raised, if free commissions or military exhibitions were given for competition. Wellington College has founded a "Woolwich Exhibition" with good results, 5658, 5676; but these prizes should be open to general competition at a public school standard rather than attached to particular schools, 5659, 5660. Queen's cadetships should be competitive, 5661. If boys stayed to 18 or 19 they could be given a military education, 5662–5666. Sons of officers cost about 110*l.* a year, sons of civilians 140*l.*, 5667. Boys take their meals in the hall and each has a separate room, 5668. Never has complaints of food or accommodation, 5669. There is a growing tendency to complete education in the military class without resorting to private tutors, 5670–5677. There would be considerable difficulty in adopting at Wellington College the Sandhurst system of education, 5671–5674; it would disorganize the whole mental training, 5675, 5697, 5698. The Woolwich technical course could not be given, 5678. Fortification was tried, but abandoned, 5629, 5679–5682. Regards the modern department as mainly, but not entirely, military, 5683–5686. Confidence in it has much increased in last four years, 5687. Thinks the classical side gives the better mental discipline, 5688, 5689. Thinks the number of subjects (five), required in competing for Woolwich, cause mental strain, 5690–5692, 5714; and distraction, 5715; but the mathematics not too severe, 5693. The boys in both departments work equally well, 5694. French and German are taught first by foreigners, intermediately by Englishmen, and finished by foreigners; the latter cannot teach them satisfactorily all through, 5695. Disapproves the English literature required for Woolwich; which is scrappy and admits of cramming, 5696. Considers a modern department a decided advantage in a public school, 5699, 5700, 5711. Drunkenness and disease from immorality are very rare, 5707–5709; as they ought to be when boys are properly governed, 5710. Would not teach military subjects to the prejudice of other more important mental training, 5713. Should object to give more than two hours a week to fortification and surveying, 5734. Woolwich examination has a good influence on Wellington College, 5717; but not that for Sandhurst, 5718. Has no military men as masters, 5719; thinks them undesirable in a civilian school, 5720. How the good conduct medal is given, 5721, 5725–5730. There are 25 to 30 prefects, who are monitors, 5722–5724. Believes the moral tone of Sandhurst to have improved, but to have been unsatisfactory, 5701–5704; from the limited intercourse between masters and cadets, and an infusion of undesirable boys, 5705. There is not the unanimity among the masters which prevails in a public school; the civilian masters have too little influence, 5706.

TEMPLE, Rev. Dr., Head Master of Rugby School (since Lord Bishop of Exeter).

Would not require any technical instruction prior to entering Sandhurst, beyond securing the elements of mathematics, 5737, 5738; allowing the youths to be educated so far as other boys, 5739. Sees no means of preventing cramming, except by directing the examination to the subjects worked in the public schools, 5740. The evil of cramming is that it seeks to impart information too rapidly, 5766. Would rather not have Rugby endowed with free commissions, if boys were required to set aside their classical studies to compete for them, 5741–5745. Should be sorry to be driven to create a modern department, in which classics should no longer form the staple, 5746, 5747. Thinks the instruction of the modern department desirable, but not at classical schools; would rather see new public schools created consisting entirely of the modern (but not exclusively military, 5780, 5781) department; does not believe the two can be worked side by side without prejudice to each other, 5748–5754, 5762, 5763, 5793. The modern side at Wellington College answers; but would answer better, if the classical side were dropped altogether, 5755, 5793, 5794. Neither at Cheltenham nor at other public schools has the modern side the vigour of the classical side, 5756, 5760, 5761. Should prefer that public schools should not undertake technical education; but, nevertheless, would rather have special departments for future officers, than that those officers should cease to pass through public schools, 5757, 5758. Assuming that a public school had a modern department, thinks it should look rather to general culture than special military training, 5764; though the latter could be thoroughly taught if sufficient time were given, 5765, 5766. To give five hours daily for two years to military subjects would greatly interfere with general knowledge, 5770. Boys at Rugby cost, as a total, about 140*l.* a year, 5771; do not come from any special class, 5772, but a considerable proportion are sons of hardworking professional men, 5773. Latin and Greek are not fitted for all intellects, 5774; and there is a tendency to place those too stupid for them in the modern department of a school, lowering the mental average of such department, 5754, 5775–5779. In the "modern" public schools, witness thinks the civilian element should preponderate, 5782. A military college should take lads of 17 or 18 and give them direct professional instruction, 5783. An instructor cannot teach properly unless he have disciplinary power, 5784. The longer the general education of a young man's mind can be continued the better, and thinks the special preparation for the army might begin at a later age than now, 5785–5790. A lad above the average of intelligence would have acquired at 16 sufficient classical knowledge to matriculate at a university; but he could not be a first-rate scholar, 5791, 5792. Is opposed to altering the classical organization of the present public schools, 5799; because they could not impart a modern education nearly so well as other public schools organized for that special purpose, and for the reception of boys who have not a classical bent, 5795–5801. In a military college, as in any other school, unless the head and other masters be appointed for their special educational qualities they will surely fail in the moral government of boys, 5806–5809. A college of 200 or 300 young men could be so governed that drunkenness or immorality should be very rare, 5805. At Rugby drunkenness is very rare and punished as such; immorality would involve instant expulsion, 5802–5804.

STORKS, Major-General the Right Hon. Sir HENRY KNIGHT, G.C.B., &c., Controller-in-Chief, War Office.

Instruction of officers.

There should be a captain-instructor in every regiment, 5811; with higher pay than other captains, 5822; who should have a general superintendence of all regimental institutions, as canteens, schools, &c., 5813. It should be obligatory on young officers to receive professional instruction; and promotion up to the rank of captain should depend on passing qualifying examinations, 5812, 5815, 5820, 5839. The commanding officer would be responsible that the instruction was duly attended, 5854, 5873, 5874. Officers should join the line at 16 or 17, and never (without exception, 5846) later than 20; joining late is inimical to discipline, 5814, 5816, 5864, 5865; and the young officers are generally favourites, 5862, 5863. Is not in favour of military colleges for the line; any such establishment should be a school for boys under sixteen, 5817, 5866. The appointment of captain-instructor would be suitable for officers who had passed the Staff College, 5821. For local examinations would

STORKS, Maj.-Gen. Sir HENRY KNIGHT, G.C.B.—*cont.*

assemble the best board locally practicable, 5823–5825. Does not think this compulsory professional education would exclude many from army; it would be popular, 5826, 5827, 5840, 5875. Does not consider lads of 16 too young for regimental service, 5828–5830. Doubts if the captains-instructors could teach languages, 5831, or have leisure to superintend musketry instruction, 5835–5837; attaches great importance to their teaching military law, in which officers are commonly deficient, 5832–5834. Does not think working pay should be allowed to the men for taking part in field instruction, 5838. Attaches importance to liberal education of officers, 5843; but does not think 16 too early to join, in consequence, 5844. The best come from public schools; would lower or abolish the examination for commissions, 5841, 5842. There is no analogy between our army and foreign armies, 5845. Would not require further instruction than could be had from the regimental instructor, 5847–5850. Would prefer a regimental to a fixed instructor, 5851, 5867. Supposes the uniformity of the course and instruction would be secured by the Council of Military Education, if existing, 5852, 5853. Thinks captain would be sufficient rank for the instructor, 5855. In the regiment he would be useful, 5856. Would have him supernumerary among the captains, as the adjutant is among the subalterns, 5857. Impeding an officer's promotion would depend on the examination and not on the instructor's ideas, 5858. On service, if no instruction were going on, would put the instructor to a company, 5859. Does not think an examining board would do the work intended for the captain-instructor, 5860. Young officers would acquire habits of industry and application, 5861. The number simultaneously under instruction would exceed two or three, 5868. The present papers for promotion examinations are not good, 5869–5871. The length of the course would depend on the officer's capacity, 5872; he being released on passing, 5876. Young officers, recently joined, rarely go on detached duty, 5877, 5879. An officer would be regimentally efficient though under instruction, 5878–5883. Would require subalterns to attend the instruction until dismissed; and would permit other officers and soldiers to attend lectures if they pleased, 5884. Officers joining, of whatever age, must rank according to date of commission, 5885; it may be otherwise in Prussia; but the Prussians have not purchase, 5886. The great want of the army is youth, 5887–5889.

PAULET, Lieutenant-General Lord WILLIAM, K.C.B., Adjutant-General to the Forces.

Instruction of officers.

Education of officers after joining service might be increased, and tested by examinations, 5891; instruction in the military subjects being made compulsory, 5892, on subalterns of less than five years' service, and before promotion to captain. Such instruction is very desirable if military education previous to entering army be not deemed indispensable, *App. VII. (A.), p. lxxx.* The examinations should be by professional men, 5893, under a special board, 5894. Would combine the systems of regimental and garrison instructors, 5895, *App. VII. (A.), p. lxxx*; employing for regiments a picked subaltern, 5896, though a captain would be better, 5899–5901. The professional instruction would not be unpopular, 5897; but every officer before being commissioned should have a certain military education. Would rather have for a young subaltern an Eton boy than a Sandhurst cadet, 5898. On service, the instructor would fall into regimental duty, 5902. A board at military stations might inspire more confidence than regimental instructors, 5903–5907. Officers should be liberally, but not highly, educated, except for staff and scientific corps, 5908, 5909. Should enter the army at sixteen, 5910, 5915; with a public school education, 5916. At garrisons there might be several instructors, with a superior at their head, 5911–5914. Sandhurst cadets think too much of their military knowledge, 5917; but the education there has improved of late, 5918. The great point for a regimental officer is a gentleman's education, 5920. Would allow officers to be examined for the staff without attending any military school or college, 5923–5925, and would appoint those not employed on the Staff as regimental instructors, 5926. Is not a great advocate of the Staff College; many officers join it to avoid regimental service, 5922.

SCARLETT, Lieutenant-General the Honourable Sir JAMES YORKE, K.C.B.

Instruction of officers.

Facilities might be given for officers obtaining instruction after joining the army, 5927; the voluntary acquisition of military science should be encouraged, 5976, 5977; but only practical military surveying and field fortification should be obligatory, 5928; and therefore incorporated in promotion examinations, 5930, for which abstruse knowledge must not be demanded. Such instruction is practicable; but should be instead of ordinary parades and not additional, *App. VII. (A.), p. lxxx.* Would have instructors at various head-quarters and with each regiment, 5929. The regimental instructor should be a supernumerary captain, 5931, 5932, *App. VII. (A.), p. lxxx.*, with captain's pay, but no duty beyond instructing, 5933, 5934, 5944. The present examinations for promotion answer their purpose, 5935, and, in enlarging their range, would increase the competence of the boards conducting them, 5936; with aid from subordinates the captain instructor should have charge of the soldiers' and children's schools, 5937, *App. VII. (A.), p. lxxx.* For instructors at stations would have officers of higher rank and qualifications, 5938. There is often difficulty in finding a qualified successor for an adjutant, 5939. Officers looking to succeed the captain-instructor would help him without pay, 5941. To make compulsory on line officers subjects beyond those required in their duties, would render the service unpopular, 5942, 5943, 5953–5956. Should make the instructor a depôt officer, and not take him upon service, 5945, 5949. Uniformity of instruction must be secured by higher authority, 5946. Does not think the task of instruction could be imposed on the present garrison boards, 5946*a*, 5947. Regimental instructors would be far preferable, 5950–5952. Remembers one captain in his own regiment who would have been a good instructor, 5948. The plan should be merely experimental, *App. VII. (A.), p. lxxx.*

Staff College.

Considers the Staff College beneficial to the army, 5958. Officers sometimes resort thither to avoid foreign service, 5959; cannot suggest any test of *bona fides*, 5960, without invidious selections, 5961–5964. Would allow entrance to the staff, independently of passing the Staff College, to officers who passed before the garrison examining boards, 5965–5967. The Staff College course will not make a good staff officer of one, who has not physical fitness, 5968; which latter is very difficult to test beforehand, 5969, 5970. Does not see how the riding could be better tried, 5979. Passed officers can only be appointed as staff situations become vacant, 5971; but does not know that applications have fallen off, 5972, 5973. Does not put much faith in the commanding officer's certificate as to candidates, 5974, 5981. Has been satisfied with the passed officers who have come under his command, 5975. Thinks a Staff College desirable, 5978; but on service would be glad, as is the present rule, to take a man from a regiment on trial. 5980. A Staff College officer has generally better scientific military knowledge, 5982; but this does not ensure all necessary qualifications, 5983, 5984; and he may be completely unfit, 5989. Thinks Passed Officers have a moral claim to staff employment, 5986; would not approve of taking staff officers from the engineers on the mere ground that they are scientific, 5987, 5988.

GRANT, Lieutenant-General Sir J. HOPE, G.C.B., Quartermaster-General to the Forces.

Instruction of officers.

Would expand Sandhurst, and pass all officers through it, 5990, 6012, 6013, *App. VII., p. lxxx.*; stopping entrance direct from public schools, 6014. Officers' instruction, in purely military matters, including French and German, should (if done regimentally) be made compulsory, 5991, 5997, 6017–6020. But for the expense, would attach a military instructor to every regiment, 5992, 6015, 6016; with higher pay than that of his rank, 6032, 6033. Facilities should be given in garrisons for officers to obtain (voluntarily, *App. VII., p. lxxx.*) technical scientific instruction, 5993; but this would be needless if there were an instructor in each regiment, 6021; from whom the higher instruction would be obtained, 6022, 6023. Of the line, 5 per cent., or two or three in a regiment, would avail themselves of it, 5994–5996, 6024. Sketching a country should be done by eye, with the simplest instruments, and quickly, 5997, 6007. To require a high standard from every regimental officer, would make the service very unpopular, 5998–6000. In

GRANT, Lieut.-Gen. Sir J. HOPE, G.C.B.—*cont.*

the subjects of voluntary instruction there should be a voluntary examination, excellence in which would be recorded in favour of staff employment: but witness would not give any direct money reward, 6001–6006, 6031. Actual service in the field is the only thorough test of a staff officer, 6008–6010. At Sandhurst the formation of good regimental subalterns would be more useful than abstract teaching, 6011. Promotion examinations should be before a committee, with the Officer-Instructor for president or member, *App. VII., p. lxxx.*

Staff College. The Staff College is very good, 6025. It produces many efficient staff officers, 6026; though the test is not absolute, 6027, as a staff officer should have certain physical qualities, which his commanding officer ought to recognize, 6028, 6029.

CODRINGTON, General Sir WILLIAM J., G.C.B.

Instruction of officers. The art of war can only be practically learnt before an enemy; preparation for war is best acquired under the regimental system in camps; practical instruction (as field works) should be obligatory on officers, attendance on lectures being voluntary; would not have examinations, nor make promotions dependent thereon; would have neither garrison nor regimental instructors, except engineer officers attached to instruct in field works, &c., 6037–6039, 6053. Literary study would be an advantage to line officers, but is not essential, 6040, 6044. To learn field fortification is a general regimental duty as a matter of drill; reconnaissance and military sketching less universally necessary, 6041, 6042, 6050–6052. Would limit the promotion examinations to regimental duties, 6043, 6044; and objects to force study upon officers, 6045, 6055. Instruction in field fortification could be given at Chatham; but regiments would have to be moved there for the purpose, and Aldershot would do as well, 6071. A regimental captain-instructor would have many difficulties in the way of exercising a moral influence, 6078. Does not think a board of officers could undertake this regimental instruction, 6079. Greatly approves of men being exercised at trades, as an appendage to drill, 6080. An officer is not highly paid; he does his regimental work well; and it is unfair to expect much more from him, 6081. Officers could not be selected for picket duty; it would depend on the roster of companies, 6082, 6083. Would not have less confidence in an officer because he might not be studious, 6084. Would not insist on a knowledge of French or German from candidates for the army; the education of a gentleman now almost entails it, 6089, 6090. Would not interfere with the current of regimental promotion, on account of the various knowledge or application of officers, 6053, 6054. Sees no objection to there being instructors to help officers willing to learn languages, military history, and surveying, 6056.

Staff. Does not think a Staff College necessary; war is too practical an art for deep scientific knowledge to be of much use in the field; surveying power is, however, rather required in the Quartermaster-General's department; the regiments furnish very good staff officers, 6047, of whom some have given themselves special instruction for the purpose, 6048. Having a Staff College, it is but fair to provide appointments for those who pass through it, 6049. On service there is advantage in being able to take officers from regiments on trial, 6085. In the Crimea the supply from regiments of thoroughly good staff officers never failed, 6086, 6087. The privilege of studying at the Staff College is a boon, 6088. If regimental officers feel that the staff is open to them, many will study voluntarily, 6057. In the field, would not have any examination for the staff, 6058, 6059; but in peace, qualification for the Quartermaster-General's department must be tested in surveying and sketching, 6060, 6064. Staff officers must be selected, 6061, 6062; and would despise accusations of favouritism, 6063. Would not select any who were not competent in languages and riding, 6065–6067. The examinations would be better conducted by one officer than by a board, 6068–6070. In every regiment there are several officers fit for the staff, 6072, and there are many invaluable regimental officers who would not acquire staff qualifications, 6076. However otherwise qualified, a staff officer needs proper temper, and he must have an intimate and *modern* acquaintance with regimental duty; the probable absence of which would be a disadvantage attending a separate Staff Corps, 6077, 6093. A general cannot have on his personal staff a man of whom he is entirely ignorant, 6091. A staff officer may be most valuable, though comparatively uneducated; cites the case of Colonel Waters, 6092.

STEPHENSON, Colonel F. C. A., C.B. (Scots Fusilier Guards).

Instruction of officers. Served on the staff in the Crimea and China, 6094. Would send officers, after a year's service, to Aldershot, Curragh, or Chatham for three or four months' instruction in fortification and engineering, 6095, 6138; making the course obligatory in the infantry, 6100, and a condition of promotion, 6101. Regimental instruction would not answer, 6096, 6097. There might at the larger stations be officers to give practical instruction; there was formerly a good practical system at Chatham, 6098, which would apply to India, 6099. Thinks the proposed course would be popular, 6102; but would not exact too high a test, 6103. All officers in England would be able to attend, 6106, 6107, without more than one or two being away from the regiment at once, 6139. Promotion examinations should be undertaken by a separate board, 6104, 6105. Would have only one examination for the rank of lieutenant, 6108–6112. A report would be made from Chatham how each officer had conducted himself, 6114–6116. Does not think a system of regimental instructors would work well, 6117–6119. Would prefer a very severe test for the staff, based on a thorough regimental knowledge to competition, 6120, 6127–6130; which excludes many valuable men, 6121. For a staff officer, other besides educational qualifications are necessary, 6122. A few staff appointments may be given by favouritism, 6123. The elementary training proposed by witness would lay a foundation for future self-instruction, 6124–6126. Approves of officers entering the army at an early age and learning their work afterwards, 6131, 6132. Has been adjutant, 6133; never found any want of respect between seniors and juniors, 6134. Only the officers need be sent to Chatham; the men could be taught fieldworks elsewhere, 6135, 6136, in a plain working dress, without extra pay, 6137. Officers under instruction would rejoin their regiment if it were ordered on service, 6140.

BAKER, Colonel VALENTINE, Commanding 10th Hussars.

Preliminary education. Does not disapprove of university graduates entering the army as late as they now do, 6144; but prefers an officer to enter at 18 or 19, 6204. Believes University authorities did agree to give a military degree after six terms, 6216. Inconvenience of officers entering at a late age, 6222. Likes university candidates for the army, 6172; but wishes they could take their degree at 19. The sooner after 18 officers enter the better. Giving free commissions or exhibitions for competition at universities and public schools might be carried out; but there would be difficulties, 6174–6176. Thinks the drill and military details taught at Sandhurst should be left until after joining the army, 6145; though there should be previous education in certain military subjects, 6146, *App. VII.* (*B.*), *p. lxxvi.* Is in favour of all officers passing through Sandhurst or the universities, for a short course. Present Direct Commission examinations are of little use, and increase the evil results of cramming, 6147, *App. VII.* (*B.*), *p. lxxv.*

Instruction of officers. Prefers regimental captains-instructors to garrison instructors or the Prussian war schools; the latter arrangement would not answer, 6148, 6179, 6196, 6197; unless the instruction were compulsory, which would be objectionable, 6149. Each instructor would cost about 100*l.* a year in addition to his pay, 6150, 6151. Would appoint one to each regiment, 6152, 6178, *App. VII.* (*B.*), *p. lxxvi.* The instruction should be entirely voluntary, 6155, 6177; by lectures and classes, 6180; with quarterly reports of lectures and attendance, 6156, 6158. The presence of a field officer would not be necessary, 6181. Would not enlarge the present examinations for promotion, 6157; but, when instruction was obtainable, it should be more searching, 6163–6167. At present it is unequally enforced in different regiments, 6215. The inducement to study would be the hope of a superior appointment, for which a good officer would naturally be selected, 6159–6162. To give pecuniary rewards would be very difficult, 6224. The military instructors would raise the whole tone of army education, 6186, which is desirable, 6188. The attendance of young officers on first joining might be compulsory, 6194, for the rudiments of field fortification and sketching, 6195. The instructor could do troop duty and yet superintend education, 6205; but it would be a question whether he should have a troop; there would be no difficulty under the squadron system, and would allow a junior captain or a lieutenant to qualify for instructor, 6206. It would,

BAKER, Colonel Valentine—*cont.*

however, be better that the instructor should not be a troop officer, but a special officer attached, 6207. On service he should be an useful assistant on the general staff, 6208–6210. The instructor should have a special room for his lectures, 6211, 6212. Does not think a garrison board would always be available, 6213. Would put an officer risen from the ranks under the instructor, but could not expect the ordinary qualifications, 6214. Present promotion examinations have done some good, but are too variable, *App. VII.* (*B.*), *p. lxxxvi.* Would open the staff (subject to examination) to officers who have not been to the Staff College, 6182, 6183.

Staff College. Is in favour of the Staff College, 6153; but would make commanding officers' certificates as to candidates much more strict; would let officers qualify partially for the staff before entering the College; would try the students as aides-de-camp at Aldershot, and would give marks for physical qualifications, 6168–6171, 6189–6193, 6203, 6217, *App. VII.* (*B.*), *p. lxxxvi.*, especially riding across country, 6199–6201. Many officers go to the College who never will be qualified for staff employment, 6184, 6185, 6202. Would diminish the students, 6186. It would be excellent to set aside a certain number of staff appointments to be competed for by officers of regiments, leaving the remainder for the Staff College, 6187. Men vary very much in their qualifications for the staff, 6198. Occasional inspection from Aldershot might secure good military riding, 6218; but cross-country riding is very useful 6219, 6220. For want of it at Solferino the Emperor Napoleon was two hours without information of the Sardinians, 6221. We do not sufficiently imitate war in exercises during peace, *App. VII.* (*B.*), *p. lxxxvi.*

HOZIER, Captain H. M. (3rd Dragoon Guards).

Technical instruction. Would pass all line officers through one large military school, where they should acquire technical elements, riding and drill; entering the school at sixteen and the army at eighteen, 6225–6228, 6306, 6310, 6324–6327, as the only road to a commission, 6307; with contingent abolition of purchase, 6308. It would be good if schools would teach technical subjects; it need not curtail general liberal education, 6229, 6230. An officer, after being commissioned, should have the chance of continuing his professional education; not all would avail themselves of it, but some would, 6231, 6247, 6272, 6291, under the English system of making officers no more than serjeants-major, 6232. The propensity for instruction would revive, if promotion, command, and appointments depended on knowing the higher part of the profession, 6233, 6234. The Staff College does not secure this, since the best staff appointments are given to other than Passed Officers, 6235, 6319, 6320. There would be great difficulty in providing regimental or garrison instructors in sufficient number, 6236, 6237; unless it were merely to teach the rudiments, and then the students would probably not be forthcoming, 6238. Elementary fortification should be as compulsory as company drill, 6239, 6240; to be tested by real examination, 6241. It would be very difficult to carry on the instruction of officers after joining their regiments, 6284; if compulsory it could not be enforced; if voluntary it would not be attended, 6286; officers have many amusements, 6315. The drill is no sham, 6287. Examinations would not secure proficiency in military knowledge, 6288; to which our whole system is opposed, 6289. The only course is to insist on instruction before joining and to make the commission the prize for proficiency, 6290, 6293. The Sandhurst education might be much improved, 6294; military instruction is almost limited to those trying for free commissions, 6295. Would not give a commission except on passing a *bonâ fide* thorough examination, 6296; a test which a large portion of the officers would then undergo, 6297–6300, 6329. Would incorporate a minimum qualification with competition for free commissions, 6330–6332. Would insist on every officer having practical knowledge of field fortification, &c., 6301; which now the majority have not, 6302, 6316. A central board might test this knowledge, but would prefer a more practical examination, 6304, 6305. Every officer ought to ride, 6310. Practical military science could be better acquired before eighteen than after, 6311–6314. We ought to have camps of instruction and manœuvre as Prussians do, 6333, 6334; of generally 30,000 men, 6335; we could do so by brigading regulars, militia, and volunteers together, 6336. The present regimental examinations are ineffectual, 6242; could only be rendered effectual by a central board, which would be expensive and difficult, 6243–6245. Regimental captains-

HOZIER, Captain H. M.—*cont.*

instructors would be useful, 6246; and also large garrison schools of instruction, 6248. The instruction must depend on the knowledge of the students, 6278.

Prussian officers. Prussian officers (besides a better general education, 6267) have more professional knowledge than ours, 6250; not so much in drill as in the practical art of war, 6251–6255. They have a Staff College, through which nearly all staff officers pass, 6256, 6257, including most of the aides-de-camp, who are more akin to our brigade-majors, 6258–6261. Prussian officers enter army at eighteen or nineteen, 6262; one-third having passed through cadet schools, the others having served in the ranks as cadets, 6263, 6264. The army is the only profession for the aristocracy, 6265, 6266; but from the officers being universally associated with one profession their intellectual tone is narrowed, 6268. An English public school boy would be better at Latin verses, cricket, and football than a Prussian cadet, but why our commanding officers prefer the former to a Sandhurst cadet is because they want a man to learn drill only, without understanding the higher parts of his profession, 6269–6271, 6277, in which intelligence our troop and company officers and staff officers are inferior to foreign officers, 6273–6276. In foreign armies officers are detached to perform the duties of English aides-de-camp on service, 6279; and are allowed two horses each, 6280. In Prussia, cavalry officers reconnoitre on important occasions under a staff officer, 6281–6283. A commission is a greater prize than with us, 6328.

Staff. Is in favour of all officers passing through the Staff College, before obtaining a staff appointment, 6317; but would allow an officer with his regiment to qualify by passing the final examination, 6318. Does not think there are many officers practically fit for the staff, yet unable to pass a high examination, 6321; but the Staff College ought to teach the necessary duties of a staff officer, 6322. If he knew equally his other work, a senior wrangler would make a better staff officer than anyone less highly educated, 6323.

WALDEN, Viscount, late Captain and Lieut.-Colonel, Grenadier Guards.

General Military School. Has served in India and the Crimea, 6337. Would like all officers to pass through a general military school for boys under 16, if the discipline of foreign military schools could be maintained, 6357, 6409. That discipline may diverge esssentially from English idea, 6392. It must be a purely military school with very severe discipline, 6414. The entrance age as at Harrow; but would not teach military details, 6416; except sketching, drawing, field fortification, &c., 6420, 6421. All teachers should be connected with the army, 6418. Looks to the ultimate object, viz., the best fighting animal, 6417, 6419. The chief gain from the school would be strict discipline, 6422, 6423. Latin, foreign languages, and some mathematics should be taught, 6424. The discipline might, with public support, keep down drunkenness or disorder, 6425; which prevail at Woolwich and Sandhurst, 6426. Would like officers to enter army at 16, serving one year as cadets under training, 6356.

Instruction of officers. In a young man entering the army would require French, some mathematics, and enough Latin to read Cæsar, 6380, 6386; with a certain amount of military history, 6398, 6399. Cadets should be treated in every way as officers, but not have executive duties, 6404, 6405; their instruction would be compulsory, 6400–6402, 6406. Would make instruction in the technical subjects connected with the arm to which an officer belongs compulsory, 6338, 6339, 6343, *App. VII.* (*A.*), *p. lxxxiv.*; and would extend the present promotion examinations up to rank of captain, so as to embrace such subjects, 6340–6342, 6344, 6369; including elementary fortification, outpost duties, &c., 6345; with tactics, strategy, and military law, 6346, 6390, 6391. An officer by study could acquire this in his battalion, without having a regimental instructor, 6347, 6348. Commanding officers of battalions ought to be the instructors for everything, 6387; they are as good officers as can be got under present system, 6389; but could teach better if there were a proper system, 6408. Would have district, but not battalion, instructors, 6349, 6350, *App. VII.* (*A.*), *p. lxxxiv.* The study would not be unpopular, but anything like going to school would, 6351; would merely make the knowledge compulsory, 6352. The same system would apply to India, 6353, 6382, 6385. Would take any qualified officers for instructors, 6354, 6355. There would soon

WALDEN, Viscount—*cont.*

be plenty, 6372. Present promotion examinations are not uniform, 6381; and a failure, 6403. Would substitute district boards of examiners, 6364–6366, for examinations, say, four times a year, 6367; with appeal to Council, 6368; sees no reason why the field and outpost instruction introduced by Lord Fred. Fitzclarence should not now be carried out, 6388. Only those officers who had been instructed in field fortification could undertake to defend a farmhouse, 6395–6397. Foreign military schools give a higher scientific tone than our officers possess, 6358; with same resource and power of endurance, 6393, 6394; as in Prussia, 6359, 6360, 6362, 6363; though our officers have the better physical training, 6361. Quotes instances in the Crimea of officers who had passed high examinations being physically incompetent on the staff, 6373–6379.

CAMBRIDGE, FIELD-MARSHAL His Royal Highness the Duke of, K.G., &c., &c., &c., Commanding-in-Chief.

Council of Military Education.

The principal duties of the Council are with army schools, 5369. The system works very well and there would be no gain in changing it, 5370. Examinations are best carried out by individual examiners, 5371. A central board could superintend local examinations, 6442, 6443. Correspondence on educational matters ought to pass through Commander-in-Chief, because he is *ex officio* President of the Council, 9527.

Military Education before entering the army.

Our officers could not (from social institutions) take to military life so exclusively as foreign officers: believes that the bulk of Prussian officers receive military instruction as cadets at colleges, 5358, 5359, 6478. Doubts if the spirit of the country would allow of our officers joining as cadets, to do non-commissioned officer's or private's duty, 5360. Officers on joining the army should be ready to take their places in it, 6449. A cadet college is necessary to make a man a soldier, 9535, 9536; nor could he in later life so well acquire military science, 9546. The military instruction is of the utmost importance, and should be acquired before entering the army, as it will be impossible to make instruction compulsory afterwards, 5351, 6448, 9554; though every facility should be given for voluntary study 5353, 6428, 6431. The subjects which it is important officers should know are: first, military history, field fortification, and surveying; second, low mathematics and languages, with gymnastics and riding, 5381. Does not see how young officers could be sent abroad to learn languages, 5382.

Sandhurst.

The greatest misfortune for Sandhurst would be to diminish its numbers to those striving for free commissions, thus shutting out the high-toned public school element, 9530, 9548, 9557; which is of infinite advantage to the poorer cadets, 9549. If it were possible without diminishing the number, it would be good to give free commissions to all cadets entering, 9558. To limit the college to those who could pass a severe examination, would shut out the sons of poor officers, as a boon to whom it was partly founded, 5378. Does not see what would be gained: the ordinary run of officers have a fair knowledge of military matters, 5379; possibly poor officers' sons might be compensated by some arrangement with Wellington College or Marlborough, 5380. The loss of Sandhurst would be a great evil, 9555. The entrance examination is too high; not in itself, but because the public schools do not work up to it, 5357. Cadets should enter the army younger, 5352. Final examination for purchase commissions could be raised in its technical, but not in its scientific parts, 6455, 6494.

The Commissioners of Sandhurst could be dispensed with without loss, or retained without disadvantage, 5367; they do not clash with the Council, 5368. Sees no object in giving them more inspectional functions, 5404. Governor of a military college ought to have the large powers of a public school head-master, 5396, 5397; but the Council would perhaps be better able to select efficient professors, as the Governor, (unlike a head-master) would not teach, 5398. The Governor can and ought to recommend the removal of an inefficient professor, 5399, 5400. The drill should be exactly assimilated to regimental drill, 5401. Geology and physics might give way to riding, which is very important: too many subjects are attempted for any to be sufficiently taught, 5407, 5408.

Doubts if discipline at Sandhurst be worse than at other colleges: it could be kept to a high tone, 6453. Every effort is made to check drunkenness and immorality: the billiard and refreshment rooms were established with that object and have had a good effect, 5423. Contagious disease supposed to have been incurred at the College has often been brought from previous localities; parents or guardians should be informed for a long time of it, 5424. Witness has inflicted rustication, but not expulsion, 5383. It would be a great advantage if free commissions could be given as rewards for good conduct as responsible under-officers, 9538. Each cadet should have the conveniences given at a public school; but it is a question of expenditure, 5402. Has not reason to suppose the discipline and studies unsatisfactory; the tone is much improved of late, 5350, 6453. Sandhurst is satisfactory to a great extent; but would extend it, so as to pass all infantry and cavalry line officers through, 5348, 5349, 5374, 6447. The tone would be thereby improved. The public school element is kept away now by the system of direct commissions, 6454; which witness would abolish, 6456. Would wish young men to go direct from public schools to Sandhurst (as a military university, 6449) for military science, 5356, 6456, 6473–6475; and thence to the army as gentlemen and efficient officers, 5406. The Military College should for discipline have, as far as possible, a military and civil system combined, 5362, under military men, 5363; the discipline should, however, be more rigid than at civilian universities, 6451. Cadets should enter at 16 or 17, and join the army at 18, 5364, 6450. Thinks 600 or 700 young men would be at the College at once, 5375, 6450. Discipline would be difficult, but not impossible. Would increase the incentive to study by graduating the prices of commissions to the "B" list of cadets, 5376, 5390, 9530. Idleness could be mitigated, 5377, 9556. The system of graduated purchase would raise both the scientific and moral condition of the College: the great defect now consists in good conduct marks not counting towards a commission, 5405; to make them do so would have the best possible effect, but it is difficult, 5416–5422, 9530. Boys from public schools might enter at 17 or even 18; they need not be the full two years at Sandhurst, if they could pass out earlier, 6476, 6477, 6479, 6487. This would be an English approximation to the Prussian system, 6478. Sandhurst might be largely increased without great increase of expenditure, 6452; but there would be involved a considerable change of plan, 6493. Does not think the number of candidates would diminish. Special classes at public schools would fail, 6496. The payment should be such as to meet the means of the ordinary class of English society; not interfering with rights of poor officers, 6498, 6499, 6501–6505. Would let time at the College count as a commissioned officer, 6500, 9532; if the cadet had been well conducted, 9530. It would be army rank, not regimental rank, 9533; its advantages, 9537. The two years Waterloo rank told most signally, 9547.

Woolwich.

Woolwich works very satisfactorily. Deprecates any separation between artillery and engineer cadets, 9526. Trusts that reference will continue to be made to Commander-in-Chief before dismissal of cadets, 9527. To amalgamate Sandhurst and Woolwich would be most unfortunate for the army, 6444–6446.

Cramming.

"Cramming" is most detrimental: attributes to it whatever bad tone there may be at Sandhurst and Woolwich, 5356. Does not see how private or cramming schools could properly be subjected to Government supervision, 5365, 5366.

Promotion examinations.

Would not have examinations for promotion except in matters immediately connected with the officer's duties, 5354; though they might be extended as far as strengthening outposts or defending houses, which is essential knowledge, 5386, 5387, 6459; and fortification is desirable, 6429; but not necessary for every officer: it should be learned before entering the army, 5355. The promotion examination in fortification and reconnoissance is not sufficiently carried out, 6436. Boards of examination should be formed at the central stations at home and abroad, the garrison instructor being always a member to secure uniformity, 6437; doing the best practicable at detached stations, 6438. This could be done in India, 6471. The promotion examinations should be very strict, failure involving being passed over for a year, 6458: which practically makes the instruction obligatory, 6462. The examination should be final, a rejected officer being allowed, however, to represent his case, 6464, 6465. For examining young officers prefers a station board, 6489. There would be great difficulty in making purchase promotion at a reduced rate the reward of proficiency, 5391, 5392. Does not object to a committee of officers con-

CAMBRIDGE, Field-Marshal, H.R.H. the Duke of—*cont.*
sidering the necessary knowledge for promotion, 5388, 5389. Regards selection of regimental officers for promotion as quite impracticable, 9559.

Instruction of Officers.

Officers' schools are next to impracticable, 5353. Thinks the body of officers would be unfavourable to captains-instructors; so long as officers do their regimental duty efficiently, they could not be forced into classes for instruction by order, 5361. Compulsory instruction would be extremely distasteful, 6463. Many officers who will not study may yet be excellent troop or company officers, 5403. Would give every facility for voluntary classes, 5372; the only one is at Aldershot, because of the difficulty in finding officers to undertake the instruction, 5373. Attendance on lectures must be entirely voluntary, 6457, 6460, and dependent on self-interest, 6461. Does not know what inducements for voluntary study could be held out, 5384, 5385, though increased pay might have its effect, 5415. The names of those passing voluntary examinations could be recorded as a recommendation for possible future advancement, 5393–5395. An officer could be appointed to each regiment to superintend the technical instruction of officers, and the employment of soldiers in trades. Garrison instructors should take part in the promotion examinations, 6430, 6431; but they could not instruct in languages, 6432. The system of regimental instructors would promote study among officers, as it would give opportunity of employing passed officers of the staff college, 6433, 6497. The only expenditure for the mechanism of regimental instruction would be scientific instruments; would make these garrison property, and not move them with regiments, 6439, 6440. Does not think regimental instructors would be unpalatable to commanding officers, 6482, who would not themselves have time for this instruction, though a major might have, 6483. It is the practice at regimental inspections to require several officers to give proof of instruction in field duties, 6484–6486.

Would prefer garrison to regimental instructors, but the scattering of the army might render the latter necessary, 6466; and objection might be taken to long detachment of an officer, 6467, 6468, 6480, 6481. Working men could have slop clothes, as at Shoeburyness, 6469. Hopes the system of instruction for officers would be tried on a small scale at first, and limited to large garrisons. If successful there it could be extended to regiments, the success in which is doubtful, 9528.

Staff and Staff College.

Is satisfied with Staff College, but it is a disadvantage not to be able to appoint to the staff officers who in the field have shown themselves eminently qualified for it, 6434, 6470, a rule rarely broken through, 6492. Several officers have broken down under the hard work of the Staff College, but every officer does not go there for the purpose of hard work, 6472. As regards the commanding officers' certificates as to candidates, sees no other way than to trust to their good faith. Some officers go to the Staff College who might as well not go there, 6435. Doubts if inspecting generals could be relied on for certifying to the fitness of a candidate for the Staff College, 9550, 9551. Would not admit subalterns, 9540, 9541. Objects strongly to any increase in the number of officers passing through, 9531. Complaints that Passed Officers do not obtain appointments are common, 6490, though virtually they are under obligation to the public, 6491. Remembers at Varna the English officers doing, by their riding there, country and road surveying more quickly than the French, 5409. Educational or scientific attainments are insufficient for a staff officer, 5410–5414. If fortification, &c. were in the regulations as part of drill and were taught by the adjutant, and there were garrison instructors, the Staff College might be dispensed with, 9534, 9552. Has every respect for the Passed Officers of the Staff College, but thinks selected regimental officers make the best staff officers, 9529. Officers of regiments could be examined for the staff without passing through the Staff College, but they would be less scientific, 6441. Never knew a good regimental officer break down as a staff officer, 9553. Subalterns would be unsuitable for brigade majors, 9539, 9541, 9543, 9549, though they might be appointed with brevet or local rank, 9542. There are most valuable regimental officers of great experience in marching troops, 9545.

SIMMONS, MAJOR-GENERAL SIR J. LINTORN, K.C.B. (Royal Engineers), Lieutenant-Governor of the Royal Military Academy, and previously Director of the Royal Engineer Establishment at Chatham.

Woolwich.

The results, intellectual and moral, of the system at Woolwich are decidedly good, 6508, 6510, 6512, 6513. Bases his opinion on about 140 young officers who have come to him at Chatham direct from the Academy, 6509, 6628. There may be minor details requiring change, 6514. Would modify the instruction in surveying, 6596. The entrance age for cadets could not be reduced consistently with their requiring the same amount of education, 6605, 6638; they get from Chatham to their engineer duties at from 21 to 23, 6606, 6637, which is not too old, 6639, 6640. In the interest of discipline would not shorten the course, 6553. To separate the artillery and engineer cadets would be disastrous for both services, 6554. Would not to either class diminish the mathematics taught, 6555 6557. For a young officer to come to Chatham overworked from Woolwich is quite exceptional, 6607, 6608; as a rule they are physically fine and athletic, 6609. The artillery used to be almost hereditary, 6610; a fair proportion of artillery officers' sons still enter, 6611. Approves of open competition, guarded by a high educational standard, 6510, for a test examination, 6511. Advised a friend recently to keep his son at Cheltenham for preparation for the Academy, 6515. Is opposed to amalgamating Woolwich and Sandhurst, 6654–6656, 6658.

Chatham.

Was Director at Chatham for three years, 6516. Chatham is the head-quarters of the engineers, and a school of engineering for the instruction of officers and men, all of whom go there on first joining; details the course of instruction, 6517, 6561, and mode of teaching, 6635; no *répétiteur* system, 6636. Instruction is by lectures and classes, 6561, 6563. A class should not exceed 20 officers, 6583; this does not apply to special lectures, 6615. Languages are not taught, 6518; there are lectures on professionally scientific subjects, 6519. The course for officers lasts 22 working months (two years including leave), 6543, 6544, 6634; and is a continuation in the service of the studies at Woolwich, 6520–6522; the time counting as commissioned service, 6523. Has had as many as 80 young officers under him together, 6524. Reckons about 20 cadets annually required for engineers, 6525. Discipline is maintained as in a regiment, 6526–6529; there is no sort of punishment, 6530; the men average 1,200 at Chatham, of whom about 600 are under instruction, 6541; on arrival from foreign service a company comes to Chatham for short instruction, 6542. The officers are in barrack, 6631; separate from line troops, 6632. Accommodation not always sufficient, 6558. They have separate rooms, 6531, and mess together. Other engineer officers come to freshen up their knowledge; also officers and men from other corps for instruction in telegraphy and signalling, 6532. For officers of that description the course lasts two months, 6533. Commanding officers have not objected to their officers coming, 6534, 6535. Such officers had probably reasons for preferring Chatham to the Staff College, 6536; their course does not entitle them to any advantage, 6537. Very few line officers come. They come at their own request; there is no entrance examination, 6569, 6570. The instructing staff is all under the director, who is assisted by a brigade-major, 6538. The leave allowed; discipline could not be higher, 6539. There are five instructors, and five assistants, with 14 staff serjeants, 6540, 6560. The pay of the instructors is scarcely high enough to secure the best men in the engineers, 6579, 6580. Young officers coming to Chatham are very amenable to discipline, 6582; presumes they have acted as under-officers or corporals at Woolwich, 6581. They work hard both at study and athletic sports, 6612. Purely military duties occupy three or four months before studies are commenced; prefers this to the Prussian system, 6642, 6643. The course involves daily about five hours close work, 6629; military duty being then exceptional, 6630. For industry relies on previous habits and on the actual work to be done under penalty of losing leave and time, 6644–6648. Is not satisfied with the examination for officers after the course, 6545. The director reports to Commander-in-Chief on each officer leaving (whether of engineers or not), 6549; but the examination makes no difference to the officer's position, 6546. Line officers underwent an easier examination, 6547. No certificates are given, 6548. Has proposed rewards for good sapping for the Royal Engineers. 6584 There were three depôt battalions at Chatham, 6571; the men of which derived little or no benefit from the engineer establishment, 6572.

Instruction of troops in field works.

The heavy garrison duties at Chatham would be an obstacle to the line troops going through engineering instruction, 6573, 6574; but there is accommodation for three full battalions, 6575. It might be good to send to

SIMMONS, Maj.-Gen. Sir J. Lintorn, K.C.B.—*cont.*

Chatham a few selected officers from other corps; but to pass many young officers of the line through would be useless to those officers and most inconvenient as regards discipline, 6550; while it would involve great increase in barracks, for which the town is an undesirable place, 6559, 6633. It would be an advantage, nevertheless, if every line officer went through the practical course of field work, 6551; which should be done at the large camps, rather than at Chatham, under engineer officers specially appointed as instructors, 6552. At other places sand-modelling could be resorted to, 6584. Engineer officers or non-commissioned officers might be detached temporarily to distant stations to train officers and men in field works, 6624, 6625. In five years, half the regiments in the army pass through Aldershot, 6587. Field works could be taught to officers at camps in four months, 6567, 6595. Such instruction is too much neglected in our army; would make the full course voluntary, but a part compulsory on officers and non-commissioned officers, 6568, 6588–6590, 6593. To learn the use of pick and shovel should be obligatory on every soldier, 6589; but working pay should not be given for mere instructional work, 6617. If there were a compulsory examination in engineering subjects for army officers, would have it rather for promotion to captain than to lieutenant, 6585, 6586, 6601. Models of necessary fortification matters could be supplied at small expenditure to large stations, as Aldershot, 6564; but would be out of the question at barracks where only a single regiment should be quartered; sand-modelling would be a good substitute, 6565, 6566; and would be interesting, 6592, 6626, 6627. A few tools are used, 6600; and a shed half the size of one 120×40 feet would suffice for the sand-modelling of a battalion, 6576. Bridging, &c. could be taught by models at little expense, 6577, 6578.

English soldiers learn field work as quickly as Egyptians or any others, 6618, 6619. Such work develops muscle, 6620; but line officers without practice cannot superintend the men, 6621.

Instruction of officers. English officers are not eager to acquire knowledge, 6622; regimental system stops study, 6623. Officers should be required to study, and should be examined in court-martial law, 6602; as also in field-sketching, but would not allow inability to acquire the latter to bar promotion, 6603; it is readily acquired, 6604. The more officers, generally, can be educated to the qualifications of staff officers the better for the army, 6594. Examinations held at distant stations could not well be *viva voce*; written questions should be too clear to admit of doubt as to meaning, 6613, 6614. It would be good to employ as military instructors in regiments officers in them who had passed the Staff College, 6649; does not think there would be serious social difficulties, 6652, 6653.

Officers should join the line at from 17 to 20 years old, 6641. Eight hours mathematics daily is more than a grown man can stand, repeated frequently, 6616. The Prince Consort, shortly before his death, thought of instituting winter lectures at Aldershot, 6650, 6651. West Point educates many men who do not enter the army; the American war proved, more than anything else, that special instruction is necessary to make good officers, 6657.

FIELD, COLONEL G. T. (Royal Artillery), Inspector of Studies and Second Commandant, Royal Military Academy.

Woolwich. Has been at the Academy three years, 6734. Enumerates the establishment at Woolwich; there are at present 222 cadets, in three divisions, 6660. Admission between 16 and 19 by open competition; for instruction, cadets are in five classes of equal strength; annual charge detailed, 35,006*l.* in all, 6661, of which 3,142*l.* falls on the public, 6662. Contributions of cadets stated, 6663. Indian contribution described, 6749, 6750. Instruction tutorial, partly by lecture, partly by class; hours of attendance detailed, 6664. Entrance examination described, 6665, 6666. Subsequent half-yearly examinations are all competitive and written, 6666, 6667. Maximum marks attainable and minimum required, 6668. All studies compulsory, except that a choice is given between German and Hindustani, 6669. Describes the gymnastics and drill, 6670, 6671; the discipline and punishments, 6672, 6725–6727; amusements, 6673, 6674; the barrack rooms, 6675; a single room each would be better, but objections are not now made, 6689–6693; reading rooms, dining halls, and class rooms, 6676; the arrangements for meals, 6677, 6678. Saturday is a half-holiday, 6679. Lights out at 10.30 p.m., senior cadets 11 p.m. Cadets forbidden to enter houses of public resort in neighbourhood, 6680, 6681, a law very rarely transgressed, 6683–6687; bounds are only as to time, 6682. There is a nice billiard room, 6688. There are 13 subjects of instruction, 6695, 6696, and 34 professors and instructors, 6694, with very similar duties, 6697; the number could not be reduced under existing system, 6761, 6762; 23 is the greatest number of cadets taught by one instructor at one time, 6698, 6760. Lieutenants of companies have nothing to do with instruction, 6699, for which, under lieutenant-governor and inspector, the professors and instructors are wholly responsible, 6700; they maintain order in study through the corporal, 6701. Offences in study are mostly trivial, 6728–6731, 6735–6737. The course is five terms, 6702. Lieutenant-Governor inspects details, 6703. Each cadet has his desk, portmanteau, and separate cupboard, 6704, which is liable to daily examination, 6705. Pocket money ranges by scale from 5*s.* to 3*s.* a week, 6706. Cadets have means for separate ablution, 6707, 6708. Smoking allowed at any time out of study, but restricted as to place 6709–6711. There is no sand-modelling, 6712. 90 to 100 cadets subscribe to the workshops, 6713. For six months cadets attend 10 arsenal workshops regularly, 6714, 6715. Thinks the punishments sufficient, 6716. Nineteen is too old for entrance; would lower limit to 18, and increase requirements in mathematics and geometrical drawing; classics constitute a serious difficulty, 6717–6724, 6763. It is not the practice for Lieutenant-Governor to rusticate without consulting Commander-in-Chief, 6732, 6733. The instructional staff cannot award definite punishment, 6738–6741. Would not give military professors disciplinary power, 6742–6744, though a professor would of course notice a breach of discipline, 6745–6747. Disciplinary officers reside (with exceptions) within the precincts, 6748. Professors are appointed by Commander-in-Chief on Lieutenant-Governor's recommendation, 6751–6753. There was a rebellion eight years ago, 6754. There is some, but not much, venereal disease, 6755, 6756. There are 44 cadets in each class room, but not all taught by one man, 6757–6760.

There might be a "Board of Improvement;" a chapel is much required; would reduce course to four terms and diminish study parades; professors should be responsible for all the teaching in their subjects. Each instructor should have separate room. Except for languages all professors and instructors should be officers. Barrack accommodation is insufficient, *Appendix III.* (*B.*), *p. lv–lvii.*

Is opposed to amalgamating Woolwich and Sandhurst; but would allow Woolwich cadets failing for Artillery to pass to Line, *Appendix III* (*B*), *p. lvii.*

BRUCE, CAPTAIN E. J. (Royal Artillery), Assistant Inspector of Studies, Royal Military Academy.

Woolwich. Woolwich is a very suitable locality for the academy, 6927.

Cadets enter, at an average, from 16½ to 17½, 6879. Average age of all cadets is 19¼ years, 6907, a few cadets are 20, 6908. Sees no difference in mastering study between older and younger cadets, 6880, 6881. Public school boys, direct from highest forms, make the best cadets, if up to entrance standard, 6882, 6883. Would not shorten the course specially for them, 6884. Is satisfied with open competition, 6772. Maximum age for admission might be lowered to 18. Would allow two trials only, with half-marks as a fixed minimum on all subjects taken up; marks from entrance examination to count towards commission or to be carried to first periodical examination, 6773, 6774. Cases of overwork only occasional, 6899; as a body, the cadets are very healthy and strong, 6900. Cadets are more soldiers than students, 6793; something between soldiers and officers, 6848, nearer subalterns, 6915; cannot say if they are under Articles of War, 6796, 6797, but are under military discipline, 6847, which is most important in a military establishment, 6849.

The resident chief should be governor with absolute power of rustication, but not discharge, 6778—6782. One man could not have time to perform duties of lieut.-governor, inspector, and assistant inspector of studies, 6901–6903. In favour of studies and discipline being both under second commandant, 6865, 6866. Lieut-governor has not time for details, 6867; but in principle should be the point of general connection, 6870–6873. Second commandant has time to join in cadets' amusements and drills, 6868; he might happen to think more

BRUCE, Capt. E. J.—*cont.*

of smart drill than of the studies, 6869. Details duties of assistant inspector, 6836–6840. Superior military rank does not involve priority on the educational establishment, 6841–6844. His visitation of studies is very useful, 6919. There should be a council of improvement of professors, under lieut.-governor and inspector of studies, 6769. Does not admit any great difference between powers of military professors and executive officers, 6813; but professors should be limited to teaching, 6814. Some military professors associate in cadets' amusements, 6815. Strongly opposed to combining teaching (except of drill, 6827,) with discipline. Fewer men who punish the better, 6816, 6825–6828. Professors do not know cadets until they pass into their classes, 6893, and see very little of them out of study, 6819, which is desirable, 6820. A military man may attract more attention than a civilian, 6922; but is not sure he would select foreign teachers from military men, 6921. Civilian professors are not allowed to give private instruction, 6890. Professors are responsible for discipline in their classes; but keep order through an under-officer or corporal, 6789. They have no power to punish; but are bound to report anything they see wrong, 6790–6792, 6817, 6892. A military professor could, as an officer, put a cadet in arrest, 6792, 6794, in which respect he differs from a civilian, 6795, though the difference is unimportant, 6891. With optional studies it might be practicable to reduce some professors or instructors, 6771. Organization of studies is, on the whole, good, 6766. Each professor teaches in his own method, 6798, 6799. Lectures not largely used, *viva voce* examinations are better, 6800; cadets' note books are examined and marked, 6801. Preparation out of study is not obligatory, 6802, nor essential, 6803. Private study is optional, 6804; with limit of time as to putting out lights, 6805. Would not allow any private study in subjects beyond the Academy course, 6894–6896. Finds no fault with the teaching, unless in mathematics; cadets might be grouped more, 6806. Would not reduce subjects taught, especially mathematics, 6807. Mathematical studies are not excessive, 6874; are valuable professionally and as mental discipline, 6875. Good mathematicians have greater facility in other studies, 6876–6878. Languages should be taught by foreigners, 6897, 6898; would reduce course to two years, 6775, 6776. Would render voluntary chemistry, applied mechanics, and physics. Marks from all examinations should carry forward, 6768. Artillery and engineer cadets should be educated together, 6769, 6770, 6808–6810, 6923. Would give artillery cadets a six month's course, after leaving Academy, special to themselves, 6767, 6769.

Discipline satisfactory, 6777. Cadets sign a declaration that they will obey orders, 6845; one order is to salute every officer he meets, 6846, to which only a cadet of bad tone could object, 6916; another, to obey professors and masters, 6850–6852. Any officer seeing a cadet do anything wrong ought to place him in arrest or report him, 6853, 6854. Woolwich being a garrison town, cadets are under constant supervision, 6818. In 1864 there was insubordinate combination, 6783. Venereal disease is too prevalent; but has decreased since 1862, 6784–6787. It involves no punishment, 6811, but the cadet would probably be spoken to about it, 6812, by the chaplain and his captain, if an opening presented itself, 6855–6858, 6910. Does not see how to prevent venereal disease, 6909; punishment would probably cause concealment and endanger health, 6914. Cases of drunkenness are very few, 6904, and would probably involve dismissal or rustication, 6905, 6906, which young men dread, 6920. A captain and subaltern have charge between them of 80 cadets, 6829–6832; would rather have one captain over all the cadets, 6833, 6859, 6918, with a second captain as assistant, 6860, 6862. The company officers know what their cadets are doing; though less intimately than college tutors, 6834, 6835. A captain has leave of absence very rarely, 6861. Captains are supposed to be selected as the fittest men to be had, 6911; they are responsible for the moral welfare of the cadets, 6912. Officers are always ready to advise cadets on all points, 6863. Communications to parents would ordinarily be through Second Commandant, 6913. Under-officers and corporals have responsible duties analogous to orderly officers, 6917. Corporals or responsible cadets of classes are selected from the classes immediately above, 6821–6824, 6885–6888. Each cadet should have a separate room, 6788. Approves of the facilities given for billiards and smoking, 6864.

Is not in favour of amalgamating Woolwich and Sandhurst, 6924–6926.

BRACKENBURY, CAPTAIN HENRY (Royal Artillery), Professor of Military History, Royal Military Academy.

Woolwich. Acquainted with Academy for seven years, 6928–6931. Is essentially different from a civil college, 7020. Would limit it to technical subjects, 6947, 7051; as a School of Application, *App. III.* (*A.*), *p. liii.*, and would not educate line cadets with those for scientific corps, 7033, 7034.

Candidates should have as long for general education as possible, 6936, 7050, 7051; and commence technical subjects at from 18 to 19, 6937. Approves of open competition; but not of present style of entrance examination, 6935, 6982, *App. III.* (*A.*), *p. liii.*; which feeds cramming schools, 6991. Would exclude from it experimental sciences as crammers' subjects, 6934. Mathematics not practical enough, 6965–6967. Sandhurst and Woolwich crammers are very similar, 6994. Every cadet on entrance should have a colloquial knowledge of French, 7029, 7030. Cadets should be commissioned officers from date of entrance, 6949, 6950, 7051.

Would shorten course by abolishing mathematics and languages as compulsory subjects, 6938, 6959, 6968, *App. III.* (*A.*), *p. liii.*; 18 months should suffice for artillery cadets, 6939, 6940. Six or seven subjects at once too much for any man, 6958, 6960–6963; would be better if divided into courses, 6976. All Woolwich subjects are obligatory, 7005. Engineers require much higher education than artillerymen, 6963. Would separate their studies after one year, 6964. Teaching should be by lecture, with previous study and subsequent examination by the instructor, on the *répétiteur* system, cadets being left to free study, 6955, 6972–6974, 6990; choosing to some extent their own subjects, 6977, 6978. Sees no danger in thus approaching Oxford system, 7015, 7016; progress is always checked by examinations, 7017. Would make great difference in mathematics between artillery and engineer cadets, 7031, 7032; they are carried too far for the artillery, except for those with a special bent for it, 6932, 6933, 6948; to a needless waste of labour, 7013, 7014. Elaborate surveying not necessary for artillery, 6979, 6980. Sand-modelling useful, 6981. Cadets' ignorance of geography is astonishing, 6985, 6986; it is best taught with history, 6987, 6988. Cadets take eagerly to military history; witness examines their notes after every lecture, 6975, 7011; it is taught with direct reference to the art of war, 6983, 6984, 6989. His lectures are on particular campaigns, 7003; not farther back than Napoleon, 7007, 7008; a printed syllabus is distributed beforehand, 7006. Uses Colonel Chesney's outline maps, 7012. A large number of cadets benefit, 7004. Gives one lecture a week to each class, 7010. Time too short for much on transport and supply, 7009.

Would dispense with second commandant and two out of the three captains, 6941; enlarging the power of Lieutenant-Governor, 6942–6944, 7000. Would reduce the professors, 6945, 6946. Subaltern officers have insufficient power, 7039; their nomination rests with Deputy Adjutant General of Artillery, 7040, 7041. Quartermaster should be young and active; paymaster should have whole payment of cadets; combining paymaster and adjutant a mistake, 7049. Professors and officers should retire at sixty; young men are much better than old ones, 7046–7048. Lieutenant-Governor should consult more the professors and instructors, 6953, 7018; who ought to have a voice as to suspension of study; witness has been seriously inconvenienced by such suspension, 7011.

Discipline not very good, 6951, 7037; especially formerly, 7035, 7036. Tone moderately loyal now to the authorities, 6996. Would abolish minor punishments and treat cadets as officers; punishments are not uniform, 6997–6999. Arrest on honour used to be evaded, 7000, 7001; but is now properly kept, 7002. Would continue arrest, but abolish punishment drill, 7002. Summary dismissal should scarcely bar all entrance to the army, 6992, 6993. Agrees mainly with Major Stuart's pamphlet, 7023–7027. Would only treat cadets as soldiers on drill, 7028. Objects to parades, 7020, 7021, except for genuine drill, 7022; they worsen discipline, 7038. Parades not under an officer's eye are a farce. Under-officers and corporals have no real authority with the older cadets, 6995, 7039, 7043, 7044. Under-officers and corporals ought to have more privileges than the old cadets, 7042, 7045. Sees no gain in giving professors disciplinary powers, 6954; it would be undesirable, 7019, 7020; they have none now, 6956, 6957. Some civilian professors cannot keep order, 6970; it would not do to give them disciplinary power, 6971.

Artillery advanced class not satisfactory, 6969.

OWEN, LIEUTENANT-COLONEL C. H. (Royal Artillery), Professor of Artillery, Royal Military Academy.

Woolwich. Connected since 1856 with academy as assistant instructor, instructor, and professor, 7052–7054.

Woolwich possesses special advantages for artillery instruction, 7199; and such instruction could not be so well imparted after joining the service, 7200, 7201, 7204, 7205. The arsenal course takes the last term, 16 or 17 weeks, 7202, 7203; and is of great advantage to engineer cadets, 7204, 7205. Entrance examination is severe, 7186; but has observed very few instances of overwork, 7187, 7188. Would limit trials for admission to three, 7055, 7056, or four, 7130–7139; and let the marks obtained at entrance, in languages, classics, and pure mathematics, count in final examination, 7057, 7107, 7108, 7164, 7191. A candidate should know elementary pure mathematics before entrance, and learn mechanics, natural philosophy, and machinery at academy; one language to be indispensable, 7058, at entrance, its study optional afterwards, 7174. Ordinary public school course would not qualify, *App. III. (A.), p. l.* Objects to some cramming schools as disreputable, but some are very good, 7093–7095. Cadets have more general knowledge than formerly, *App. III. (A.), p. l.* Entrance examination should show bent of a cadet's mind, 7167. Would give four scholarships for excellence, to be held during residence, 7066–7068. Age for admission should be 16 to 18: course two years, *App. III. (A.), p. l.*

Cadets have sufficient time for general reading, 7189; but that should be left till after leaving Woolwich, 7190. Everything gives way to meals and recreation, 7140; cadets are pampered, 7142, and overfed, 7183–7185.

Executive officers and professors are in excess, 7069, as compared to an ordinary school, 7151; only to be reduced by reducing number of compulsory subjects, 7070, 7071, by which one-third might be dispensed with, 7072, 7073. Would keep separate the disciplinary and instructional staffs, but give them better opportunities for common action, 7059. The professors require disciplinary power, though some actually exercise it, 7074–7080, 7085–7087. Witness would not put in arrest a cadet whom he saw misconduct himself in the town; a rare case, 7081–7084. Professors are rarely consulted as to changes of study, 7116. Looks upon the assistant inspector as the inspector's deputy, 7117. Sees no utility in his visits to the classes, 7118, 7119. It would be sufficient to give professors power to inflict slight punishment, 7120; twenty four hours arrest, 7143, not to be entered against cadet, 7144–7146.

There are too many subjects to get up in the last term, which depreciates all, and especially artillery study. Sufficient time is not allowed for that branch, 7115. It is important that the teaching should be in classes, where all are doing the same thing, 7113. Objects to the artillery studies given at Woolwich to young officers just joined, 7114. Artillery and engineer cadets should go through precisely the same course, 7063–7065, 7166. Half the instruction of cadets is practical in the field, 7111, 7112. Practical and theoretical classes are now in the same barracks, 7147; a disadvantage, 7148. If again separated, it would be a great improvement, 7149, 7150. Would confine higher mathematics to those showing special aptitude, 7062, as a voluntary subject, 7165. Languages might be left as optional studies, if required at entrance, 7109, 7110. Doubts if languages can be acquired at Woolwich, 7175. There is very little battalion drill, 7177; would increase it, 7178. There is no direct religious instruction, beyond a Bible class, 7194–7197. The different religions of cadets might make it difficult, 7198.

The academy is in fair condition, 7060, 7193. Insubordination has died out, 7061. Tone of cadets exceedingly good; immensely improved from former times, 7163, 7192. Preserving discipline depends on an officer's personal qualification; but he must be supported, 7173. Cadets are unsteady on parade, 7121, 7163; probably from the large number of useless parades, 7122. Describes insubordination in the matter of General Wilford, 7088–7092. Would not record trivial offences, 7168. There is no solitary confinement now, 7169; it might sometimes be advantageous, 7171. Rustication not objectionable, but it may foster a cadet's idleness, 7181, 7182. Does not think three captains necessary, 7179, 7180. Discipline-officers not responsible for study parades, but for those at meals, 7123, 7124. Senior captain exercises superintendence and does not take turns of duty with other captains, 7125. Employing a corporal in a class in which he is not working, is good for discipline, but bad for himself, 7126; but in first term or two

OWEN, Lieut.-Col. C. H.—*cont.*

such a course is indispensable, 7127, 7128. Would increase power and privileges of corporals, and require from them efficient performance of their duty, 7096–7098. Corporals do not do their duty, and there is laxity of discipline in classes, 7152–7162.

The cases of Woolwich and Addiscombe do not admit of comparison, 7099, 7100. Amalgamation of Sandhurst and Woolwich would be detrimental to the education for the scientific corps, 7101–7103, besides creating jealousy from the greater rapidity of promotion in the line, 7104–7106, *App. III. (A.), p. l.*

CUNYNGHAME, LIEUTENANT H. H. S. (Royal Engineers).

Wellington College. Was educated at Wellington College, modern side, 7222, 7223, for 5½ years, 7264; the special education there was a decided advantage, 7224, 7321; gained many prizes there, 7225, but wanted more time for Mathematics and French, 7265. Boys on the classical side pass into Woolwich high, but not so high in final examinations, 7322, as classics do not then count, 7323. The modern side did not make any separation in the school, 7324, 7325.

Woolwich. Entered Woolwich before he was eighteen, 7226, which is about the best age, 7227. Entrance examination is superficial and allows of cramming, 7220. Witness crammed, 7221, for 12 months with a private tutor, 7230, having six hours daily at mathematics, 7330; having had at Wellington College three or four, 7331. Individually learns better with a tutor than in a class, 7332. Crammers do great harm to the moral tone, 7274–7276, by neglecting athletics, 7277. Knew a little French, 7228; learnt at Wellington College, 7229. At entrance to Woolwich did not take up classics, 7304, having abandoned the study three years before, 7305. Would allow marks for classics to carry on, but not for other subjects not taught at Woolwich, 7306. Entered Woolwich thirteenth, 7266; was not overworked in preparation, 7267. Quitted Woolwich Academy four months ago, 7206, first in final examination, 7209, by about 1,300 marks, 7210; obtained a good conduct sword, 7211, and a gold medal for higher marks, 7212, 7213. Was a responsible under-officer, 7208. Is now at Chatham, 7207. The subjects are too many: there is not time for a thorough knowledge of all, 7214–7219, 7300. Would make voluntary—French, higher mathematics, German, or Hindustani, the sciences, practical drawing, mechanics, free hand drawing, 7217, to afford time for general study, 7273. Studies are better mixed up, than classed by time, 7301. Would give more time to artillery subjects, 7302. Would not separate artillery and engineer cadets, 7303. Thinks the obligatory mathematics should stop short of differential calculus, 7269, 7270. There is no time for general study, 7271, especially in the last year 7272. The engineers want high mathematics more than the artillery, 7326; by making it voluntary the men for the engineers would take it up and the hard work would pay, 7327, 7328. Eight hours a day at mathematics is too great a strain, 7293. French is a very valuable acquisition for an officer, 7294, 7295. Instruction in classes and by lecture have both their advantages, 7242. Lectures are good, provided the pupil master the subject himself, 7243, 7244. The idle cadets could scarcely be made to work at lectures, 7296, 7297. Discipline is well maintained, 7231, 7238, and tone gentlemanlike, 7232. Cadets would support a punishment they thought just 7233. Discouragement of study has died out, 7234. Bad language not more than might be expected, 7235. Would not give civil professors power of punishment, 7236; the respect shown them depends on themselves, 7237. There were no instances of flagrant insubordination, 7249. Allowing beer and coffee at all times has greatly diminished intoxication, 7282, 7283. There is no limit to the beer a cadet may call for; never saw the power abused, 7307. As regards offences with women, the tone was far lower than in a public school, 7284, 7285. Spoke to chaplain once or twice, 7250. He visits cadets in hospital, 7252; but not otherwise, 7251, 7287. Cadets, who choose that line, could be religious without hindrance, 7288; the chaplain should be young and energetic, 7289. There was a strong feeling in favour of keeping arrest, 7308–7310. Should be against putting all the cadets under one captain, 7311–7313, 7318, 7319. Cadets would respond to advances from their officers, 7314, 7315. No personal supervision of morals, 7279, 7280, which, however, could be introduced, 7281. As under-officer, witness has advised cadets; advice well received but rarely acted on, 7316, 7317. A link and adviser between cadets and authorities is wanted, 7320,

CUNYNGHAME, Lieut. H. H. S.—*cont.*

As an under-officer, only experienced different treatment from other cadets on parade, 6253. Would decidedly increase power of under-officers, 7254, 7255. Would not separate corporals at meals and quarters from other cadets, 7290–7292. Non-military parades should be reduced as much as possible, 7298, 7299, except for junior terms, 7329. There are now four cadets in a room, 7239. Was fed well, 7245, not too well, 7246; within limits, cadets regulate their own supplies, 7247; had cold dinners in summer, 7248. Passed the Military course at Chatham in 71 days, 7256, 7257; it is strictly practical, 7258. The result was tested by a Garrison Board, 7259; if unsatisfactory would have been sent back for another month, 7260. This military course is a rest after the hard work of Woolwich, 7262, 7263, which is severe in last year, 7268.

NUGENT, LIEUTENANT W. A. (Royal Engineers).

Woolwich. Now at School of Engineering, Chatham, 7334. Left Woolwich Academy 16 months ago, 7333, having been corporal for two last terms, 7335. Was satisfied with his career there, 7380, though the increase of knowledge is not very great, 7387–7389. The life is pleasant; but cadets have no character to keep up, 7452; it would be better if they were treated less as private soldiers and more as officers, 7453–7460.

Before going to Woolwich was two years at Geneva and two at Mr. De Burgh's, a cramming school in Dublin, 7336, 7337, where more discipline was maintained than at most places, 7338, and the tone was fairly good, 7339. Knew French and German before he went up, 7340. Passed in 21st, 7343; passed out ninth, 7344. Thinks entrance examination fair, 7345; but marks for classics high, 7346–7350. The trials allowed are not too many, 7351, 7352. Satisfied with course and teaching, on the whole, 7392; but practical geometry is carried further than can be useful, 7354. The time just suffices to go through the subjects by working well, 7355. The course is not too severe on health, if cadet be well prepared before entering, 7356, and the work is not more than can be managed, 7394. Would not omit any compulsory subjects, 7384–7386. Would keep artillery and engineers together, 7369, even in mathematics, as those best up in the subject go to the engineers, 7390, and the subject therefore divides the men, 7419. Machinery sketching should be more practised, 7357. Perspective is a voluntary subject, 7439, and is not indispensable for machinery drawing, 7438. Classics constitute good education; but cannot give opinion as to carrying on the marks for it, 7440, 7441. French and German, especially the former, are necessary for an engineer officer, 7442. Mathematics not well taught; except by Mr. Crofton, 7399; and there were not instructors enough, 7401. Lectures would be preferable to tutorial instruction for mathematics, 7377. Does not think questions after lectures would cause more attention to be given, 7436, 7437. The riding instruction was beneficial; but insufficient to make good riders, 7425-7427, or to teach training, saddling, bridling, or shoeing, 7443–7448. Gymnastics sufficient; prizes given for it, 7428. As much instruction is given as well could be in field sketching and fortification, 7431–7433. Passed five *bonâ fide* examinations; from which marks in some subjects carry on to final examination, 7359, 7360. Private study is not encouraged, 7392. First term cadets might be allowed, with advantage, to have lights till 11 p.m., 7393, 7422, 7423. About half the cadets would try to discourage study, 7365-7368.

Discipline much improved under General Ormsby, who treated the cadets as gentlemen, 7361–7363. There was not much insubordination; cannot answer as to immorality, 7364. There was some drunkenness at the end of terms, 7409, 7410; not much untruthfulness, 7411, or venereal disease, 7414, 7417; no bullying, 7412; arrest scarcely ever broken, 7413. Venereal disease did not involve punishment, 7415, nor general reprobation, 7416. Discipline much depends on the under-officers and corporals, 7370, 7403, whose authority he would decidedly increase, 7371, 7402. Under-officers could award extra drill and arrest, 7402. They are selected by seniority, if of good character, 7404, 7430. Never heard of an under-officer promoted against his wish, 7405, 7429. They could, but did not, exercise power out of doors, 7406–7408. Would not separate those of the second class from the rest at meals; the first class mess separately, 7435. There is not much *esprit de corps*, 7420. Four thousand parades during the course; discipline would not lose by abolishing the minor parades, 7421, 7434. There is no one to whom a cadet would go for private advice, 7424. Did not receive advice from chaplain unless he asked for it, 7378; but believes chaplain visits the hospital, 7379.

NUGENT, Lieut. W. A.—*cont.*

Professors only exercise authority in study, 7372; would not give it them out of it, lest civilian masters should fail to act impartially, 7373, 7418. Civilian professors have the same respect as military, because they have the Inspector of Studies to back them up, 7374, 7375; but the military professors taught better, 7400. In the first half of last term had 1½ to 2 hours for recreation, 7395; but the drill gives enough open air exercise for health, 7396. Cricket and football were played, 7397; but there was not boating, 7398. There is gas throughout, 7450; never heard it complained of as hurtful to eyes, 7451.

SYLVESTER, J. J., Esq., F.R.S., Professor of Mathematics at the Royal Military Academy.

Woolwich. Has been connected with Woolwich Academy for 13 years, 7462. It groans under double government, 7467, office of inspector of studies and second-commandant should be combined with that of lieutenant-governor, 7468, 7469, 7480; with not more than the present assistance, 7479. The lieutenant-governor is too exalted to exercise a moral influence, 7470; colonel is sufficient rank for him; there are too many executive officers and too many subordinate employés, 7474, 7485, 7493, *App. III.* (*A.*) *p. xlvii.* Would give more opportunities for private study, 7463–7465; by diminishing the class-room study, 7466, as at Universities, *App. III.* (*A.*) *p. xlviii.* Cadets work very hard, but are not overworked; those entering are very intelligent and not crammed in mathematics; at some training schools bad habits are acquired, 7471. Cadets admitted by open competition are better in knowledge, industry, and tone, than their predecessors, *App. III.* (*A.*) *p. xlvii.* More mathematics should be exacted at entrance examination, and course at the Academy limited to subjects, having direct bearing on professional studies, 7472, *App. III.* (*A.*) *p. xlvii.* Eight hours a day at mathematics must be quite a maximum strain; but the Academy study does not approach that, 7473. His instruction is all tutorial, 7476; should be more useful if he lectured and summarised, 7477; with subsequent questioning, as at Universities, 7478. Mathematics in the evening is very objectionable, *App. III.* (*A.*) *p. xlviii.* The Academy is most fortunate in its present Inspector and second-commandant, 7480. The professor should have general control of the mathematical studies; but should also instruct the highest class, 7481, 7482. In class the majority are well conducted; three or four are noisy, knowing beforehand that they will not pass the examination, 7483. The mathematical department is not stronger in instructors than necessary, 7486, and is badly paid, *App. III.* (*A.*) *p. xlviii,* No serious reduction could be made, 7487, 7488, 7492. Generally, the proportion of instructors to instructed is large, 7491. Professors act very little together; does not know by sight all the instructors, 7494. Professors have only assembled once, to discuss change of hours, 7495; Lieut.-Governor ought to have been present, 7496. Such meetings would be advantageous in promoting *esprit de corps*, which has increased of late, 7497, 7498, *App. III.* (*A.*) *p. xlvii.* The variety of subjects taught involves the large number of instructors. Some cadets cannot get through without additional help from private teachers, 7499. Cadets have complained that they are worked too hardly, and have always an examination impending, 7500. Would retain same mathematical course for Artillery and Engineer cadets; *App. III.* (*A.*) *p. xlvii.* Should be glad to see more of cadets than he now can, 7501. The immense majority treat him with respect, but there are some cadets of a lower stamp, 7502. In a case of gross rudeness, by caricaturing, the civilian professors were not vindicated as they should have been by the military officers, 7503–7505. Objects to amalgamate Woolwich and Sandhurst; *App. III.* (*A.*) *p. xlviii.*

MILMAN, LIEUTENANT-COLONEL G. A. (Royal Artillery), Captain of a Company of Gentlemen Cadets, Royal Military Academy.

Woolwich Academy. Was formerly subaltern of a cadet company, 7507. There are printed rules for everything, and they are not deviated from, 7573. Men with good preliminary education are wanted for Artillery and Engineers, 7592; classics should therefore count at entrance, 7593, and a modification of the marks gained might count afterwards, 7642, 7594, in the final

MILMAN, Lieut.-Col. G. A.—*cont.*

examination, 7596. Cadets think it hard classical marks are not carried on, 7595, and boys from public schools are deterred from competing, in consequence, 7597, 7598. Age for admission should be 16 to 18 with only two trials, *App. III.* (*A.*) *p. li.* Does not think the entrance examination in mathematics need take in differential and integral calculus, or be very high. Mathematical talent, when present, will develope later, 7616, 7617. Looks upon cramming establishments as existing under rule of supply and demand, 7510. Total number of cadets is 222, 7623. Since 1863 hospital returns have much diminished, 7625, owing to improved food and treatment, 7626. The seniors have lately been allowed to work late in their own rooms, 7650; which answers well, but would not extend the hour beyond twelve, 7651, 7652. In the large class rooms, where there are at once 40 cadets and three instructors, the numbers create confusion, 7531–7535, 7576–7579. It is a good thing for officers to know classics, 7644; but they need not keep them up, 7645. Cadets have already to qualify in 12 or 13 subjects; another could not be added, 7643. A knowledge of French, German, and Italian very important, 7645. The total classical marks would be one-eleventh of the whole at the final examination, 7599, 7600. Recommends the Répétiteur system, *App. III.* (*A.*) *p. li.* It is very important to induce officers to work after becoming officers, 7652.

Looking to the very fair tone of morality and discipline among the cadets, cannot admit that cramming establishments, as a rule, cause very bad habits, 7527. Cannot say what proportion come from public schools, but the general tone and bearing are very satisfactory, 7528. Though there is less *esprit de corps* than formerly (from the Artillery becoming so large a corps, 7622) it still exists; cadets are happy; there is very little vice and immorality, and what there is takes place when they go to friends in London, 7624. Thinks the drills and out-door practical work need improvement, 7529. There are not too many military parades; the parades for study are unimportant, 7530, 7543, 7580, and not likeiy to be confused with parades for real exercise, 7544. There might be a distinction between drill parades and general parades. Cadets are less steady on parade than formerly, but they drill well, 7545, 7546. Though unwilling to sacrifice important principles of discipline, young men may be kept too strictly, 7581, 7582. Would not separate Artillery from Engineer cadets, *App. III.* (*A.*) *p. li.* Cannot recommend any alterations as to privileges or disabilities, 7583, 7584. Difficulties arise principally from individuals, 7585. The captains see too little of cadets, rarely except on parade; but should feel bound to speak to one going on wrongly, 7618, 7619, 7648, or to communicate privately with his friends, 7620. Doubts the sympathy between cadet and his captain; but thinks he would go to him if wanting advice, 7621. It is a question whether, for discipline, one captain, with a second captain and three subalterns, might not be more efficient than the present plan of three companies, 7511, 7554, 7555, 7638. Five executive officers is the least practicable number. Association of the officers in the cadets' games has a good moral effect, 7512. Would make the Vice-President of the Council the immediate authority to decide questions of studies, and would give Lieut.-Governor absolute power to remove (but not to dismiss) a cadet, 7536. The Lieut.-Governor should be at the head of discipline and education, 7537, with plenary power, 7538. The Inspector of Studies ought to be *ex officio* second-commandant, to take the Lieut.-Governor's place when absent, but should not, as a rule, interfere in the military discipline, 7556, 7557. He might not be the senior officer, 7558; but he is always a lieut.-colonel, 7560. One officer, aided by an adjutant, could not perform the duties now devolving on Lieut.-Governor, Second Commandant, Inspector of Studies, and Assistant Inspector of Studies, 7601, 7602. The pay-master's duties are now too responsible to be performed by the captain of a company, 7561, 7562. There ought always to be a paymaster and adjutant, 7563; in one person, 7567; but sees no necessity for a separate adjutant, 7564–7566; who communicates the second commandant's orders to captains of companies, 7568; but has nothing else to do with the drills, 7569, 7570. Would have a Board of Improvement, as in the École Polytechnique, &c., consisting of some of the professors and military officers, to remove the line of demarcation between the professional and military elements, 7508, 7520. The board should be consultative, with second commandant as *ex officio* president, 7509. Thinks it would tend to harmonious working, 7521. Supposes the Lieut.-Governor could form such a board; but doubts

MILMAN, Lieut.-Col. G. A.—*cont.*

if he would, 7573–7575. Would put one or two professors on boards of all kinds, as of recreation, &c., 7539. There is no reason to dissociate them from the cadets, 7540. Engineers may be employed in military and professional branches, 7541, 7542. Would not combine instructional and disciplinary powers in the same person; if combined, more professors would have to be appointed, 7517. Is strongly against the proposal, 7518, 7519. Professors are now responsible for discipline in their classes, but can only put cadets in arrest, 7639. Not disposed to give further power to them or subalterns, 7640. There is now a reference to the Inspector of Studies, 7641. If professors were put in disciplinary charge of cadets, their own cadets could scarcely compose often their classes, owing to the rapid passing from one subject to another; military training is of great importance, 7603. A professor taking out a class for surveying, &c., would know the cadets better than their captain, 7649. The instructors ought to be appointed by the Lieut.-Governor (he being a general officer), and rigidly selected, the appointments being regarded as among the highest in the Artillery, 7513–7516, 7631, 7634; as at present they are not regarded, 7635. Concludes that a candidate for appointment would bring to bear all the interest he had, 7632. Dislikes appointing on testimonials, 7633. Does not know how civilian professors are selected, 7637. Is decidedly opposed to any amalgamation of Woolwich and Sandhurst, 7522, as lowering the standard of education for the scientific corps, and introducing an element of idleness, 7523–7526. The army would not like having the lowest cadets, though they do not always make the worst officers, 7547.

Artillery Studies. Disapproves the Artillery Studies Department; the young officers learn very little; Woolwich is not a good place for them, 7586, 7587. They have just had hard mental strain at the Academy; would attach them to batteries in England with only easy military work for eight months or a year; afterwards should pass them through a short practical course at Shoeburyness, where a demi field battery might be stationed, 7588. Young Engineer officers at Chatham have easy work at first; attaches the utmost value to practical artillery instruction; felt the want of it in Crimea, 7589. Thinks the Shoeburyness course is too long, and would prefer summer months, 7590. The Militia Artillery adjutants went through it very well, 7591. For staff officers the Repository Course is too detailed, 7613.

Staff College. Has been examiner at the Staff College, 7548. The knowledge there of Artillery was not high; the examination in it seemed a farce, 7549, 7550, 7604–7610, 7614; but in practical out-door fortification there was considerable knowledge, 7551; and the Passed Officers might teach others the lower parts of fortification, 7552. There was no want of diligence, 7553. The students should be attached to an Artillery brigade at Aldershot for practical instruction, 7611, 7614. The present instruction is needlessly technical for a Staff officer, 7612; and the examination admits of cramming, 7615. General principles of artillery action are what he wants, 7629; not the management of a gun, 7630.

NICOLSON, Lieutenant F., Royal Artillery.

Passed from Academy last December, 7653; as senior Artillery officer of his year, 7654. Is now for three hours daily passing through the officer's course at the Repository in heavy gun drill, and at the Riding School, 7655–7659, 7818; attends two lectures a week on military law, 7658. The instruction will last as long as witness shall remain at Woolwich, 7819. The course is intended to be thoroughly practical, 7801. Is still at ordinary riding school work, having had a year of it at the Academy, 7735, 7736. Has sword drill, 7737; does not know whether he will have post practice, 7738. Taught nothing of managing young horses, 7739; or of veterinary matters, 7741. Supposes he will have to practice saddling and bridling, 7740. Has not done any pontooning, 7742, 7802; or construction of bridges, 7803. There is no examination, 7820; but concludes the course must be gone through to the satisfaction of the captain in charge, 7821. Expects for next three or four years to be learning his practical work and drill, 7714; but not to be sent to Shoeburyness unless he goes in for a special class or course, 7715.

Artillery Studies.

Woolwich Academy. Liked the Academy, 7660. Cadets were gentlemanly, 7661; regulating their tone almost entirely themselves, 7797, 7798. Tone, on the

NICOLSON, Lieut. F.—*cont.*

whole, satisfactory, and better than at any other place of the sort, 7707. Language not more coarse than at other large institutions, 7799. Found the moral tone better than he expected, 7758, 7759. Very little drunkenness, and that mainly among the juniors, 7760. Habitual drunkenness would cause a cadet to be looked down upon, 7761; but not immorality with women, 7762; of which there was much, 7763; though not more, perhaps, than elsewhere, 7764. Drunkenness, if known, would be punished, 7765, 7766; immorality would not be known, 7767. There is no attention to the cadet's religious welfare, 7768. Saw little of chaplain, except at prayers; did not know him personally, 7676. On a disturbance the general opinion would have been against delinquents, if they had behaved in an ungentlemanly way, 7704–7706. *Esprit-de-corps* is inferior to that of a college or public school, 7769; but much increased lately, 7693. Discipline was very well maintained, 7674, 7675. Drills and minor parades are not a grievance, 7700, 7701; but discipline would not suffer by the abolition of minor parades, 7800. There are no bounds, 7804, 7805. The town is distant a quarter of an hour's walk, 7806. There are in the town no places of dissipation beyond billiard rooms, 7807; no night houses, 7808; and very small opportunities for dissipation, 7809. Saw very little of Lieutenant-Governor, 7702. Second commandant seemed practically governor, 7703. There is no community of feeling between cadets and their company officers, 7795, 7796. No authority is seen sufficiently for personal attachment to him to be formed, 7770; and officers and professors see very little of the cadets at their houses, 7781.

Objects to give professors any power of arrest, 7790–7794; or authority, 7677; 7678, 7683. They can instruct the corporal to put a cadet under arrest, 7679. Witness was a corporal, 7681; had sufficient power, 7682, 7683; and much practical influence, 7684. A civilian professor could not be trusted to maintain discipline, 7771. It would upset the whole system (which works well now) to mix military and school arrangements, 7772. The respect for a civilian professor depends on the man, 7773. A professor has now the means of keeping discipline in his class, 7774, 7775. A room to oneself is much more comfortable, 7685, 7686.

Cadets work too hard before and at Woolwich to have a taste for reading in their leisure, 7755–7757. Is not a smoker, 7743; but quite a fourth of the cadets are, 7744. A cadet may not smoke in his room, but is not limited as to time, 7745, 7746. Was well satisfied with the food, 7689. The amusements were racket courts, billiards, cricket, football, and workshops, 7690–7692. Approves of having a billiard room, 7747, 7748. Woolwich is very superior to Sandhurst, 7694; but Sandhurst has once beaten at cricket, 7695. A cadet can go to London every Saturday and Sunday, 7810. Going to the Alhambra is common, 7811; but rather from the houses of friends in town than from the Academy, 7822. Nearly all cadets who go to London go to see friends or relations; for first three terms a written invitation must be shown, 7814. If there be nothing against a cadet, leave is given as a matter of course, 7815, 7816; from Saturday afternoon till Sunday evening, 7817. It would be impossible for a cadet to go up to London without leave, 7823.

Not much overwork among candidates for Woolwich, 7753. Did not take up classics for entrance, 7667. Passed in fifth, from Mr. Brackenbury's at Wimbledon, without requiring a crammer, 7668–7671, 7673. Would not confine to pure mathematics the mathematical entrance examination, 7776; which at present is too low, 7777; and the questions are not very searching, 7780; but there are catch questions, 7778; which facilitate cramming, 7779. Too many subjects are compulsory, and time wasted in again going into things studied before entrance, 7662, 7663. Would make voluntary advanced practical geometry, natural philosophy, one language and landscape drawing, 7664. French, and either German or Hindustani are now required. A cadet who knew nothing of German before entrance would not learn it at the Academy, 7665, 7666. Objects to private study, there is enough without that, 7687, 7688. Work is best done in class under the professors, private study would lead to idleness, 7708, 7711; and the studies are such that help is constantly needed, 7712. The Military History Course tends to give an interest in the subject, but doubts the immediate use to student. 7719, 7720. Approves of educating Artillery and Engineers together, 7696. Did not notice any cadets suffering from overwork, 7754. Work not too severe; but hard enough, especially last six months, 7716. The most

NICOLSON, Lieut. F.—*cont.*

useful studies are fortification, artillery, surveying, and chemistry, 7717.

Passed out first in Artillery, 7672. The cadets who pass high sometimes prefer Artillery to Engineers; witness did, 7697–7699; because he thought himself better suited for artillery work, 7749, 7750. To carry the classical entrance marks to final examination would prevent the best mathematicians obtaining appointments in the Engineers, for which they are the proper men, 7782–7784, 7788, 7789. The classical cadets may complain of the present arrangement, but it is their own fault, 7785–7787; and they have had their advantage in getting in by their classics, 7824–7826.

An officer has means of continuing his studies by going in for Staff College, Advanced Class, or Long Course, 7713.

Wimbledon Private School.

At Wimbledon, except for very young boys, classics were optional, 7721–7724, 7727, 7728; English, generally, and history being the substitute, 7725. A strong point there was Mathematics, 7726; three or four hours a day of it, 7751, 7752. Took up French and German, 7729; having learnt both at Wimbledon and previously, 7730; but not abroad, 7731. The languages were taught by natives, 7732, 7733. An Englishman who knew them would teach better, 7734.

STRANGE, CAPTAIN T. B. (Royal Artillery), Instructor in Gunnery, Royal Military Repository.

Was at Lucknow, 7933; but not in Crimea, 7932.

Woolwich.

Would reduce limit of age for entrance as a cadet in Woolwich Academy from 19 to 18; two years course would suffice, if well employed; fortification should be more taught by modelling in sand; all instructors should be military; and the Academy more a school of application, 7862, 7863. Cramming schools narrow and deteriorate lads every way; would have more liberal education before entering, or at, Academy, and increased military instruction (having foundation at Academy) after entering army, 7858, 7859. Cadets should not waste time over non-essential subjects for which they have no talent; would carry credits of marks through from entrance to end, including those for classics; high mathematics should be obligatory for Engineers, 7860. Practical artillery is better learnt after entering the service, 7861. The surveying instruction could not be reduced, 7929. Too much time is given to mathematics and obsolete fortification plates; future fortification is a fine field for inducing thought, 7930. More drill and more class study are wanted in artillery; the practical course has been in a measure done away with, 7874. Thinks it best that theoretical and practical study should be divided; very high power is required for theory, 7875–7878; but the drill instructors are connected with the discipline, 7879; for which the very best men are desirable, 7880. Does not think the discipline conducive to habits of military obedience, 7854; the officers in charge have too little power, and therefore, influence, 7856. In his time, corporals had power which would now be thought great for a subaltern officer, 7857. Much of the discipline should be entrusted to under-officers and corporals, 7888; it is not so now, 7889. Would count an officer's army service from date of becoming corporal; reduction would then be real punishment, 7887. Objects to adjutants, as interfering with the personal influence of company officers over their men, 7901. The Artillery principle is that officers instruct everybody under their charge; refers almost every defect in instruction to departure therefrom, 7902; so that drilling by the adjutant must depreciate the company officers before the cadets, 7903. The Academy is intended to produce, not cadets, but officers, 7904; and should therefore be conducted on the principles of the Artillery service, 7905. The officer commanding a company teaches drill practically, as much as a professor theoretically, 7890; and is responsible for cadets' drill and discipline, 7891; which duty is better done by a man with nothing else to do, 7892. There is nothing to hinder the most intimate relations, except the diffusion of influence among so many cadets, 7893. Would prefer to three companies, as now, the battery organization of one captain, one second-captain, and three subalterns; there would be uniformity of punishment, 7894, 7895. Influence of company officer on his cadets was formerly enormous; now it seems small, 7896; perhaps from the inspector of studies and second-commandant being brought into one, 7897. Would not fear true military spirit at the Academy, 7908. By high tone would understand obedience, self-sacrifice, and self-control, with

STRANGE, Captain T. B.—*cont.*

the usual military virtues, 7909, 7910. Tone of public schools is overrated, 7911; but, even if not, much more is required in a military establishment, 7912; and parades, drills, and discipline are essential, 7913. Paymaster's duties might be undertaken, as formerly, by one of the captains; though there are more clerk's work and money responsibility, 7899, 7900.

Artillery Studies. Every officer should have a year of practical instruction at Woolwich and Shoeburyness, 7864, 7865. Sees no practical difficulty, except want of quarters at Shoeburyness, 7866, 7867, 7883. Young artillery officers immediately after leaving the Academy are required to come to witness for about three months before joining their brigades, 7828–7833; has no final examination, but overlooks the officers throughout their instruction, 7834. From 20 to 22 are under him at once, 7835. When they leave, are attached to batteries at Woolwich, 7836, 7837; for regimental instruction, 7838; and come to witness in spare time, 7839, 7840; for three months more, 7845. Endeavours to teach the artillery duties of a siege-train or garrison, 7841; including mechanical appliances, 7842. The officers know well the campaigns studied in the Academy; but doubts if they ever read military history for themselves, 7843. The severe mental discipline of the Academy has given a distate for immediate further study, 7844. Doubts if the propensity to study often revives, 7845,7873. On joining, officers have very limited practical, without great theoretical, knowledge of artillery, 7346, 7847. Their military discipline is lax, 7848, generally; but it is, perhaps, part of a national change in that respect, 7849; there is want of self-discipline, they question orders, 7850–7852; but they behave as officers and gentlemen, 7853; and work well with witness, though they would work more retentively, if professional knowledge brought advancement, 7872. A young officer goes through a course of military law, and is examined in it before promotion, 7870. On emergency, officers from the practical course or the Academy might be taken for active service, 7881; so that it might be an advantage to give them as much practical education as possible while still cadets, 7882. The young officer at Shoeburyness would have little to do with company discipline, 7884; but that would not matter, 7886; as he would have a long time as subaltern to learn it in, 7885. As a stimulus for young officers, would make choice of brigades depend on report of director of artillery studies, *App. III. (A.), p. liii.*

Artillery Officers generally. The Artillery promotion examination is a farce. Before promotion every officer should pass a course at School of Gunnery and Royal Laboratory, and then be examined at Woolwich or Shoeburyness. Every officer should first serve five years in a garrison battery and then be transferred to a field battery to learn both lines of duty. Commissaries of Ordnance ought to be educated artillerists. Removing artillery stores from artillery charge is a great injury to the regiment, and may lead to disaster. It is futile to educate artillery officers, if the openings for professional ability are closed, 7868. There is not sufficient incentive to work, 7869. The pay is not in question, but the promotion very slow relatively with other arms, 7871; average age of obtaining rank of lieutenant and captain is much later in scientific corps than the line, 7914; so that the man of least attainments gets soonest the larger pay, 7915, 7916; and the Artillery is, as regards pay, on a worse footing than the Line, 7919, 7920. Cannot compare promotion in scientific corps with that of a non-purchasing officer in the Line, 7917, 7921. Engineers are highly paid, while Artillery pay scarcely exceeds that of Infantry; pay follows promotion: it would be good to accelerate promotion in Artillery and Engineers, 7918. Slowness of promotion is general in Artillery; in the Line, confined to those who cannot purchase, 7922. As a rule, officers value their knowledge for what it will produce, 7906, 7907.

Staff College. Has had Passed Officers of the Staff College under instruction, 7923. Their time at Woolwich should be longer, and not in winter, 7927. They are not themselves satisfied, 7928. Does not attempt to make them Artillery officers; but to show them what may be demanded from Artillery, 7924. Their qualifications for acquiring instruction are high, 7925; but Artillery instruction at the Staff College should be by an Artillery officer, 7926. Witness has not means for teaching Field Artillery movements; but a Passed Officer from Staff College, if he had not studied artillery there at all, might acquire both branches, including a short laboratory course, in six months, 7934; though fortification could scarcely be studied at Staff College without entering on subject of artillery, 7935. An inspecting general is not fit to review Artillery if obliged to apply to his staff for advice; but many would be better for doing so, 7931.

STRANGE, Captain T. B.—*cont.*

LEFROY, MAJOR-GENERAL J. H. (Royal Artillery), Director-General of Ordnance.

Amalgamation of Woolwich and Sandhurst. Was employed, in 1856, to draw up a general scheme of Military Education, 7936, when it was in contemplation to amalgamate Woolwich and Sandhurst, 7937, of which measure he is no longer in favour. Competition for admission to Woolwich has altered the conditions, 7938. Objects, because Woolwich education would deteriorate, and the united college would be too large for instruction or discipline, 7945; but that would not apply to 400 cadets only, 7946, if the Sandhurst system were totally departed from, 7947. There would always be the drawback that the young men intending to compete for scientific corps would separate from those for the line and for purchase, and so render general instruction difficult. The joint system worked thus at Addiscombe, 7948, 7953, 8003. Does not apprehend ill-feeling among the cadets, 7950, 7951, 7970, 7971. His scheme (of 1856) contemplated schools of application, which would have increased the expense; but Woolwich and Sandhurst united would be more economical than at present, 7955. Young men in a college should be under the same stimulus, 8003.

Sandhurst. If Sandhurst were maintained all the cadets should have a hope of obtaining free commissions by examination, 8004, which would improve discipline and diligence, 8005.

Woolwich. Attaches great importance to the proximity of Woolwich Academy to the Arsenal, 7939. The instruction at Woolwich is too uniform, cadets should work up to their special talents; after third term Artillery and Engineer instruction should be separated, 7940, 7941, 7964; the separation depending on the aggregate marks gained in three preceding terms, 7965. Cost of education at the academy is rather excessive; attributable to artificial system and to number of subjects taught. In other respects it is not costly, and the country gets its money's worth, 7956, 8014. By a different distribution of time the masters might be advantageously reduced, 8014. Does not think the Paymaster necessary, 7957–7959, 7993–7995. The Assistant Inspector of Studies is rendered necessary by the distribution of studies, 7960. His seniority does not enter into his position towards the professors, 7962. Does not see necessity for so many as three companies, 7961. Professors are not sufficiently trusted or independent, 7962; sees no necessary distinction between professors and company officers, 7963. Would release professors from much of their present work, and give them general supervision of studies, 7978. Desires, that on entry as a cadet, a young man shall have considerable scholarship, 7969. Approves of entrance examination, 7990. Cramming does not come in in mathematics, but in history, geography, and languages, in which it is hard to avoid catch questions, 7991. Would group the studies and allow cadets to choose in which group to make progress. There should be no taking of places in the last year, 7972, unless among those pursuing similar studies, 7973. Would require every cadet to begin all the purely military subjects; but would not compel him to pursue those for which he had obviously no aptitude, 7989. The want in the scientific corps is a few men of special talent in each subject, rather than many with a nominal knowledge of all the subjects, 7977. It is a pity that those who have taken up mathematics should not pursue it, 7974–7976. The time given to artillery study is insufficient for artillery cadets, more than enough for engineer cadets, 7992. Engineers learn building construction after they go to Chatham; fortification for artillery students is not sufficiently practical with reference to actual British fortresses, 7996, 7997. Concurs in carrying on to final examination marks gained in classics at entrance, 7966; that knowledge betokening a liberal education (which is what is wanted) and being as worthy a qualification for artillery and engineers as any subject except mathematics, 7967, 7968. Would have a classical class and professor for reading military classical works, 8006. Good classical scholars are a clear gain to any branch of the service and should be encouraged, 8007. The worst bane of officers is vacuity of mind, frivolity, and the absence of definite intellectual taste, 8008. There was not, in the time of witness, any person

LEFROY, Major-Gen. J. H.—*cont.*

of whom moral supervision of cadets was expected, 8009. Violations of decency, if not offences against discipline, were completely condoned, 8010. Control was exercised by individuals, but simply as personal influence, 8011. Believes that now the chaplain considers it his duty to exercise a moral influence, 8012. Governor should always be a military man, 8013.

Artillery Advanced Class.

Suggested, in 1861, the Advanced Artillery Class, to encourage officers to keep up and progress in artillery science, 7942. The class is highly successful and will realize its object if the Passed Officers are duly and early selected for the appointments for which they have qualified, 7943, 7979, 7983. It will be filled by comparatively young men, entrance being competitive, 7980. The last class presenting itself shewed a falling off, 7981, 7982. The reward is not certain enough, 7983, 7985; though most of the Passed Officers have received appointments, 7984. There are about 70 or 75 appointments for which the education qualifies, and if the five year rule were strictly applied to all there would be ample encouragement, 7986. It is the less evil to confine these appointments to the men who have passed the special class, 7987, 8001; not, however, admitting that the education gives an absolute claim to employment. The General Order of 2nd November 1863 promises to this effect, 8000. We are not dealing with appointments in the field, 8002. The course is not too long and, coming after Shoeburyness, the officers combine theory and practice, 7988; believes the course to be a good one; the professor is indefatigable and able, 7998, 7999. Lectures on military administration are given to this class, 8015, and to the Staff College; the subject is too much neglected in all military education, 8016. How to feed the troops is not very important to a regimental officer, but most essential to a Staff Officer, 8017.

YOUNG, LIEUTENANT COLONEL C. F. (Royal Artillery), Director of Artillery Studies.

Artillery Advanced Class.

Was formerly instructor in artillery at Woolwich Academy, 8019. Artillery Advanced Class is under him, 8020, having been instituted five years ago; the Department of Artillery Studies was revived some years back; its object, 8021. The Advanced Class is limited (advisedly, 8076), to eight for a two years course; in the present class there are but six, 8023. It resembles in some respects the Staff College, 8029. Constitution and course detailed, *App. IX. (A). cvii.* Cannot say that commanding officers have objected to their officers joining; but the class is looked on with suspicion, as leading to nothing; the Commander-in-Chief has, however, decided to give a preference to officers from the class for first appointments of a scientific nature, 8024. The usefulness of the class cannot be increased unless more appointments be opened to the officers. There are many such appointments in India; and officers of Indian brigades should be encouraged to pass through the class, 8101. The course is adapted to draw out excellence in any one particular subject, 8106, 8107. Would rather officers came home from India to these classes than form like ones there, as reading mathematics is trying work in a hot climate, 8053. The number for the Advanced Class could be spared, 8056. Each brigade is in India for ten years, 8055.

Candidates are required to send in medical certificates, 8084. Knows no reason for the course being unpalatable; except for its severity, without certainty of advancement, 8079. Candidates come voluntarily, 8081; never remembers the course being taken to avoid other duty, 8080. There is a severe competitive examination at entrance, involving higher mathematics, chemistry, and physics; and an examination at end of first and second years, 8026, 8047, thoroughly searching, 8028, by independent examiners under the Council, 8027, 8049. Rejections are few, numbers competing being small, 8049. The work for the Advanced Class is very severe, 8044; and a large body of officers could not be expected to go through it, 8043; nor would it be desirable, 8056. The students attend five hours daily, and must read in the evening, 8045. The majority work very hard; the present class is inferior to the two previous classes, 8046. In the manufacturing course, the students go thoroughly into details of manufacture and construction of machinery; their instruction in chemistry and war stores is practical, 8050, 8052; the class does not take up fortification, 8051. The cost per student is great; but hard to arrive at, 8077. Final examination is competitive, 8127; and names are published in order of merit, 8128. In the last, the marks were very high

YOUNG, Lieut.-Colonel C. F.—*cont.*

and satisfactory; examiners all independent, 8025, 8129. The class would benefit if Passed Officers were entitled to a foreign tour, 8124. The employment hitherto given to Passed Officers has been sufficient, 8048. But there are not enough appointments to encourage competition for the class, 8096–8100. Passed Officers would only be employed in positions for which they had shown special qualification, and therefore should not shut up the avenues of advancement to every other officer, 8082. Their appointments, so far, have given satisfaction, 8083. The professor of mathematics is eminently qualified, 8078.

Woolwich Academy.

Cadets should join earlier and pass to the service younger, and be commissioned at 18 while still studying, 8086, 8087. The instructors should be military to a greater extent, 8087; the cadets attend to them better than to civilians, 8088; in such establishments abroad professors and masters are usually officers, 8089, 8117; they are always so at West Point, 8118. There should be no distinction in regard to disciplinary power between military professors and disciplinary officers, 8090, 8091. Would separate artillery and engineer cadets at Woolwich from the first, but the engineer officer should know something of artillery before joining at Chatham, 8041.

Department of Artillery Studies.

Describes the classes, 8030. The officer commanding a brigade selects each year a captain or subaltern for the long course at Shoeburyness, 8031; and as a preliminary they come to witness for a three months' course, 8032, 8033. The classes do not correspond to the engineer class at Chatham, which is for officers just joined, 8039. Would not assimilate them, for artillery officers are more inclined to book work after some years' service than on just leaving the academy, 8040, 8042, 8108; but young officers cannot have too much practical work on first joining, 8108. Details the instruction given to officers from Staff College, 8060. Their time should be three months, commencing in May or June, 8061–8064; a very short time with the cavalry would then suffice, 8062. Practical instruction must be close to the Arsenal, 8065, 8066. The seat of witness' labours is at the Royal Artillery Institution, 8067; a self-supporting institution established by artillery officers for the prosecution of scientific pursuits, 8068–8070. There are always volunteer classes there, 8071, 8072. For six or eight months after joining, young artillery officers, whether for Indian brigades or not, are collected at Woolwich for instruction, 8073, 8130, 8131; but not under witness except for two lectures weekly on military law, 8074, 8132, 8133, which they seem to like, 8108. The arrangement is advantageous, 8075. Examines the answers of artillery subalterns in their examination before promotion; officers have been rejected, 8114. The test is by no means nominal, 8115. The board of examination is composed as in cavalry or infantry; the instructor of gunnery is usually on it, as most likely to appreciate the vast number of artillery drills, in which a senior officer is very likely to be rusty, 8116. Foreign tour of artillery officers has of late years been formed of older officers, 8102; was omitted from estimates of present year, 8103; supposes on account of the expense, 8104, viz., 300*l.* a year, 8105. The cessation is a loss, 8119; the foreign tour gave important information to the country; the tour should be connected with the Department of Artillery Studies; not with Advanced Artillery Class, 8120. Officers selected by Adjutant-General, 8121; field officers and captains (not subalterns, except that they are now getting so old, 8122, 8123). The original grant was to enable the director to take abroad a class of young officers, 8125.

Shoeburyness.

Officers desire to go to Shoeburyness; certain appointments (as instructors of gunnery) are open to them after passing the course, 8034; and every officer should pass it who has the opportunity, 8057. There were formerly short course classes at Shoeburyness, who did not come to witness beforehand, 8035. The instruction is very desirable but not absolutely essential. Neither the accommodation at Shoeburyness nor the convenience of the brigades would allow of all officers passing through; the long course class consists of 20 officers and 40 non-commissioned officers, 8036, 8037. Every encouragement is given to undergo the course, 8092. There are good practical officers who have not gone through the course; it is less necessary for field service; but all-important for managing the recent heavy guns of position, 8038. There is no more practically useful school for an artilleryman than Shoeburyness, 8057. A similar school might be established in the Punjaub, if not too hot; officers from Indian brigades often give up their leave, to go to Shoe-

YOUNG, Lieut.-Colonel C. F.—*cont.*

buryness, 8058, 8134, 8135. Complete batteries go for practice and instruction, 8086. Firemasters' classes have been volunteers, 8093. Short course classes and Shoeburyness gunnery classes occasionally volunteers, occasionally detailed, 8094. An officer of any artillery brigade is liable to be sent, 8095. All artillery officers should pass through Shoeburyness, if the capabilities of the place could be increased, 8109. Every officer would be glad to do so, without reference to any examination, 8110. The commanding officers of brigades would, however, be unwilling to spare their officers, 8111, 8113. Opportunity might be found of sending almost every officer before he became captain, 8112. All officers and men going abroad (and many stationed in England) pass through Shoeburyness, 8126.

BRACKENBURY, CAPTAIN C. B. (Royal Artillery), Assistant Director of Artillery Studies.

Woolwich.

Was formerly instructor of artillery at Woolwich Academy, 8137. Instruction of cadets and young officers should be suited to their peculiar capacities, 8140, 8266. Mathematics are too generally insisted on, 8141, 8210; the faculty not being essential even to an engineer, certainly not to an artilleryman, 8142. The bulk of officers of artillery and engineers are devoid of the mathematical faculty in a high sense, and except in very few cases are never called upon to use it, 8143. Would limit the obligatory mathematics to solution of simple artillery and engineering problems; it is a pity to attempt to carry an inferior man farther, 8144, 8206, 8266. Would not require from engineers the artillery manufacturing course, 8145; nor from artillery elaborate fortification plates, 8146. While at the Academy, artillery and engineers should have the same course, 8147; say for 18 months, 8148; the obligatory studies being reduced, 8149, 8212; and selected for their practical value, 8213. Would not object to the continuance of classical studies at Woolwich, but it is not a practical subject; would encourage passing in classics for entrance; mathematics may be crammed in a year; classics develope intellect, 8261–8263, 8270; but the development should be before coming to Woolwich, when candidates should be 18 or 19 years of age, 8264, 8266; the practical studies there develope common sense, 8265. On the present system the real mathematicians get into the engineers, 8211. After a certain time would give cadets provisional commissions and leave them free to study or not, 8174; only converting those into permanent commissions on their passing an examination (supplemental to the Woolwich final examination) after they had joined the army, 8175–8177. Would reduce course by one year, *App. III. (A.) p. lii.* The Academy might be a school with the first classes in the regiment for its university; or its candidates might be drawn from the education of the whole country, and it might itself be the university; prefers the latter course, but even then should make officers study in their regiments, 8185. Would assimilate minor matters of discipline to a civil university, 8186; applying free study to everything taught by lecture, adopting the university system, 8267; encouraging it as much as possible, and testing results by examinations, 8227. All the mathematical professors, except one or two, might be reduced, 8206; as might nearly half the professors; two instructors in the same class disturb each other, 8207. Professors are too weak influentially, 8206, 8208. They should be called into Council for the government of the institution; the Lieutenant-Governor should have increased power; would reduce the military staff, having only one captain; the subalterns should have the right of confining a cadet to barracks for three days, 8209. There is no reason for giving a military professor at Woolwich less authority than another officer of like rank, 8224; but to put the professors in charge of general discipline would lower them in cadets' eyes, 8226; though the discipline in study could be left to them, assisted, if need be, by senior cadets, 8228. At the Academy there are many professional books which could well be read in French, 8199. The useless petty parades cause any want of discipline, 8225.

Department of Artillery Studies.

Many classes in connexion with artillery studies are under him, 8138; as also officers from Staff College who come to Woolwich for instruction, 8139. Professional instruction should be continued after the cadet becomes an officer (the greatest desideratum), 8150; immediately, as aptitude for study soon disappears, 8269, 8270. Has now a class of very intelligent young officers in military law, 8151, fresh from the Academy, 8152. All studies as officers should be practical, 8154. Officers from Woolwich appear well

BRACKENBURY, Captain C.B.—*cont.*

disciplined, and are certainly intelligent; some complain they have so little to learn, 8156, 8210, 8238; but it has all been new ground except languages and mathematics, 8239. The artillery classes are distinct from the advanced class, 8157; are of absolute necessity, 8158, and properly conducted, 8159. Militia and volunteer artillery officers should come for instruction in batches instead of singly. Staff College officers come in the spring, when they cannot see artillery in the field, and their time is too short, for artillery is a very large subject, 8160. They should come in May and stay three months, 8161, 8162. About 125 officers come under instruction annually, 8163, by order of Adjutant-General, 8164, 8165. They come in batches, as appointed to artillery and engineers; would connect the Academy and these classes, 8166, and would pass every officer leaving the Academy through, 8167. Tests the students each day, 8168; but that is a matter for his personal decision, 8169, 8170. There is nothing to certify, 8171, and the officers after instruction join their brigades, 8172. None escape the lectures on military law; but would like to see the studies carried farther, 8173. Lectures on various subjects are already given to selected and volunteer classes, 8178, 8179. A lecturer should be added on the Art of War, *App. IX. (A.) p. cvii.* At the Academy would reduce the manufacturing course to lectures; would continue, after becoming an officer, riding, military law, military history, strategy, and tactics; should learn details of equipment, 8201. Cadets after passing for officers have usually six weeks or two months leave; should then remain in Department of Artillery Studies for six months or until next batch joined, and then go to Shoeburyness for six months, to complete a years training, 8202. The year would include the arsenal course, 8203, 8205; which must be at Woolwich, as Shoeburyness is also best for drill, 8203.

Advanced Artillery Class.

Objects to making high mathematics compulsory for advanced class, 8214. A man of real mathematical talent is out of place in the army, where the practical man is wanted; the best mathematician is rarely the best practical officer, 8215, 8216. The class does not work as well as formerly; officers are too old, and too few come up, 8217, 8218. Objects to the system of obliging everybody to attain a certain standard, 8219, and would develop in each student his particular talent, 8220. There is too much school-boy desk work, *App. IX. (A.) p. cvii.*

Staff College.

The Staff College students are of very diverse qualities, 8180; in mental capacity they average the same as the army generally; in attainments rather better, 8181. As a rule the best men in the Artillery do not go up for the Staff College, though some of the best men in the army do, 8268.

General education of candidates; practical education of officers.

All general education should be attained before entering the army; subsequent military education being entirely practical, 8182–8184. Direct commission examination only sufficient if there be subsequent instruction, 8222. Would prefer young men entering cavalry and line without any special education, supposing they received a military education afterwards, 8223. Would abolish Sandhurst, and allow young men to be of the country until they actually enter the line, for which no previous technical education is necessary, 8187–8189, 8253–8255. If Sandhurst were retained merely for the sons of poor officers, they might take a poor place in the army, but by their exertions could better it afterwards, 8221. Would offer military scholarships or exhibitions of 50*l.* or 100*l.* a year to be competed for at public schools, as an inducement to clever boys to choose the army, 8190. Free commissions so offered would be a great boon; some of the civil endowments might be so used under Act of Parliament, 8191–8193. This is entirely the system recently adopted in Austria, at the cost of the State; but there is a greater saving on the old military schools, 8194, 8195. Foreign nations (except France, which is stationary) are throwing over military schools for theory, and imparting practical military instruction after age of 18; this is quite the case in Prussia, 8196–8198. In Austria, under the system since 1866, a young man is nominated to a Commission, his friends make him a small private allowance; at entrance (or within a year thereof) he must pass an examination in German, history, geography, and low mathematics; having been six months or a year with his regiment, learning practical soldiering, he goes to a divisional school for two years to study military science and has to pass a severe examination—too severe, witness thinks, 8230–8236. Something like this might be adopted by us to prevent officers leaving off study after appointment,

BRACKENBURY, Captain C. B.—*cont.*

8237. Attributes the dislike to subsequent private study to the small inducement to it given when a pupil, 8240; would allow a pupil a considerable margin of leisure to use or abuse, 8241. Many races in Austria are born horsemen, 8244. Hungarian cavalry and artillery horses are as well cared for as ours (except having bad saddles), and can march half as far again, 8245–8248. It is astonishing what knowledge the Austrian officers acquire, especially of physical geography (as fords, &c.); but does not hold their examination up as an exact model for ours; the Italians in 1866 did not know the rivers of Venetia, 8249–8251. The more brains an officer can bring to bear on a military question the better, 8252. Young officers could be instructed in military history; it might be necessary to collect them, 8256; not in colleges but in garrisons or regiments, and there should be regimental instructors to whom they could go for help; but the young men should continue their military duties, 8257–8260. The want of the army is encouragement for intellect; would not pay ordinary officers well, they always come in plenty, but would offer good prizes for real talent and energy, 8270. Former Education Commission proposed to encourage languages by attaching to embassies abroad for a year or two artillery officers who were linguists, 8243. To learn a language colloquially is very easy if taught very early, 8199; the the faculty, 8242, 8243.

FORD, CAPTAIN A. (Royal Artillery), late a Student in the Artillery Advanced Class.

Artillery Advanced Class.

Passed the Artillery Advanced Class in 1868, having been two years in it, 8272, 8273. Went into it in the hope of obtaining a scientific appointment, 8274; which he has not done, 8275. Had to apply for his commanding officer's leave to enter, 8276, which he obtained without difficulty. Had to obtain a certificate of regimental proficiency being in a field brigade, that implied riding) and a medical certificate, 8277, 8278. Competed with eight other officers in a tolerably severe preliminary examination, 8279–8282, for eight vacancies, 8283; seven succeeded, 8281, the eighth excluded by incapacity, 8284. Decidedly approved the course of study; could not otherwise have obtained the information; enjoyed it; the want of appointments for those who pass will prevent men coming forward, 8285–8287, 8290. His brother officers did not object to his absence, 8288. It was necessary to take up every subject, 8289. Has not rejoined his regiment, having taken part in scientific experiments, 8291. There were examinations at end of first and second years, 8292, 8293; had to get a minimum in each subject and ·6 of the aggregate, 8294; students were placed in order of merit, 8295; the class has caused study in the Artillery; many officers would compete if there were any certainty of appointment afterwards, 8296, 8297. Opening the Staff College has also benefited the Artillery, 8298. Prefers the present plan of an officer serving some years with the regiment before he joins the class to his joining soon after leaving the academy, 8299–8301. With one exception, the first class soon obtained appointments; the second has only obtained one temporary appointment, 8302.

FRASER, REVEREND A. C., Chaplain at the Royal Military Academy.

Woolwich.

Has been chaplain at Woolwich between 22 and 23 years, 8303, 8304. Reads prayers morning and evening, 8305; in the cadets' hall; visits the hospital; has a weekly evening service, 8306. Is honorary librarian and has general religious supervision of the company; acts where he can; has a weekly voluntary religious class of 8 to 12 cadets, not in his specific duties, 8307, 8324. On Sundays has a very meagre evening service (about to be curtailed) in the hall, 8308. Has lately, as a distinct duty, been attached (with great advantage, 8315; as increasing his prestige, 8360;) to the garrison church; has acted under great disadvantages, 8309. There is no church or chapel specially for the cadets; they are paraded and marched to the garrison church in the morning, 8310–8314. The cadets' attendance at two services a day is compulsory. When he was appointed he was under a distinct impression that a chapel was promised; but it has never been built, 8315–8324. Has had 50*l.* a year for his duty at the garrison church, but the War Office has just terminated the connexion, and he will again be without church or congregation, or the possibility of performing efficiently a chaplain's duties, 8316, 8317. The cadets' seats in the garrison church are not convenient; they are lost in that great congregation, and need a religious establishment for themselves; there is no establishment of the kind in England without a chapel, 8318. Can only preach on Sunday in the hall, 8319, 8320; where the cadets dine and breakfast; attendance compulsory; no music; no mixed congregation; no accessories to devotion, 8321. His principal opportunities of conversing are at the hospital and in his voluntary class, 8322, 8323. The religious and moral tone of the academy has much improved of late years; some years ago volunteers for religious instruction would have been impossible; improvement attributable, *inter alia*, to greater age and intelligence of cadets, 8325, 8356, 8357. Many cadets are very religious, 8329. It is not easy to initiate religious intercourse with individual cadets, 8326; but finds them amenable to advice and reproof (most so in the hospital), 8327. Can visit them in their rooms when he likes; does not do so much, 8328; but would not be received with coldness or incivility, 8329. Has intercourse with them as librarian, 8330. Does not mingle in their sports, 8331. Is too old for cricket, 8332. Nearly all the cadets have been confirmed; some are Presbyterians, some Roman Catholics, 8333. There is a Presbyterian minister in the garrison, 8334; he does not visit the Presbyterian cadets, 8335; nor does the Catholic priest come to the Academy; these cadets attend their respective churches, 8336. There is far less venereal disease than formerly, 8337; in fact it is very rare indeed, 8362; attributable to improved means of recreation and enforcement of bounds, 8338. Should speak, if opportunity offered, to a cadet in hospital who came there by his own indiscretion, 8361, 8362. There are bounds of time, not of locality, 8339, 8340. Cadets, if under punishment, may not pass the enclosure, 8341. Not allowed at night after certain hours to go into the town without leave, 8342; but in the day time may go where they choose, 8343. Public-houses are forbidden, 8344, 8345; and a billiard room, but then they have their own, 8346. His religious duties occupy very little time; the library keeps him very much, 8347. The chaplain ought either to have a chapel for the 700 people belonging to the Academy, or his functions might be combined with those of garrison chaplain; he ought to be a chaplain to the forces attached to that sphere of duty, 8348. There are three chaplains at Woolwich to St. George's church, and one is coming for a new district; witness makes five, 8349, 8350. The subaltern officers and captains associate freely with the cadets, 8351; but there is not a particular officer to whom each cadet would look for guidance on private matters, 8352–8354. To have a College chapel would be a great improvement, 8355. The want of it goes towards accounting for the lack of *esprit de corps*, 8358; which is improving, however, as the building is beautified and high associations are promoted. Cadets are worked too hard; hours are excessive; the institution too much a place of toil, 8359. There are two reading rooms, 8363; not the place for religious talk; must avoid appearing to sermonize, 8364. A riding school may do well for divine service if no better can be had, not otherwise, 8365.

LACY, COLONEL T. E., Commandant of the Staff College.

Was formerly (until 1865) Superintendent of Studies at Sandhurst Cadet College, 8367, 8368.

Staff College.

Is satisfied with the operations of Staff College, 8369. The object is to educate for every department of military administration in its widest sense, 8408. Military subjects are now studied in much greater variety than in the days of the old senior department, 8573. The Staff College has most certainly promoted a desire for education among young army officers, 8497; but if it promised no more than the education it gives, there would be little or no competition to join, 8482. There are 15 vacancies yearly, 8577; but marine officers come as supernumeraries, 8578. If full, the College would hold 40 students, 8536–8540. The vacant quarters are partly utilized, 8571, 8572. Almost every candidate before examination goes for special instruction, 8549. In all he is absent from his regiment about three years, 8550, 8551. About 15 candidates out of 28 obtain entrance, 8579, 8580. A candidate should come with languages at a high standard, and should not have to study their grammar at the College, 8398, 8452. If officers came up well prepared in general education the course might be more professionally practical, 8565, which would be a great improvement, 8566. The Commanding Officer's report not greatly to be relied on, 8587; but cannot say that Commanding Officers are jealous of their officers going to the College; some are proud of it, 8379, 8426–8428. Their certificate

Lacy, Colonel T. E.—*cont.*

ought to be more stringent, 8370; for the efficiency of that preliminary test is the key of the whole system, 8371, 8372, 8374. The College ought to have first-class material only to work upon, without having itself to sift the qualities, 8373. The Commanding Officer's certificate should be amplified, 8422, 8423, and strengthened by the report of a Board, 8424; possibly of three senior officers of regiment, 8425. It should be pointed out if the candidate be not a good regimental officer, 8429. It would be a hard duty for the Commandant to have to reject students for physical disability, 8471; a previous acting appointment on the Staff would answer the purpose excellently, 8472, 8504; the time occupied being the only objection, 8473; a month would be ample, 8505. Competition is an important mode of admission, 8444. Officers might in peace be nominated for education at Staff College instead of competing, but he does not advocate it, 8498, 8499. Failures to pass at the examinations are rare, 8470. Does not think entrance examination hard, 8547; and attributes failures to competition, 8548. The object of the College should be to perfect a student in what he already knows; therefore admission examination should be more searching, 8399, 8449. Would alter optional subjects of admission examination so as to admit more men of liberal and special education, 8382, 8445–8447; would include classics and general history, 8383, 8448; and would pass an officer for great proficiency in one subject with a moderate knowledge of others, 8561–8563. Military geography at entrance does not include specially that of the United Kingdom, 8554; but no officer should present himself at all without a competent knowledge of that and more, 8555–8557; and he is simply examined in the geography of other countries, 8558. With an advanced entrance examination the course might be reduced to one year, 8375, 8376; without giving up any subjects now taught, 8432; but has no decided opinion about it, 8437. During course would encourage student to turn his attention to the studies for which he might have a special bent, 8384. To impart in a foreign language instruction in professional subjects would require the instructor to be a perfect linguist, 8400, 8401. The professor of military history has an allowance for travelling on the continent, 8542, 8543. It would be an advantage if a class of students travelled during vacation with a professor; it is a matter of expense, 8544–8546. The instruction in military history supplies what is necessary for English composition and military correspondence, 8552, 8553. Every Staff Officer is benefited by a knowledge of history, general and military, and geography, 8409. The Commissariat is an important part of a Quartermaster-General's business, 8410. Railway and sea transport are the principal part of the section of military administration, 8411; but are taught in theory only, 8412–8414. Ambulance, military train, commissariat, and the accessories of military organization, are taught by lecture and examination in the same department, 8389–8391, 8394; which of all departments is almost the most important, 8392. More attention might be given to recent improvements, as railways, telegraphy, &c., and the instruction should be more practical, 8393, 8415–8417, 8564. Would keep up classics as mental cultivation, 8404. Geography, physical and political, a most important subject for a Staff Officer, 8405, 8406. Doubts if an Austrian officer can know all the fords in the empire, 8407. Time is wasted in line-drawing, 8442, 8452; an art candidate should bring with him, 8443, 8450. Would reduce the instruction in languages, 8433. Practical instruction is given in laying out a camp, 8568, 8569; but not as to details, 8570. An increased allowance (190*l.*) has been applied for to teach the senior half of the students more practical reconnoitring, 8483–8485. Geological and experimental sciences were originally taught by evening lectures only, 8436. Instruction in sketching on horseback would be desirable, 8438–8440. Students ride twice a week throughout the course, 8464, 8465, for an hour at a time, but the lessons might be better distributed, 8466. Students not taught to work locomotives, 8467. The Regent's allowance of 170*l.* is granted in aid of mess funds, 8541.

Students are not so well off in allowances as with their regiments, 8531, 8532. In the old senior department each student paid 30*l.*, 8533, and students might pay something now, 8534; but it would exclude certain poor officers, 8535. Many students are led by natural ambition to visit continent, 8395. Students have no personal expense, 8396. One-fourth to one-third are married, 8479. Makes a monthly return of

Lacy, Colonel T. E.—*cont.*

the application and attendance of students, 8581, 8582. No difficulty with regard to discipline, 8574; never had a case of drunkenness, 8575; disputes among students very rare, 8576. Some students are very rarely on horseback, they have not horses, 8441; having a difficulty in keeping them, 8474. Government should give the means of keeping horses and require them to be kept, 8475–8477. The servant's allowance is totally inadequate, and officers of small means are able to join, 8478. Students bring their own servants, 8529, non-regimental, 8530. The library is much used for private reference, 8486; the subscription (3*l.*) to it on entrance, is the only charge against students, 8487. Perfectly satisfied with the domestic arrangements of the College, 8567.

After admission, would substitute classification for personal competition for marks, 8380, 8381, 8435, 8453, 8491, 8559. Passed Officers would be classified by marks, though the marks would be secret, 8435, 8492; would make examiner produce his marks to justify his placing, 8454, 8455. Marks may lead to unequal justice in all subjects, 8434. It is better not to make mention of a student's extraordinary proficiency, 8488–8490. Formerly officers not educated at the College could compete at the final examination, 8462; as the system was abandoned, supposes it did not answer, 8463. Is bound to report confidentially on the general fitness of Passed Officers, 8430, 8431, 8500, 8502, 8503, 8584–8586, once at the end of the course, 8501, 8583. Supposes an adverse report would affect future appointment, 8586. It would take a General Officer, to whom a Passed Officer might be attached, a long time to say if he were fit or not for the Staff, 8387, and would be an obnoxious duty, 8388. Would increase the Passed Officer's time with other arms, 8377, which was diminished to shorten their absence from their regiments. However he does not go to learn details so much as the general system, 8402; to attend a field day at a large camp would help him more, 8378, 8403. The attachment too short, and ought always to be in summer, 8480, 8481. It is desirable to attach Passed Officers to Chatham, except for the loss of time, 8560. Does not think Passed Officers consider they have a claim upon the nation, 8385. A considerable proportion have had Staff appointments; some pass as subalterns when still ineligible, 8386, 8397, 8456–8458. It is no grievance that the personal Staff is not open to them, 8493, 8494. One Passed Officer is generally recommended at each final examination for the topographical department, 8495. A Staff appointment should be less a reward for labour than a recognition of fitness, 8459. Would restrict Staff appointments to Passed Officers, and officers of proved ability in the field, 8460, 8461. But the time is not fixed yet for such restriction, 8496. Men who prefer a studious to an active life might be well adapted to certain Staff positions, 8418, 8419; but they ought to combine field efficiency, 8420, and to be able to take active duty, 8421.

Is perfectly satisfied with Commandant's position in relation to Governor of Sandhurst, 8506. Details Adjutant's duties, 8514–8517, 8519–8522. There is not a Quartermaster, 8518. There is but one non-commissioned officer, 8526, the Quartermaster Serjeant, 8527, and the Quartermaster Serjeant at Sandhurst could not take his duty, 8528. A Board of Study on the spot might be useful, 8507. Educational branch is entirely controlled by Council, 8508; and recommendations of Commandant in matters of study pass through Governor of Royal Military College to the Council, 8509–8511. Sees no advantage in his reporting direct to Council, 8512, 8513. Professors cannot be reduced without reducing the subjects, 8523; although in the old senior department a professor might give instruction in more than two subjects, 8524; but the officers who passed through were not so carefully instructed, 8525.

Hamley, Colonel E. B., C.B. (Royal Artillery), Member of the Council of Military Education.

Was professor of military history at the Staff College for six years, 8591, 8592; has left it five years, 8622.

Staff College.

Staff College is on the whole a great benefit to the army, 8682, 8683. None should enter it who are not above average army level, 8605; as some, who now pass through, are not, 8604, 8629, 8684; but candidates are not smatterers, 8663. Commanding Officer's certificate of physical fitness can never be more than a trifling guarantee, 8645–8648; he may sometimes certify to a candidate's fitness for the Staff College in order to be rid of him, 8594; would therefore supplement his certificate by the report of an

HAMLEY, COLONEL E. B.—*cont.*

independent board of officers on the candidate's regimental qualifications, as proved by practical examination, 8593, 8595-8599, 8654-8658; which could not be tested at the college, 8649; attaches great importance to this suggestion, 8603. Horsemanship could be easily tested, if important at that stage, 8600. The commanding officer would certify to mental and moral attributes, 8615, 8618, 8652, the commandant of the Staff College certifying to fitness of character and physique after one term there, 8616, 8617, 8635, 8651; having ample means of doing so, 8636, 8637. Talents not supposed to exist may be developed under trying circumstances, 8620, 8621. The commanding officer's certificate would be for admission merely, 8653. To test each candidate under a general officer would be too cumbrous, 8634. Would not give power of accepting or rejecting a candidate to the college authorities, 8650. Would retain competition in the present subjects for entrance, 8612, 8613. Students, during their course, should be employed as staff officers, 8609. Recent alterations in the instruction have been improvements, 8623; but it might be made more practical, 8624. Would not subject students to the Chatham course, 8625; they learn sufficient engineering as it is, 8626. The course could not well be reduced to one year, without cramming, 8659; even if languages, geology, and chemistry were omitted, 8661; unless entrance examination were greatly raised, when sufficient candidates might not compete, 8662. It would be an improvement that languages should be studied before entrance instead of at College. *App. XI.* (*A.*) *p. cxix.* To teach subjects in a foreign language would be an undesirable complication, 8664. Administrative instruction (as railway transport—not commissariat, sick transport, &c., which are already provided for) requires more attention; should be taught by actual experiment, 8606–8608, also telegraphy, *App. XI.* (*A.*) *p. cxix.* Field reports and reconnaissance should be taught on horseback, 8665, 8666. Time is an important element in reconnaissance, 8667. Transport by rail, a very important study, 8670, 8671; practically, 8672. Tonnage, and stowage in transports already taught, 8673, 8677; not usually a very pressing matter, 8674. Failures at Varna were from want of material, 8675; without appliances, must depend greatly on the sailors, 8676. Students are taught how to form encampments, 8627; and, if a brigade came to the place, could be exercised practically, 8628; which would be better than sending them to a brigade, 8679–8681. Languages not absolutely necessary to be studied at Staff College, 8660. Students should keep horses, 8633; those at present attached are only for use in riding school, 8641; they come from several regiments, 8668. It is preferable that horses should belong to students rather than be public property; the students should use them and hunt, 8642–8644. Would substitute classes for personal competition in the final examination, 8610, 8611, *App. XI.* (*A.*) *p. cxx.* Passed Officers are not attached to other arms for a sufficient time, 8639, 8640. Any test as to staff qualifications after passing the college would lower its character, 8601; and be objectionable, 8638. The college authorities have no means of indicating who among Passed Officers would be inefficient on the Staff, 8686; but the commandant does report on such matters, 8689, 8690. A General's report in time of peace would be a bad criterion of an officer's powers in war, 8688. It would be difficult to obtain a trustworthy certificate as to physical efficiency of a Passed Officer from a general officer, unless specially selected for his capability of doing so, 8631, 8632. A Staff officer must be the better for passing the Staff College, 8630; though some who pass have not all the qualities for Staff officers, 8685. They should be appointed to Staff according to their special qualifications, *App. XI.* (*A.*) *p. cxx.*

Council of Military Education.

The Council works thoroughly well as it is, 8691, 8718. The work is divided into departments, each member taking one, and conferring with his colleagues on points out of routine; the work is uncertain in amount, 8701. Council meets daily, 8702. and has always some work to do, 8703. Discipline is not under the Council, 8695. The members are military, 8705, with a tenure of five years, 8722; except one civilian, 8706, who was appointed before tenure of office was limited, 8723, 8724. The civilian member has 600*l.* a year, 8720, 8728; has been a long time member of Council, and of different educational establishments in the kingdom, 8721. He does not attend constantly; papers requiring his opinion are sent to him occasionally, and he comes to London for the nine examinations for admission to army or colleges, 8707–8709, 8725, 8726; but he attends oftener

HAMLEY, COLONEL E. B.—*cont.*

than that, 8710; perhaps a dozen times a year, 8719; but cannot say exactly, 8727. There are memoranda which require daily the signature of all members not on leave, 8711. There are a secretary and eight clerks, 8712, 8713, for general duties, 8714. The Commander-in-Chief is *ex officio* president, 8716, and would attend if required; but has not been hitherto requested to do so, 8715. Communications from college authorities to the Council pass through the Military Secretary, 8692. Positive recommendations of the Council in matters of study are almost invariably attended to, 8693. Recommendations for the Secretary of State go through the Commander-in-Chief. Neither Horse Guards nor War Office causes obstructions, unless on grounds of expense, 8694, 8717; nor is there any other inconvenience than a little loss of time, 8695.

Woolwich.

The Woolwich Academy works very well at present, 8614.

Professors.

Generally the Council selects professors, 8696; but at Woolwich on the recomdation of the Lieut.-Governor, 8697. Professors are selected after a public call for candidates (the competition being more open at Sandhurst than Woolwich), 8730; recommended to Commander-in-Chief, and presently confirmed, 8698. Dismissal of an incompetent professor is very difficult; as regards civilians there are no means of doing it; military men are appointed only for six years, and the appointment need not be renewed, 8699. The Council should have power to remove an incompetent man on the advice of the college authorities, 8700. A claim to promotion from instructorships to professorships would not be admitted, 8729; but seniority is a fair ground for promotion if competency go with it, 8731–8733.

SCHAW, CAPTAIN H. (Royal Engineers), Professor of Fortification and Artillery at the Staff College.

Staff College.

Has been five years at Staff College, 8736, having been previously an instructor at Chatham, 8737. Would make Commanding Officer's certificate on a candidate more distinct and categorical, and supplement it by the report of a committee of senior officers of the regiment, 8738, 8739, 8742, 8747, 8755, 8756. These replies should not be absolutely binding, 8745, 8746; but the admission of the candidate would depend on the Commander-in-Chief, 8748, 8749. The certifying officers should not be below field officers for fear of discord in the regiment, 8755, 8756. The Commanding Officer's certificate, if categorical, ought to be sufficient, 8757, 8758; suggests alterations in the certificate, 8759. Sees no objection to a Commanding Officer naming successively in his confidential reports to his District General the officers in the regiment fitted for the Staff, 8760–8762. Would test an officer's physical fitness for the Staff before, rather than after, he passes through the Staff College, 8740. Would give students a greater choice of subjects, 8741; and work each in his peculiar line of talent, 8763, 8771. The time is too much broken up, *App. XI.* (*A.*) *p. cxxvi.* Staff Officers should be selected for employment according to the peculiar talents called into play in each appointment, 8777; some very good officers have a great genius for languages and not for anything else, 8772, and languages may be most useful to a Staff Officer, 8773, whose duties are very various, 8776. Doubts the expediency of instructing in fortification in a foreign language, 8764. It would be a great advantage for a few students to have a regular tour abroad to study fortification, 8765; the expense need not be very great, 8766. Every student should be mounted, 8743, 8744, 8767. The College might maintain a set of horses for the students, 8768, who often have difficulty in providing their own, 8769, 8770. As a rule, the course might be shortened to one year, 8778–8780, by omitting some subjects (as languages, which cannot well be acquired at the College, 8783), requiring part for entrance, and by shortening the compulsory studies in fortification and artillery, 8782. It would be inconvenient if officers stayed for varying times, 8784. After leaving, Passed Officers should go to Chatham for engineer instruction, *App. XI.* (*A.*) *p. cxxvi.* Would classify Passed Officers in each subject, and give honours in each, 8750, doing away with personal competition, *App. XI.* (*A.*) *p. cxxvi.* It would be good for the service that an officer should know a good deal of a few subjects rather than a smattering of a great number, 8751–8753, 8775, with only a qualifying examination in necessary matters, 8754, 8774. About 20 per cent. of Passed Officers are not fully fit for the Staff, 8785.

ADAMS, MAJOR C., Professor of Military History at the Staff College.

Served 13 years in Austrian army, 8788–8790; commanded a regiment in the British German Legion, 8791; and has been Instructor in Military History at Sandhurst, 8792, 8793. The certifying to a candidate for the Staff College should be thrown upon his Commanding Officer as a stern military duty, 8795–8798; he only can be the judge, 8821, 8826. Would restrict the instruction, 8799; languages are most important, but not to be acquired at the College. Would require one at entrance, and subsequent study should be in the country itself, 8800–8803; strongly opposed to personal competition by marks, 8804; but in favour of granting honours in the several subjects, 8805, 8806. Passed Officers could be classified, 8828. Would attach Passed Officers to the Staff at camps, 8807, to qualify for peace Staff duties, 8809, 8810; at the College they learn war duties only, 8809, 8833. The course is not too theoretical, provided Passed Officers are allowed subsequent opportunities of acquiring practical knowledge, 8813. Practical duties are studied best in camp, 8816; and such practice is much needed, 8819. Would add six months to the course for telegraphy, railway transport, and modern appliances, 8814, 8815. Distinctly against shortening the course; it took him 10 years to learn very little Military History, 8817, 8818. Some, but not most, of the students are very able men, 8823, 8824; some are scarcely up to the positions they may have to occupy, 8825. Would not allow any subjects beyond those compulsory, 8829, 8830; or competition in more than one, 8827. Austrian Staff education is excellent, 8831; it is essentially war training, 8833, of long standing. The skill of the operations in Italy in 1848 and 1849 could not have been exceeded, 8834. The Staff College is too young yet for the system to have been fully matured, 8832, *App. XI. (A), p. cxxii.*

Staff College.

Sandhurst. Would restrict the studies: substitute pure military history for the strategy now taught under that name. Professors should not be interfered with, except by the Governor. Admission age should be 14 to 16. Course, 2 years. Deprecates union of disciplinary and educational functions. Amusements and luxurious food should be restricted in favour of study. The system prior to 1857 was admirable, *App. II. (A), p. vii.*

TWISDEN, REVEREND J. F., M.A., Professor of Mathematics at the Staff College.

Staff College. Has held his present office since 1858, having been for seven years before at the Cadet College (Sandhurst), 8836, 8837. Obtaining admission to the College does not prove an officer's abilities or acquirements, 8895. Students enter with insufficient mathematics, 8838, 8869; doubts if the minimum could be raised, 8839, 8870. Mathematics not now required, 8893. Would make a certain course of mathematics a compulsory study, 8840–8842, 8878, without which surveying, fortification, and artillery cannot be properly studied, 8843, *App. XI. (A), p. cxxi.* Would encourage further voluntary study, especially practical astronomy, 8844. Mathematics might be dropped when the compulsory course was accomplished, 8882, or after entrance, if the proper standard were attained, 8883, 8885, having then more time for other studies, 8884. Examinations should be independent of the professors, 8847, 8861, 8873, except in chemical manipulation and instrumental astronomy, 8875. Details the mathematical examinations, 8848. The two final examinations are at Christmas, 8849. No marks for the first and third term examinations, 8850; but there are for the second term examination, 8851, after which an officer may, but never does, continue his mathematics, 8852; he would more probably take astronomy, 8853. Witness examines in astronomy, 8854; but other mathematics examined independently, 8855. Subject to exceptions, a single examination at the end of the course is the best test, 8857, 8858, 8874. Now, students may make so many marks in the course as to be certain of passing at the final examination, 8872. There would be intermediate professional examinations, but not to carry on marks, 8879, 8880. Allowing languages to be dropped after first year is very undesirable, 8859. The marks given should not be communicated to the students, 8860, 8861. It is most objectionable to give marks for notes at lectures, 8862, 8876. A military engineer's education cannot be obtained at any college in two years, 8864. Cannot say how far their course runs level with that for engineers, 8865; or if astronomy be required in actual service, 8866. Sir George Murray was in senior

TWISDEN, REV. J. F.—*cont.*

department at Sandhurst, 8867; and believes astronomy was in the course of study there, 8868. Elementary mathematics have been omitted from the course since the Staff College was formed, being insisted on at entrance, 8871. The practical work of the senior class is perhaps comparatively small, 8877. In computing marks would deduct a given number from the total made in each subject, the remainder only counting, as in the Indian Civil Service examinations, 8886–8889. Thinks an aggregate minimum more fair than a minimum in each subject, 8845, 8846. Passed Officers might be classed instead of placed, 8881. A man of education of the most moderate ability may, if he apply himself, pass the College in two years, 8890–8892.

JONES, CAPTAIN E. MONCKTON (20th Foot), Professor of Military History, Royal Military College.

Was in Prussian service, 8896; passed Staff College, 8897, 8898; where he has also been Adjutant, 8899, 8920; and still sees much of it, 8901. Has acted on the Staff in India, 8970*a*.

Staff College. Staff College has caused in the army study and competition in the military art, 8966, 8967. Passed Officers benefit by the instruction, 8968–8970. Adjutant's office may be most important in arresting evil, 8921. His duties are correspondence and records, 8922; too confidential for a clerk to do, 8923; though the Commandant might himself do the confidential work, 8924. The selection of first-rate men for the Staff of the College is very important, *Appendix XI. (A), p. cxxviii.* Candidates for Staff College should be required to be with their regiments a considerable period immediately before examination, to prevent them going to a crammer's, 8904; which they now do, *sub rosâ*, 8905; and which is a great evil, 8906. Each candidate should understand riding, 8909; and French, 8910, 8911. Commanding Officers and Field Officers of a regiment should certify definitely as to a candidate's fitness for Staff; and Commander-in-Chief would decide as to his admission to the College, 8945–8951. Commanding Officers in their half-yearly reports might name all officers fit for the Staff, and no candidate should be admitted who had not been twice so reported, 8952. Would have no need to study mathematics at the College; therefore a higher minimum for entrance, 8907, 8908. The intermediate examinations are valuable to the teachers, as showing the students' needs, 8916. On the whole, prefers independent examiners, 8917. Carrying on marks to final examination is bad, 8918; making the work superficial, 8919. Classes better than individual competition for final examination *App. XI. (A), p. cxxvii.* Officers might be charged for their course at the Staff College, but not enough to bar their coming, 8934, 8944; the boon they obtain is considerable, 8935; it might shut out some poor officers, 8941. Every student should be mounted, and all reconnaissance work done on horseback, 8936, 8937. Does not think the College living more costly than with a regiment, 8939; except as regards servants, 8940. The servant's allowance is inadequate, 8938. Would institute a Staff Corps for Passed Officers, 8912, 8928; to go into at their option, 8914; for various Staff duties, 8913. Regimental Commanding Officers, if ever selected, might come from it, (after due notice of so great a change, 8954,) as in Prussia they do from the Staff College, 8915. Prejudice in France is against a Staff Corps, 8929. Objects to Passed Officers having extra pay in their regiments, 8931. Sees no special object in their doing regimental duty, 8932. Staff instruction should qualify an officer to undertake any section of Staff duties, 8961–8963. Many officers have acted on both the Adjutant-General's and Quartermaster-General's Staff, 8964. Every Staff Officer ought to have the qualifications of a Passed Officer, but he need not have passed through the College, 8925, 8926. Would like, however, all Staff Officers to do so; the education of a Staff Officer ought to be higher than could be given in a war school, 8927. Officers do not go into the army to support themselves, 8943. An officer does not like being purchased over, 8953. Regimental commemorative dinners, like ours, could take place in Prussia, 8955, 8956; where the mess system exists, 8957. Duelling is rare in the Prussian army, 8958, 8959; though common at the universities, 8960.

WALKER, CAPTAIN ALBERT L. (99th Foot), late a student at the Staff College.

Staff College. Has been 12 years in army, 8991; has not passed through Hythe, 9041. Passed out fourth from Staff College last year, 8971–8973. Derived benefit from the course, 8974; having applied himself

WALKER, CAPTAIN ALBERT L.—*cont.*

chiefly to strictly military subjects; omitted mathematics, and took up only one extra subject, 8975. Passed in French, just failed in German, 8976, 9008. In mathematics only did the short course, which is absolutely necessary for surveying and fortification, 8977. Has not joined his regiment, 8989. The College tends to produce study in the army, 8974, 9000–9002. Having been at Sandhurst made his work for admission easier, 8996–8999; one must go to a crammer to make sure of passing, 8998. Cramming is an unavoidable result of competition, 9070–9072; it helps the candidate greatly, 9073–9077; does no particular harm, 9078; except occasionally, 9079; and is the only way of getting the knowledge together, 9080, 9081. Students should provide horses, 9015. The students have their private servants, 9060. Cavalry pensioners as servants would not be sufficient boon to cover the expenses, 9061–9063. Officers would think more of future position than of expenses at the College, 9064. The College costs a man 100*l.* over his pay, 9067, 9068; at the very least, including preparatory cramming, 9069. Too much advantage is given to those who study mathematics beyond military needs, 9003–9007. It is necessary, however, for the topographical department, 9006. Would not teach languages at the College, but would require a knowledge of one in candidates for admission, 9009–9011. There was theoretical instruction in embarking and disembarking troops, 9012; none in railway transport, 9013. A good reconnaissance must be by mounted men, 9014. Men who cannot ride will never be taught at the College; men who can, have their time wasted in the riding lessons, 8985–8988. Riding should be required for entrance, 9018. Does not object to *manège* instruction, 9017; but to the way it is carried on, 9016. The Commandant might report on a student's riding, if he saw him, 9040. The professors should not give marks, 8982, 8983. The system of marks is bad, 9023. Examiners mark unequally, 9024. Officers sometimes neglect military subjects to obtain marks in languages, 9025–9027. Competition causes overwork, 9029–9033. High place in mathematics may ensure high place in final list, 9034, 9035. Astronomy counts above everything, 8978. Dislikes personal competition, and would divide Passed Officers into two classes, arranged by regiments, with a note against a name of excellence in any special subject, 8979–8981, 9036–9039, *Appendix XI. (A), p. cxxx.* Examiners should be independent, 8984. Passed Officers have not certainty enough of Staff employment, 9054–9056. All general and personal staff appointments should be reserved for them, 9056, 9057. Knows no other advantage open to them, 9058. Their expenses at the College might be lightened; but would not give them extra pay, 9059. The present examinations for the Staff are not carried out, 9065, 9066. Thinks the system of paid Regimental Instructors would be very difficult to carry out, 8990; few men could be found to take the post, 8992, 9021; witness would not; we are not yet ready for the system, 8993, 9020, 9050; though we may be eventually, 9051. Officers would either be indifferent or hypercritical, 8994, 8995, 9019, 9046. If the promotion examinations were strictly carried out, officers might be glad of the instruction, 9028, 9048, 9049. The Instructor of Musketry gets little attention from officers, 9021, 9022, 9042–9045. The adjutant is listened to because his work is practical, 9047. Garrison or Camp Instructors should be tried before regimental, 9052, 9053.

Regimental Instructors.

BARKER, MAJOR G. D. (64th Foot), Deputy Assistant Quartermaster-General at Portsmouth.

Staff College.

Passed in 1866 first out of the Staff College, 9083; and in consequence obtained a Staff appointment, 9087. Previous service, 9084. Derived great advantage from the time passed at Staff College, 9085, of which institution he quite approves, 9088. More attention should be given to practical subjects, 9086. Riding should be better taught and might come into entrance examination, 9097, 9098, 9130, 9131. An officer ought to know how to manage an untrained horse, 9158. In languages would have instruction more colloquial and examinations more *viva voce*, 9099–9103; or a language might be required in the entrance examination and not carried into the course, 9139. A man should go grounded in languages, 9144. Embarking and disembarking troops profitably taught, 9146, 9147. Railway transport not taught, 9148. Would not reduce mathematics, 9149. Time is lost in lecturing on details of Military Administration and Legislation, 9133; some of the lectures would be better printed, 9134. The Commanding Officer's certificate of a man's fitness for the Staff should be made more definite, stringent, 9089–9091, and categorical, 9132. At present unfit officers are sent to the College, 9106. Candidates should have eight years' regimental service, 9092, 9093; and would then remove restrictions as to rank for Staff officers, 9113, 9114. Thinks the limiting competition to one officer per battalion bad; and excluding battalions with two officers already on the Staff worse, 9094, 9095; but it is inconvenient to strip a regiment of officers, 9151. The Commandant might well report after a time on the fitness of a student for the Staff, 9107; but it would be an extreme case if removal ensued, 9162. The power of removal for unfitness does now exist, 9163, 9164. There would be difficulty in the field officers of a regiment combining to certify a candidate's fitness, 9122. An independent board would be better, with a Staff officer on it, 9123–9125. The inspecting general might also report upon candidates, 9150. Field drawing should be required at entrance, 9157. The minimum for entrance is too low, 9138. Most candidates now go to crammers, 9165, 9166; at an expense, 9168, 9169. Camp or regimental instruction might to some extent render it unnecessary, 9167. The adjutant or some disciplinary assistant to Commandant is necessary, 9104, 9105. The expense at the College slightly exceeded that with a regiment, 9140, 9168; had his own horse, 9141; cavalry pensioners as grooms would be very desirable; servants are the great expense, 9142, 9143. In final examination is individually in favour of personal competition; but passing by classes might lead to less jealousy, 9108. Now, a man will look more to the marks than the benefit a subject will give him, 9109. Approves the present system of giving marks during the course, 9110, 9111. There is inconsistency in requiring a student to take up a subject and not requiring him to obtain marks in it, 9135, 9136. Would rather raise than lower the qualifying minimum, 9137. Would require the personal Staff to pass the whole course of the College, 9112, 9126, 9127, 9152–9154; though high science is not needed in an aide-de-camp, 9156, 9160, 9161. Would make brigade-major a step in promotion to the divisional Staff, 9155. The Staff College certificate has of late been much recognized in India, 9129. At camps would prefer a school of instruction to Regimental Instructors, appointing instructors to detached regiments, 9115. The office of Regimental Instructor would be well looked upon, 9116, 9117. The average but not the bulk of officers from the Staff College would be qualified for the post, 9118–9120; all, perhaps, if the certificate were modified, 9121. Some officers might never be able to attend a Garrison Instructor, 9128. Appointments to the Staff should be by selection from graduates of the Staff College, *App. XI. (A), p. cxxiv.*

BARKER, MAJOR G. D.—*cont.*

BARING, LIEUTENANT EVELYN (Royal Artillery), Student at the Staff College.

Staff College.

Instruction might be much improved, 9173. Final examination should not be competitive, or, if competitive, all officers should compete in same subjects; would prefer to grant honours in special subjects, 9174, 9175, the names being published in order of seniority, 9176, 9177. Instruction should be far more practical, 9178. Mathematics is studied beyond any practical use to a Staff officer, 9179; though only for the sake of qualifying for the Topographical Department in London, 9180, 9220, for which witness cannot believe it necessary, 9181, 9221, 9222. The marks in it count in competition, 9182, which is some inducement to take it up, though the Topographical Department is a greater, 9183. Geology might be done away with; telegraphy ought to be taught; chemical analysis is time wasted, 9184. Military administration is studied only one hour per week, 9186; not nearly enough, 9185. There are three examinations in it each year, 9187. Commissariat is touched upon, but not railway transport, 9188. Administration of sick and wounded very little taught. Officers cram for the examinations; writing essays, as in military history, would be more effective, 9189. Nothing can be more important to a Staff officer than military administration, 9190. Schemes of defence are not sufficiently practised, nor with proper rapidity, 9191, 9211. They are excellent as far as they go, but insufficient, 9192, 9193. Out-door work insufficient; eye-sketches and road-making too infrequent, 9194. Not all who pass a good examination will make good Staff officers, 9195, 9196 (2); nor all who are very good at drill, 9245–9247.

The Staff College, imperfect though it be, is far better

BARING, Lieut. EVELYN.—*cont.*

than none. It is almost the only road to theoretical knowledge of military science; and in the American war almost all who rose to eminence were men of theoretical knowledge, principally from West Point, 9196 (1), comparing them, that is, with good regimental officers, 9213. The certificate of Commanding Officer (in which witness has no confidence, 9199, 9229) will never be a good test of a candidate's competence, 9200, but would not do away with it, 9201; the confidential Report of the College commandant on each Passed Officer is better. Admission should continue by competition, as obviously excluding favouritism, 9196 (2 and 3). The College is unpopular, because there is not sufficient assurance that Passed Officers will be preferred for Staff appointments, 9196 (4), 9244. The personal Staff should pass through the College, 9196 (5), which would largely increase the appointments attainable, 9197. If the personal Staff passed through would increase the admissions to 30 a year, 9196 (5), 9198. Is aware that confidential reports have long existed and been used, 9202, 9203. On service, a Staff officer ought to be chosen from those who have passed the College, 9204, 9205; but only on probation, 9206. Too much detail in fortification is taught; Staff officers should not be half-bred Engineers, 9207–9209. It would be good to send officers abroad, but not to fortresses, 9210. For admission a fair knowledge of one European language would be better than a smattering of two or three, 9214. Simple geometrical drawing is not in the examination; but almost all officers know it, 9215, 9216. Living at the College is a little more costly than with a regiment. Every officer ought to keep a horse, but neither groom nor allowance is granted; some mode of giving grooms cheap should be adopted, 9217–9219. There would be less bad riding, 9223. The expense now deters men from keeping a horse, 9224.

A preliminary practical trial of a candidate on the staff of a General Officer would be a useful test of efficiency, if the general would report freely, 9225, 9226, 9228; there would be less difficulty with the Commandant of the Staff College, 9227. Would not shorten the course, 9230, but would have less examinations; they foster cramming, 9231. No marks should be given at the College; the passing should depend on independent examiners, 9232, 9233. Instead of the Artillery course at the College, a Passed Officer should go to Shoeburyness for a month, and to a field battery for the same time, 9234. To have passed the examinations for the Artillery leaves much to learn for the Staff College, 9235. Pontooning and bridging are well taught, 9236; but not enough of it, 9237. A year or two more service might be required from candidates, 9238. Beginning at books again after ten years is irksome, 9239. It might be good to teach officers specially for the Adjutant-General's Staff or Quartermaster-General's Staff as elected, 9240. Many of the best officers do not offer themselves, 9241. If an officer could prove thoroughly his competence in the Staff College course, he should not be compelled to pass through the College, but that is scarcely possible, 9242, 9243. Languages should either be more thoroughly taught or not at all; in the latter case the officer being sent abroad to learn one and his expenses paid in proportion as he acquired the language well, 9248.

LENNOX, Colonel W. O., C.B., V.C. (Royal Engineers), Instructor in Field Fortification, School of Engineering.

Survey Class.

Was on the Staff at Aldershot for three years and a half, 9250, and superintended the Survey Class, 9249. The officers learned surveying (without theodolite), the course was one month, afterwards extended to two, 9251, which was a fair time to start an officer on the way for self-improvement, 9254, 9255. Many officers passed through, 9252, 9253. The popularity depended on commanding officers, 9256. The students being detached from regimental duty threw heavier work on others, 9257. The students worked zealously, with some exceptions, 9258, 9259. The instruction was only in surveying, 9260. Field sketching and field works might have been taught similarly, 9261. Would be glad to see the system extended and systematised, 9263, 9264. Would prefer garrison to regimental instructors for such subjects and spade drill, 9262, 9283, 9284. There would be no practical difficulty, 9267. In-

Engineering Instruction.

struction in engineering should be under Commanding Engineer, 9264. Would extend the utility of Chatham by instructing regiments in field works and siege drill. The Army is very deficient therein, 9265; and modern artillery demands increased skill, 9291, 9292. A candidate for the Staff should have

LENNOX, Col. W. O.—*cont.*

some training at Chatham, 9266. A regimental instructor would not as yet find enough pupils, 9268. The system should be universal, 9269–9271. Two months would be enough for survey, and 12 for the whole course, 9273. Would relieve the officers from regimental duty, as an encouragement, 9272; and would take any officer applying, 9287; officers without aptitude would not apply, 9288, 9289. Instructors at the principal stations would inoculate the Army with the system, 9286. Would have one or two sieges at Chatham every year, instructing three or six regiments in the work. An Engineer general should command the district, 9274. The regiments should undergo this instruction as part of duty, 9275; but the further study of officers in engineering works should be voluntary, 9276. It is desirable to introduce more communication between the Line and Engineers, 9290, 9293. Considers the Staff College unnecessary; the required knowledge may be gained by the officer himself, and tested by examinations, 9277–9280, 9294–9296. An instructor who could tell him what to study would be an assistance, 9282. A course of instruction for the Staff could be as well carried out in India as at home, 9281. High mathematics (as calculus and conic sections) not needed for a Staff officer, 9296, 9297. Two years at the Staff College would not make an officer an engineer, 9285. Would like all officers encouraged to come to Chatham to learn the work there, 9297. The extra staff and expense would be very little, 9298, 9299.

WARDE, Major-General Sir E. C., K.C.B., Royal Artillery, Commanding the Woolwich District.

Artillery Officers.

Young artillery officers after leaving the Academy are for six months under his observation, 9301, undergoing preliminary instruction, 9302, before joining their batteries. The system works admirably, 9303, and is analogous to the instruction of Engineers at Chatham, 9327. Would extend the period to 12 months, 9304. There should not be any regimental difficulty. Without this sojourn at head-quarters it is difficult to impart discipline, 9305; and practical teaching is best given after the officer is commissioned, 9326. The age for joining the Service should be limited to 19, 9306, and the Academy from 15 to 17. Raising the age was the worst thing for the Service, 9307, 9324*a*, 9325. It would be an immense advantage to reduce the qualification, 9308. The competitive system spoils general education, 9309. If less depth but more thorough knowledge in a subject were required, it might be better, 9328–9331; mathematics is over studied, 9310. Would do away with competition for the Academy, 9316, and admit on a qualifying examination, 9317, in the proper subjects of a liberal education, including classics, 9311–9313. Advantage of classics, 9314, 9315. Candidates would be nominated to some extent by interest, 9318; they were not formerly almost all sons of artillery and engineer officers, 9319. Artillery officers are undoubtedly worse in point of discipline than formerly, 9320, 9332. Expects the same is the case with the Engineers, 9323. There might be difficulty in reverting to the old system, 9321. The Academy ought to be the best school for discipline, 9324.

FORSTER, Lieutenant-General William F., K.H. Military Secretary to the Field Marshal Commanding-in-Chief.

Sandhurst.

Sandhurst College well adapted to its purpose, 9334. Idle boys cannot be eliminated, 9335. Would be most nearly overcome by requiring periodical progress to a certain standard with alternative of leaving, 9336. Would graduate the rewards and allow the best cadets for purchase to obtain commissions at a lower rate, 9337. For zeal and good character would allow a commission to date from period of becoming a cadet, 9338; this would fill the College, 9402. If the prize were a commission certain, a high standard of discipline and education could be insisted on, 9339, for the prize would be a great one, 9343, 9344. When witness was a cadet, the College was aristocratic and discipline excellent; officers could remain six months after being commissioned, 9340; but the cadets were younger than now, which was better, 9399. There was then a great demand for officers, 9388, 9389. The more difficult the examination, the less people will send their sons, 9341. No non-purchase commissions are now given except to Sandhurst cadets, 9401. The Governor of Sandhurst would disapprove a half-yearly inspection of discipline by an inspecting General Officer, 9403, 9404. Language might be insisted on for admission to Sandhurst and the Staff College, 9405.

FORSTER, Lieut.-Gen.,—*cont.*

There is no regulation to prevent the French master at Sandhurst instructing colloquially, 9406–9408. An officer ought to know a foreign language, 9345, though few do, 9348. It must depend on the prize held out whether men will go abroad to learn one colloquially, 9346, 9347. It would be necessary to prevent abuse if Passed Officers of the Staff College were allowed to go abroad for the purpose, 9348. Military instruction might be continued to officers after joining the service, 9349, strictly voluntarily, 9350, 9390, 9391. Does not think more could be made compulsory than is required for the examination on promotion, with strategy and military drawing added, 9351, 9352. The promotion examination on becoming captain requires fortification and reconnaissance, 9353, 9354, though vaguely, 9355. If the questions are not stringent enough they are returned to the regiment, 9418. Officers sometimes fail and are passed over, 9392, 9393. Thinks instructors for regiments would take, 9357, 9430; but would begin gradually, 9431; and would not appoint them unless sufficient officers were willing to be instructed, 9357; wherein would lie the difficulty, 9384; sees no social obstacle, 9417. The appointments being prizes, emulation would arise, 9358. Examinations beyond Captain are not required, 9359. Uniformity in the examinations is very desirable, 9360–9362, *App. VII. (A), p. lxxx.* Doubts if, for garrison or regimental instructors, officers could be found who could or would teach languages, or enough to teach fortification and military drawing, 9372–9375. The stations for garrison instructors, 9376–9380. The supply of qualified instructors would increase as time went on, 9381, 9382. The officers appointed would marry, which would be bad, 9383. A stationary appointment is a great lure, 9385. Regimental and garrison instructors should be both tried, 9386, 9387. Doubts if, in a riot, any regiment would find itself destitute of officers who could strengthen a bridge or defile, 9410.

Instruction of officers.

Staff College.

The Staff College, though not greatly better than the former senior department, 9368, is an excellent institution, and a man with the knowledge there gained is better than a man without it; but there are physical qualities which would make a good Staff officer without the Staff College's aid, 9363–9367, 9409, *App. XI. (A), p. cxvii.* The Commanding Officer's certificate before admission to Staff College ought to be strictly enforced, 9394–9397. It might be strengthened by other opinions, 9419–9423. If the certificate consisted of answers to categorical questions supposes the Council would decide on the admission of the candidate, 9424–9428. The Commander-in-Chief gets an elaborate report on each officer passing the Staff College, 9398. Staff appointments may be given to officers who have shown Staff capacity in the field, 9369. Captains who have passed the Staff College all, sooner or later, obtain Staff employ, 9370, 9371. Ambition among officers means desire for a high post, 9411, 9412. Engineers require more scientific knowledge than the Staff, 9413. The knowledge of a candidate for the Staff must be tested, 9414. Officers who have prepared themselves by special studies for the Staff should have a preference, 9415, 9416. Reasons why one Staff College student per regiment is the limit, 9429.

PEEL, LIEUT.-GENERAL THE RIGHT HONOURABLE JONATHAN.

Military Education.

To make all youths intended for the army pass through one military school would not answer in war time, though it might in peace. If first commissions were not purchased, all candidates might pass through a military school, 9432, entering at 13 or 14, and subsequently passing to special colleges, for the different arms, 9463. Has no decided opinion about it 9464, 9465. It is a great advantage to obtain younger sons of country gentlemen for the army, 9463. Examination for admission to general military school should be general; from it to the military colleges technical, 9466. Liberal education should be continued, 9467. Woolwich course to remain as now, 9468; but the cadets to enter younger and to stay longer; the present system fosters cramming, 9469. The Woolwich entrance examination s a test of general capacity, the final of professional knowledge, 9472, 9473. Public school education ought to render cramming needless, 9470, 9471.

Instruction of Officers.

Would make examination for promotion perfectly obligatory, and would let an officer elect to pass a higher standard as a candidate for the Staff; such a Passed Officer might be selected for the Staff without a Staff College at all, 9433. The examiner should be independent of the regiment, 9445,

PEEL, Lieut.-Gen.—*cont.*

as a garrison board, 9459. The compulsory examination for promotion should be merely in regimental duties, 9434. A commanding officer neglects his duty who does not instruct all his officers how to defend positions, 9435. Good regimental instruction is preferable to any previous technical knowledge, 9437. Has recommended for regimental officers greater instruction in military law and evidence, 9438. For feeding or transporting his men a young officer would depend greatly on the quartermaster; his position is delicate, 9439–9443. An administrative instructor in a regiment would be an advantage; but the responsibility for instruction should rest on Commanding Officer, 9444, 9446. The second major might act as instructor, 9447, but it would not matter which officer so acted, 9453, 9454, with a small additional pay, 9448, 9449. Regiments may be at stations where garrison or camp instruction cannot be had, 9450; and it would be difficult to detach an officer for instruction, 9460. We have had good Staff officers without special extra knowledge, 9451, 9452. The inspecting generals might certify to the fitness of the officers recommended for Staff College, 9457, 9458.

The Council of Military Education works well, 9436. States the reason why he appointed Canon Moseley to the Council, 9455.

STRATHNAIRN, GENERAL THE RIGHT HONOURABLE HUGH, LORD, G.C.B., G.C.S.I., &c., Commanding the Forces in Ireland.

Instruction of officers.

Practical instruction in fortification, &c. after entering the army is most desirable and perfectly feasible; field fortification, applicable to cavalry and infantry, is indispensable for officers and should form part of military education, 9474. Examination of officers for promotion is, in regulation, less extended than it ought to be in practical subjects, and, in practice, is a dead letter; from the instruction being theoretical instead of practical, and from the relaxation of examining boards, finds on inspection that officers (including commanding officers, 9478) cannot perform simple evolutions or understand their object; there is some improvement lately; inspecting Generals should *name* the movements to be performed; would have successive (compulsory, 9495) examinations up to rank of lieutenant-colonel; strategy is more neglected than any other subject, in great measure owing to its non-inculcation in our books of instruction; quotes instances; every reverse we have had may be traced to neglect of simple strategy; is a great advocate for the cultivation of field sketching as a most important adjunct of reconnaissances, without which war cannot be carried on, 9475, 9482. As a remedy would introduce strategy or object into books of infantry, cavalry, and artillery evolutions; British officers, above other nations, have inherent military qualifications; the improved instruction should be organized under seven heads: I. Simple strategy; II. Combined movements of the three arms, tactical and strategical; III. Hill warfare, camp organization, field duties; IV. Field fortification; V. Military administration; VI. Geographical strategy; VII. Military morale. Artillery, infantry, and cavalry words of command should be assimilated as far as possible, and infantry words be shortened; hill warfare is a most difficult operation of war; a text book of field fortification should be drawn up; is not in favour of entrenching positions as a rule; geographical knowledge of the country, people, and resources of possible theatres of war of the utmost importance; the *morale* of soldiers should be well attended to; drills should be short, active, and intelligent; gives detailed illustrations on all the foregoing points, 9476, 9520, 9521. For securing the instruction of officers would rely not solely on the opinion of the commanding officer, but also on the half-yearly inspection reports made by him to superior authority, 9477. Would not have in the regiment an officer specially responsible for the instruction; quotes an instance in which a commanding officer could not defend a barrack, 9478. The regimental powers of an officer should be judged by the ascending series of superior officers through whom the half-yearly report on him reaches the Commander-in-Chief; that report should cease to be confidential; regimental excellence should be a sure road to Staff promotion; incompetence should be removed from service while yet young, 9480, 9522, 2523. Cavalry ought to be taught to jump obstacles and fences; officers ought to be practised in correspondence and telegrams, 9491. Regimental officers should be required to have a certain knowledge of army administration, 9492 Regimental instruction should be systematic, not voluntary; anticipates great difficulties in having captain-

STRATHNAIRN, General LORD.—*cont.*

instructors in regiments, even if qualified men could be found; details the means he has adopted for instructing regiments, 9493. Officers should in turn be moved from stations where they cannot obtain instruction to stations where they can; Commanding Royal Engineers might give certificates to officers who had qualified in field fortification and field sketching; attachment for less than six months to another arm is useless for instruction, 9494. Would open the Staff to first-rate regimental officers (among whom are many adjutants) without passing through the Staff College, 9496, 9524. Candidates for the army should have professional instruction; but the first examination should not be too difficult, or cramming will come in, 9497. If a candidate distinguished himself in one or two subjects, would not reject him for failure in the others; nothing is more profitable in the army than varied talent, 9498. It is an anomaly to interdict military subjects and to encourage physics and natural science, 9502. Is not in favour of increasing Sandhurst; but would arrange for national military education to be given at public schools; also approves the old system of sending boys abroad to study languages and the military art, 9503, 9504. The present competitive system gives military promotion for literary merit, often on the opinion of non-military judges; witness would take military excellence as the criterion for promotion, the judges being the General officers conducting operations or inspecting corps, 9505; the half-yearly reports being an aid to the Commander-in-Chief in selecting officers, 9506. Does not think heart-burning would occur in the army if promotion were made by selection at the Horse Guards on the basis of real merit and efficiency, 9507. Sees no objection to regimental promotion by selection; but the higher rises the state of military education the less necessity would there be for selection, 9508. The proposal to convert regimental pioneers into regimental sappers was excellent, 9511. Has not found the scientific knowledge of artillery and engineer officers interfere with the efficient performance of Staff duties, 9515, 9516. There would be greater security that a candidate for the Staff College were fit for the Staff if he were so reported twice successively by the inspecting officer, 9517; his judgment and intelligence being reported on as well as mere knowledge of drill, 9518, 9519. Would not return in any way to the Sandhurst senior department, 9525.

Staff College. Considers the Staff College a failure, 9483. The instruction is too theoretical, not leading in strategy to practical efficiency, which can only be acquired in a camp of instruction; languages, as taught, would fail to be useful in the "intelligence department;" objects to mis-spent time in acquiring sciences of no military use; would abolish the College on its present footing, 9484. Practical ability is sacrificed there to theory and sciences useless in war, 9485. The certificate given to a candidate by his commanding officer is a sort of form, 9487. Frequently officers who marry or do not wish to go to India have recourse to the Staff College; if the College were reconstituted with a course of one year only (two years is far too long) by eliminating useless subjects would, as a reward, allow an officer to go there who should be frequently and favourably reported on by his commanding officer and the inspecting General at the half-yearly inspections; discipline, as a study, is neglected at the college, 9488. If a really efficient college for military instruction were established in England it would be good to introduce one, if not more, of a similar nature in India, 9490.

WALROND, THEODORE (Secretary to the Civil Service Commissioners).

Examinations: Cramming. The Civil Service Commissioners could examine for entrance to Woolwich and Sandhurst, 9561. They attempt to maintain uniformity in qualifying examinations by means of permanent examiners, 9562, 9570; of whom there are two, 9563; university men, 9565; their salaries, 9564. They were found to be a necessity, 9583. Occasional and special examiners called in as required, 9566–9569, in whom witness has never observed a tendency to display their own knowledge, 9630. Doubts if they will ever entirely counteract cramming, 9571–9573. The treatment of examination papers, 9574, 9584, 9585. There are two Commissioners; one being paid, 9575, and having most work, 9576, but not too much, 9577. Thousands are examined every year, 9578, 9579. The fees of occasional examiners are assessed by the permanent examiners, 9580, 9581. The staff for home Civil Service examinations; Indian examinations altogether separate, 9582. There is

WALROND, THEODORE.—*cont.*

usually full employment, but not just now, 9586. Except for Indian Civil Service, examinations are *viva voce* only when a colloquial knowledge of a language is demanded, 9587, 9588; it is the best test, 9589; gives an instance, 9590. The Foreign Office alone demands colloquial knowledge of French, 9591; it nominates three competitors for each vacancy, 9592. At a recent examination for Indian forest service very few candidates had colloquial knowledge of French or German, 9593–9595. Accent difficult to acquire in this country, 9604. The public will after a time learn the method of a permanent examiner, 9596, 9614; therefore they often get papers set by occasional examiners, 9597. In competition, by deducting from the marks of all the number representing competent knowledge, 9598, candidates (satisfactorily, 9637) cease to gain by superficial knowledge of a subject, and therefore take up fewer subjects, 9599, 9635. Why mathematics was excepted, 9605–9608, and the result of excepting it, 9612, 9623–9625. Five subjects are usually taken up, 9600, 9626; but no subjects are obligatory, 9627. Why the number of subjects was not limited, 9636. Breaking down of health in these examinations very infrequent, 9638. Cramming and, still more, luck render literature and history difficult subjects to examine in, 9601, 9602. Examiners in foreign languages are natives, 9603. Subjects most easily crammed are those comprising matters of fact, as natural sciences, history, geography, 9609–9611, 9618, 9619. Cramming least applies to languages, 9609, and only partially to mathematics, 9606, 9607. There is always danger of an examination merely testing the knowledge of the moment, 9617. In more advanced examinations "cram" is eliminated, 9620. Very ill-qualified candidates rarely come up, 9621; but in competition the successful candidate is often very superior to the others, 9622. *Viva voce* examinations best check cramming, 9628; practised in every subject for Indian Civil Service examination, 9629. In qualifying examinations the reports are not by marks but by epithets, as "good" or "bad," 9631, 9632. Boys often sent to crammers to test their chance of passing, 9633; sees no harm in that, 9634. Greek and Latin are advantageous subjects to take up, 9639.

ARMSTRONG, COLONEL J. W., C.B., Deputy Adjutant-General in Ireland.

Instruction of officers. It would be quite possible to give officers obligatory instruction after entering service, in military law, outpost duties, surveying, and field fortification. There should be periodical examinations, failure barring promotion. There might be regimental instructors, and also instructors at large stations. *App. VII., pp. lxxxiii., lxxxiv.*

Staff College. Results of Staff College not altogether satisfactory. Best officers in Army do not enter; rewards too doubtful; return to regimental service distasteful. Commanding officers certificates sufficient, if signed in their integrity. As a rule Passed Officers are not efficient Staff Officers. *App. XI., pp. cxvii., cxviii.*

CARDEW, CAPTAIN G. M. (67th Foot), Deputy Assistant Adjutant-General, Dublin.

Staff College. Approves of system of admission which brings in best officers in the service; but it should be obligatory to obtain half marks in each subject taken up and to have seven years' preliminary service. Commanding Officer's certificate sufficient if carefully given. Would shorten course to 12 or 18 months; omit some examinations; print the lectures, and curtail plan drawing. Practical subjects are sufficiently considered; but field sketching and surveying should have more time. Though there may be errors in detail, the principle of the Staff College is right, and Passed Officers are likely to be efficient on the Staff. Would open Personal Staff to Passed Officers; give each student 2*s.* a day to cover cost of living; Passed Officers to wear a distinguishing badge; would abolish competition in final examination; examiners should be independent; instructors in military subjects to be changed periodically; examinations half-yearly, failure to involve dismissal. Passed Officers to be attached to each of the other branches for four months at least. *App. XI. p. cxxviii.*

CLIFFORD, COLONEL THE HONOURABLE, H. H., V.C., Deputy Quartermaster-General.

Instruction of officers. It would be possible to instruct officers after appointment in fortification, military history, surveying, drawing, languages, mathematics,

CLIFFORD, COLONEL—*cont.*

with attendance and examinations quite voluntary. Officers under instruction should not be exempted from any military duty; promotion not to depend on the examinations; but those examinations to be considered. Prefers garrison instructors. *App. VII., p. lxxxiii.*

Staff. Would have one general Military College through which should be entrance to all arms. The Staff should be selected from regimental officers of 8 or 10 years' service, who should be formed into a Staff Corps and employed on the Staff as long as efficient. The five years' rule is bad for Staff Officers and also for the service; and it is a great discouragement for officers to qualify for Staff employ and then to find no appointments open. The system of admission to the Staff through Staff College is not good and does not necessarily bring the best officers; physical and moral attributes more important in a Staff Officer than mere intellectual qualifications. Several officers who have passed the Staff College are proving themselves efficient Staff Officers. *App. XI., p. cxvii.*

COLLEY, MAJOR G. P., Brigade Major, Western District.

Staff College. Staff College works fairly well; though the examination unnecessarily favours scientific as opposed to practical knowledge, and knowledge of his own duty is the only thing which does not help an officer to get in. Practical officers are not now fully represented on Staff; but their prejudice against passing through the Staff College is wearing off. The only way to render trustworthy the Commanding Officer's certificate is to require him to give specific reasons for recommending an officer. Military administration, principles of drill, and tactics require more attention; physical sciences less. Subjects should carry marks in proportion to their importance to Staff Officers. Artillery instruction should be omitted from course and given at Woolwich; practical instruction in working of the three arms should be afforded at Aldershot. Opportunities should be given for visiting foreign camps of instruction. Establishment of Staff College has resulted in an increase of military education among officers, and in gradual provision of a body of men for the Staff superior to what could otherwise be had. On the other hand, selection for the Staff has been much stopped; and the training is too much directed to Quartermaster General's department. Popularity of Staff College would be much increased if all Passed Officers were allowed forage for a horse, so as to be able to take extra Staff appointments at any time. Number of students might be increased; there would be more selection for Staff. Every officer on the termination of a Staff appointment should serve a year in his regiment before being eligible for another. Candidates at each examination should be reduced, by selection, to 20 competitors. The key of success is that the College should provide highly trained officers; from these the Staff must be appointed by rigid selection; merely passing not to give a right to Staff employ. *App. XI.* (*A.*), *pp. cxxii–cxxiv.*

CREALOCK, CAPTAIN J. NORTH, 95th Foot.

Staff College. I. The Staff College system has reasonably succeeded. The College is almost a necessity, but minor changes may be required. II. Places in final examination should be by classes and not by competitive marks. Too many subjects are included, making knowledge superficial and endangering health. Course should be one year, with 20 to 40 admissions yearly. Details numerous proposed changes in the studies. Previous service of seven years, or two years as adjutant, to be required from candidates. Present certificates by Commanding Officers to be rigidly carried out, with verbal improvements. Passed Officers to serve two months at Woolwich, studying artillery science, then five and a half months at Camps of Instruction in practical Staff duties. Afterwards the Staff Officers to whom they have been attached should report on them; and, if satisfactory, the officers should be finally passed, with right of wearing in full dress a small aigrette as in Prussia. Pecuniary assistance to be given to these officers to visit continental armies. *App. XI.* (*B.*), *pp. cxxx–cxxxiv.*

DE LA WARR, MAJOR-GENERAL THE EARL (late 21st Fusiliers).

Instruction of officers. Instruction for officers could be introduced, but would bear no fruit proportioned to the labour and difficulty of working it. The present field exercises, if properly conducted, would provide instruction in simple field works. If military schools for officers be established, attendance must be obligatory; the knowledge to be imparted is not required for *all* officers of the unscientific branches. The instruction will be useless unless there be examinations; but is wholly averse to examinations before promotion. The more frequent exercise of the power of removal for proved incapacity would answer better. Before a Field Officer obtains command of a regiment, he should be required to manœuvre it skilfully before a superior officer. Objects both to garrison and Regimental Instructors. *App. VII.* (*A.*), *p. lxxxii.*

DE LA WARR, MAJOR-GENERAL—*cont.*

ELRINGTON, COLONEL T. R., Commanding 4th Battalion, Rifle Brigade.

Instruction of officers. Professional instruction of officers would be practicable; attendance should be quite voluntary. There should be examinations, but promotion must not depend on them. Would have Garrison Instructors at large stations. *App. VII.* (*A.*), *p. lxxxiii.*

ELWYN, COLONEL T. (Royal Artillery), Commandant and Superintendent, School of Gunnery.

Shoeburyness. The object of the School of Gunnery is to ensure completeness and uniformity in the instruction of artillery in the use of their weapons, by supplying all brigades with trained officers and men who shall instruct their comrades. Annually about 20 to 25 officers and 40 non-commissioned officers go through the "long course" of 12 months. Every three months other 33 non-commissioned officers pass through the "short course." In all, there rejoin each brigade annually one officer and two non-commissioned officers highly instructed, and eight non-commissioned officers well qualified to assist in instruction. In addition some batteries are always under training as a body. Squads of Militia Officers and non-commissioned officers occasionally undergo a three months' course. About 700 Volunteer artillery assemble annually for a week's competitive firing, during which time they are under instruction. There is also an experimental establishment. Believes the system to be well devised and to work well. The full benefit will not be felt until the trained officers reach the higher ranks. *App. X.* (*A.*), *pp. cxiii–cxvi.*

FEILDING, COLONEL THE HONOURABLE W. H. A., Assistant Adjutant-General, Dublin.

Staff College. Objects to the system of admission to Staff College. Every candidate should have been a captain with his regiment for a year. The discursive examination makes officers mere smatterers; would classify subjects for study according to section of Staff duty aspired to. Progress should be tested by quarterly examinations, with removal in case of failure. Students should be allowed every latitude as to attending lectures, &c., and be treated like men seeking their own advancement. Practical operations are not sufficiently taught. The College has been of great advantage to the Army, but would be of more, if Passed Officers were appointed to those situations which fit them best. The Commandant should have very special qualifications (detailed p. cxx., § V.). Would put in Staff Corps Officers, who had served five years, and especially distinguished themselves, on the Staff; captains being granted brevet majorities. An officer of the Staff Corps should be attached to each regiment to instruct young officers in military science. *App. XI.* (*A.*), *p. cxx.*

FLETCHER, LIEUTENANT-COLONEL H. C., Scots Fusilier Guards.

Instruction of officers. Would pass infantry officers through a practical compulsory course similar (*mutatis mutandis*) to the engineer course at Chatham. Field works should be taught by actual operations in the open. Examinations for promotion in these practical subjects should be qualifying, not competitive. One officer would suffice as instructor for field works and musketry. *App. VII.* (*A.*), *p. lxxxiv.*

GALLWEY, COLONEL T. L. (Royal Engineers), Director, Royal Engineer Establishment, Chatham.

Chatham. Object of School of Military Engineering is to afford officers and men of the engineers sound practical instruction in military and civil engineering. Admission is from Woolwich. Details Staff, numbers under instruction, subjects of course. The instruction leaves little to be desired. The accommodation is miserably deficient. An "engineer institution" similar to that at Woolwich for the artillery is needed. *App. VIII.* (*A.*), *pp. ci, cii.*

GRIFFITHS, CAPTAIN L. (Royal Artillery), Instructor in Fortification, Royal Military College.

Sandhurst. Too many subjects taught. Labour of instructors not economized. Halls of study too small. Promotion from class to class should depend on progress in the studies. Fortification course too long, and not practical enough; would omit permanent fortification. Instructors should have been cadets previously, and should pass through a probation; their term should be more than six years. Arithmetic and the first book of Euclid are all the mathematics needed for practical fortification. With reduced subjects age for admission should be 16 and upwards, and course three or four terms. A good instructor only needs moral authority. Would not combine the instructional and disciplinary staffs. Monthly reports of conduct, if properly acted on, ought to suffice to repress idleness. Steps are needed to prevent cadets from incurring debt. The policy of the refreshment and billiard rooms is doubtful. Discipline and manners are improving. Under officers and corporals should have greater rewards open to them. Would supply Woolwich and Chatham by the best cadets from Sandhurst, through which all army aspirants should pass *App. II.* (*A.*), *pp. ix, x.*

HORNBY, REVEREND J. J., D.D., Head Master of Eton.

Eton. The "Army Class" has been successful in preparing boys for ordinary Army examinations, and has done good in the school. Is limited to English composition and modern history. Averages 25 boys, who must be over 16 years old; and are excused weekly two repetition lessons in the usual course. If higher examinations had to be prepared for, might not be hostile to a system of bifurcation. *App. V.* (*B.*), *p. lxiii.*

HORSFORD, MAJOR-GENERAL SIR ALFRED, K.C.B.

Instruction of officers. Practical Military Instruction of officers practicable. Submission to course should be optional; but if once commenced further attendance compulsory. Examinations half yearly, but not now to affect promotion. For four or five years Regimental Instructors would be desirable; afterwards Brigade or Divisional Instructors. At large stations there should be professors of continental languages. *App. VII.* (*A.*), *p. lxxxi.*

JONES, MAJOR ALFRED S., V.C., Adjutant of the Staff College.

Staff College and the Staff. The present system does not secure the admission of the best men for the Staff. Thorough regimental efficiency should be indispensable. Commanding officers' certificates cannot be relied on. Would require one language from candidates, eliminate languages from course and reduce it to one year, commencing 15th July. Riding drill should be daily until "dismissed." Military Administration to be learnt from a text book, rather than lectures. Reconnaissances to be made rapidly, as in the field. All students to keep horses. Classification of students to be substituted for competition. College only to be open to officers in home regiments. Commandant should employ one student as Staff Officer, by weekly roster, Adjutant being abolished. *App. IX.* (*A.*), *p. cxxiv.*

MANSFIELD, GENERAL SIR WILLIAM, G.C.S.I., Commander-in-Chief in India.

Instruction of officers. Considers that practical military instruction is already imparted in regiments. Approves the examination for promotion to Captain; but would deplore regimental promotion being made to hinge on purely educational tests. Would therefore not have study for officers made compulsory. Would substitute cadets *in statu pupillari* for ensigns; and for them would have Regimental Instructors, taken from effective captains or lieutenants. Would allow infantry officers to undergo voluntary courses in Artillery at Woolwich, and Engineering at Chatham. *App. VII.* (*A.*), *p. lxxviii.*

ROBERTSON, COLONEL A. C., Commanding 2nd Battalion, 8th Foot.

Would have admission to Army from age of 20 to 23, ranging graduates according to age not by order of joining. Would not require any test examination for direct commissions by purchase from youths who had been six years at a Public School, or one or two at a French *Lycée* or German Gymnasium, and the remainder at a Public School. High attainments are not needed for a company officer. Would encourage officers, after fully learning drill, to acquire special knowledge. A special Military School collects non-studious youths together, with bad result. Sandhurst, if retained, should

ROBERTSON, COLONEL H. C.—*cont.*

be limited to completing education of young men selected by competition, for non-purchase vacancies. Objects to the non-uniformity of the present promotion examinations; details principles which should be adopted therein. Would grant officers extra pay for special attainments. Affiliate with the Staff all officers reaching a certain standard. Select for Staff appointments the officers most distinguished by abilities, attainments, and service. *App. VII.* (*B.*), *p. lxxxvii.*

RUSSELL, MAJOR-GENERAL D., C.B., Commanding South-eastern District.

Instruction of officers. Military instruction of officers is practicable in military science, history, and law. Attendance obligatory in "*petite guerre*," voluntary in "*grande tactique*." Examinations do not afford a fair test. Each officer to prove his progress yearly. Wilful neglect of instruction to put promotion in question. Prefers regimental instructors. Officers from Staff College are more fitted for instructors than for Staff duties. Library and models to be formed in each regiment. *App. VII.* (*A.*), *p. lxxxi.*

SHUTE, COLONEL CAMERON, Commanding 4th Dragoon Guards.

Instruction of officers. Doubts feasibility of extending practical instruction of officers. Would send from each regiment an officer to Staff College for a four-months' course, passing which, with first-class certificate, should qualify for Personal Staff. Has found the chief want of officers to be Military Drawing. *App. VII.* (*A.*), *p. lxxxiii.*

STUART, MAJOR W. J. (Royal Engineers), Instructor in Fortification, Royal Military Academy.

Woolwich. Would prefer admission by limited competition. Examination should defeat cramming and test sound knowledge. Would require a higher qualification in pure mathematics, geometrical drawing, French, and German. Pure mathematics, French, and German should not be studied at Academy. There might be professional reading in foreign languages. Marks for classics are too high. Age for admission should be from 17 to 18½, with two trials only; course two years. Would introduce the répétiteur system; and free study. Every Instructor should have a separate room. There should be a good model room. Instructors should be mostly military, and the appointment should be deemed important. Woolwich should be a preliminary School of Application leading to Chatham and Shoeburyness. Would separate Artillery and Engineer cadets before final term. The head of the Academy should be Governor, with full powers. There is no need for three companies. Professors, &c. have powers enough. Discipline should be strictly enforced. Would not amalgamate Woolwich and Sandhurst. *App. III.* (*A.*), *p. li.*

WILSON, LIEUTENANT-COLONEL JOHN J. (Royal Engineers), Professor of Fortification, Royal Military Academy.

Woolwich. Would limit candidates to two chances. Would require a higher entrance standard in geometrical drawing, practical geometry, and mathematics. Open competition has, on the average, produced better men. Limit of age should be 16 to 18½. Discipline is good. Course should be two years, with six months additional in case of failure. The time given to physical science might be reduced. Is opposed to voluntary subjects of study. Objects to any division of Artillery from Engineer cadets. Would not give professors disciplinary charge of cadets. Opposed to union with Sandhurst; which would lower the Woolwich standard. Would weed out inefficient cadets by an examination at end of first or second term. *App. III.* (*A.*), *p. xlviii.*

WOOLSEY, MAJOR O'B. B. (Royal Artillery), in charge of Survey Class at Aldershot.

Instruction of officers. Practical military instruction could be imparted to officers. Compulsory attendance would be useless and mischievous. Higher standard of knowledge should be required in examination for promotion. Examinations to be conducted on a uniform system under a Staff Officer; and to be strictly enforced. Regimental Instructors would not answer. Garrison Instructors would be useful at large stations. *App. VII.* (*A.*), *p. lxxxv.*

Survey Class, Aldershot. Details formation, constitution, and course of Survey Class, *App. VII.* (*G.*), *p. c.* It would be an improvement if the Class were located under same roof as Prince Consort's Library, *App. VII.* (*A.*), *p. lxxxv.*

ANALYTICAL INDEX

TO THE

REPORT, EVIDENCE, AND APPENDIX;

ALSO TO

A SEPARATE VOLUME ON FOREIGN MILITARY EDUCATION.

N.B.—In the following Digest, references to Arabic numerals have relation to the numbered questions in the Minutes of Evidence, roman numerals to the pages in the Appendix.

For the sake of brevity, educational establishments are designated by the name of the place where situated. Thus, unless the context clearly point to another meaning,—

"Addiscombe"	will mean	the late East India Company's Military College at Addiscombe.
"Chatham"	„	the School of Military Engineering at Chatham.
"Sandhurst"	„	the Royal Military College for cadets at Sandhurst.
"Shoeburyness"	„	the School of Gunnery at Shoeburyness.
"Woolwich"	„	the Royal Military Academy at Woolwich.
"The Council"	„	the Council of Military Education.

Note.—The recommendations of the Royal Commission are printed in black type.

LIST OF HEADINGS.

ABERDEEN, MARISCHAL COLLEGE.
ACADEMY, ROYAL MILITARY, *see* WOOLWICH.
ADDISCOMBE, HON. E. I. COMPANY'S MILITARY COLLEGE AT.
I.—*Generally.*
II.—*Court of Directors.*
III.—*Staff.*
IV.—*Admission.*
V.—*Cadets.*
VI.—*Discipline.*
VII.—*Course of Instruction.*
VIII.—*Specific Studies.*
IX.—*Examinations.*
ADJUTANTS.
ADMINISTRATION, MILITARY.
AGE FOR FIRST COMMISSIONS, *see* OFFICERS, II.
AIDES-DE-CAMP, *see* STAFF, IV. 2.
ALDERSHOT.
AMBITION.
ARTILLERY, ROYAL.
ARTILLERY ADVANCED CLASS, WOOLWICH.
I.—*Generally.*
II.—*Professors.*
III.—*Candidates.*
IV.—*Admission.*
V.—*Students.*
VI.—*Course of Instruction.*
VII.—*Examinations.*
VIII.—*Passed Officers.*
ARTILLERY DRILL.
ARTILLERY FOREIGN TOUR.
ARTILLERY INSTITUTION, ROYAL.
ARTILLERY STUDIES, DEPARTMENT OF.
I.—*Generally.*
II.—*Students.*
III.—*Course of Instruction.*
IV.—*Examination.*
AUSTRIA.
I.—*Military System.*
II.—*Military Education.*
AUTOCRACY.
BAVARIA.
BAYONET.
BILLIARDS.
BRIDGING.
BRIGADE-MAJOR, *see* STAFF, III.
BUNKS.
CADETS, ARMY.
CAMBRIDGE.
CAMPS OF INSTRUCTION.
CHATHAM, SCHOOL OF MILITARY ENGINEERING AT,
I.—*Generally.*
II.—*Staff.*
III.—*Students.*
IV.—*Course of Instruction.*
V.—*Examinations.*
CHATHAM GARRISON.
CHELTENHAM COLLEGE.
I.—*Generally.*
II.—*Junior Department.*
III.—*Classical Department.*
IV.—*Modern Department.*
CHELTENHAM TOWN.
CHEMISTRY.
CIVIL SERVICE COMMISSIONERS.
CLASSICS.
COMMISSARIAT.
COMMISSARIES OF ORDNANCE.
COMMISSIONS, FIRST.
COMPETITION, OPEN.
CORRESPONDENCE.
COUNCIL OF MILITARY EDUCATION.
I.—*Generally.*
II.—*Personnel.*

List of Headings—*continued.*

Council of Military Education—*cont.*
III.—*Duties.*
IV.—*Relations with Secretary of State and Officer Commanding-in-Chief.*
Courts Martial.
Crammers.
Cramming.
Cramming Schools.
Crimea.
De Burgh's, Mr., School; *see* Dublin.
Degrees, Honorary.
Degrees, Military.
Detention.
Direct Commissions Examination, *see* Examinations, II.
Director-General.
Discipline.
Divine Service.
Drawing, Geometrical.
Drawing, Military.
Drill.
Dublin (Mr. De Burgh's School).
Dublin, Trinity College.
Edinburgh High School.
Education.
I.—*Generally.*
II.—*Of Youths about to become Officers.*
III.—*Place of Education.*
Egyptians.
Engineer Institution.
Engineering.
Engineering Instruction.
Engineers, Royal.
Engineering, School of Military; *see* Chatham.
English Language, Literature, and History.
Enniskillen.
Eton.
Euclid.
Examinations.
I.—*Generally.*
II.—*For Direct Commissions.*
III.—*For Promotion.*
1. Line.
2. Artillery.
Examiners.
Exhibitions, Military.
Fencing.
Field Sketching.
Field Works.
Foreign Armies.
Foreign Military Schools.
Foreign Office.
Foreign Schools.
Fortification.
France.
I.—*Military System.*
II.—*Military Education generally.*
III.—*La Flèche.*
IV.—*Polytechnic.*
V.—*St. Cyr.*
VI.—*Metz.*
VII.—*Staff School.*
VIII.—*Public Schools.*
Free Study.
French.
Galway.
General Military College.
Geography.
Geography, Military.
Geography, Physical.
Geology.
Geometry.
German.
Grammar.
Greek.
Greentree, Captain.
Gunnery, School of, *see* Shoeburyness.
Haileybury.
Harrow.
Hibernian School.
Hill-Warfare.
Hindustani.
History.
History, Military.
Honour.
Honours.
Horses.
Hydrostatics.
India.
Indian Army.
Indian Civil Service Examination.
Indian Staff Corps.
Inspecting Generals.
Inspections.
Instruction of Officers.
I.—*Desirability and Necessity of Professional Education.*
II.—*Expediency of a Course of Instruction; Attendance; Examinations.*
Instructors for Officers.
I.—*Garrison Instructors.*
II.—*Regimental Instructors.*
III.—*Garrison* versus *Regimental Instructors.*
Intellect.
Irish.
Italian.
Italy.
Knowledge.
La Flèche, *see* France, III.
Languages.
Latin.
Law, Military.
Libraries.
Line, Officers of, *see* Officers, V.
Literature.
Logarithms.
London, University of.
Malta.
Marks.
Marlborough College.
Marriage.
Mathematics.
Mensuration.
Metz (Artillery and Engineer School), *see* France, VI.
Military College.
Military College, General, *see* General Military College.
Military College, Royal, *see* Sandhurst.
Military Law.
Military Secretary, *see* Staff, IV. 3.
Military Subjects.
Militia.
Mimic Duties of Soldiers.
Modern Department.
"Modern" Education.
Morale.
Murray, Sir George.
Musketry, Instructors of.
Musketry, School of (Hythe).
National Schools.
Natural Sciences.
Officers.
I.—*Generally.*
II.—*Age for First Commission.*
III.—*Officers of Artillery.*

List of Headings—*continued.*

Officers—*cont.*
IV.—*Officers of Engineers.*
V.—*Officers of the Line.*
Oxford.
Pioneers.
Plan-Drawing.
Polytechnic, *see* France, IV.
Private Schools.
Private Tutors.
Professors.
Promotion.
Promotion, Examinations for; *see* Examinations, III.
Prussia.
I.—*Military System.*
II.—*Military Education generally.*
III.—*Cadet Houses.*
IV.—*War Schools.*
V.—*Artillery and Engineer Schools.*
VI.—*War Academy.*
Public Schools.
I.—*As a Source of Army Supply.*
II.—*Education.*
1. Generally.
2. Classics.
3. Modern Department.
4. Military Subjects.
Purchase.
Queen's Cadetships.
Reconnaissance.
Regimental System.
Regiments.
Regiments, Economy of.
Repetiteur System.
Reports, Confidential.
Riding.
Rossall.
Royal Military Academy, *see* Woolwich.
Royal Military College, *see* Sandhurst.
Rugby.
Rustication.
Saddlery and Cavalry Equipment.
St. Cyr, *see* France, V.
Sandhurst, Royal Military College at.
I.—*Generally.*
1. Object and Advantages.
2. Military Organisation.
3. Question of passing all officers through.
4. Cost.
II.—*Estate, buildings, and domestic arrangements.*
1. Estate.
2. Buildings.
3. Domestic matters.
4. Mess.
III.—*Military Government.*
1. Generally.
2. Commissioners.
3. Governor.
4. Commandant.
5. Major and Superintendent of Studies.
6. Adjutant.
7. Paymaster and Quartermaster.
8. Chaplain.
9. Company Officers.
10. Serjeants.
IV.—*Educational Staff.*
1. Strength and Duties.
2. Position, Appointment, &c.
3. Salary.
4. Military *versus* civilian.
5. As to assuming disciplinary powers.
6. As to giving private lessons.
V.—*Admission.*
1. Candidates.
2. Age for entrance.
VI.—*Cadets.*
1. Generally.
2. Numbers, payment, &c.
3. Queen's or Indian cadets.
4. Idlers.
5. Commissions, rewards, prizes.
6. Uniform.
Sandhurst, Royal Military College at—*cont.*
VII.—*Discipline.*
1. Generally.
2. Companies.
3. Under-officers and corporals.
4. Offences and punishments.
5. Good-conduct rewards.
VIII.—*Drill.*
IX.—*Recreation.*
1. Generally.
2. Manly Exercises.
3. Billiards.
4. Cards.
5. Smoking.
6. Refreshment rooms.
7. Workshops.
X.—*Course of Instruction.*
1. The course generally.
2. Duration.
3. The week after examination.
4. System of teaching.
5. Free or private study, and independent study.
XI.—*Specific Subjects of Instruction.*
1. Religious teaching.
2. Mathematics.
3. Languages.
4. Military Knowledge.
5. Natural Sciences.
6. Bodily Exercises.
XII.—*Examinations.*
1. Generally.
2. Admission.
3. Intermediate.
4. Final.
Sandhurst Senior Department.
School of Gunnery, *see* Shoeburyness.
School of Military Engineering, *see* Chatham.
Schools.
Schools, Public and Private.
Science, Military.
Sciences.
Scientific Corps.
Shoeburyness, School of Gunnery at.
Shrewsbury.
Sketching, Military.
Spelling.
Staff.
I.—*Generally.*
II.—*System of Admission.*
III.—*Brigade Majors.*
IV.—*Personal Staff.*
1. Generally.
2. Aides-de-camp.
3. Military Secretary.
Staff College.
I.—*Generally.*
II.—*Buildings and Internal Arrangements.*
III.—*Military Staff.*
1. Generally.
2. Commandant.
3. Adjutant.
4. Paymaster and Quartermaster.
5. Non-commissioned officer.
IV.—*Professors.*
V.—*Candidates.*
1. Generally.
2. Special Qualifications.
3. Commanding Officers' certificates.
VI.—*Students.*
1. Generally.
2. Servants.
3. Horses.
VII.—*Course of Instruction.*
1. Generally.
2. Duration.
VIII.—*Specific Studies.*
1. Administration.
2. Artillery.
3. Drawing and Fortification.
4. Languages.
5. Mathematics.
6. Military History and Law.
7. Reconnaissance and Surveying.
8. Riding.
9. Sciences.
10. Transport.

List of Headings—*continued.*

Staff College—*cont.*
- IX.—*Examinations.*
  1. Entrance.
  2. Intermediate.
  3. Final.
- X.—*Passed Officers.*
  1. Capabilities and prospects of employment.
  2. Attachment to other arms.

Staff Corps.
Strategy.
Subalterns
Sunbury, Captain Lendy's School, *see* Cramming Schools.
Survey Class, Aldershot.
Surveying, Military.
Swimming.
Tactics.
Teaching.
Technical Knowledge.
Telegrams.
Testimonials.
Text Books.
Tone.
Topographical Department.
Trades.
Transport, Sea.
Tutors.
Tutors, Special.
Under-Officers.
United States.
- I.—*Military System.*
- II.—*West Point Academy.*

United States War of Secession.
Universities.
University Candidates.
Veterinary Science.
War.
Waterloo Rank.
Waters, Colonel.
Wellington College.
West Point, *see* United States, II.
Westminster.
Wimbledon School (Mr. Brackenbury's).
Winchester.
Woolwich, Royal Military Academy at.
- I.—*Generally.*
- II.—*Buildings and Domestic Arrangements.*
- III.—*Military Government.*
  1. Generally.
  2. Governor.
  3. Lieut.-Governor and Commandant.
  4. Inspector of Studies and Second Commandant.
  5. Assistant Inspector of Studies.
  6. Adjutant.
  7. Chaplain.
  8. Paymaster.
  9. Quartermaster.
  10. Company Officers.

Woolwich—*cont.*
- IV.—*Educational Staff.*
  1. Generally.
  2. As to holding disciplinary power.
  3. Military *versus* civilian.
  4. Private lessons.
- V.—*Candidates.*
  1. Open competition.
  2. Qualifications.
  3. Age.
- VI.—*Cadets.*
  1. Generally.
  2. Work.
  3. Tone.
  4. Military Status.
- VII.—*Discipline.*
  1. Generally.
  2. The companies.
  3. Under-officers and corporals.
  4. Offences.
  5. Punishments.
- VIII.—*Divine Service.*
  1. Celebration of Divine Service.
  2. Religious Instruction.
- IX.—*Drill.*
- X.—*Recreation.*
- XI.—*Course of Instruction.*
  1. Generally.
  2. Duration.
  3. Mode of Teaching.
  4. Free Study and Private Study.
  5. Hours of Study, &c.
  6. Practical Class.
  7. Separation of Artillery from Engineer cadets.
- XII.—*Specific Studies.*
  1. Artillery.
  2. Military Science.
  3. Mathematics.
  4. Languages; Classics.
  5. Physical Sciences.
  6. Athletics.
- XIII.—*Examinations.*
  1. Generally.
  2. Admission.
  3. Intermediate.
  4. Final.

Woolwich and Sandhurst, Amalgamation of:
Woolwich Artillery Advanced Class, *see* Artillery Advanced Class.
Woolwich Department of Artillery Studies, *see* Artillery Studies.
Woolwich Garrison.
Woolwich Town.
Words of Command.
Working Pay.

A.

Aberdeen, Marischal College
Successful in Army examinations, *Moseley*, 2094.
Academy, Royal Military: *see* Woolwich.
Addiscombe, Hon. E. I. Company's Military College at:
- I.—*Generally.*
- II.—*Court of Directors.*
- III.—*Staff.*
- IV.—*Admission.*
- V.—*Cadets.*
- VI.—*Discipline.*
- VII.—*Course of Instruction.*
- VIII.—*Specific Studies.*
- IX.—*Examination.*

I.—*Generally.*

Placed under the Council of Military Education in 1859. *App.* I. (A.), *p.* ii.

Addiscombe, Hon. E. I. Company's Military College at—*cont.*

Was to prepare for the Scientific Corps, *Abbott*, 1772, 1793; though about one-third who failed for those corps went to the line, *ib.* 1868, 1870, 1871, 1792, 1794–1796; many of them making admirable Officers, *ib.* 1933, 1934. Cost of education, *ib.* 1862. Hours of meals and study, *ib.* 1968. No Senior Department, *ib.* 1895.

Union of Cadets for Line and Scientific Corps in one College rendered uniformity of educational system difficult, *Lefroy*, 7948–7953.

Comparison with Woolwich impossible, *Owen*, 7099, 7100.

II.—*Court of Directors.*

Position, *Abbott*, 1846–1849.

III.—*Staff.*

Military authorities named, *Abbott*, 1800–1804. There were 15 masters and 2 lecturers, *ib.* 1813. Orderly

ADDISCOMBE, HON. E. I. COMPANY'S MILITARY COLLEGE AT—*cont.*

III.—*Staff*—cont.

Officers inspected provisions, *ib.* 1840. Professors were well paid, *ib.* 1931, and had great influence, *ib.* 1932. Military Professors in active service were rare, *ib.* 2030, 2031.

IV.—*Admission.*

Age for, *Abbott*, 1844, 1845.

V.—*Cadets.*

There were 150, *Abbott*, 1779, 1780; in divisions, *ib.* 1805. Sub-Officers and Corporals, *ib.* 1806. Each had a separate bed place, *ib.* 1850, 1851. Never heard of evil from cadets associating, *ib.* 1852, 1853. Pocket money: town debts, 1941. Once had to search cadets' rooms, *ib.* 1942, 1943. Half-yearly reports to parents, *ib.* 1959, 1960. Idlers, *ib.* 1967. Time (after 16) counted towards pension, *ib.* 2011; but the commission was not antedated, *ib.* 2012.

VI.—*Discipline.*

Rested with Lieut.-Governor, *Abbott*, 1807; but he could not dismiss, *ib.* 1808–1810. Powers of Staff Officer or Orderly Officer, *ib.* 1811; of Sub-Officers, *ib.* 1812. Masters and Lecturers had no power beyond their classes, *ib.* 1814–1817. There was no want of discipline, *ib.* 1819, 1898, 1899. Disciplinary arrangements, *ib.* 1905–1907. Censors, 1908–1914. Punishments, *ib.* 1854–1861; Arrest on honour, *ib.* 1923, 1924. Serjeants had once charge of discipline, *ib.* 1902: but nothing to do with it in witness' time, *ib.* 1863. No bounds, *ib.* 1864. Public houses forbidden, *ib.* 1865, 1903. No espionage, *ib.* 1944, 1945; only moral influence, *ib.* 1946. Leave stopped for idleness, *ib.* 1966. Prizes for good conduct, *ib.* 1921, 1922.

VII.—*Course of Instruction.*

All subjects taught were obligatory, *Abbott*, 1765–1767: study more severe than at Sandhurst, *ib.* 1770, 1771. Hours of study, *ib.* 1968.

VIII.—*Specific Studies.*

Riding and swimming not taught, *Abbott*, 1961, 1962. Fencing optional, broad sword obligatory, *ib.* 1963. Practical subjects not taught, *ib.* 1915; classics only nominally, 1916, 1917. Prizes not much stimulus, *ib.* 1918–1920.

IX.—*Examinations.*

Final examination not to be compared with the present one at Woolwich, *Abbott*, 1938.

ADJUTANTS:

Often difficult to find a qualified successor, *Scarlett*, 5939.

Objects to, as interfering with influence of Company Officers over their men, *Strange*, 7901.

Are attended to, because their work is practical, *A. L. Walker*, 9047.

ADMINISTRATION, MILITARY:

Nothing more important to a Staff Officer, *Baring*, 9190.

Too much neglected in all military Education, *Lefroy*, 8016.

[*See also*, SANDHURST, XI. 4; STAFF COLLEGE, VIII. 1.]

AGE FOR FIRST COMMISSIONS: *see* OFFICERS, II.

AIDES-DE-CAMP: *see* STAFF, IV. 2.

ALDERSHOT:

Insufficient for Staff training, *Abbott*, 2038, 2039.

Drawback to Sandhurst, *Cameron*, 5344.

Would do well for instruction in Field fortification, *Codrington*, 6071.

Sandhurst Cadets have a bad name at, *Hale*, 3008.

Sandhurst Cadets not allowed to dine at, without their friends' permission, *Hallewell*, 3610.

In five years, half the regiments in the Army pass through Aldershot, *Simmons*, 6587. Winter lectures at, proposed by late Prince Consort, *ib.* 6650, 6651.

7 or 8 miles from Sandhurst, *E. Walker*, 2798; no better place for seeing tactics practically, *ib.* 2799; but prejudicial to discipline of Sandhurst cadets to go there, *ib.* 2880, 2916.

Survey Class: *see* SURVEY CLASS.

AMBITION:

Among officers, means desire for a high post, *Forster*, 9411, 9412.

ARTILLERY, ROYAL:

Used to be almost hereditary, *Simmons*, 6610: fair proportion of artillery officers' sons still enter, *ib.* 6611.

Officers who joined from Woolwich, 1858–1867. *App.* XIII. (A.), *p.* cxlvii.

Attaches utmost value to practical instruction: felt the want of it in Crimea, *Milman*, 7589.

Mathematics not essential to, *C. B. Brackenbury*, 8142: and bulk of the officers devoid of the faculty, *ib.* 8143. Would not require from Artillery Students elaborate fortification plates, *ib.* 8146.

During Crimean War many officers entered not better qualified in mathematics than the upper Sandhurst cadets, *Vinter*, 2664.

Practical artillery best learnt after entering the service, *Strange*, 7861. The principle is that officers instruct all under their charge, *ib.* 7902.

Best works on, are French, *Abbott*, 2045.

Drills so numerous that senior officers are likely to be rusty, *Yonug*, 8116.

[*See also* OFFICERS, III.]

ARTILLERY ADVANCED CLASS, WOOLWICH.

I.—*Generally.*
II.—*Professors.*
III.—*Candidates.*
IV.—*Admission*
V.—*Students.*
VI.—*Course of Instruction.*
VII.—*Examinations.*
VIII.—*Passed Officers.*

I.—*Generally.*

Note on the Institution of, *App.* IX. (C.), *p.* cviii.

Correspondence connected with origin of, *App.* IX (D.), *p.* cix.

Original regulations for, *App.* IX. (E.), *p.* cxii.

Under Council since 1864, *App.* I. (A.), *p.* ii.

Instituted five years ago, *Young*, 8021. Somewhat resembles Staff College, *ib.* 8029. Commanding-officers do not object to their Officers joining: but class is looked on with suspicion as leading to nothing certain, *ib.* 8024: constitution and course detailed, *ib. App.* IX. (A.), *p.* cvii.

Suggested, in 1861, by witness as encouragement to officers to keep up and progress in artillery science, *Lefroy*, 7942. The class is highly successful and will realise its object, if Passed Officers obtain early the appointments for which they have qualified, *ib.* 7943, 7979, 7983.

Object, *Napier*, 1628. System works well, *ib.* 1638, 1643.

Has caused study in the Artillery, *Ford*, 8296. Prefers present plan of an officer serving some years with his Regiment before he joins the class to joining soon after leaving Academy, *ib.* 8299–8301.

Works less well than formerly; officers too old: too few come up, *C. B. Brackenbury*, 8217, 8218.

Not satisfactory, *H. Brackenbury*, 6969.

II.—*Professors.*

Professors, *Napier*, 1641.

The professor is indefatigable and able, *Lefroy*, 7999.

Professor of mathematics eminently qualified, *Young*, 8078.

Some of the professors of the Military Academy and Department of Artillery Studies should be incorporated in the Staff, Report p. 25, 48.

III.—*Candidates.*

Number of candidates, &c. [1864–1868]. *App.* XIII. (H.), *p.* clxiii.

Paucity of, *Napier*, 1639.

Medical certificates required from, *Young*, 8084. Come voluntarily, *ib.* 8081; not to avoid other duty, *ib.* 8080. Witness entered in the hope of obtaining a scientific appointment, *Ford*, 8274. Obtained Commanding Officer's leave to join, without difficulty: had regimental and medical certificates, *ib.* 8276–8278. Brother Officers did not object to his absence, *ib.* 8288.

IV.—*Admission.*

Present regulations, *App.* IX. (F.), *p.* cxiii.

System of admission, *Napier*, 1629.

Entrance examination very severe and competitive, *Young*, 8026, 8047; thoroughly searching, *ib.* 8028, by independent examiners, under Council, *ib.* 8027, 8049. Rejections few, competitors being not numerous, 8049.

ARTILLERY ADVANCED CLASS, WOOLWICH—*cont.*

IV.—*Admission*—cont.

Nine competed for eight vacancies: examination tolerably severe; seven succeeded; eighth excluded for incapacity, *Ford*, 8279–8284.

V.—*Students.*

Will be comparatively young, *Lefroy*, 7980. The last class presenting itself showed a falling off, *ib.* 7981, 7982. The reward is not certain enough, *ib.* 7983, 7985.

Students, *Napier*, 1644. Some have already passed Staff College, *ib.* 1649.

Limited to eight, *Young*, 8023, advisedly, *ib.* 8076. At present there are but six, *ib.* 8023. Majority work very hard: present class inferior to preceding, *ib.* 8046. Cost per student is great; but difficult to arrive at, *ib.* 8077.

VI.—*Course of Instruction.*

Two years, *Young*, 8023. Work very severe, *ib.* 8044. Five hours' attendance daily, and evening reading, *ib.* 8045. Manufactures, machinery, and chemistry thoroughly practical, *ib.* 8050, 8052; no fortification, *ib.* 8051. The course is adapted to draw out excellence in any one particular subject, *ib.* 8106, 8107. Can only be unpalatable from its severity and uncertain reward, *ib.* 8079. A large body of officers could not be expected to go through such severe work, *ib.* 8043, 8044: nor would it be desirable, *ib.* 8056.

Course, *Napier*, 1633, 1634. Students visit manufactories, &c., *ib.* 1635, 1636.

Not too long: and coming after Shoeburyness, the officers combine theory and practice, *Lefroy*, 7988: the course is good, 7998. Lectures on Military Administration are given, *ib.* 8015.

Witness decidedly approved the course of study, *Ford*, 8285–8287, 8290. It was necessary to take up every subject, *ib.* 8289.

Objects to making high mathematics compulsory, *C.B. Brackenbury*, 8214; and compelling everybody to attain one standard, *ib.* 8219, instead of developing the special talent of each, *ib.* 8220. Too much desk work, *ib. App.* IX. (A.), *p.* cvii.

Less prominence should be given to high mathematics, Report, p. 25.

VII.—*Examinations.*

Entrance, *Napier*, 1630, 1632. Examinations obligatory, *ib.* 1637. Examiners, *ib.* 1640.

Examinations at end of first and second year by independent examiners, *Young*, 8026–8028. Final examination competitive, *ib.* 8127: names published in order of merit, *ib.* 8128. Last examination very satisfactory: examiners all independent, *ib.* 8025, 8129.

Were at end of first and second years, *Ford*, 8293: had to get a minimum in each subject and six in the aggregate, *ib.* 8294: personal competition, *ib.* 8295.

Personal competition should cease, Report, p. 25, 48.

VIII.—*Passed Officers.*

Passing does not qualify for General Staff, *Napier*, 1646.

The class would benefit if entitled to a foreign tour, *Young*, 8124. Employment hitherto given to, sufficient, *ib.* 8048; but there are not enough appointments to encourage competition for the class, *ib.* 8096–8100. Would only be employed in positions for which they had shown special qualification, *ib.* 8082. Appointments, so far, have given satisfaction, *ib.* 8083.

Most have received appointments, *Lefroy*, 7984. There are 70 or 75 appointments for which the education qualifies, and if the five-year rule were strictly applied to all, there would be ample encouragement, *ib.* 7986. It is the less evil to confine these appointments to men who have passed the special class, *ib.* 7987; not admitting, however, that the education gives absolute claim to employment, *ib.* 8000. This dealing is not with appointments in the field, *ib.* 8002.

Commander-in-Chief has decided to give a preference to Passed Officers for all first appointments of a scientific nature, *Young*, 8024. Utility cannot be increased unless more appointments are opened to officers; there are many suitable in India; officers of Indian brigades should be encouraged to pass through, *ib.* 8101.

ARTILLERY ADVANCED CLASS, WOOLWICH—*cont.*

VIII.—*Passed Officers*—cont.

Witness passed in 1868, *Ford*, 8272; has not obtained an appointment, *ib.* 8274. The want of appointments prevents men coming forward, *ib.* 8286; many otherwise would, 8296, 8297. Has not rejoined his regiment, *ib.* 8291. Earliest class soon obtained appointments, with one exception: second class has only had one temporary appointment, *ib.* 8302.

Certificate should not give an absolute claim to employment, Report, p. 25, 48.

ARTILLERY DRILL:

All battalions should be exercised in, Report, p. 47.

ARTILLERY FOREIGN TOUR:

Of late years of older officers, *Young*, 8102. Omitted from this year's estimates, *ib.* 8103, 8104. Cost 300*l.* a year, 8105. Cessation a loss; would not connect it with Artillery Advanced Class, *ib.* 8119, 8120, but with Department of Artillery Studies; officers are selected by the Adjutant-General, *ib.* 8121–8123. Original grant was to enable young officers to go abroad, with Director of Artillery Studies, *ib.* 8125.

ARTILLERY INSTITUTION, ROYAL:

Self-supporting institution established by Artillery Officers for prosecution of scientific pursuits, *Young*, 8068–8070. Always volunteer classes there, *ib.* 8071, 8072.

ARTILLERY STUDIES, DEPARTMENT OF:

I.—*Generally.*
II.—*Students.*
III.—*Course of Instruction.*
IV.—*Examination.*

I.—*Generally.*

Established 1850, *Young*, *App.* IX. (B.), *p.* cviii.

Young officers, immediately after leaving Academy, are required to come for about 3 months before joining their brigades, *Strange*, 7828–7833.

For young officers for six months after leaving Academy, *Warde*, 9301, 9302, 9327. System works admirably, *ib.* 9303. Would extend period to 12 months, *ib.* 9304, 9305. Practical teaching is best after the officer is commissioned, *ib.* 9326.

Revived some years back: object, *Young*, 8021. Classes described, *ib.* 8030. Officers, &c. for the long Shoeburyness Course come to him for three months previously, *ib.* 8031–8033. Does not correspond to Engineer School at Chatham, *ib.* 8039. Would not assimilate them; for Artillery Officers are more inclined to book-work after some years service, than on just leaving the Academy, *ib.* 8040, 8042, 8108. Is carried on at Artillery Institution, *ib.* 8067.

Distinct from Artillery Advanced Class, *C. B. Brackenbury*, 8157; absolutely necessary, *ib.* 8158; properly conducted, *ib.* 8159. Would connect with Woolwich Academy, *ib.* 8166, and pass every officer leaving it through, *ib.* 8167. There is nothing to certify, *ib.* 8171, and officers after instruction join their brigades, *ib.* 8172.

Disapproves: young officers learn little; Woolwich not a good place for them, *Milman*, 7586, 7587.

Objects to system, *Owen*, 7114.

To be systematized, Report, p. 48.

II.—*Students.*

From 20 to 22 are present at once, *Strange*, 7835; afterwards go to batteries at Woolwich for regimental instruction, *ib.* 7836–7838, coming to witness in spare time, *ib.* 7839, 7840, for three months more, *ib.* 7845. On joining have very limited knowledge of artillery, *ib.* 7846, 7847. Discipline lax generally, *ib.* 7848–7852; but behave as officers and gentlemen, *ib.* 7853; and work well, *ib.* 7872. Might on emergency be taken for active service, *ib.* 7881.

Militia and Volunteer Officers should come in batches, *C. B. Brackenbury*: 8160. Staff College Passed Officers should come in May and stay three months, *ib.* 8161, 8162. About 125 come under instruction annually, *ib.* 8163; by order of Adjutant-General, *ib.* 8164, 8165, in batches as appointed to Artillery and Engineers, *ib.* 8166.

Officers from Staff College, *Young*, 8060–8064. Firemasters' class all volunteers, *ib.* 8093.

Report of Director might govern the allowance of choice of brigades, *Strange*, *App.* III. (A.), *p.* liii.

Students to be placed under the immediate charge of the Director, Report, p. 48.

ARTILLERY STUDIES, DEPARTMENT OF—*cont.*

III.—*Course of Instruction.*

Will last as long as the officer remains at Woolwich, *Nicolson*, 7819. Is intended to be thoroughly practical, *ib.* 7801. Has sword-drill, *ib.* 7737; will probably have to practise saddling and bridling, *ib.* 7740. Taught nothing of managing young horses, *ib.* 7739, or veterinary matters, *ib.* 7741. Has not done any pontooning or construction of bridges, *ib.* 7742, 7802, 7803.

Arsenal Course must be at Woolwich, *C. B. Brackenbury*, 8203.

Practical Instruction must be close to the Arsenal, *Young*, 8065, 8066.

Every artillery officer should have a year of practical instruction at Woolwich and Shoeburyness, *Strange*, 7865; quarters at Shoeburyness are wanting, *ib.* 7866, 7867, 7883. Overlooks officers throughout their instruction, *ib.* 7834. Endeavours to teach artillery duties of a siege train or garrison, *ib.* 7841, including mechanical appliances, *ib.* 7842. Has no means of teaching Field Artillery movements, *ib.* 7934. Young officer goes through Course of Military Law; and is examined in, before promotion, *ib.* 7870.

Has now a very intelligent and well-disciplined class in Military Law, *C. B. Brackenbury*, 8151, 8156, 8210, fresh from the Academy, *ib.* 8152; the studies should be all practical, *ib.* 8154. The officers complain sometimes they have so little to learn, *ib.* 8156, 8238; but, except mathematics and languages, it is all new ground, *ib.* 8239. Would like to see studies carried farther, *ib.* 8173. Lectures on various subjects already given to selected and volunteer classes, *ib.* 8178, 8179. Would include riding, military law, military history, strategy, tactics, details of equipment, *ib.* 8201. Course lasts six months or until next batch joins, *ib.* 8202. None escape lectures on Military Law, *ib.* 8173.

Young artillery officers have two lectures on Military Law weekly, *Young*, 8074, 8132, 8133, which they seem to like, *ib.* 8108.

Riding is ordinary riding-school work, after a year of it at Academy, *Nicolson*, 7735, 7736.

A Lecturer required on Art of War, *C. B. Brackenbury*, *App.* IX. (A.), *p.* cvii.

Witness tests the students every day, *C. B. Brackenbury*, 8168–8170.

No examinations; but course must be gone through to satisfaction of captain in charge, *Nicolson*, 7821.

Has no final examination, *Strange*, 7834.

To have passed for Artillery leaves much to learn for Staff College, *Baring*, 9235.

IV.—Examination.

Should be required at end of Course, Report, p. 48.

AUSTRIA:

I.—*Military System.*

II.—*Military Education.*

I.—*Military System.*

Staff reorganized somewhat on British system,* *p.* 385, 388.

Appointment and promotion of officers,* *p.* 387, 388.

Officers of Landwehr,* *p.* 389.

II.—*Military Education.*

General principle to build on a sound general education,* *p.* 349.

List of schools,* *p.* 351–355, 389.

Cavalry Brigade Schools for officers,* *p.* 390.

Proposed reorganization,* *p.* 355.

Course of instruction in the several Military Schools,* *p.* 378–385.

Annual expenditure,* *p.* 390.

Staff education is excellent, *Adams*, 8831. It is essentially war training, *ib.* 8833, of long standing. The skill shown in 1848–9 in Italy could not have been exceeded, *ib.* 8834.

Offers to competition at the general schools military exhibitions or scholarships, at State expense, *C. B. Brackenbury*, 8194, 8195. Throws over military schools for theory and imparts practical instruction after 18, *ib.* 8196–8198. System detailed, *ib.* 8230–8236. Cavalry and artillery horses admirably cared for, *ib.* 8244–8248. Austrian officers acquire an astonishing knowledge of military subjects, especially physically geography, *ib.* 8249–8251. Colloquial knowledge of languages universal, *ib.* 8200.

Doubts if an Austrian officer knows all the fords in the empire, *Lacy*, 8407.

Military history taught at military colleges, *E. Walker*, 2802–2804.

AUTOCRACY

Not attainable in places under Government, *Addison*, 3843, 3844, 3850.

B.

BAVARIA, *Military Education.*

List of establishments,* *p.* 397.

Cadet Corps,* *p.* 397.

War School,* *p.* 401.

Artillery and Engineer School,* *p.* 402.

War Academy,* *p.* 403.

BAYONET:

A most important weapon, *Strathnairn*, 9476.

BILLIARDS:

A man is neither better nor worse for playing well, *Porter*, 2284.

BRIDGING:

Could be taught by models at little expense, *Simmons*, 6577, 6578.

BRIGADE MAJOR: *see* STAFF III.

BUNKS:

Bunk system uncomfortable, *Napier*, 963.

C.

CADETS, ARMY:

Officers' first year should be as cadets under training, *Walden*, 6356; treated as officers, but without executive duties, *ib.* 6404, 6405. In this state instruction should be compulsory, *ib.* 6400–6402, 6406.

Would substitute, for ensigns, *Mansfield*, *App.* VII. (A.), *p.* lxxviii.

Spirit of the country would be against, *Cambridge*, 5360.

CAMBRIDGE

Private tutors chiefly do the work, *Vinter*, 2707, 2708.

CAMPS OF INSTRUCTION:

We should have, as the Prussians have, *H. M. Hozier*, 6333, 6334. They generally assemble 30,000 men, *ib.* 6335. We could do so by brigading together the regulars, militia, and volunteers of a district, *ib.* 6336.

CHATHAM, SCHOOL OF MILITARY ENGINEERING AT:

I.—*Generally.*

II.—*Staff.*

III.—*Students.*

IV.—*Course of Instruction.*

V.—*Examinations.*

I.—*Generally.*

Head quarters of Engineers, and a school of instruction for officers and men, *Simmons*, 6517. Engineer officers, other than juniors, come to freshen up their knowledge; also a very few officers and men from other corps for telegraphy and signalling, *ib.* 6532, 6569. The line troops at Chatham derive little benefit from, *ib.* 6572. Deprecates passing many line officers through, *ib.* 6550, 6559, 6633.

Object of the school: admission: details of staff, course, &c. Accommodation deficient, *Gallwey*, *App.* VIII. (A.), *pp.* ci. cii.

Officers' accommodation, halls of study, and lecture room should be improved, Report, p. 25, 47. Instruction of Line Officers generally at Chatham undesirable; but a small class might be formed, ib. 47.

II.—*Staff.*

All under the director, assisted by a brigade-major, *Simmons*, 6538. Numbers, *ib.* 6540, 6560. Pay of instructors scarcely sufficient, *ib.* 6579, 6580.

* Reports on Foreign Military Education, in a separate volume.

CHATHAM, SCHOOL OF MILITARY ENGINEERING AT—*cont.*

III.—*Students.*

Officers as a rule physically fine and athletic, *Simmons*, 6609. Sometimes 80 together, *ib.* 6524. Line officers do not become entitled to any advantage, *ib.* 6537. Leave allowed, *ib.* 6539. Engineer students work hard at study and at athletic sports, *ib.* 6612. For industry, previous habits and the actual work which must be done relied on; penalty for failure, loss of leave and time, *ib.* 6644–6648. Director reports on each officer leaving, *ib.* 6546, 6549. Men average 1200, of whom 600 are under instruction, *ib.* 6541. A company arriving from foreign service comes for short instruction, *ib.* 6542. Officers are in barrack, *ib.* 6631; separate from line troops, *ib.* 6632. Accommodation not always sufficient, *ib.* 6558. Officers have separate rooms, *ib.* 6531; and mess together, *ib.* 6532. Discipline as in a regiment, *ib.* 6526–6529; there is no sort of punishment, *ib.* 6530. Discipline could not be higher, *ib.* 6539. Students very amenable to discipline, *ib.* 6581, 6582.

IV.—*Course of Instruction.*

Course detailed, *Simmons*, 6517, 6561; mode of teaching *ib.* 6635, by lectures and classes, *ib.* 6519, 6561–6563. No répétiteur system, *ib.* 6636. A class should not exceed 20 officers, *ib.* 6583, except for special lectures, *ib.* 6615. Languages not taught, *ib.* 6518. Lasts two years, including leave; and is a continuation of the Woolwich studies, *ib.* 6520–6522, 6543, 6544, 6634; time counts as commissioned service, 6523. For line officers course lasts two months, *ib.* 6533. Before studies commence, purely military duties occupy three or four months, *ib.* 6642, 6643; the subsequent study involves daily about five hours' close work, *ib.* 6629, military duty being then exceptional, *ib.* 6630.

Objects of two-year course, *Napier*, 1309.

Synopsis of instruction at in 1868, *App.* VIII. (*B.*), *p.* ciii.

A rest after hard work of Woolwich, *Cunynghame*, 7262, 7263. Passed the military course in 71 days, *ib.* 7256, 7257, strictly practical, *ib.* 7258.

Young engineer officers have easy work at first, *Milman*, 7589.

Engineers learn building after they go to Chatham, *Lefroy*, 7996.

Formerly a good system of practical instruction for the line existed, *Stephenson*, 6098.

To make it a regimental school for field fortification would involve regiments being moved there, *Codrington*, 6071.

Would extend utility by instructing regiments in Field Works and Siege Drill, *Lennox*, 9265. A candidate for the Staff should have some training at, *ib.* 9266. Would have sieges every year, instructing regiments in the work. An Engineer General should command the district, 9274, 9275. All officers should be encouraged to come to see the work, *ib.* 9297. Extra work and cost very small, *ib.* 9298, 9299.

Road-making (with special reference to mountainous countries) should be taught, Report, p. 47.

V.—*Examinations.*

No entrance examination, *Simmons*, 6570.

Examination before garrison board, *Cunynghame*, 7259.

If unsatisfactory, student would be sent back for another month, *ib.* 7260.

Not satisfied with Final Examination, *Simmons*, 6545, Makes no difference in officers' position, *ib.* 6546. Easier examination for line officers, *ib.* 6547. No certificates given, *ib.* 6548.

CHATHAM GARRISON:

Accommodation for three full battalions, *Simmons*, 6575; but garrison duties too heavy to allow of much engineering instruction, *ib.* 6573, 6574.

CHELTENHAM COLLEGE:

I.—*Generally.*
II.—*Junior Department.*
III.—*Classical Department.*
IV.—*Modern Department.*

I.—*Generally.*

Boys come direct from, *Abbott*, 1732. There is an established Modern Department, *ib.* 1738. Very successful for Woolwich, *ib.* 1701, 1731.

CHELTENHAM COLLEGE—*cont.*

I.—*Generally*—cont.

Cadets from, not so good in tone as from old Public Schools, *Addison* 3878, 3879. Sent 33 cadets out of 820, *ib.* 3793.

Pupils do not need cramming; 300 boys in each department and 100 in lower school, *Barry*, 5430, 5470. The two departments mix freely in boarding houses and playground; but are otherwise distinct, *ib.* 5487, 5488; their moral tone equal, but the most troublesome boys were those preparing for military examinations, *ib.* 5495, 5496. Principal exercises a certain recommendatory control as to department in which a boy is put, *ib.* 5543. Cost of a pupil, including clothes and pocket-money, 90*l.* a year at most, *ib.* 5462. Boys live in masters' houses and have excellent accommodation, *ib.* 5463. Provisions good, *ib.* 5464. Gymnasium &c., cost 2,500*l.*, *ib.* 5483. Gymnastics compulsory, swimming usually learnt from choice, *ib.* 5465. Riding could be arranged for, *ib.* 5467. A boy preparing for examination could have private instruction, *ib.* 5485, 5486. Masters are appointed entirely by principal and not highly paid, *ib.* 5559, 5560. Drunkenness infrequent, *ib.* 5516, 5517; a small number of cases of disease from immorality, *ib.* 5518. Woolwich examination exercises a healthy influence, *ib.* 5510, 5511.

Many boys come direct from, for examination, *Dasent*, 4568.

Very successful with its candidates, *Gordon*, 2553, 2554, in consequence of its modern department, *ib.* 2556, 2600, 2601.

Sends boys for Woolwich entrance examination uncommonly well prepared, *Heaviside*, 2427; its boys are intended about equally for Woolwich and the Universities, *ib.* 2452.

Is a public School, *Moseley*, 2091; successful with its candidates, *ib.* 2092, 2093. There is a modern side, *ib.* 2101.

Candidates from, very successful, *Napier*, 189, 390; without aid from crammers, *ib.* 300, 1245, 1252.

Has a son just passed through, *Porter*, 2186; its pupils successful at Woolwich and Sandhurst, *ib.* 2187; without intermediate cramming, *ib.* 2188. They appear well grounded, *ib.* 2299. Instruction, tone, and spirit are admirable, *ib.* 2194–2196.

Advised a friend to keep his son at, rather than with a crammer, in preparation for Woolwich, *Simmons*, 6515.

May be cheaper than other Public Schools, *White*, 4886.

II.—*Junior Department.*

For young boys, before the parent has selected the Classical or Modern Department, *Porter*, 2190–2192.

III.—*Classical Department.*

Classics the main study, with modern languages, *Porter*, 2189–2193.

Ages a little younger than in Modern Department, *Barry*, 5472. Candidates for Indian Civil Service prepared on classical side, where languages are best learned, *ib.* 5473. Gives the highest mental training, *ib.* 5490, 5503.

IV.—*Modern Department.*

Studies; Mathematics and science (with a little classics), and modern languages, *Porter*, 2189–2193; not exclusively for the Army, *ib.* 2285.

Coordinate with classical department: mathematics the staple; system of education, *Barry*, 5430–5432, 5436, 5502, 5533–5535, 5541, 5542. Head master could generally tell if, and where, a boy would pass in an examination, *ib.* 5434. Some rudimentary military instruction could be ingrafted on this system if necessary, *ib.* 5440–5445, 5454–5457, 5479–5482, 5506–5509, 5523–5526, 5544–5546, or if military education were continued after entrance into the army, Cheltenham could furnish a sufficient foundation, *ib.* 5554; without interfering with the liberal education now given, *ib.* 5449, 5450, 5553. Ages of boys range from 14 to 18½, *ib.* 5452. Time applied to mathematics increases as pupils get higher in the school, *ib.* 5453. Boys work very hard in preparing for Woolwich, *ib.* 5458. Military attainments would be raised if commissions were given for competition, with a stiff examination, *ib.* 5459, 5460. Such encouragement is desirable, *ib.* 5461. More pressure for admittance to modern than classical side, *ib.* 5471. Gives modern liberal education, *ib.* 5489. Is

CHELTENHAM COLLEGE—*cont.*

IV.—*Modern Department*—cont.

not a refuge for dull and idle boys, *ib.* 5504, 5505, 5522. A boy has not too many subjects at once, *ib.* 5536. The first hundred, or so, would drop Latin, *ib.* 5537, 5538. Greek taught exceptionally only, *ib.* 5539. No cramming, *ib.* 5540.

Regards it as essentially a Military College, *Southwood*, 5563–5567, 5593–5595, which design has been somewhat crippled by the introduction of other subjects, *ib.* 5569. If unfettered, would regulate the course by the Woolwich programme, *ib.* 5570; not commencing until a lad, at 15, had acquired general education, *ib.* 5571–5574, 5587–5591; order of the studies, *ib.* 5578. Fortification taught practically by two civilian instructors, *ib.* 5581, 5603–5606, as well as at Woolwich, *ib.* 5610–5612. There are 300 pupils with 20 to 25 masters, 5581. Boys prefer the houses of masters of the Department, *ib.* 5582; boys come from Eton, Rugby, &c., *ib.* 5583; very rarely go to crammers, *ib.* 5584; those who do very rarely succeed, *ib.* 5585. The boys feel sure of passing for Sandhurst or Direct Commissions; at last examination his whole class passed, *ib.* 5586. From 12 to 15 go annually to Woolwich, *ib.* 5596. Military subjects taught in school hours as part of regular studies, *ib.* 5613. With some additions to the Course, could turn out an officer as well fitted for the Artillery as Woolwich could, *ib.* 5614–5617, and could send (and has sent) candidates to the Woolwich final examination, *ib.* 5620–5622. All lads intended for army learn fortification and military drawing, *ib.* 5623, 5624, and an officer entering from Cheltenham has every requisite for pursuing his military education, *ib.* 5618, 5619.

Has not the vigour of the classical side, *Temple*, 5756, 5760, 5761.

CHELTENHAM TOWN:

Gossip and scandal are rife, *Barry*, 5519.

CHEMISTRY:

Very necessary for Scientific corps, *Napier*, 1213.

Unnecessary for an ordinary officer, *Porter*, 2139–2141.

CIVIL SERVICE COMMISSIONERS:

Might take Direct Commission examinations; but have work enough, *Dasent*, 4521.

Could examine for entrance to Woolwich and Sandhurst, *Walrond*, 9561.

Permanent Examiners, *Walrond*, 9563–9565, 9570, 9583, 9596, 9614. Occasional examiners, *ib.* 9566–9569, 9580, 9581, 9597, 9630. Commissioners, 9575–9577. A separate staff for Indian Civil Service Examinations, *ib.* 9582. Usually there is full employment, *ib.* 9586. Native examiners for foreign languages, *ib.* 9603. Maintenance of uniformity, *ib.* 9562. Treatment of the papers, *ib.* 9574, 9584, 9585. Thousands are examined annually, *ib.* 9578, 9579. *Vivâ voce* examinations, *ib.* 9587–9590, 9628, 9629. Public will learn the method of a permanent examiner, *ib.* 9596, 9597, 9614. "Cram" eliminated from more advanced examinations, *ib.* 9620. Very ill-qualified candidates rarely come up, *ib.* 9621; but there are great differences among candidates, *ib.* 9622. In qualifying examinations, reports by epithets (as "good") not marks, *ib.* 9631, 9632.

Should conduct examinations for Direct Commissions, and for entrance to Sandhurst and Woolwich, Report, p. 13, 31.

CLASSICS:

Literature aside, learning classics is really learning English, *Barry*, 5493, 5494.

Develop intellect, *C. B. Brackenbury*, 8261–8263; but the development should be before entering a military school, *ib.* 8264.

Would expect a good classical scholar to be good also in English and history, *Dasent*, 4519. Does not depreciate, *ib.* 4557.

"Cramming" in, described, *Gordon*, 2522; grammar cannot be crammed, *ib.* 2523. Grammatical knowledge increased of late years, *ib.* 2530. Greek grammar known better than the Latin, *ib.* 2531. Best men in classics often the best in other things also, *ib.* 2533. Should pass, with fair marks, a classical paper which gave general sense of a passage though wrong in its grammar, *ib.* 2540–2542. Many candidates cannot construe simplest sentence, *ib.* 2543. Has never regretted inability of army officers to keep up their classics, *ib.* 2544, 2561; but those, with a taste that way, might be encouraged to do so, *ib.* 2545, 2562, as an aid to modern languages, *ib.* 2611, and a point of mental cultivation, *ib.* 2612. One third of the men who take up Latin do not take Greek, *ib.* 2559. Foreigners do not excel Englishmen, *ib.* 2584; but Scotch and Irish do, *ib.* 2585–2588. Considering time spent on them, ignorance is amazing, *ib.* 2591; possible cause, 2592. Men will not learn classics, *ib.* 2606.

As worthy a qualification for Artillery and Engineers as any subject, except mathematics, *Lefroy*, 7967, 7968. Good classical scholars a gain to any branch of the service, *ib.* 8007.

It is good for an officer to know, *Milman*, 7644; but needless to keep up knowledge, *ib.* 7645.

The standard is going down, *Moseley*, 2116.

Upheld in education, *Napier*, 190–192. Undesirable at Woolwich Academy, *ib.* 1194–1197, 1311–1314.

Constitute good education, *Nugent*, 7440.

Not suited to all intellects, *Temple*, 5774.

Advantages of knowing, *Warde*, 9314, 9315.

COMMISSARIAT:

An important part of Quartermaster-General's business, *Lacy*, 8410.

How to feed the troops not very important to a regimental officer, but most essential to a staff officer, *Lefroy*, 8017.

Little knowledge of duties learnt at Sandhurst, *Napier*, 621.

COMMISSARIES OF ORDNANCE:

Ought to be educated artillerists; removing artillery stores from artillery charge injures the regiment, and may lead to disaster, *Strange*, 7868.

COMMISSIONS, FIRST:

Return of, by and without purchase, 1858-1867, *App.* XIII. (A ii.), *p.* cxlvi.

Number granted to non-commissioned officers, 1858–1867, *App.* XIII. (A ii.), *p.* cxlvi.

Number of free, very variable, *Abbott*, 1925, 1926.

To give all to sons of officers would be unfair, and would spoil the tone of education, *Abbott*, 1872–1875.

Should only be given on passing a *bonâ fide* thorough examination, *H. M. Hozier*, 6269; a test which a large portion of the officers could then undergo, *ib.* 6297–6300, 6329. Would incorporate a minimum qualification with competition for free commissions, *ib.* 6330–6332.

Age for, *see* OFFICERS, II.

COMPETITION, OPEN:

Prefers nomination, with qualifying examination, *Napier*, 1155, 1159. No difference socially between Woolwich competition candidates and Sandhurst nominated ones, *ib.* 1193; or their Woolwich predecessors, *ib.* 1236.

Renders cramming inevitable, *A. L. Walker*, 9070–9072. Causes overwork, *ib.* 9029–9033.

CORRESPONDENCE:

Officers ought to be practised in, *Strathnairn*, 9491.

COUNCIL OF MILITARY EDUCATION:

I.—*Generally.*
II.—*Personnel.*
III.—*Duties.*
IV.—*Relations with Secretary of State and Officer Commanding-in-Chief.*

I.—*Generally.*

Historical notice, *App.* I. (A.), *p.* i.

Correspondence as to formation and extension of powers, *App.* I. (B.), *pp.* ii–vi.

System works well; no gain in changing it, *Cambridge*, 5370.

Works thoroughly well as it is, *Hamley*, 8691, 8718.

Works well, *Peel*, 9436. Why the civilian member was appointed, *ib.* 9455.

Supposed to work up to public schools, *Napier*, 313, 314; occasional communication with them would facilitate this, *ib.* 333.

II.—*Personnel.*

Composition, *Napier*, 8, 9. Commander-in-Chief is *ex officio* honorary president, *ib.* 103, 137, 140; is occasionally consulted personally, *ib.* 105, 138; but never comes to the office, *ib.* 69. If he were not Commander-in-Chief, the president would take his share of the work, *ib.* 139. The working members *ib.* 68, 70; their salaries, *ib.* 49. Tenure of appointment, *ib.* 12–21, 45. The secretary, *ib.* 67, 131–133. The clerks, *ib.* 85, 86. Appointment of members,

COUNCIL OF MILITARY EDUCATION—*cont.*

II.—*Personnel*—cont.

ib. 106; their attendance, *ib.* 56–58, 60, 64; and vacations, *ib.* 61, 62. The civil member, *ib.* 53–55, 88, 96–98. Members have separate rooms, *ib.* 65; their meetings, *ib.* 66, 76, 84; and discussions, *ib.* 28–30, 33, 78. Have no *Agenda* paper, *ib.* 77.

Military members, *Hamley*, 8705, 8722. Civilian member, *ib.* 8706, whose tenure is not limited, *ib.* 8723, 8724; his salary, *ib.* 8720, 8728; length of service, 8721; his attendance only occasional, *ib.* 8707–8710, 8719, 8725–8727. There are memoranda daily requiring signature of all members not on leave, *ib.* 8711. A secretary and eight clerks, for general duties, *ib.* 8712–8714. Commander-in-Chief is *ex officio* president, *ib.* 8716; has not been called on to attend, *ib.* 8715.

Is the only civilian ever on the Council, *Moseley*, 2053–2055.

A Director-General of Military Education should be substituted, Report, p. 13, 31.

III.—*Duties.*

Not aware of any general Regulations, *Napier*, 71, 127–130. Duties described, *ib.* 10, 92; their increase, *ib.* 128–130; and distribution, *ib.* 75, 79, 93, 94. Work is chiefly with Army Schools, &c., *ib.* 59, 87, not much correspondence about the Colleges and general education, *ib.* 74, 134–136. Does not control discipline of the Colleges; merely inspects studies, *ib.* 27, 117. Examines by means of Examiners, *ib.* 11. Collectively recommends Examiners and Professors for appointment, *ib.* 22, 31, 32, 115, 116, but has not power of appointing, *ib.* 32, 114. Such recommendations are never overruled; though in other matters their advice sometimes is, *ib.* 37–41, 113, 123–125. Criticizes Examination Papers, *ib.* 43, 44. One member at least present at every admission examination, *ib.* 89–91. Has little to do with Hibernian School, *ib.* 95. Responsible for education at Sandhurst, *ib.* 422. Powers extend to studies and are not vague, *ib.* 923.

Do not clash with Commissioners of Sandhurst, *Percy Herbert*, 4988, 4989. Have little to do with discipline, *ib.* 4990.

Principal duties with Army Schools, *Cambridge*, 5369.

Divided among members, *Hamley*, 8701. Meets daily, *ib.* 8702 and has always some work, *ib.* 8703. Discipline is not under it, *ib.* 8695.

Sometimes suggest alterations in Examination papers, *Heaviside*, 2389.

IV.—*Relations with Secretary of State and Officer Commanding-in-Chief.*

Is their adviser in matters concerning Military Education, *Napier*, 35, 118, 119. Reports are addressed usually to the Commander-in-Chief, *ib.* 23–26, 72, 73, 104; occasionally, but rarely, to the Secretary of State, *ib.* 80–82, 109, 120; though the Secretary of State can communicate directly with the Council when he pleases, *ib.* 121, 122, 126. Questions of principle must be settled by Secretary of State, *ib.* 108–111. To authorize action a letter must be signed by Military Secretary, *ib.* 112. No gain in making it a Horse Guards or War Office Department, *ib.* 36; but it could not be independent of the Commander-in-Chief, *ib.* 34, 107.

Communications from College authorities pass through Military Secretary, *Hamley*, 8692. Positive recommendations of Council in matters of study almost invariably attended to, *ib.* 8693. Recommendations for Secretary of State go through Commander-in-Chief; neither Horse Guards nor War Office obstructs, unless on grounds of expense, *ib.* 8694, 8717; nor any other inconvenience than a little loss of time, *ib.* 8695.

Correspondence ought to pass through Commander-in-Chief as *ex officio* president, *Cambridge*, 9527.

COURTS MARTIAL:

Practice of, not taught at Sandhurst, *Napier*, 595–599; should be learnt in the Regiment, *ib.* 598, 610, 728.

[*See also* MILITARY LAW.]

CRAMMERS:

For Sandhurst and Woolwich are very similar, *H. Brackenbury*, 6994.

Injure moral tone, *Cunynghame*, 7274–7276, by neglecting athletics, *ib.* 7277.

No need for, if Public Schools taught well, *Porter*, 2300.

CRAMMING:

History and Geography most easily crammed, *Abbott*, 1747, 1748. Crammers specially devote themselves to questions likely to be asked, *ib.* 1715. It is a chance whether a crammed boy succeed or fail, *ib.* 1717.

Evils induced by system, *Baker*, *App.* VII. (B.), *p.* lxxxvi.

To be deprecated, *Barry*, 5428, 5429.

Most detrimental; creates any bad tone at Sandhurst and Woolwich, *Cambridge*, 5356.

An Examiner should detect and disallow, *Dasent*, 4524, 4532. Often detects use of same manual by many students, *ib.* 4434, 4435.

In classics, *Gordon*, 2522; not practicable in grammar, *ib.* 2523.

The more searching an Examination, the less the cramming, *Heaviside*, 2417. Cramming imparts knowledge with the least trouble, *ib.* 2418.

Does not occur in mathematics; but in history, geography and languages, *Lefroy*, 7991.

Candidates usually go to Private Tutors, *Napier*, 155, 288; for special subjects, *ib.* 156, 157. Nature of examination causes cramming, *ib.* 274; is bad educationally, *ib.* 386, and should be stopped, *ib.* 387. Crammers may foresee the style of questions to be put, *ib.* 399; but cannot know the questions themselves, *ib.* 398. Nearly all candidates who fail come from crammers, *ib.* 193. Cramming for Woolwich, *ib.* 1188, 1189, 1219–1234, 1247. The mixing in one paper of the obligatory and non-obligatory parts of a subject may be in favour of, *ib.* 405–415. Classics and Mathematics cannot be crammed, *ib.* 1230, 1247.

Fostered by present age for entering Woolwich, *Peel*, 9469; ought to be rendered needless if Public Schools did their duty, *ib.* 9470, 9471.

Evils of, *Strathnairn*, 9497.

Only preventible by directing examinations to the subjects worked in Public Schools, *Temple*, 5740. Its evil is that it seeks to impart information too quickly, *ib.* 5766.

A sure result of competition, *A. L. Walker*, 9070–9072.

Cannot be entirely counteracted, *Walrond*, 9571–9573, 9617. Mode of defeating in Indian Civil Service Examination, *ib.* 9598, 9599, 9635, 9637. Cramming applies to literature and history, *ib.* 9601, 9602. Subjects most easily crammed, *ib.* 9609–9611, 9618, 9619. Applies least to languages, *ib.* 9609; only partially to mathematics, *ib.* 9606, 9607. Boys often sent to crammers to test their chance of passing, *ib.* 9633, 9634.

CRAMMING SCHOOLS:

Boys work harder than at Public Schools, *Abbott*, 1706. Want of discipline, *ib.* 1666, 1718. Government inspection of no practical use, 1672–1674, 1719–1721, 1741, 1742; though the worst schools might be excluded, *ib.* 1722, 1723, 1746. Have existed for 40 years, *ib.* 1687, and most of the Addiscombe cadets came from them, *ib.* 1686, 1689.

Very detrimental to morals, *Dasent*, 4524. Many candidates come from, *ib.* 4570.

Nature, regulations, and tuition of Mr. Frost's at Kensington described, *Frost*, 4254–4336. There are some schools without discipline, *ib.* 4287, 4288. Sees no good in Government inspection, *ib.* 4332, 4333; but none could object, *ib.* 4334, 4335.

Worst officers come from, *Hort*, 5109.

Exist under rule of supply and demand, *Milman*, 7623. As a rule, do not cause bad habits, *ib.* 7527.

Bad habits acquired at, *Mott*, 4365, 4366, 4455–4459. Cadets from, often come with venereal disease, *ib.* 4478. Witness was for 1¾ year at Mr. Wigley's at Clapham: should have passed into Sandhurst better, had he gone direct from Eton, *ib.* 4344–4355, 4358, 4456.

Are in and around London, *Napier*, 290, 366. Low tone of discipline and morals, *ib.* 289, 291, 335–338; in some, boys are allowed to be out all night, *ib.* 369, 378, 379. Members of Council are sometimes asked to recommend, *ib.* 339; witness always refuses, *ib.* 340. Teach children better than Public Schools, *ib.* 304; especially for Woolwich, *ib.* 1222–1234. Cannot define a cramming school, *ib.* 1237–1241. From "Public School and Private Tuition" probably means from a Cramming School, *ib.* 308.

Some are objectionable; some very good, *Owen*, 7093–7095.

CRAMMING SCHOOLS—*cont.*
Sunbury (Captain Lendy's) described: favourably, *Prior*, 4582–4587, 4589–4593, 4616–4630, 4693, 4696, 4705.
Every way narrow and deteriorate lads, *Strange*, 7858.

CRIMEA:
Embarking horses at Varna. Difficulty was from lack of materials, *Hamley*, 8675.
Staff officers were scarcely competent, *Porter*, 2361, 2362. Men instructed in field works and rudimentary fortification would have been invaluable, *ib.* 2350–2352. Engineer officers wanted elsewhere had to instruct troops in making gabions and fascines, *ib.* 2354.

D.

DE BURGH'S, MR., SCHOOL; *see* DUBLIN.

DEGREES, HONORARY:
As inducement to officers to compete for Staff College, *Napier*, 1585–1591.

DEGREES, MILITARY:
Not in favour of, *Abbott*, 1889–1894.

DETENTION:
During a part of vacation, an effective punishment, *Abbott*, 1860, 1861.

DIRECT COMMISSIONS EXAMINATION; *see* EXAMINATIONS, II.

DIRECTOR-GENERAL should be substituted for the Council, Report, p. 13; acting under and directly responsible to the Secretary of State, ib. p. 31.

DISCIPLINE:
A small college is easier to manage than a large one, *Abbott*, 1781. Would not give disciplinary power to the Educational Staff, *ib.* 1818.
There is a national change towards laxity, *Strange*, 7849.
Foreign discipline may diverge essentially from English ideas, *Walden*, 6392.

DIVINE SERVICE:
A riding school may answer for, if nothing better can be had; not otherwise, *Fraser*, 8365.

DRAWING, GEOMETRICAL:
Indispensable for Engineers, *Napier*, 1198.

DRAWING, MILITARY:
Not indispensable to an officer, *Napier*, 563.

DRILL:
Regimental drill is no sham, *H. M. Hozier*, 6287.
For soldiers should be short, active, and intelligent, *Strathnairn*, 9476.
Knowledge of, essential to understanding tactics, *E. Walker*, 2790.
Prefers a boy for regimental drill, without previous knowledge of it, *White*, 4824, 4825, 4842, 4843. Regimental drill better learned at a Depôt than a College, *ib.* 4858, 4859.

DUBLIN (MR. DE BURGH'S SCHOOL):
More discipline than at most such places, *Nugent*, 7338: tone fairly good, *ib.* 7339.

DUBLIN, TRINITY COLLEGE:
Sends excellent candidates, *Gordon*, 2587.
There used to be a School in connexion with, successful for Army examinations, *Mosely*, 2095.

E.

EDINBURGH HIGH SCHOOL:
Does not count as a Public School, *Napier*, 203, 204.

EDUCATION:
I.—*Generally.*
II.—*Of youths about to become Officers.*
III.—*Place of Education.*

I.—*Generally.*
Unless it improve generally, the standard for Direct Commissions cannot be raised, *Abbott*, 1697.
School education should be kept general, *Benson*, 5632. Would not teach military subjects to prejudice of more important mental training, 5743.
Examination system has developed education which did not previously exist, *Dasent*, 4500.
Knowledge in English schools low, *Gordon*, 2548. Grammatical knowledge improved of late, *ib.* 2530. The army candidates sent up are, in large proportion, a discredit to any school, *ib.* 2536–2538. Not improved in last 10 or 20 years, *ib.* 2550. In the interest of liberal education generally, a Modern Department would be a good institution at all Public Schools, *ib.* 2603–2605.
Candidates for Sandhurst and for Direct Commissions are better prepared than formerly, *Heaviside*, 2383, 2446; but the improvement is not increasing, *ib.* 2384. In an educational establishment, it is not exceptional for half or two-thirds of the pupils to be idle, *ib.* 2444.
The standard for Direct Commissions Examination had to be reduced as low as possible, or officers could not have been procured, *Napier*, 46–48, 210–212. Candidates are now better prepared than before the standard was reduced, *ib.* 219, 220. More attention paid, in Schools, to Natural Sciences. *ib.* 421. Fortification, as taught in schools, mere rubbish, *ib.* 206, 207. To make French obligatory would increase difficulty of obtaining officers, *ib.* 245, 249. French part of the education of a gentleman, *ib.* 316.
Approves the old system of sending boys abroad to study languages and military art, *Strathnairn*, 9503.
The longer general education can be continued the better. *Temple* 5785–5790. Acquirements of an intelligent lad of 16 estimated, *ib.* 5791, 5792.
General society more beneficial than exclusively professional, *White*, 4833, 4852–4854.

II.—*Of youths about to become Officers.*
Sums voted for, and actual expenditure on, 1858–1867, *App.* XIII. (A. i.), *p.* cxlvi.
Classical training develops the mind better than military technical instruction. Would limit latter to periods after joining the army, *Addison, App.* II. (C.), *p.* xiii.
There should be, in certain subjects, military education before entering the army, *Baker*, 6146.
Until old enough to enter a special training school, a lad's education should be as general as possible, *Barry*, 5436.
Standard would be raised, if free commissions and military exhibitions were open to general competition, at a Public School standard, *Benson*, 5658–5660.
Candidates should have as long as possible for general education, *H. Brackenbury*, 6936, 7050, 7051.
Military instruction of the utmost importance: should be acquired before entering the army, *Cambridge*, 5351. All Line Officers should pass through Sandhurst, *ib.* 5348, 5349, 5356, 5374, 6447, 6449, 6454–6456, 6473–6475; and enter army as efficient officers, *ib.* 5406.
A military college indispensable for, *Cameron*, 5312–5320, 5338–5340.
Public School system only one applicable, *Percy Herbert*, 5013, 5044. No object in making soldiers a separate caste early in life, *ib.* 5081, 5082; or in having an intermediate school between Public Schools and the Army: any special knowledge could be acquired at a private tutor's, *ib.* 4997, 4998, 5041, 5050.
Technical military instruction best imparted at a Military College, *Hort*, 5125.
Technical instruction should be insisted on before joining, and a Commission the prize of proficiency, *H. M. Hozier*, 6290, 6293. Practical military science better acquired before 18 than after, *ib.* 6311–6314.
Was employed in 1856 to draw up a general scheme, *Lefroy*, 7936; which contemplated Schools of Application, and would have increased expense; *ib.* 7955.
Would regret to see knowledge limited to what is indispensable for routine duties, *Napier*, 259. The State has a right to expect the education of a gentleman, *ib.* 260. Arithmetic necessary, *ib.* 258: first four rules indispensable, *ib.* 221–233: but ought to know fractions, proportion, and interest, *ib.* 266, 267, 272. Advantage of understanding Euclid, *ib.* 268–271.; also French and German, *ib.* 242–244. The Sandhurst course is very desirable for an officer, *ib.* 730; though the actual subjects taught may not be necessary, *ib.* 731. Would regret to see all candidates for Commissions pass through Sandhurst, *ib.* 1110, 1111: that is, through one educational groove; likes variety of training, *ib.* 1112. Professional training gained at Sandhurst would be of little use, *ib.* 1113. A good military education desirable for regimental officers, but not absolutely

EDUCATION—*cont.*

II.—*Of youths about to become Officers*—cont.

necessary for all, *ib.* 1146. Ought to take two years, *ib.* 443, 476, 496, 498; but if confined to purely military subjects might be reduced, *ib.* 502. The present Sandhurst course takes 18 months, *ib.* 497. It was once reduced to a year, but had to be raised again, *ib.* 499–501.

Before joining, an officer should have a certain military education, *Paulet*, 5898. Officers should be liberally, but, except for Staff and Scientific Corps, not highly educated, *ib.* 5908, 5909. The great point for a regimental Officer is a gentleman's education, *ib.* 5920.

American war proved above everything that special instruction is needed to make good officers, *Simmons*, 6657.

Would only require before entering army some elementary drill, *Smith*, 5192.

Liberal education of officers important; but 16 not therefore too early for joining, *Storks*, 5843, 5844.

No technical education necessary before a boy enters a military college, *Temple*, 5737–5739. Might begin at a later age than now, *ib.* 5785–5790.

Ultimate object to make the best fighting animal, *Walden*, 6417, 6419.

Neither exceptional ability nor extensive reading should be exacted from every candidate for the Line, Report, p. 13.

[*See also* PUBLIC SCHOOLS, II. 4.]

III.—*Place of Education.*

Not obligatory on candidates to state, *Napier*, 199.

EGYPTIANS:

Aptitude for fieldworks, *Simmons*, 6618.

ENGINEER INSTITUTION:

Needed at Chatham, similar to Artillery Institution at Woolwich, *Gallwey*, *App.* VIII. (A.), *p.* cii.

Would add to the working power of School of Engineering, Report, p. 47.

ENGINEERING:

Best works are French, *Abbott*, 2045.

ENGINEERING INSTRUCTION:

Should be under Commanding Engineer, *Lennox*, 9264. Army very deficient in, *ib.* 9265: while modern artillery demands increased skill, *ib.* 9291, 9292. Officers' instruction, beyond siege works with their regiments, should be voluntary, *ib.* 9276. It is desirable to introduce more communication between Line and Engineers, *ib.* 9290, 9293.

Should be applied to all battalions, Report, p. 47.

ENGINEERS, ROYAL:

A staff officer should not be a half-bred Engineer, *Baring*, 9207–9209.

Mathematics not essential to, *C.B. Brackenbury*, 8142: and the bulk of the officers devoid of the faculty, *ib.* 8143. Would not require from them the artillery manufacturing course, *ib.* 8145. The Engineers at present get the real mathematicians, *ib.* 8211.

Require much higher education than artillery, *H. Brackenbury*, 6963.

Require more science than the Staff, *Forster*, 9413.

High mathematics imperative, *Heaviside*, 2398, 2453.

High mathematics desirable, *Percy Herbert*, 4974. Generally looked upon as Staff Officers, *ib.* 5017.

Eligible for employment at Woolwich Academy, *Milman* 7541, 7542.

Not required to pass through Staff College for Staff appointments, *Napier*, 1431. Cadets from Woolwich go to Chatham for two years, *ib.* 1309.

Line officers with a knowledge of field works were employed in Crimea as Assistant Engineers, *Porter*, 2353.

Join duty from Chatham at 21 to 23, *Simmons*, 6606, 6637, not too old, *ib.* 6639, 6640. About 20 cadets required yearly, *ib.* 6525. Has proposed rewards for good sapping, *ib.* 6584.

Highly paid, *Strange*, 7918.

Education for, not to be obtained anywhere in two years. *Twisden*, 8864.

Officers who joined from Woolwich, 1858–1867. *App.* XIII. (A. ii.), *p.* cxlvii.

Engineers not to be exempted from Staff College examination, Report, p. 49.

[*See also* OFFICERS, IV.]

ENGINEERING, SCHOOL OF MILITARY, *see* CHATHAM.

ENGLISH LANGUAGE, LITERATURE, AND HISTORY:

Finds no difficulty in testing English work, *Barry*, 5527–5529. The teaching is apt to be less linguistic than that of Latin or Greek; but it has striking advantages, *ib.* 5531, 5532. An English essay, if up to the ordeal, deserves good marks, betokening thought, *ib.* 5477.

12 or 15 years ago candidates showed the utmost ignorance, *Dasent*, 4494, 4501–4503. There has since been great improvement, *ib.* 4496–4499, 4522, 4555, 4556. Examination is not harder than formerly, *ib.* 4498. Could not be subordinated to classics and mathematics, *ib.* 4527, 4528, 4573, Composition has improved, *ib.* 4540: the best test is writing a good letter, *ib.* 4543. Difficulty in teaching English lies in the ignorance of the teachers, *ib.* 4566, 4567. Could be learnt (if taken early) by a few hours' study weekly, *ib.* 4572. Out of 300 candidates, 40 or 50 will have obtained their information well, by reading, *ib.* 4533.

Its being obligatory keeps back public school candidates, *Napier*, 252.

ENNISKILLEN:

Schools at, successful in Army examinations, *Moseley*, 2094.

ETON:

Weak in mathematics; *Frost*, 4301.

Few candidates from, *Gordon*, 2555.

Ought to prepare boys for Woolwich, as well as Cheltenham, *Heaviside* 2430: but now its boys must go to a special Tutor, *ib.* 2428, 2429.

"Army Class" described: successful, *Hornby. App.* V. (B.), *p.* lxxiii.

An attempt at a special class failed, *Moseley* 2102.

Counted as a Public School, *Napier* 201.

With Harrow, furnishes the best cavalry officers, *White*, 4822.

EUCLID:

A little, useful to an officer, *Napier*, 564; though not essential for regimental duty, *ib.* 565, 566, is part of a gentleman's general education, *ib.* 567.

EXAMINATIONS:

I.—*Generally.*

II.—*For Direct Commissions.*

III.—*For Promotion.*

[*See also* ADDISCOMBE, IX.: ARTILLERY ADVANCED CLASS, VII.; CHATHAM, V.: SANDHURST, XII.: STAFF COLLEGE, IX.; WOOLWICH, XIII.]

I.—*Generally.*

Best carried out by individual examiners, *Cambridge*, 5371. A central board could superintend local examinations, *ib.* 6442, 6443.

Objects to very difficult or catch questions, *Dasent*, 4498. No great percentage will be very clever. No system would pass everybody, *ib.* 4540. Questions recur almost inevitably, *ib.* 4542. Would not introduce *viva voce* generally, *ib.* 4545. Attaches little importance to it except as an auxiliary test, 4546, 4551.

If *viva voce*, would not give a better result, *Frost*, 4336.

Should all be *viva voce*, *Gordon*, 2546; but time would not allow it, *ib.* 2547. Never allows more than 20 per cent. of candidates to fail, *ib.* 2552.

Does not know whence candidates come, *Heaviside*, 2423.

Examination papers criticized by Council, *Napier*, 43, 44. One Member of Council, at least, present at every admission examination, *ib.* 89; of which there are nine or ten yearly, *ib.* 90. Woolwich examination takes a fortnight, others a week, *ib.* 91. The nature of the examination causes cramming, *ib.* 157, 274; but crammers cannot know beforehand the questions to be put, *ib.* 398; though they may know their general style, *ib.* 399. Examiner always present to explain any doubtful question, *ib.* 275, 276. Publication of questions not necessary; but an advantage to candidates, *ib.* 401. Examination papers submitted, before printing, to Council, *ib.* 402, 403, who know the total marks, but not the marks per question, *ib.* 404. Mixing of obligatory and non-obligatory part of a subject in one paper may be in favour of a crammed candidate; their separation might be an improvement, *ib.* 405–415. Difference between an examination at a University and one at a Public School, *ib.* 326. Doubts if examinations for Woolwich, Sandhurst, and Direct

EXAMINATIONS—*cont.*

I.—*Generally*—cont.

Commissions could be made commensurable, *ib.* 1208, 1209.

Examinations of a military character should be under control of Director-General of Military Education, Report, p. 31.

II.—*For Direct Commissions.*

Historical notice of examinations, *App.* IV. (A.), *p.* lxviii.
Original regulations for, *App.* IV. (B.), *p.* lxix.
Regulations of 1857, *App.* IV. (C.), *p.* lxx.
Present regulations, *App.* IV. (D), *p.* lxxi.
Numbers examined and failed [1858–1867], *App.* XIII. (A iii.), *p.* cxlvii.
Candidates from Public Schools, *App.* XIII. (D.), *p.* clix.
Examinations and results [1865–1868], *App.* XIII, (D.), *p.* clix.
Per centage of failures in several subjects [1858-1867], *App.* XIII. (D.), *p.* clix.
Candidates who have failed three times during last four years, *App.* XIII. (D.), *p.* clix.
Would not alter age; but would have as large a range of candidates as possible, *Abbott*, 1656–1660. Examination works fairly, *ib.* 1661. Every subject added augments cramming; lads cannot pass in classics, *ib.* 1662. Ordinary education of a gentleman sufficient, *ib.* 1680. Examination has been reduced, *ib.* 1691, and is very easy, *ib.* 1692. Those failing are very imperfectly educated, *ib.* 1693. If the standard were suddenly raised, the Army would want officers, *ib.* 1694, and cramming would be increased, *ib.* 1713. To make French obligatory would for a time increase rejections, *ib.* 1695. Perhaps two per cent. go up for Hindustani, *ib.* 1696. Standard cannot be raised unless education generally be improved, *ib.* 1697. The certificate from master or tutor is of little value, *ib.* 1698–1700. Would not object to omit easily crammed subjects, *ib.* 1750. To give Non-Purchase Commissions to best candidates is unadvisable, *ib*, 1711, 1712, 1736. Mental training and gentlemanly habits are of the utmost importance, *ib.* 1716. Could not examine boys locally at their schools, *ib.* 1670.
Of little use: encourages cramming, *Baker*, *App.* VII. (B.), *p.* lxxxvi.
Riding and gymnastics should be required, *Barry*, 5467, 5468.
Only sufficient, on the supposition of subsequent instruction, *C. B. Brackenbury*, 8222.
Would abolish, *Cambridge*, 6456.
Would not insist on French or German, *Codrington*, 6089, 6090,
Any one, with any education at all, should pass the English examination, *Dasent*, 4505–4511.
Identical in regard to classics with Sandhurst entrance examination and the men of the same quality, *Gordon*, 2492, 2507, 2508, 2511, 2578, 2579. University candidates admitted direct, *ib.* 2568, 2569, 2576; a desirable class to encourage, *ib.* 2570–2572.
Would stop admissions except through Sandhurst, *Grant*, 6014.
Nearly identical with that for admission to Sandhurst, *Heaviside*, 2373. Candidates for both have similar mathematical knowledge, *ib.* 2477, 2478. The object in mathematics is to test general education, *ib.* 2374. Mathematics very elementary and low, *ib.* 2376, 2379, 2466, 2482, and any boy properly taught ought to pass with ease, *ib.* 2448. The mathematics required, *ib.* 2377, 2378, 2386. Would not raise the minimum, *ib.* 2483. Capabilities of candidates, *ib.* 2381, 2468; better than formerly, *ib.* 2383, 2446; but the standard does not rise, *ib.* 2384. Mathematical standard was lowered in 1860, *ib.* 2385; candidates, as a rule, come up to it, *ib.* 2467, 2468, and few fail to pass, *ib.* 2484. The examination papers, *ib.* 2388, 2389, about parallel to matriculation for University of London, *ib.* 2472.
Would introduce professional subjects, if Public School boys would not be thereby excluded, *Percy Herbert*, 5090; encouraging such knowledge by priority of commissions, *ib.* 5091. Headmaster of a public school should certify as to a boy competing, *ib.* 5092.
Would not require professional knowledge; it would be mere cram, *Hort*, 5118, 5119, and therefore objectionable, *ib.* 5134. More attention needed for handwriting and composition, *ib.* 5114*a*.

EXAMINATIONS—*cont.*

II.—*For Direct Commissions*—cont.

Is satisfactory, *Moseley*, 2060. Had to be lowered below standard suggested by headmasters of Public Schools, *ib.* 2061–2063, 2089.
Conditions and nature, *Napier*, 141, 280; object, *ib.* 151, 260, 279, 310, 420; deliberately made non-technical, *ib.* 207, 208, 309–312, 332; is quite satisfactory, *ib.* 165, 166. Standard fixed after conferring with Public Schools, *ib.* 152–154, 255, 263, 277, 318, 319. It is very low, *ib.* 281, and has been reduced as low as possible, *ib.* 46–48, 210-216. Examiners were desired not to be so strict, some years ago, *ib.* 282, 284. Examination not competitive, *ib.* 241; and questions neither difficult, *ib.* 240, nor alarming, *ib.* 397. Compulsory subjects, *ib.* 157. Minimum of marks, *ib.* 160. Subjects which would pass a candidate, *ib.* 158, 159, 164, 187. Some candidates obtain 6,000 marks, others fail for want of 1,500, *ib.* 261, 262. Young men incapable of acquiring mathematics would be excluded, *ib.* 273. Many marks given to Natural Sciences to make the admission as wide as possible; with less subjects there would be less successful candidates, *ib.* 416-419. Specific mathematics required, *ib.* 161. Euclid not compulsory, *ib.* 256. English language, *ib.* 162, 234-239. Fortification formerly required, *ib.* 206: also French, *ib.* 251: if now obligatory, French would increase difficulty of obtaining officers, *ib.* 245, 249. University graduates are not examined, *ib.* 202, 205, 294. Number of candidates annually, *ib.* 209; percentage direct from Public Schools, *ib.* 155, 288. Remainder not classified, *ib.* 194, 195, 197–200, but are from crammers or private schools, *ib.* 286, 306, 307; some from abroad, *ib.* 196. 31 per cent. fail each time, *ib.* 167, 169, 171, 217, 218, 285. Three trials allowed, *ib.* 168, 172; very few fail altogether, *ib.* 170. Passing limit of age is a bar to success, *ib.* 173. Would reduce maximum of age, *ib.* 174–177; and increase the minimum of qualifying marks, *ib.* 696–700, 814.
Would not require fortification; it would be crammed, *Porter*, 2198.
Would not require any test for purchase from youths who had six years at a Public School, *Robertson*, *App.* VII. (B.), *p.* lxxxvii.
If stricter, the officers would be a different class of men, *Smith*, 5165–5168, 5182–5185, 5199.
Would lower or abolish, *Storks*, 5841, 5842.
Should not be too difficult, *Strathnairn*, 9497. If a candidate distinguished himself in one or two subjects would not reject him for failure in others, *ib.* 9498. It is an anomaly to interdict military subjects and to encourage physical science, *ib.* 9502.
Would require French, some mathematics, Latin enough to read Cæsar, with a certain amount of military history, *Walden*, 6380, 6386, 6398, 6399.
The system injures Sandhurst, *E. Walker*, 2755.

Should be conducted in London by Civil Service Commissioners, Report, p. 13, 31, 43: ages 17 to 20: subjects and marks, ib. p. 43. Candidates to be offered commissions in order of merit: only three trials, ib. p. 44.

III.—*For Promotion.*

1. Line.
2. Artillery.

1.—Line.

Historical Notice, *App.* VI. (A.), *p.* lxxiv.
Circular first establishing, *App.* VI. (B.), *p.* lxxiv.
Circular of 1858, *App.* VI. (C.), *p.* lxxvi.
Present regulations, *App.* VI. (D.), *p.* lxxvi.
Number examined and failures [1858–1867] *App.* XIII. (F.), *p.* clxii.
Have done some good; but are too variable, *Baker*, *App.* VII. (B.), *p.* lxxxvi. Would not enlarge, *ib.* 6157; but would make more searching, if instruction were attainable, *ib.* 6163–6167. Unequally enforced in different regiments, *ib.* 6215.
Would limit to matters immediately connected with duty, *Cambridge*, 5354, which would include strengthening outposts, *ib.* 5386, 5387, 6429, 6459. Are not sufficiently carried out in fortification and reconnaissance, *ib.* 6436. Boards of examination should be formed at large stations, with the Garrison-Instructor on it, for uniformity, *ib.* 6437, 6438. Could be carried out in India, *ib.* 6471. Would practically make instruction obligatory, *ib.* 6458, 6462. Examination should be final, *ib.* 6464, 6465. Prefers a station board, *ib.* 6489. A committee

EXAMINATIONS—*cont.*

III.—*For Promotion*—cont.

1. Line—*cont.*

might consider what knowledge is necessary, *ib.* 5388, 5389.

Insufficient at present, *Cameron*, 5325, 5326.

Insufficient, merely including drill, and court-martial law, *Carey*, 4927; more surveying and field fortification might be required, *ib.* 4934.

Would limit to regimental duties, *Codrington*, 6043, 6044. Better conducted by one officer than by a board, *ib.* 6068–6070.

Objects to; except that before a field officer obtains command of a regiment he should be required to manœuvre it skilfully before a superior officer, *De La Warr, App.* VII. (A.), *p.* lxxxii.

Strategy and military drawing might be added, *Forster*, 9351, 9352. Fortification and reconnaissance are vaguely required, *ib.* 9354, 9355. Questions are returned to regiment, if not stringent enough, *ib.* 9418. Officers sometimes fail and are passed over, *ib.* 9392, 9393. Examination beyond captain not required, *ib.* 9359. Uniformity much needed, *ib.* 9360–9362.

Should be before a Committee, with Officer-Instructor for president or member, *Grant, App.* VII., *p.* lxxx.

Should be more strict, *Hort*, 5117.

A central board might test practical military knowledge; but would prefer a practical trial, *H. M. Hozier*, 6304, 6305. Present examinations ineffectual, *ib.* 6242; could only be rendered effectual by a Military Board, which would be expensive and difficult, *ib.* 6243–6245. With equal knowledge of other work, a senior wrangler would make a better Staff Officer than anyone less highly educated, *ib.* 6323.

Approves for promotion to captain, *Mansfield. App.* (A.), *p.* lxxviii.

Should be by professional men, under a special board, *Paulet*, 5893, 5894.

Should be perfectly obligatory, in regimental duties merely, *Peel*, 9433, 9434, before independent examiners, *ib.* 9445, as a Garrison Board, *ib.* 9459. An officer might elect to pass a higher standard as a Candidate for the Staff, *ib.* 9433.

Non-uniformity of, objectionable, *Robertson, App.* VII. (B.), *p.* lxxxvii.

Not a fair test. Each officer should yearly prove his progress; wilful neglect of instruction putting promotion in question, *Russell, App.* VII. (A.), *p.* lxxxi.

The present examinations answer their purpose, *Scarlett*, 5935; in enlarging their range, the competence of the conducting boards should be increased, *ib.* 5936.

If in engineering should be at the step lieutenant to captain, *Simmons*, 6585, 6586, 6601. Should be examined in court-martial law, *ib.* 6602, and field sketching, *ib.* 6603, 6604. Cannot well be *vivâ voce* at distant stations; written questions should not admit of doubt, *ib.* 6613, 6614.

Would not exact too high a test, *Stephenson*, 6103. Should be undertaken by a separate board, *ib.* 6104, 6105. There should be but one examination, for rank of Lieutenant, 6108–6112.

Would assemble the best board locally practicable, *Storks*, 5823–5825. Impeding an officer's promotion would depend on the examination, not the instructor's ideas, *ib.* 5858. Present examinations not good, *ib.* 5869–5871.

By regulation, too restricted in practical subjects; in practice, a dead letter. Would have successive compulsory examinations up to rank of Lieutenant-Colonel, *Strathnairn*, 9475, 9495. A certain knowledge of Army Administration should be required, *ib.* 9492.

Should be extended to embrace technical subjects, *Walden*, 6340–6342, 6344, 6346, 6369, 6390, 6391. Present system not uniform, *ib.* 6381, and a failure, *ib.* 6403; would substitute district board of examiners, *ib.* 6364–6366, examining quarterly, *ib.* 6367, with appeal to Council, *ib.* 6368.

Higher standard necessary, should be on a uniform system, under a Staff Officer; and strictly enforced, *Woolsey, App.* VII. (A.), *p.* lxxx.

Should be rigidly enforced, and the sections on field fortification and reconnaissance extended; should be conducted by a Board, partly orally, partly from sealed questions sent from Military Education Office, Report, p. 27. The examination should be additional to the special one within two years after joining, ib. p. 45.

2.—Artillery.

Is a farce; before promotion every officer should pass a course at Shoeburyness and the Laboratory, and then be examined at Woolwich or Shoeburyness, *Strange*, 7868.

Answers examined by director of Artillery Studies; officers have been rejected, *Young*, 8114; the test not nominal, *ib.* 8115. Constitution of Examining Board, *ib.* 8116.

EXAMINERS:

Recommended for appointment by Council of Military Education, *Napier*. 22, 31, 32, 37–41, 113, 115, 116, 123–125. Mode of selecting, *ib.* 142–145. Tenure of appointment, *ib.* 42; Council glad to keep good examiners, *ib.* 303. List of examiners, *ib.* 148–150; employed in rotation, *ib.* 146, 147, paid by fees, 50–52. Crammers become acquainted with an examiner's style, *ib.* 305; it might be advantageous often to change examiners, *ib.* 305, 400. Not in official communication with Public Schools, *ib.* 334.

Report half-yearly to Council, *Heaviside*, 2401; extracts are published, *ib.* 2402. Make general reports only when called upon, *ib.* 2405.

The same are regularly employed. *Abbott*, 1743; helps cramming, but frequent change would be a worse evil, *ib.* 1744.

Unfit for their work, if their questions are apt to be misunderstood, *Dasent*, 4549–4553.

A portion of the examining body should be changed periodically, Report, p. 13; no examiner holding office for more than four years, ib. 31.

EXHIBITIONS, MILITARY:

Would offer for competition at Public Schools, *C. B. Brackenbury*, 8190; as in Austria, *ib.* 8194, 8195.

Would give, as an encouragement, to best cadets from Sandhurst, *E. Walker*, 2857, 2858.

Approves as prizes for officers, *Napier*, 1154; but not for cadets, *ib.* 1160, 1161.

F.

FENCING:

A military man ought to fence well, *Abbott*, 1964.

FIELD SKETCHING:

Is readily acquired, *Simmons*, 6604.

Is a great advocate for cultivating, as an important adjunct of reconnaissance, *Strathnairn*, 9475, 9428.

Note on, as practised in France and Prussia,* *p.* 583.

FIELD WORKS:

Should be taught by actual operations in the open, *Fletcher, App.* VII. (A.), *p.* lxxxiv.

Men instructed in, would have been invaluable at Sebastopol, *Porter*, 2350–2352. Officers who had acquired knowledge of, were employed as Assistant Engineers, *ib.* 2353.

Every Line officer should pass a practical course of four months, *Simmons*, 6567, 6595, at a large camp, under Engineer officers specially appointed as instructors, *ib.* 6552. At other places, sand modelling would be resorted to, *ib.* 6584. Engineers could be temporarily detached to distant stations, *ib.* 6624, 6625. Instruction in, too much neglected in our army; full course should be voluntary, but a part compulsory on officers and Non-Commissioned officers, *ib.* 6568, 6588–6591, 6593. Pick and shovel should be obligatory on every soldier, *ib.* 6589, without working pay for mere instruction, *ib.* 6617. Models could be supplied to large stations, *ib.* 6564, but not to single regiments; sand-modelling a good substitute, *ib.* 6565, 6566, and interesting, *ib.* 6592, 6626, 6627. A few tools necessary, *ib.* 6600. A shed half the size of 60 × 40 feet sufficient for a battalion, *ib.* 6576. English soldiers learn field work as quickly as others, *ib.* 6618, 6619; it developes muscle, *ib.* 6620. Line officers cannot superintend without practice, *ib.* 6621.

All battalions should be exercised in, Report, p. 47.

[*See also* FORTIFICATION.]

* Reports on Foreign Military Education, in a separate volume.

FOREIGN ARMIES:
No analogy with British, *Storks*, 5845.

FOREIGN MILITARY SCHOOLS:
Give a higher scientific tone than our officers possess, *Walden*, 6358–6360, 6362, 6363, with equal resource and endurance, *ib.* 6393, 6394; but less physical training, *ib.* 6361.

FOREIGN OFFICE:
Three candidates nominated for every vacancy, *Walrond*, 9592.

FOREIGN SCHOOLS:
Some few candidates come from, and pass well, *Moseley*, 2096, 2097.

FORTIFICATION:
Study of, educates the judgment, *Addison*, 3882.
Elements can be as well taught by civilian as military teachers, *Benson*, 5648–5654, 5731–5735.
Desirable, but not essential, for every officer, should be learned before entering army, *Cambridge*, 5355.
Useful to Sandhurst cadets who afterwards pass the Staff College, *Hale*, 3018. Vauban's first system is of little benefit, *ib.* 3020; and greatly obsolete, *ib.* 3021. In an attack, book instruction would not prevent a man losing himself, *ib.* 3074, 3075.
Elementary knowledge of great use to an officer on attaining high rank, *Percy Herbert*, 5007, 5008.
Text book needed, *Hort*, 5144.
Knowledge of not indispensable to an officer, *Napier*, 563; but may be very useful to him, *ib.* 569–571, 734, 735; would have been serviceable before Sebastopol, *ib.* 572, 573. A partial knowledge might suffice, *ib.* 576. Vauban's system, *ib.* 574; differs from modern principles, *ib.* 575. System of instruction at Sandhurst, 615, 650–656, 670, 671. As taught in schools, mere rubbish, *ib.* 206, 207.
Vauban's first system, is it obsolete? *Porter*, 2206, 2207. Many fortresses still modelled on it, as Malta, *ib.* 2236. Knowledge of field fortification would give little insight into permanent fortification, *ib.* 2286.
Can be properly taught by a civilian, *Southwood*, 5608, 5609.
Future fortification is a fine field for inducing thought, *Strange*, 7930.
Field fortification indispensable for officers, and should form part of Military Education, *Strathnairn*, 9474. A text-book should be drawn up. Is not in favour of entrenching positions, as a rule, *ib.* 9476. Commanding Engineers might give certificates to officers who had qualified in, *ib.* 9494.
Only those officers who had been instructed in field fortification could undertake to defend a farm house, *Walden*, 6395–6397.
[*See also* FIELD WORKS: INSTRUCTION OF OFFICERS, II.]

FRANCE:
I.—*Military system.*
II.—*Military Education generally.*
III.—*La Flèche* (Juvenile Military School).
IV.—*Polytechnic* (Cadet School, not exclusively for Army).
V.—*St. Cyr* (Cadet school for Infantry and Cavalry).
VI.—*Metz* (School of Application for Artillery and Engineers).
VII.—*Staff School of Application.*
VIII.—*Public Schools.*

I.—*Military System.*

System of Military service,* *p.* 7.
System of officering army,* *p.* 7.
Regulations for promotion of officers,* *p.* 8.
The Staff,* *p.* 119; has charge of national survey, *p.* 121; slow promotion, *p.* 122.

II.—*Military Education generally.*

The system of military education generally,* *p.* 152.
List of schools,* *p.* 9; annual cost, *p.* 10.
Feeling in favour of scientific education for Line officers not strong,* *p.* 117.
Juvenile military education no longer encouraged,* *p.* 147.
Contrast with the Prussian system,* *p.* 157.
Very stationary in Military Education matters, *C. B. Brackenbury*, 8196–8198.
Military History taught at Military Colleges, *E. Walker*, 2802–2804.

FRANCE—*cont.*

III.—*La Flèche* (Juvenile Military School).

Only juvenile military school remaining,* *p.* 147.
Bad state of discipline,* *p.* 148.
Object and admission,* *p.* 149.
Establishment,* *p.* 150.
Course of instruction,* *p.* 150.

IV.—*Polytechnic* (Cadet School not exclusively for Army).

General account,* *p.* 12, 42.
Organization and establishment,* *p.* 15.
Entrance examination,* *p.* 18.
Buildings and domestic arrangements,* *p.* 21.
Instructional system,* *p.* 24, 38, 39, 441, 442.
Discipline,* *p.* 31.
Examinations,* *p.* 35.
Students who pass to Staff School not there found the most able,* *p.* 145.
Foremost cadets choose the Civil Service, *Abbott*, 2028, 2029. Mathematics higher than at Woolwich, *ib.* 2027.

V.—*St. Cyr* (Cadet School for Infantry and Cavalry).

Generally,* *p.* 77, 89.
Admission,* *p.* 80.
Organization and establishment,* *p.* 85.
Discipline,* *p.* 95.
Course of instruction,* *p.* 101, 488–507.
Examinations,* *p.* 111.
Proportion of army officers from St. Cyr,* *p.* 117.
One-third of French Line officers educated at, *Cameron*, 5343.
Cadets learn regimental economy thoroughly; but are treated as private soldiers, *Napier*, 791; being enlisted and liable to court-martial, *ib.* 802, 803.

VI.—*Metz* (School of Application for Artillery and Engineers).

Generally,* *p.* 45, 75.
Organization and establishment,* *p.* 49.
Course of instruction,* *p.* 53, 443–487, mainly theoretical, *p.* 61.
Artillery specialties,* p. 55.
Engineer specialties,* p. 56.
Out-door work,* p. 61.
Discipline,* *p.* 64.
Examinations,* *p.* 68.
Subsequent instruction of passed officers,* *p.* 73.
For scientific services have a common theoretical school and special schools of application, *Abbott*, 2013–2015.

VII.—*Staff School of Application.*

Generally,* *p.* 123, 129.
Entrance,* *p.* 124; examination, *p.* 125.
Establishment and organization,* *p.* 126.
Course of instruction,* *p.* 129, 508–528.
Discipline,* *p.* 138.
Examinations,* *p.* 140.
Subsequent employment of Passed Officers,* *p.* 146.

VIII.—*Public Schools.*

Note on the French Lycées,* *p.* 585.

FREE STUDY:
Would allow a pupil a considerable margin of leisure to use or abuse, *C. B. Brackenbury*, 8241.
Has heard condemned at Public Schools in regard to mathematics, *E. Walker*, 2900.
[*See also* SANDHURST, X. 5; WOOLWICH, XI. 4.]

FRENCH:
Mode of teaching at Wellington College, *Benson*, 5695.
Very valuable acquisition for an officer, *Cunynghame*, 7294, 7295.
Very important to an officer, *Milman*, 7645.
Very important to an officer, *Napier*, 242–244; but to make it obligatory (as it formerly was, *ib.* 251) would diminish candidates, *ib.* 245, 249. Absolutely necessary for Naval officers, *ib.* 247. Doubts if it could be acquired in two months in a "Pension," *ib.* 278. Almost every candidate goes up in it, *ib.* 315. Part of the education of a gentleman, *ib.* 316; and useful to everybody, *ib.* 317. Is not aware whether it is now taught at all Public Schools, *ib.* 246. To make it obligatory on candidates would diminish those from Public Schools, *ib.* 253. Thorough knowledge useful but not indispensable to a Staff Officer, *ib.* 1530.

* Reports on Foreign Military Education, in a separate volume.

FRENCH—*cont.*
Very necessary to an Engineer officer, *Nugent*, 7442.
Best taught by a classical Englishman; examiners being, at the same time, University men, to prevent foreign prejudice, *Southwood*, 5607.
Colloquial knowledge only demanded by Foreign Office and Indian Forest Service, *Walrond*, 9591. Few acquire it with good accent, 9593-9595, 9604.
Colloquial knowledge most valuable to a cavalry officer, *White*, 4860, 4861.

G.

GALWAY:
A school in, sends good candidates, *Gordon*, 2587.
Schools at, successful in Army examinations, *Moseley*, 2094.

GENERAL MILITARY COLLEGE:
With a college for all line officers, discipline would be difficult, but not impossible, *Cambridge*, 5376.
Would have one, for entrance to all arms, *Clifford App.* XI., *p.* cxvii.
Would pass all Line officers from sixteen to eighteen through one large military school for technical elements, riding, and drill, *H. M. Hozier*, 6225–6228, 6306, 6310, 6324-6327, as the only road to a commission, *ib.* 6307, with contingent abolition of purchase, *ib.* 6308.
Would like all officers to pass through, as boys under 16, if severe discipline could be maintained, as in foreign military schools, *Walden*, 6357, 6409. Must be purely military, *ib.* 6414. Entrance age as at Harrow, but not to teach military details, *ib.* 6416. Subjects to be taught, *ib.* 6420, 6421, 6424. All teachers military, *ib.* 6418. Chief gain would be strict discipline, *ib.* 6422, 6423, 6425.
To make all youths pass through would not answer in war time. But if first commissions were not purchased all youths for the army might enter a general school at 13 or 14 and pass subsequently to special college for the different arms, *Peel*, 9432, 9464, 9465. Admission examination should be general; examination for exit to colleges technical, *ib.* 9466. The youth's liberal education to continue at the School, *ib.* 9467.
The scheme for a general college fell through in 1858 in Parliament, *Napier*, 1140, 1141. The union of all arms in one college only obtains at West Point, *ib.* 1148–1150.
Collects non-studious youths, with bad result, *Robertson, App.* VII. (B.), *p.* lxxxvii.
Not recommended, Report, p. 23.
[*See also* SANDHURST, I. 3.]

GEOGRAPHY:
Knowledge of country, people, and resources of possible theatres of war of utmost importance, *Strathnairn*, 9476.
Desirable as preparation for military study *E. Walker*, 2822.
Easily crammed, *Abbott*, 1748: *Walrond*, 9609–9611.

GEOGRAPHY, MILITARY:
Prefers Lavallée's system, *E. Walker*, 2820.

GEOGRAPHY, PHYSICAL:
Highly studied by Austrian officers; Italian officers deficient in knowledge of, *C. B. Brackenbury*, 8249–8251.

GEOLOGY:
Unnecessary for an ordinary officer, *Porter*, 2139–2141.

GEOMETRY;
Not necessary for Regimental officer; but he is the better for knowing it, *Napier*, 568, 733.

GERMAN:
Very important to an officer, *Milman*, 7645: *Napier*, 242–244.
Necessary to an Engineer officer, *Nugent*, 7442.

GRAMMAR:
Cannot be crammed, *Gordon*, 2523.

GREEK:
Grammar better known by Army candidates than the Latin, *Gordon*, 2531.
An advantageous subject to take up, *Walrond*, 9639.

GREENTREE, CAPTAIN:
Has been secretary to the Council of Military Education from the first, *Napier*, 131–133.

GUNNERY, SCHOOL OF: *see* SHOEBURYNESS.

H.

HAILEYBURY:
Good in mathematics, *Frost*, 4301.

HARROW:
Weak in mathematics, *Frost*, 4301.
Ought to prepare boys for Woolwich, as well as Cheltenham can, *Heaviside*, 2430; but now its boys must go to a special tutor, *ib.* 2428, 2429.
Counted as a public school, *Napier*, 201.
With Eton, furnishes best cavalry officers, *White*, 4822.

HIBERNIAN SCHOOL:
Council has but little to do with, *Napier*, 95.

HILL-WARFARE:
A most difficult operation of war, *Strathnairn*, 9476.

HINDUSTANI:
Should be acquired in India, not at Sandhurst, *Abbott*, 1841–1843. Perhaps two per cent. of candidates for Direct Commissions go up for, *Abbott*, 1696.

HISTORY:
Easily crammed, *Abbott*, 1747.
Candidates know modern, better than ancient, *Dasent*, 4514. In English history 25 per cent. (a great percentage, *ib.* 4564) are very good; two-thirds do not fail, *ib.* 4558, 4559. 750 marks out of 1,000 would be very good, *ib.* 4565. The paper on history has more questions than can be answered in the time, *ib.* 4561. There is improvement; but not much, *ib.* 4564.
Ancient history found to be entirely crammed, *Gordon*, 2534.
Now expunged from Sandhurst Course, *Napier*, 896.
Liable in examination to cramming and luck, *Walrond*, 9601, 9602.
Desirable as preparation for Military Study, *E. Walker*, 2822.

HISTORY, MILITARY:
It took witness 10 years to learn a very little, *Adams*, 8817, 8818.
Educates the judgment, *Addison*, 3882.
Can be taught elsewhere than at a Military College, *Cameron*, 5314.
Knowledge of, not indispensable to an officer, *Napier*, 563. Utility at Sandhurst, and mode of teaching, *ib.* 577–580, 582, 663, 670, 671, 740, 741. It is useful to visit the theatre of a campaign under study, *ib.* 738.
Doubts the immediate use to a young officer, *Nicolson*, 7720.
Doubts if officers read for themselves, *Strange*, 7843.
Text-book required, *E. Walker*, 2831–2834, 2929. Teaches that war is not a haphazard thing, *ib.* 2912. Books from which to give suitable lectures are rare, *ib.* 2920. It is better for a cadet to master some selected portion of military history than to get up abbreviated barren history and dates, *ib.* 2921.

HONOUR:
Valuable result of trusting to a young man's, *Abbott*, 1923, 1924, 1965.

HONOURS:
Might be granted in special subjects, *Baring*, 9174, 9175.

HORSES:
Well cared for in Austria and Hungary; can march half as far again as English, *C. B. Brackenbury*, 8244–8248.

HYDROSTATICS:
Not necessary to a Regimental officer; but he is the better for knowing, *Napier*, 568, 733.

I.

INDIA:
Army serves much in, *Abbott*, 1837.
Staff College certificate recognised in, of late, *Barker*, 9129.
Study for the Staff could as well be carried on as at home, *Lennox*, 9281.
To pass for a native language in, no help in going through Staff College, *Napier*, 1489, 1490; and an officer who has passed Staff College must still pass in a native language before admission to the Indian Staff, *ib.* 1491.

INDIA—*cont.*
Instruction in field work and engineering necessary, *Stephenson*, 6099.
If a really efficient College for Military Instruction were established in England, one, if not more, of like nature might be introduced in India, *Strathnairn*, 9490.
Many appointments in, suitable for scientific artillery officers, *Young*, 8101. Too hot for an Advanced Artillery Class, *ib.* 8053. The few officers required could be spared to go home for instruction, *ib.* 8056. Each artillery brigade goes to India for 10 years, *ib.* 8055. School of Gunnery might be established in the Punjaub, if not too hot, *ib.* 8058, 8134, 8135.
System of Artillery Instruction as adopted at home should be applied to India, Report, p. 26; also that of Garrison and Regimental Instructors, with increased strictness in examinations for promotion, ib. p. 28, 46.

INDIAN ARMY:
One College sufficed for, *Abbott*, 1866, 1867. The tone of officers as good as in Queen's Army, *ib.* 1869. Time at Addiscombe (after 16) counted towards pension, *ib.* 2011.

INDIAN CIVIL SERVICE EXAMINATION:
Cramming not defeated, *Barry*, 5474–5476. Relative marks for English and mathematics, *ib.* 5477. Modern languages hardly treated, *ib.* 5478.
The marks offered for English almost force it on candidates, *Dasent*, 4529. An increasing proportion choose it, *ib.* 4531. Candidates have risen from 100 to 350, *ib.* 4530.
Mode of deducting a minimum for marks on each subject, *Twisden*, 8886, 8889.
Treatment of marks to defeat cramming, *Walrond*, 9598, 9599, 9635, 9637. Mathematics treated differently from other subjects, *ib.* 9605–9608, 9612, 9623–9625. Five subjects usually taken up, *ib.* 9600, 9626. No subjects obligatory, *ib.* 9627. Why subjects are not limited, 9636. Break down of health very rare, *ib.* 9638.

INDIAN STAFF CORPS:
Will be officered from British Army, *Abbott*, 1838.

INSPECTING GENERALS:
Might certify to fitness of officers recommended for Staff College, *Peel*, 9457, 9458.
Not fit to review artillery, if obliged to their Staff for advice; but many would be better for it, *Strange*, 7931.

INSPECTIONS:
Inspecting Generals should *name* the movements to be performed, *Strathnairn*, 9475.
Several officers are required to prove instruction in field duties, *Cambridge*, 6484–6486.

INSTRUCTION OF OFFICERS:
I.—*Desirability and Necessity of Professional Education.*
II.—*Expediency of a Course of Instruction: attendance: examinations.*

I.—*Desirability and Necessity of Professional Education.*
Historical notice of proposals for Instruction of Officers, *App.* VII. (C.), *p.* xci.
Existing regulations for Instruction of officers, *App.* VII. (F.), *p.* xcix.
Officers from Sandhurst are the only Line officers with any special military education, *Abbott*, 1836. The average of education ought to be raised, *ib.* 1839, 1840.
None with military education enter the Line except from Sandhurst, *Addison*, 3874, 3959: while one in four or five should have it, *ib.* 3875; but nevertheless does not doubt the esteem expressed by foreigners for our officers, *ib.* 3957. A first-rate German scholar, though just joined, might be of use as interpreter, *ib.* 3948; one who could construct a stockade or abattis of great practical advantage, *ib.* 3949.
In exercises during peace we do not sufficiently imitate war, *Baker*, *App.* VII. (B.), *p.* lxxvi.
Staff College almost only road to theoretical knowledge, *Baring*, 9196 (1).
Practical man wanted; not a high mathematician, *C. B. Brackenbury*, 8215, 8216. General education should be before entering Army: subsequent military education should be entirely practical, *ib.* 8182–8184. Would prefer young men entering Line without any special education, supposing a military education afterwards, *ib.* 8223, 8187–8189, 8253–8255. The more brains brought to bear on a military subject the better, *ib.* 8252.

INSTRUCTION OF OFFICERS—*cont.*
I.—*Desirability and Necessity of Professional Education*—cont.
Officers could not take up military life so exclusively as foreign officers, *Cambridge*, 5358, 5359.
Beyond a gentleman's education, every officer should have studied modern languages, military drawing, military history, surveying, and fortification, *Carey*, 4917–4922, 4925, 4928, 4936, 4937. Officers go abroad in their leave to acquire languages and military science, and are all the better for it, 4930, 4931.
Art of war can only be practically learned before an enemy: practical instruction is best imparted in camps under the regimental system, *Codrington*, 6037–6039, 6053. Some regimental officers acquire special instruction for Staff duty, *ib.* 6048; many will do so, if they feel that the Staff is open to them, *ib.* 6057. Many invaluable regimental officers would not acquire Staff qualification, *ib.* 6076.
Doubts if in a riot any regiment would be destitute of officers who could strengthen a bridge or defile, *Forster*, 9410.
To require a high standard from every regimental officer would be very unpopular, *Grant*, 5998–6000.
Theoretical education and wholly practical education are not comparable, *Hale*, 3068.
Very little professional education 15 years ago, *Percy Herbert*, 5026–5028; more disseminated now, *ib.* 5023–5025. Doubts if very intellectually educated men would enter army during peace, *ib.* 5051; though a percentage of such would be a gain to a regiment, *ib.* 5052. Every officer should know elementary fortification, *ib.* 4977; further professional knowledge not a *sine quâ non*, *ib.* 5057. The largest possible proportion should acquire rudiments of fortification, surveying, and military history, without the mass being pressed up to scientific acquirements, *ib.* 5029.
Quite in favour of professional education, and its continuance after being commissioned, *Hort*, 5112, 5115. With the same moral qualities, the better educated officer is the more useful, *ib.* 5114. Subjects every officer should understand, *ib.* 5116, 5145. Many officers instruct themselves in military subjects, *ib.* 5128.
Military subjects now studied in greater variety than formerly, *Lacy*, 8573. Promoted among young officers by establishment of Staff College, *ib.* 8497.
An artillery officer may continue his studies by going in for Staff College, Advanced Class, or Long Course, *Nicolson*, 7713.
Theoretical knowledge is a gain to one who has acquired practical experience, *Porter*, 2279, 2280.
High attainments not needed for a company officer. Would encourage officers, after fully learning drill, to acquire special knowledge, by extra pay and affiliation to Staff on reaching a certain standard, *Robertson*, *App.* VII. (B.), *p.* lxxxvii.
Chief want is military drawing, *Shute*, *App.* VII. (A.), *p.* lxxxiii.
English officers not eager to acquire knowledge, *Simmons*, 6622, 6623. Should be required to study, *ib.* 6602. The more officers generally have the qualifications of Staff officers, the better for the army, *ib.* 6594,
Attaches more importance to natural qualifications than science for a Line officer, *Smith*, 5170, 5209; the latter without the former perilous, *ib.* 5175; combined, an approach to perfection, *ib.* 5169, 5171–5174, 5204. A percentage in each regiment more highly trained would be a gain, *ib.* 5195–5198.
Finds at inspections that officers, including commanding officers, cannot perform simple evolutions or understand their object; some improvement lately, *Strathnairn*, 9475. Instances a commanding officer unable to defend a barrack, *ib.* 9478. Candidates for army should have professional instruction, *ib.* 9497.
As a rule officers value their knowledge for what it will produce, *Strange*, 7906, 7907.
Knowledge of technical subjects should be required before promotion, *Walden*, 6338–6346, 6352, 6390, 6391.

II.—*Expediency of a Course of Instruction: Attendance; Examinations.*
Practical instruction should be given immediately after joining the army. After two or three years' service

INSTRUCTION OF OFFICERS—*cont.*

II.—*Expediency of a Course of Instruction: Attendance: Examinations*—cont.

100 officers should be selected annually for a year's course in a military college, and 15 of these should be chosen for the Staff College, *Addison, App.* II. (C.), *p.* xiii.

Obligatory quite possible. Examinations should be periodical, and failure should bar promotion, *Armstrong, App.* VII., *pp.* lxxxiii., lxxxiv.

Should be entirely voluntary, *Baker*, 6155, 6177; by lectures and classes, *ib.* 6180; with quarterly reports of attendance, *ib.* 6156. Presence of a field officer not necessary, *ib.* 6181. Might be compulsory for young officers just joined, *ib.* 6194, for field fortification and sketching, *ib.* 6195. There should be a special room for the lectures, *ib.* 6211, 6212. Inducements to study, *ib.* 6159–6162. Difficult to give pecuniary rewards, *ib.* 6224.

The great desideratum is to continue professional instruction after becoming an officer, *C. B. Brackenbury*, 8150, immediately, as aptitude for study soon disappears, *ib.* 8151, 8269, 8270. All studies should be practical, *ib.* 8154. Something like, but not an exact copy of, Austrian system might be adopted to prevent officers leaving off study after appointment, *ib.* 8237, 8249. The dislike to study attributable to small encouragement given to a pupil, *ib.* 8240. Military history might be taught, the officers being collected not in colleges but in garrisons or regiments, *ib.* 8256–8260; and continuing their military duties, *ib.* 8256–8260.

Officers' schools next to impracticable, *Cambridge*, 5353; instruction could not be forced upon officers, *ib.* 5351, 5361, 6448, 6554; if compulsory, it would be extremely distasteful, *ib.* 6463. Some excellent officers will not study, *ib.* 5403. Would give every facility for voluntary classes, *ib.* 5353, 5372, 6428, 6431. Attendance must be quite voluntary, *ib.* 6457, 6460, based on self-interest, *ib.* 6461. Does not know what inducements to study could be held out, *ib.* 5384, 5385; increased pay might have its effect, *ib.* 5415; names could be recorded for possible future advancement, *ib.* 5393–5395, 6431. Knowledge necessary in officers, *ib.* 5381. Only expenditure or mechanism would be scientific instruments, which should be garrison property, *ib.* 6439, 6440. Objection might be taken to long detachment of officers, *ib.* 6467, 6468, 6480, 6481. Soldiers working could have slop clothes, as at Shoeburyness, *ib.* 6469.

Would like to see officers' schools established, *Cameron*, 5322, on Prussian system, *ib.* 5323, 5324. The change would not shut out an useful class of officers from the army, *ib.* 5327.

Instruction after joining in field fortification and surveying is desirable. *Carey*, 4925, 4926; but doubts success in voluntary classes, *ib.* 4923. Sees no difficulty in establishing a class to be attended by officers of under one year's service, *ib.* 4944–4946; thinks it would be taken advantage of, *ib.* 4951.

Possible; with attendance and examinations quite voluntary, without exemption from any military duty, *Clifford, App.* VII., *p.* lxxxiii.

Instruction in field works should be obligatory in camps on all ranks, under engineer officers temporarily attached for the purpose, as a matter of drill, *Codrington*, 6037–6039, 6041, 6050–6053. Sees no objection to there being instructors to help officers willing to learn languages, military history, and surveying, *ib.* 6056; but attendance on the lectures should be voluntary, *ib.* 6037–6039. Literary study, though an advantage in an officer, is not essential, *ib.* 6040, 6044. An officer is not highly paid, and does his regimental work well; it is unfair to exact much more from him, *ib.* 6081, in the way of forced study, *ib.* 6045, 6055. Would not interfere with regimental current of promotion, because of officers' various knowledge or application, *ib.* 6037–6039, 6053, 6054.

Fruits would not repay the labour; if established, attendance must be obligatory, with examinations, *De La Warr, App.* VII. (A.), *p.* lxxxii.

Practicable; with attendance quite voluntary and examinations, on which, however, promotion should not depend, *Elrington, App.* VII. (A.), *p.* lxxxiii.

Would pass infantry officers through a practical compulsory course, examination qualifying not competitive, *Fletcher, App.* VII. (A.), *p.* lxxxiv.

INSTRUCTION OF OFFICERS—*cont.*

II.—*Expediency of a Course of Instruction: Attendance: Examinations*—cont.

Must be voluntary, *Forster*, 9349, 9350, 9390, 9391; if beyond subjects required for promotion examination, *ib.* 9351, 9352.

Should be voluntary, *Grant, App.* VII., *p.* lxxx.; but obligatory in purely military matters, including French and German, *ib.* 5991, 5997, 6017–6020. Higher instruction should be voluntary, *ib.* 5993, 6021–6023. Proportion who would avail themselves of it, *ib.* 5994–5996, 6024; with a voluntary examination, excellence in which would be recorded towards Staff employment, but would not give direct money rewards, *ib.* 6001–6006, 6031.

Would have officers' schools for education after entering the service, *Percy Herbert*, 5058; rendered compulsory, *ib.* 5059; attendance of young officers could be managed, *ib.* 5060. It would give them a pursuit, *ib.* 5061.

Practicable, attendance should be optional at first, but if commenced, continuance compulsory. Examinations half-yearly; but not now to affect promotion, *Horsford, App.* VII. (A.), *p.* lxxxi.

After commission, an officer should have a chance of continuing professional education, some but not many would care to do so, *H. M. Hozier*, 6231, 6247, 6272, 6291. Propensity for instruction would revive if professional advancement followed high professional knowledge, *ib.* 6233, 6234. Examinations would not secure proficiency in military knowledge, *ib.* 6287; to which our whole system is opposed, *ib.* 6289. Would insist on every officer having practical knowledge of field fortification, *ib.* 6301; which the majority have not now, *ib.* 6302, 6316. Instruction given must depend on students' knowledge, *ib.* 6278. Elementary fortification should be as compulsory as drill, *ib.* 6239, 6240; with a test of real examination, *ib.* 6241. Instruction after joining would be very difficult, *ib.* 6284; if compulsory it could not be enforced; if voluntary it would not be attended, *ib.* 6286, 6315.

Twelve months would be sufficient for the course, *Lennox*, 9273. Officers to be relieved from regimental duty, *ib.* 9272. Would take any officer applying to join, *ib.* 9287–9289.

Study should not be compulsory; but would allow infantry officers to undergo voluntary courses in Artillery and Engineering, *Mansfield, App.* VII. (A.), *p.* lxxviii.

Important to induce study after becoming Officers, *Milman*, 7652.

Practicable, if voluntary. Should not affect promotion *Napier, App.* VII. (A.), *p.* lxxxii.

Might be increased after joining the service and tested by examinations, *Paulet*, 5891, 5892. Professional instruction would not be unpopular, *ib.* 5897; and should be compulsory on subalterns of less than five years' service, *ib. App.* VII. (A.), *p.* lxxx.

Practicable attendance should be obligatory in *petite guerre*; voluntary in *grande tactique, Russell, App.* VII. (A.), *p.* lxxxi.

Officers after joining should have greater facilities for acquiring military science, *Scarlett*, 5927, 5976, 5977; but only military surveying and field fortification should be compulsory, *ib.* 5928, in addition to the subjects now required for promotion, *ib.* 5930, or the service would be unpopular, *ib.* 5942, 5943. 5953–5956. Uniformity must be secured by a higher authority, *ib.* 5946. Abstruse knowledge must not be demanded; the instruction should take the place of and not be additional to ordinary parades, should be experimental at first, *ib. App.* VII., *p.* lxxx.

Feasibility doubtful, *Shute, App.* VII. (A.), *p.* lxxxiii.

Professional knowledge for a Line officer may usually be easily acquired after joining, *Smith*, 5160–5163, 5193, 5208; for which increased facilities should be given, *ib.* 5164. Voluntary examinations would be fairly attended, if leading to advancement, *ib.* 5202; but preference could not well be based on the results, *ib.* 5203.

After a year's service an infantry officer should compulsorily go through a four months' course of field fortification and engineering, *Stephenson*, 6095, 6100, 6101, 6138. It would be popular, *ib.* 6102. At home all officers would be able to attend, *ib.* 6106, 6107, 6139. A report would be made on each officer, *ib.* 6114–6116. There would be a foundation for future self-instruction, *ib.* 6124–6126. Would rejoin if regi-

INSTRUCTION OF OFFICERS—*cont.*

II.—*Expediency of a Course of Instruction: Attendance: Examinations*—cont.

ments were ordered on service, *ib.* 6140. Regimental instruction would not answer, *ib.* 6096, 6097.

Would not require further instruction than could be had from the regimental instructor, *Storks*, 5847–5850. Professional instruction should be obligatory on young officers, and promotion up to captain should depend on qualifying examinations, *ib.* 5812, 5815, 5820, 5839. The Commanding officer would be responsible for the instruction being duly attended, *ib.* 5854, 5873, 5874. This would not exclude many from army; it would be popular, *ib.* 5826, 5827, 5840, 5875. Instruction in Military Law much needed, *ib.* 5832–5834. Would not allow men working pay for taking part in, *ib.* 5838. Uniformity of course would be secured by Council of Military Education, *ib.* 5852, 5853. Young officers would acquire habits of industry and application, *ib.* 5861. Number simultaneously under instruction would exceed two or three, *ib.* 5868. Length of course would depend on proficiency, *ib.* 5872, 5876. An officer under instruction would be regimentally efficient, *ib.* 5878–5883. Attendance of subalterns to be compulsory, until dismissed; of other officers and of soldiers, at the lectures, optional, *ib.* 5884.

Instruction in fortification after entering Army desirable and feasible, *Strathnairn*, 9474. Seven heads under which instruction should be organised, *ib.* 9476. For securing it would rely not solely on opinion of Commanding Officer, but also on Inspector's reports made by him to superior authority, *ib.* 9477; and on the opinion entertained by the several officers through whom they would pass to the Commander-in-Chief, *ib.* 9480, 9522, 9523. Regimental instruction should be systematic not voluntary (details the means he has adopted), *ib.* 9493. Officers should in turn be moved to stations where they can obtain instruction, *ib.* 9494.

Could be acquired in his battalion by study without a regimental instructor, *Walden*, 6347, 6348. Study would not be unpopular, but a resemblance to going to school would, *ib.* 6351. The same system would apply to India, *ib.* 6353. No reason why field and outpost instruction introduced by Lord F. Fitz-Clarence should not be carried out, *ib.* 6388.

In favour of instruction of officers as opposed to military schools, *Colonel Beauchamp Walker*,* p. 528.

Practicable; compulsory attendance useless and mischievous, *Woolsey*, *App.* VII. (A.), *p.* lxxxv.

Garrison system proposed by Right Hon. Sidney Herbert, *App.* VII. (D.), *p.* xciii.

Proposals of Council of Military Education, *App.* VII. (E.), *p.* xcv.

A staff of instructors should become part of our military system, to be eventually selected from Passed Officers of Staff College, Report, p. 27. Attendance of subalterns should be to some extent compulsory. Instruction in practical work of rank and file could be combined, ib. pp. 28, 46. A special examination should take place within two years of joining, in military law, field fortification, sketching, and reconnaissance, ib. p. 45. How examination should be conducted, ib. p. 46. Temporary provision of instructors, ib. pp. 47, 54.

INSTRUCTORS FOR OFFICERS:

I.—*Garrison Instructors.*

II.—*Regimental Instructors.*

III.—*Garrison* versus *Regimental Instructors.*

I.—*Garrison Instructors.*

A Garrison Board would not always be available, *Baker*, 6213.

Some officers might never be able to attend a Garrison-Instructor, *Barker*, 9128.

Great difficulty in finding, *Cambridge*, 5373. Should take part in promotion examinations, *ib.* 6431. Could not instruct in languages, *ib.* 6432.

Stations for, *Forster*, 9376–9380. A stationary appointment would be a lure, *ib.* 9385, and induce marriage, *ib.* 9383.

At large stations there should be professors of continental languages, *Horsford*, *App.* VII. (A.), *p.* lxxxi.

INSTRUCTORS FOR OFFICERS—*cont.*

I.—*Garrison Instructors*—cont.

Large garrison schools of instruction would be useful, *H. M. Hozier*, 6248.

Sees no practical difficulty, *Lennox*, 9267. The system should prevail everywhere, *ib.* 9269–9271. They would inoculate the army with the system, *ib.* 9286.

Would create the appointment for passed officers of Staff College, *Napier*, 1578, 1579, 1592.

At garrisons there might be several under a superior, *Paulet*, 5911–5914.

Garrison instruction not always attainable, *Peel*, 9450, and it might be difficult to detach an officer for it, *ib.* 9460.

Should have higher rank and qualifications than regimental instructors, *Scarlett*, 5938.

Might be appointed at large stations, *Stephenson*, 6098.

Would take any qualified officers, *Walden*, 6354, 6355; there would soon be plenty, *ib.* 6372.

Garrison instructors should be appointed, Report, p. 27; not under rank of captain, and with pay, &c. of a deputy assistant quartermaster-general. Stations where required. Duties, ib. p. 46. Must have passed Staff College, ib. p. 49. There should be a Superintending Instructor, at Aldershot, ib. p. 46.

II.—*Regimental Instructors.*

Each would cost 100*l.* a year besides pay, *Baker*, 6150, 6151. One to each regiment, *ib.* 6152, 6178. Would raise whole tone of army education, *ib.* 6186, 6188. Could do troop duty, *ib.* 6205, 6206; but, preferably, a special officer attached, *ib.* 6207. On service, he could be on general staff, *ib.* 6208–6210.

Would be well looked upon, *Barker*, 9116, 9117.

There should exist, to whom young officers could go for help, *C. B. Brackenbury*, 8257, 8258.

Body of officers would be unfavourable to captain-instructors, *Cambridge*, 5361. One could be appointed to each regiment to superintend technical instruction of officers and employment of soldiers in trades, *ib.* 6430, 6431. System would promote study, *ib.* 6433, 6497. Would not be unpalatable to Commanding Officers, *ib.* 6482; who could not themselves instruct; though a major might, *ib.* 6483. Success doubtful, *ib.* 9528.

Would find it difficult to retain moral influence, *Codrington*, 6078. A board of officers could not do the duty, *ib.* 6079.

Would attach to each regiment an officer of the Staff Corps, *Feilding*, *App.* XI. (A.), *p.* cxx.

One instructor would suffice for field works and musketry, *Fletcher*, *App.* VII. (A.), *p.* lxxxiv.

Would take, *Forster*, 9357, 9430; but should be appointed gradually, *ib.* 9431, and only where really wanted, *ib.* 9357, 9384. No social difficulty, *ib.* 9417. As prizes, the appointments would cause emulation, *ib.* 9358. Doubts if any could be found to teach languages or enough for fortification and drawing, *ib.* 9372–9375. The supply of qualified men would increase with time, *ib.* 9381, 9382.

Should teach French and German, *Grant*, 6020. Should have higher pay than that of his rank, *ib.* 6032, 6033.

Would attach a Captain-Instructor to each regiment, *Hort*, 5117. The lieutenant-colonel has not time to instruct officers, *ib.* 5144.

Would be useful, *H. M. Hozier*, 6246.

Would not, as yet, find enough pupils, *Lennox*, 9268.

Would have for regimental cadets, *Mansfield*, *App.* VII. (A.), *p.* lxxviii.

Would be useful, *Napier*, 1472–1475; but too expensive, 1593–1595.

Would employ a picked subaltern, *Paulet*, 5896, or Captain preferably, *ib.* 5899–5901. On service, would take regimental duty, *ib.* 5902. Could be appointed from surplus officers passed for the Staff, *ib.* 5926.

Duties of a Commanding Officer as to instruction in defence, *Peel*, 9435. Good regimental instruction better than previous technical knowledge, *ib.* 9437. There should be more instruction in military law, *ib.* 9438. An administrative instructor in a regiment would be a gain, *ib.* 9444, 9446. The second major might act, *ib.* 9447, or any other officer, *ib.* 9453, 9454, with extra pay, 9448, 9449; but the responsibility must rest with Commanding Officer, *ib.* 9444, 9446.

Success very doubtful, *Porter*, 2348. Could teach Non-Commissioned officers and men field works and

* Reports on Foreign Military Education, in a separate volume.

INSTRUCTORS FOR OFFICERS—*cont.*

II.—*Regimental Instructors*—cont.

rudimentary fortification, *ib.* 2349. Men so taught would have been invaluable at Sebastopol, *ib.* 2350–2352. Officers who pass Staff College would on an average be qualified, *ib.* 2355.

Should be a supernumerary captain, *Scarlett*, 5931, 5932; with captain's pay, and no duty beyond instructing, *ib.* 5933, 5934, 5944. Should have charge, with aid from subordinates, of the soldiers' and children's schools, *ib.* 5937, *App.* VII., *p.* lxxx. Officers hoping to succeed to the appointments would help without pay, *ib.* 5941. Should be a depôt officer and not go on service, *ib.* 5945, 5949. Remembers one captain who would have been an useful instructor, *ib.* 5948.

Might be officers in the regiment who have passed the Staff College, *Simmons*, 6649. No serious social difficulties, *ib.* 6652, 6653.

System would not work well, *Stephenson*, 6117–6119.

There should be a Captain-Instructor in every regiment, *Storks*, 5811; a supernumerary *ib.* 5857; with increased pay, *ib.* 5822, to superintend all regimental institutions, *ib.* 5813. A Passed Officer from Staff College would be suitable, *ib.* 5821. Doubts if he could teach languages, *ib.* 5831; or have leisure for musketry instruction, *ib.* 5835–5837. Captain's rank would suffice, *ib.* 5855. Would be useful to the Colonel, *ib.* 5856. If no instruction were going on, on service, could take a company, *ib.* 5859. An examining board could not take the work intended for the Captain-Instructor, *ib.* 5860.

Would not have, *Strathnairn*, 9478. Anticipates great difficulty in having, even if fit men could be found, *ib.* 9493.

Commanding officers of battalions ought to be the instructors for everything, *Walden*, 6387: they could teach better if there were a proper system, *ib.* 6408.

Would be very difficult to carry out, *A. L. Walker*, 8990: few would take the post, *ib.* 8992,9021. We are not ready for the system yet, *ib.* 8993, 9020, 9051; though may be eventually, *ib.* 9051. Officers would be indifferent or hypercritical, *ib.* 8994, 8995, 9019, 9046. If, however, Promotion Examinations were strictly enforced, officer might be glad of instruction, *ib.* 9028, 9048, 9049.

Would be required for regiments in detached positions, Report, p. 27, if possible with rank of captain, with allowance of 5s. 6d. a day; number estimated at 50, ib. p. 46; duties, ib. p. 47; temporary arrangement for passing, ib. p. 54.

III.—*Garrison* versus *Regimental Instructors.*

Prefers camp instructors, except when regiments are detached, *Barker*, 9115.

Prefers garrison, but for the dispersion of the army, *Cambridge*, 6466. Should be first tried in garrisons, on a small scale; could be extended to regiments afterwards, *ib.* 9528.

Prefers garrison, *Clifford*, *App.* VII., *p.* lxxxiii.

Would have garrison, at large stations, *Elrington*, *App.* VII. (A.), *p.* lxxxiii.

Prefers garrison, *Lennox*, 9262, 9283, 9284.

Prefers garrison: results of regimental instructors would fall far short of the expenses, *Napier*, *App.* VII., *p.* lxxxii.

Garrison preferable, *Porter*, 2348.

Would have district instructors, *Walden*, 6349, 6350, *App.* VII. (A.), *p.* lxxxiv.

Garrison or camp should be tried first, *A. L. Walker*, 9052, 9053.

Garrison instructors useful at large stations. Regimental Instructors would not answer, *Woolsey*, *App.* VII. (A.), *p.* lxxxv.

Regimental preferable. Garrison instructors would not work well, *Baker*, 6148, 6179, 6196, 6197, *App.* VII. (B.), *p.* lxxxvi., unless the instruction were compulsory, which would be objectionable, *ib.* 6149.

Regimental preferable, *Grant*, 5992, 6015, 6016.

Regimental for 4 or 5 years; afterwards brigade or divisional, *Horsford*, *App.* VII. (A.), *p.* lxxxi.

Prefers regimental, *Russell*, *App.* VII. (A.), *p.* lxxxi.

Prefers regimental, *Storks*, 5851, 5867.

Both, *Armstrong*, *App.* VII., *p.* lxxxiii.

Both should be tried, *Forster*, 9386, 9387.

Would combine the systems, *Paulet*, 5895, *App.* VII. (A.), *p.* lxxx. A board at military stations might give more confidence than regimental instructors, *ib.* 5903–5907.

INSTRUCTORS FOR OFFICERS—*cont.*

III.—*Garrison* versus *Regimental Instructors*—cont.

Would have instructors at various headquarters, and with every regiment, *Scarlett*, 5929. Instruction could not be imposed on present garrison boards, *ib.* 5946a, 5947. Regimental instructors far preferable, *ib.* 5950–5952.

Objects to both. *De la Warr*, *App.* VII. (A.), *p.* lxxxii.

There would be great difficulty in providing, in sufficient number, *H. M. Hozier*, 6236, 6237; unless to teach rudiments merely, *ib.* 6238.

A combination recommended, Report, p. 27.

INTELLECT:

The desideratum of the Army is to encourage, *C. B. Brackenbury*, 8270.

IRISH:

Could tell an Irish candidate by his moods and tenses, *Dasent*, 4517.

An Irish boy of 16 sharper than an English one, *Gordon*, 2589, 2590.

ITALIAN:

Very important to an officer, *Milman*, 7645.

ITALY:

Officers deficient in Physical Geography, *C. B. Brackenbury*, 8251.

Military History taught at Military Colleges, *E. Walker*, 2802–2804.

K.

KNOWLEDGE:

Desire for, not strong in human mind, *Gordon*, 2564, 2565.

One-sixth the marks allowed for a subject shows a small knowledge of it, *Napier*, 1554.

L.

LA FLÈCHE (Juvenile Military School): *see* FRANCE, III.

LANGUAGES:

Most important to a Staff Officer, *Adams*, 8800.

Where Latin and Greek are taught, French and German should not be; and, to some extent, *vice versâ*, *Barry*, 5437–5439. It is difficult to obtain scientific teaching of modern languages, *ib.* 5491; otherwise modern languages should form as good a basis as ancient ones, *ib.* 5492, 5530. Would prefer foreigners to teach composition, and English masters for grammar and for personal influence, *ib.* 5515.

Former Education Commission proposed to encourage languages by attaching to embassies abroad, for a year or two, artillery officers who were linguists, *C. B. Brackenbury*, 8243. Colloquial knowledge easily acquired early in life, *ib.* 8199; knowledge of several, universal in Austrian empire, *ib.* 8200; by degrees the English people could acquire a like facility, *ib*, 8242, 8243.

Does not see how officers could be sent abroad to learn, *Cambridge*, 5382.

An officer ought to know one foreign tongue, *Forster*, 9345; few do, *ib.* 9348. The efforts made to do so will depend on the prize offered, *ib.* 9346, 9347.

Classical knowledge an aid to modern languages, *Gordon*, 2611.

Cannot be usefully acquired without grammatical knowledge, *Hort*, 5146, 5147.

Examinations on paper fail to detect bad pronunciation, *Napier*, 1219. It is an advantage to an officer to speak a foreign language, *ib.* 737; but not indispensable, *ib.* 676; not likely to be learned at Sandhurst, *ib.* 736.

Better taught by Englishmen, who know them, than by foreigners, *Nicolson*, 7734.

Least easily crammed, *Walrond*, 9609.

Instruction, at a nominal charge, should be provided for voluntary classes of officers at large stations, Report, p. 47.

LATIN:

Perhaps the best instrument of education, *Dasent*, 4574.

Now expunged from Sandhurst course, *Napier*, 896. Is an advantage in acquiring modern languages, *ib.* 1216.

An advantageous subject to take up, *Walrond*, 9639.

LAW, MILITARY :
Too difficult for young cadets, *Abbott*, 2044.
Text book much needed, *Hort*, 5144.
Not taught at Sandhurst, *Napier*, 595–599, or Woolwich, *ib.* 1273; should be learnt in a regiment, *ib.* 598, 610, 728.
Important to a Staff Officer, *Napier*, 1598–1604. Has no alteration to suggest, *ib.* 1419, 1420.
Regimental Officers ought to be more instructed in, *Peel*, 9438.
Officers usually very deficient in, *Storks*, 5832–5834.
Text book wanted, Report, p. 45.

LIBRARIES :
Library and models should be formed in each regiment, *Russell, App.* VII. (A.), *p.* lxxxi.

LINE, OFFICERS OF; *see* OFFICERS, V.

LITERATURE :
Can be crammed, *Walrond*, 9601, 9602.

LOGARITHMS :
Not indispensable, but desirable for a Regimental Officer, *Napier*, 568, 733.

LONDON, UNIVERSITY OF :
Matriculation about parallel in Mathematics with Examinations for Direct Commissions or admission to Sandhurst, *Heaviside*, 2472.

M.

MALTA :
Fortified on Vauban's first system, *Porter*, 2236.

MARKS :
Strongly opposed to personal competition by, *Adams*, 8804.
Carrying forward from intermediate examinations makes study superficial, *E. M. Jones*, 8918, 8919.
May lead to unequal justice, *Lacy*, 8434.
Should not be communicated to students, *Twisden*, 8860, 8861. Should not be given for notes on lectures, *ib.* 8862, 8876. In computing, would deduct a given number from each subject and count the remainder only, *ib.* 8886–8889. An aggregate minimum more fair than a minimum in each subject, *ib.* 8845, 8846.
A bad system, *A. L. Walker*, 9023; examiners mark unequally, *ib.* 9024.

MARLBOROUGH COLLEGE :
Sends up a few boys direct, *Abbott*, 1737.
Could impart military rudiments, *Barry*, 5497.
Good in mathematics, *Frost*, 4301.
Successful with its candidates, *Gordon*, 2553, 2554.
Is a Public School, *Moseley*, 2091; successful with its candidates, *ib.* 2092, 2093.
Candidates from, very successful, *Napier*, 189, 390, without aid from crammers, *ib.* 300. A few pass direct to Woolwich, *ib.* 1245, 1252.

MARRIAGE :
Bad for young officers, *Forster*, 9383.

MATHEMATICS :
Will not give tone to a School, *Addison*, 3882.
A man of real mathematical talent out of place in the army, *C. B. Brackenbury*, 8215, 8216. Too generally insisted on in Military Education, *ib.* 8141, 8210: the bulk of officers being devoid of the faculty, *ib.* 8143. May be crammed in a year, *ib.* 8261–8263.
Good mathematicians have greater facility in other studies, *Bruce*, 6876–6878.
Eight hours a day too great a strain, *Cunynghame*, 7293.
Pupils work from six to twelve hours daily, *Frost*, 4300, without injury to health, *ib.* 4308.
Relative requirements of Engineers and artillery, *Heaviside*, 2398, 2414, 2416, 2453–2458. Not aware of injury from hard reading, *ib.* 2419, 2420; but does not see youths after examination, *ib.* 2441.
High mathematics not needed for Staff Officers, *Lennox*, 9296, 9297.
Boys would not have difficulty in acquiring the minimum demanded, *Moseley*, 2107, 2108.
An Officer cannot do without arithmetic, *Napier*, 258. More than first four rules may not be indispensable to a regimental officer, but would require more as a test of general education, *ib.* 221–233. Fractions, proportion, and interest, necessary for keeping his men's accounts, *ib.* 266, 267, 272. Would require some Euclid as a test of general education, *ib.* 221–233; though a lad may now pass for direct commissions without any, *ib.* 256. First three books very advantageous to an officer, *ib.* 268, 271. Higher mathematics voluntary at Sandhurst, *ib.* 650, 651. Mathematics for a Staff Officer, *ib.* 1403, 1454, 1531. Some young men are incapable of acquiring, *ib.* 273. Mathematics required for Direct Commissions Examination, *ib.* 161. Mathematics being obligatory keeps back candidates from public schools, *ib.* 252.
Eight hours daily, repeated often, more than a grown man can stand, *Simmons*, 6616.
Eight hours a day must be a maximum strain, *Sylvester*, 7473.
Cannot be taught by lecture only, *Vinter*, 2626. Logarithmic work is badly taught at schools, *ib.* 2696. Mathematical powers sometimes do not develop in youths until 16 or 17, *ib.* 2722.
Best mental test, *E. Walker*, 2935. Free study at, condemned at Public Schools, *ib.* 2900.
Not easy to cram, *Walrond*, 9606, 9607.

MENSURATION :
Not necessary for Regimental Officer; but he is the better for knowing it, *Napier*, 568, 733.

METZ (Artillery and Engineer School); *see* FRANCE, VI.

MILITARY COLLEGE :
True object to impart military education, spirit, bearing, *Addison*, 3876, 3964.
Intoxication and immorality ought to be kept down without difficulty, *Barry*, 5520. A military head is best, *ib.* 5521. The civilian element ought to have fair play *ib.* 5552. Moral tone unhealthy, *ib.* 5556; and the less time youths are in them the better, *ib.* 5548–5551, 5555.
There should not be difficulty in keeping down drunkenness and immorality, *Benson*, 4710.
Necessary to make a man a soldier, *Cambridge*, 9535, 9536, the military science could not be so well acquired in later life, *ib.* 9546.
Is not in favour of, for the Line: any such establishment should be a school for boys, *Storks*, 5817, 5866.
Should take lads of 17 or 18 and give them direct professional instruction, *Temple*, 5783. An instructor cannot teach properly without disciplinary power, *ib.* 5784. Head and other masters must be appointed specially for their educational qualities; they will fail in moral government, *ib.* 5806–5809. Drunkenness and immorality ought to be kept down without great difficulty, *ib.* 5805.
[*See also* SANDHURST: WOOLWICH.]

MILITARY COLLEGE, GENERAL: *see* GENERAL MILITARY COLLEGE.

MILITARY COLLEGE, ROYAL: *see* SANDHURST.

MILITARY SECRETARY: *see* STAFF, IV. 3.

MILITARY SUBJECTS :
Why taught to cadets, *Napier*, 689, 690.

MILITIA :
It might be important to have trained Staff Officers ready for service with, *Napier*, 1496, 1545.

MIMIC DUTIES OF SOLDIERS :
To learn in early life, useless, *Napier*, 666.

MODERN DEPARTMENT :
Advocated at Public Schools, *Gordon*, 2557, 2558, 2602–2605. Was a great gain at Oxford, *ib.* 2607, 2608.
(*See also* CHELTENHAM, IV.: PUBLIC SCHOOLS, II. 3: WELLINGTON COLLEGE.)

"MODERN" EDUCATION :
May ensure candidates passing, *Napier*, 190, 192; but does not advocate, to detriment of Classical Education, *ib.* 191.

MORALE :
Morale of soldiers should be well attended to, *Strathnairn*, 9476.

MURRAY, SIR GEORGE :
Was in Senior Department, Sandhurst, *Twisden*, 8867, and probably learned Astronomy, *ib.* 8868.

MUSKETRY, INSTRUCTORS OF :
Not attended to by Officers, *A. L. Walker*, 9021, 9022, 9042–9045.

MUSKETRY, SCHOOL OF (HYTHE) :
No connexion with Staff College or Council, *Napier*, 1468, 1471.
Historical notice, *App.* XII., *p.* cxlv.

N.

National Schools:
Many pupils could gain the marks in arithmetic required for Direct Commissions or entrance to Sandhurst, *Heaviside*, 2386.

Natural Sciences:
Reason for giving many marks to in Direct Commissions Examination, *Napier*, 416–419. Increased attention now given to such subjects at schools, *ib.* 421. Answers on, at Staff College, superficial, *ib.* 1557–1559.
Easily crammed, *Walrond*, 9609–9611.

O.

Officers:
I.—*Generally.*
II.—*Age for first Commission.*
III.—*Officers of Artillery.*
IV.—*Officers of Engineers.*
V.—*Officers of the Line.*

[*See also* Cadets, Army.]

I.—*Generally.*

To take sixth-form boys from Public Schools without examination, would open the doors to all schools, *Abbott*, 1669. Officers should come from various educational sources, *ib.* 1778, and be of different educational status, *ib.* 1878. Public School idlers sometimes make splendid officers, *ib.* 1708, 1709, 1739, and any system ought to provide for their admission, *ib.* 1710, 1713. Many educate themselves after appointment, *ib.* 1745.

Would not pay ordinary officers well; but would offer good prizes for real talent and energy, *C. B. Brackenbury*, 8270.

On joining Army should be ready at once to take their places, *Cambridge*, 6449. Ordinary run have a fair knowledge of military matters, *ib.* 5379.

Could not be selected for picket duty, *Codrington*, 6082, 6083. Would not have less confidence in an officer because he might not be studious, *ib.* 6084.

Those from Sandhurst have not more inclination to study than others, *Dering*, 4172.

Less than one-eighth of our officers, *Hale*, 3013, or one-sixth, derive advantage from Sandhurst, *ib.* 3063–3065. Idle cadets may make good officers, *ib.* 3079.

Commissions should only be obtainable from Sandhurst or from the ranks, *Hallewell*, 3363. An officer of general accomplishments is more useful than one without them, *ib.* 3732.

Talent not supposed to exist may be developed under trying circumstances, *Hamley*, 8620, 8621.

Those of highest tone are of good families, *Percy Herbert*, 5052; but a snob of a boy may turn out a gentlemanlike officer, *ib.* 5063. Should come, as far as possible, from Public Schools, *ib.* 5030–5033, 5095; including middle-class schools well carried on, *ib.* 5093, 5094; but would not hinder commissions being given for good direct examination, *ib.* 5096, 5097.

The best come from Public Schools, worst from crammers; Sandhurst cadets not desirable, *Hort*, 5109.

English system makes them no more than serjeants-major, *H. M. Hozier*, 6232. Commanding Officers wish young officers to learn drill only, without acquiring the higher parts of their profession; hence they prefer a Public School boy to a Sandhurst cadet, *ib.* 6269–6271, 6277. Our company, troop, and Staff Officers are inferior to foreign officers, *ib.* 6273–6276.

Do not enter Army to support themselves, *E. M. Jones*, 8943. Do not like being purchased over, *ib.* 8953.

What is wanted is a liberal education, *Lefroy*, 7967. Worst bane of officers is vacuity of mind, frivolity, and absence of definite intellectual taste, *ib.* 8008.

Lowest cadets do not always make the worst officers, *Milman*, 7547.

Better for the service to have a few well instructed rather than many superficially instructed, *Napier*, 714.

Should enter Army at sixteen, *Paulet*, 5910, 5915, with a Public School education, *ib.* 5916.

A great gain to have sons of country gentlemen, *Peel*, 9463.

What an officer should know, *Porter*, 2197, 2200: something beyond the education of an ordinary gentleman, *ib.* 2199. Would not shut the Army against idle men, *ib.* 2239.

Would like all to make the Army their profession, *Smith*, 5186–5188.

Approves of entering Army at an early age, *Stephenson*, 6131, 6132.

Should join the Line at 16 or 17, and never later than 20; joining later inimical to discipline, *Storks*, 5814, 5816, 5846, 5864, 5865. Young officers generally favourites, *ib.* 5862, 5863. Lads of 16 are not too young for regimental service, *ib.* 5828–5830. The best come from Public Schools, *ib.* 5841. The great want of the Army is youth, *ib.* 5887–5889.

British officers, above other nations, have inherent military qualifications, *Strathnairn*, 9476. Nothing is more profitable in the Army than varied talent, *ib.* 9498. Incompetent officers should be removed from service while yet young, *ib.* 9480.

Commanding-Officers of battalions are as good as can be got under present system, *Walden*, 6389.

Undoubted advantage in drawing from different educational sources, *E. Walker*, 2757.

Has not observed a bad tone among those from Sandhurst, *White*, 4856; there is no ill-feeling towards them, *ib.* 4826, 4827. One straight from a Public School, who does not pass the Staff College, is unlikely to acquire scientific military knowledge, *White*, 4874–4876; but might be a good officer, *ib.* 4880; though the more an officer knows the better, *ib.* 4879.

II.—*Age for first Commission.*

Age of officers gazetted [1858–1867], *App.* XIII. (E.), *p.* clx.

University candidates, *Baker*, 6144, should graduate at 19, *ib.* 6174. Prefers a young officer of 18 or 19, *ib.* 6204. Inconvenience of an officer entering late in age, *ib.* 6222.

Should join Army at 16 or 17, *Carey*, 4890, 4891.

Would reduce maximum for Direct Commissions, *Napier*, 174–178. Objects to old ensigns, *ib.* 331. Seventeen or eighteen too old for entrance to a Military College, *ib.* 519, 520. A commanding officer must object to an ensign joining at 22, *ib.* 471. An officer should join the Army between 17 and 18, *ib.* 441, 444, 467, when still plastic, *ib.* 468; and be a Captain at 24, *ib.* 474. Antedating commissions would not effect this, *ib.* 467. His great object is to attain younger officers, *ib.* 432, 433, 459, 488, 489.

Would have admission to Army from 20 to 23, ranging graduates according to age, not by order of joining, *Robertson*, *App.* VII. (B.), *p.* lxxxvii.

Should join Line from 17 to 20, *Simmons*, 6641.

Should enter at 16, and serve one year as cadets, *Walden*, 6356.

Candidates for Direct Commissions should be between 17 and 20, except University graduates in arts, Report, p. 12, who should be admitted to 22, ib. p. 44.

III.—*Officers of Artillery.*

Virtually enter army on becoming Woolwich cadets. *Abbott*, 2009. Would not reduce standard to gain a year, *ib.* 2010.

Train for a year at Department of Artillery studies and Shoeburyness, including Arsenal course, *C. B. Brackenbury*, 8202–8205.

Should, after leaving Woolwich, have a special course to themselves, *Bruce*, 6767, 6769.

On joining, having just had hard mental work at the Academy, should be attached for some months to batteries in England with only easy military work; afterwards should pass a short practical course at Shoeburyness, *Milman*, 7588. Men with good preliminary education wanted, *ib.* 7592.

Employs first three or four years in learning practical work and drill, *Nicolson*, 7714.

Should have increased military instruction after entering Army, *Strange*, 7858, 7859. Severe mental discipline of Academy has given distaste for immediate further study, *ib.* 7844. Doubts if the propensity to study often revives, *ib.* 7845, 7873. Would work more retentively, if professional knowledge brought advancement, *ib.* 7872. Have ample time as subalterns to learn company discipline, *ib.* 7885, 7886. Every officer should first serve five years in a garrison battery and then be

OFFICERS—*cont.*

III.—*Officers of Artillery*—cont.

transferred to a field battery to learn both duties. Futile to educate, if openings for professional ability are closed, *ib.* 7868. There is not sufficient incentive to work, *ib.* 7869. Promotion very slow relatively with other arms, *ib.* 7871, 7914–7922. Artillery pay scarcely exceeds that of Infantry, *ib.* 7918.

Should not join after nineteen, *Warde*, 9306. Were not formerly almost all sons of Artillery or Engineer officers, *ib.* 9319. Are inferior in discipline to those of former days, *ib.* 9320, 9332.

Cannot have too much practical work on first joining, *Young*, 8108. Are collected at Woolwich for 6 or 8 months, *ib.* 8073, 8130, 8131; but only attached to department of Artillery Studies for lectures on Military Law, *ib.* 8132, 8133; an advantageous arrangement, *ib.* 8075. Subalterns are becoming old, *ib.* 8122, 8123. There are good practical officers who have not been to Shoeburyness, *ib.* 8038.

IV.—*Officers of Engineers.*

Doubts if their discipline is as good as formerly, *Warde*, 9323.

V.—*Officers of the Line.*

Special intelligence not required in, *Addison*, 3963.

There are most valuable men of great experience in moving troops, *Cambridge*, 9545.

Duty of, not to be learned at a school, *Percy Herbert*, 4999, 5012.

Have not more responsibility in India than elsewhere, *Napier*, 639.

Duties not intellectual, *Smith*, 5191. The Colonel would value an officer for his regimental rather than scientific qualities, *ib.* 5201.

Young officers, recently joined, rarely go on detached duty, *Storks*, 5877, 5879.

OXFORD:

Undergraduate killed in town-and-gown row, *Dering*, 4144.

"Pass" men; "little go" men, *Gordon*, 2526. Matriculation candidates superior to those for Sandhurst and Direct Commissions, *ib.* 2528, 2573. Has known 50 per cent. plucked for "Little Go," *ib.* 2551. School of modern history was a great gain, *ib*, 2607, 2608.

Students older and steadier than senior Sandhurst cadets, *E. Walker*, 2917.

P.

PIONEERS:

Conversion into regimental sappers an excellent proposal, *Strathnairn*, 9511.

PLAN-DRAWING:

Essential to an officer, *Napier*, 658.

POLYTECHNIC: *see* FRANCE, IV.

PRIVATE SCHOOLS:

Not synonymous with Cramming Schools, *Abbott*, 1671. Many are admirable, *ib.* 1667.

Government inspection, scarcely practicable, *Cambridge*, 5365, 5366.

If well conducted, a good sequel to a Public School course, *Moseley*, 2067; but as a rule they are not, *ib.* 2068. Believes Government inspection would succeed, *ib.* 2069–2071; details of a scheme for inspection, *ib.* 2072–2080. It would raise the moral tone of schools, and the schools would like it, *ib.* 2081. It would not do for the Council to recommend schools, *ib.* 2105. There are sufficient known evils to justify inspection, *ib.* 2082. Day scholars should be ineligible, *ib.* 2083–2085.

Want of discipline, *Napier*, 377. Scheme for appointing an inspector of discipline and morals for registered private schools, and for accepting candidates from those schools only, *ib.* 341–384, was held impracticable, *ib.* 343, as regards Woolwich examination, without an Act of Parliament, *ib.* 345–349. Was not personally favourable to the proposal; but no disciplinary system would be perfect without supervision, *ib.* 380, 381.

At some, bad habits are acquired, *Sylvester*, 7471.

PRIVATE TUTORS:

Not all "crammers:" teaching of some, highly beneficial, *Barry*, 5432.

[*See also* "TUTORS."]

PROFESSORS:

Military masters undesirable in a civilian school, *Benson*, 5720.

Selected generally by the Council, *Hamley*, 8696; after a public call for candidates, *ib.* 8698 (the competition being more open at Sandhurst than Woolwich, *ib.* 8730). They are recommended to Commander-in-Chief and presently confirmed, *ib.* 8698. Council selects Woolwich professors on the recommendation of the Lieutenant-Governor, *ib.* 8697. Dismissal of an incompetent civilian professor almost impossible: military professors are appointed for six years and need not be renewed, *ib.* 8699. An incompetent professor ought to be removeable by Council on advice of the College authorities, *ib.* 8700. A senior instructor cannot claim promotion to a professorship, *ib.* 8729; but seniority is a fair ground for promotion if competency go with it, *ib.* 8731–8733.

Recommended for appointment by Council of Military Education, *Napier*, 22, 31, 32, 115, 116.

In military colleges abroad are usually officers, *Young*, 8089, 8117.

PROMOTION:

It would be difficult to make purchase promotion at a reduced rate the reward of proficiency, *Cambridge*, 5391, 5392. Selection is impracticable, *ib.* 9559.

Should not depend on examinations: but examinations to have their weight, *Clifford*, *App.* VII., *p.* lxxxiii.

Present system of competition gives promotion to literary merit: witness would give for military excellence, on report of general officers, *Strathnairn*, 9505, with aid, in the selection from half-yearly reports, *ib.* 9506. Promotion by selection on basis of real merit and efficiency need not cause heart-burning, *ib.* 9506, 9507. No objection to regimental promotion by selection; but selection would be the less necessary as military education improved *ib.* 9508.

PROMOTION, EXAMINATIONS FOR: *see* EXAMINATIONS III.

PRUSSIA:

I.—*Military System.*
II.—*Military Education generally.*
III.—*Cadet-Houses.*
IV.—*War Schools* (Kriegs Schulen).
V.—*Artillery and Engineer Schools.*
VI.—*War Academy* (Kriegs Akademie).

I.—*Military System.*

The military system,* *p.* 161.

Standing army,* *p.* 163.

Army corps, * *p.* 164.

Mode of officering the army,* *p.* 165. Examinations for a commission, *p.* 177, 197, 530 (preliminary, *p.* 180, 531; second, *p.* 192).

The Staff,* *p.* 301, 339.

Officers have better general education than English officers, *H. M. Hozier*, 6267; and more practical professional knowledge, *ib.* 6250–6255; but their intellectual tone is narrowed, *ib.* 6268. Nearly all staff officers pass through the Staff College, *ib.* 6256–6261. An aide-de-camp is more like our brigade major, *ib.* 6261. Officers enter army at 18 or 19, *ib.* 6262; one-third from cadet schools, the others from service in the ranks as cadets, 6263, 6264. The Army the only profession open to aristocracy, *ib.* 6265, 6266. Cavalry officers reconnoitre on important occasions under a staff officer, *ib.* 6281–6283. A commission is a greater prize than in England, *ib.* 6328.

Command of regiments frequently given to an officer from Staff College, *E. M. Jones*, 8915. Regimental commemorative dinners quite possible, *ib.* 8955, 8956. Mess system exists, *ib.* 8957. Duelling rare in Army, *ib.* 8958, 8959; common at universities, *ib.* 8960.

Officers superior professionally to ours, *Walden*, 6359, 6360, 6362, 6363.

II.—*Military Education.*

The system generally,* *p.* 327.

The military schools,* *p.* 169.

The Inspector-General,* *p.* 171.

System centralized,* *p.* 174.

Annual cost to the State,* *p.* 174.

Competition objected to,* *p.* 266.

* Reports on Foreign Military Education, in a separate volume.

PRUSSIA—*cont.*

II.—*Military Education*—cont.

Mathematics little encouraged,* *p.* 334.
Rejects military schools for theory and imparts practical instruction after eighteen, *C. B. Brackenbury*, 8196-8198.
Military history taught at military colleges, *E. Walker*, 2802-2804.

III.—*Cadet-Houses.*

Generally,* *p.* 201, 234.
Junior Cadet Schools,* *p.* 208.
Senior Cadet Schools,* *p.* 210, 556.
Strong opinion against Cadet Schools being made sole portal to army,* *p.* 237.
Discipline of Cadet Corps,* *p.* 539.
Bulk of the officers receive military instruction as cadets at colleges, *Cambridge*, 5358, 5359, 6478.

IV.—*War Schools* (Kriegs Schulen).

Generally,* 237, 541.
Establishment,* *p.* 240, 542.
Hanover War School,* 242, 559-566.
Course of Instruction,* *p.* 244, 542-557; eminently practical, *p.* 253.
Discipline,* *p.* 253, 557, 567.
Examinations,* *p.* 259, 568.
System of instruction for officers, *Cameron*, 5323, 5533-5337.

V.—*Artillery and Engineer Schools.*

Generally,* *p.* 269, 298.
Establishment,* *p.* 275.
Course of Instruction,* *p.* 276, 570.
Examinations,* *p.* 288.

VI.—*War Academy* (Kriegs Akademie) [Staff College].

Nature,* *p.* 300, 572.
Organization,* *p.* 304.
Establishment,* *p.* 305, 572.
Admission,* *p.* 307.
Course of Instruction,* *p.* 310, 576, 581.
Examinations,* *p.* 319, 577-580.
Passed officers,* *p.* 321.
Officers passed for Staff wear an aigrette, *Crealock*, *App.* XI. (B.), *p.* cxxxiv.

PUBLIC SCHOOLS:

I.—*As a source of Army Supply.*
II.—*Education at.*

[*See also* the several Schools under the heading of their LOCALITIES.]

I.—*As a Source of Army Supply.*

Candidates who went direct for examination for Direct Commissions [1865-1868], *App.* XIII. (D.), *p.* clix.
Per-centage of successful candidates for Woolwich who came direct from [1858-1867], *App.* XIII. (C.), *p.* clvi.
As a preparation for Military Examinations, *App.* V. (A.), *p.* lxxi.
Responsible for cramming by their neglect of idle boys, *Abbott*, 1668. The Head Masters fixed a standard, *ib.* 1725; but the boys could not attain it, *ib.* 1671, 1714, 1726-1728, 1752. Boys from, ought to be able to pass for the Army or Woolwich, *ib.* 1675-1677, without cramming, *ib.* 1682-1685: their tone is superior, *ib.* 1678, 1679, 1690; and therefore it is desirable to have them direct, *ib.* 1751. Head Masters have not been communicated with as to so few pupils coming from them, *ib.* 1754, 1755. Not more than 2 per cent. for Woolwich, *ib.* 1974. Few boys come direct from *ib.* 1729, 1735. Ought all to do as well as Cheltenham, *ib.* 1702, if not so entirely devoted to classics, *ib.* 1733. To divide all Commissions among Public Schools would be unfair, *ib.* 1704, 1705. System faulty; Army gets their idlers, *ib.* 1707, 1740, sometimes splendid officers, *ib.* 1708, 1709, 1739. Public School boys cannot construe Virgil, *ib.* 1663, 1664, and must go to crammers, *ib.* 1665.
Cadets from, are a good, well-toned class; but they are very few, *Addison*, 3877. Traditions keep up tone; influence of Head Master through sixth form enormous, *ib.* 3880. Only 16 cadets out of 320 came from, *ib.* 3793.

PUBLIC SCHOOLS—*cont.*

I.—*As a Source of Army Supply*—cont.

Free Commissions and Exhibitions might be given for competition at: but there would be difficulties, *Baker*, 6174-6176.
Would offer military exhibitions or scholarships for competition, applying, under Act of Parliament, some civil endowments to the purpose, *C. B. Brackenbury*, 8190-8193.
Boys from make the best cadets, *Bruce*, 6882, 6883.
A clever boy may be taught as well at, as by a crammer, *Dasent*, 4569. Ought to send candidates for Direct Commissions, direct, without difficulty, *ib.* 4525.
An untrained youth from, might be preferred as a subaltern to a half-trained Sandhurst cadet, *Dering*, 4222. A boy from would probably fail to pass for Sandhurst in English grammar and composition, *ib.* 4239, and, perhaps, French, *ib.* 4240.
Boys should be left at, as long as possible, *Hallewell*, 3375, 3376. Officers or cadets from, are most amenable to discipline, *ib.* 3666. Drunkenness would cause expulsion, *ib.* 3684.
Pupils who are candidates for Direct Commissions or for Sandhurst usually go to Private Tutors for mathematics, *Heaviside*, 2469; which Public Schools neglect, *ib.* 2375. The Public Schools could prepare for this examination, if the boys would work, *ib.* 2380, 2421, 2424, 2425, 2431, 2432; but idling cannot be prevented, *ib.* 2470. Boys who went to Haileybury were very deficient in mathematics, *ib.* 2422, worse than those from Private Schools, 2445. The best boys think rather of the Universities than of Woolwich, *ib.* 2450, 2451.
Best officers come from, *Hort*, 5109.
Few boys come direct from, *Moseley*, 2064. With their advantages they ought to be able to compete against other boys; but cannot hope they will do so, *ib.* 2087, 2088. At the earlier examinations more boys came, *ib.* 2090.
Specified, *Napier*, 201, 203, 204. Instruction faulty, *ib.* 180-183, 264, 320, 321. English and mathematics being obligatory keep back Public School candidates, *ib.* 252: to make French obligatory would do so still more, *ib.* 253. Encouragement of a "modern" department tends to keep candidates from "Crammers," *ib.* 301. Would accept Head Master's certificate in lieu of examination for Direct Commission, *ib.* 292. Difficulties in doing so, *ib.* 293, 322-325. Cannot say if their pupils are better educated than those from crammers, *ib.* 299. Are supposed to work up to the standard of the Council, *ib.* 313, 314; occasional communication would facilitate this, *ib.* 333. The Council might so far meet them as to enable them to compete with crammers for Direct Commissions and for Sandhurst; but not for Woolwich, *ib.* 388, 389. Discipline is aided by control of older over younger boys, *ib.* 377. Cannot judge of education because boys leave school and go to crammers before examination, *ib.* 391-396. Some Commanding Officers like cadets from Public Schools, *ib.* 472. Only 5 per cent. of candidates come direct from Public Schools, *ib.* 188. Few candidates from, for Woolwich, *ib.* 1224, 1234. Boys not averse to Sandhurst discipline, *ib.* 505.
Produce the best officers, *Storks*, 5841.
Tone of, overrated, *Strange*, 7911.
Public School education, prolonged for the addition of modern languages, military history, drawing, and surveying is the best course before entering army, *White*, 4828, 4844-4846. Would give free commissions for competition at, *ib.* 4833, 4882.

II.—*Education at.*

1. Generally.
2. Classics.
3. Modern Department.
4. Military Subjects.

1.—Generally.

Candidates from, answer better and more freely than those from elsewhere, *Dasent*, 4515, 4516.
Pupils from, learn better than those from private schools, *Frost*, 4331.
Dislikes keeping boys after 16 unless they promise well, *Gordon*, 2539. More subjects taught than formerly; but classics not improved, *ib.* 2550. Boys study hard or not at all, *ib.* 2564, 2565.
Head masters might produce scholars less deficient in elementary knowledge, *Hale*, 3082.
Definition of a Public School, *Moseley*, 2091; it offers great advantages to a boy, *ib.* 2099. Cramming

* Reports on Foreign Military Education, in a separate volume.

PUBLIC SCHOOLS—*cont.*

II.—*Education at*—cont.

1.—Generally—*cont.*

classes would be desirable if the boys would attend them, *ib.* 2102. The boys are deficient in education generally, *ib.* 2106.

Ought by their teaching to render cramming needless, *Peel*, 9470, 9471.

If they taught well, there would be no need for crammers, *Porter*, 2300.

2.—Classics.

Send up discreditable candidates in classics, *Gordon*, 2536–2538. The fault lies in want of pains in the teaching, *ib.* 2580–2582; ignorance of classics amazing, *ib.* 2591, boys pushed too fast from class to class, *ib.* 2592.

Even classics not taught well, *Moseley*, 2117.

Is opposed to altering present classical organization of Public Schools, *Temple*, 5799.

3.—Modern Department.

Advocates a modern department at each, *Barry*, 5498, for youths of a mathematical or inductive bent, 5500, 5501.

A modern department a decided advantage, *Benson*, 5699, 5700, 5711.

It is a pity English, and English History, are not attended to, *Dasent*, 4523.

Pupils from, deficient in mathematics, *Frost*, 4259, 4267, 4300. English and the sciences, *ib.* 4260.

A Modern Department would be a good institution at all schools of sufficient size for division, *Gordon*, 2557, 2558, 2603–2605. Greek only need be absolutely given up, *ib.* 2606.

Could scarcely give sufficient time to mathematics to prepare for Woolwich, *Heaviside*, 2424.

Might not object to bifurcation, if a higher examination had to be prepared for, *Hornby, App.* V. (B.), *p.* lxxiii.

The instruction of a "modern" department desirable for boys without a classical bent; but not at classical schools. The two departments cannot work well side by side. New Public schools should be created, wholly devoted to "Modern" education but not merely military, *Temple*, 5748–5754, 5762, 5763, 5780, 5781, 5793, 5795–5801. Where there is a "modern" side, it has not the vigour of the classical side, *ib.* 5756. There is a tendency to lower the mental average of a modern department by putting into it boys too stupid for classics, *ib.* 5754, 5775–5779. In the proposed "Modern" Public Schools, civilian element should preponderate, *ib.* 5782.

Special practical subjects were formerly quite neglected, *White*, 4850.

4.—Military Subjects.

Separate classes for military candidates not needed, *Abbott*, 1681.

Special classes for military knowledge would fail, *Cambridge*, 6496. Do not work up to the Sandhurst entrance examination, *ib.* 5357.

Military education could not be imparted at, *Cameron*, 5312.

All that is taught at Sandhurst could be as well taught at a Public School, *Percy Herbert*, 5014. Public Schools should be encouraged to impart this knowledge, *ib.* 5030–5033, 5064, 5081, by giving them commissions to be competed for, *ib.* 5065, 5066. Fortification and military drawing could be easily acquired, *ib.* 5067, 5069; not much mathematics necessary, *ib.* 5068. Eye-sketching could be learned in play hours, *ib*, 5070, 5071. Military history would be popular, *ib.* 5073–5076.

Military instruction would clash with other studies, *Hort*, 5121–5124; but languages should be taught, *ib.* 5123.

It would be good if they would teach technical subjects; it need not curtail general education, *H. M. Hozier*, 6229, 6230.

Would arrange for national military education to be given at, *Strathnairn*, 9503.

Would rather Public Schools should not undertake technical education, unless by refusing they would lose Army candidates, *Temple*, 5757, 5758. Assuming a modern department to exist, it should rather tend to general culture than military training, *ib.* 5764; though the latter could be thoroughly taught, if sufficient time were given, *ib.* 5765, 5766; but to give five hours daily for two years to military subjects would much interfere with general knowledge, *Temple*, 5770.

There would be difficulty in teaching practical artillery, fortification, and surveying, *White*, 4851.

Commission cannot recommend the introduction of, Report, p. 22.

[*See also* EDUCATION, II.]

PURCHASE :

Priority of appointment by is given to passed Sandhurst cadets, *Napier*, 756.

Q.

QUEEN'S CADETSHIPS :

Should be competitive, *Benson*, 5661.

[*See also* SANDHURST, VI. 3.]

R.

RECONNAISSANCE :

Not universally necessary for officers, *Codrington*, 6041, 6042.

Text book needed, *Hort*, 5144.

Rough marching reconnaissances very important for a Staff Officer, *Napier*, 1532–1534.

Indispensable in war, *Strathnairn*, 9475.

A good one must be by a mounted person, *A. L. Walker*, 9014.

[*See also* SURVEYING.]

REGIMENTAL SYSTEM :

Stops study, *Simmons*, 6623.

REGIMENTS :

Command of might, after sufficient notice, be given as in Prussia to an officer from proposed Staff Corps, *E. M. Jones*, 8915, 8954.

Staff College students are absent in all for about 3 years, *Lacy*, 8550, 8551.

REGIMENTS, ECONOMY OF :

Could not be taught at Sandhurst, *Napier*, 600–602, 607, 727, must be learnt in a Regiment, *ib.* 605.

A young officer would depend greatly on the Quartermaster, *Peel*, 9439–9443.

REPETITEUR SYSTEM :

Admirable; tried at Sandhurst, succeeded, abandoned on personal grounds, *Hale*, 2983–2985.

Approves; but it would require more masters, *Napier*, 952–956.

Very good; but not carried far enough at Sandhurst, *Porter*, 2301–2308. Would not stop idleness; but would produce uniformity of instruction, *ib.* 2309.

Contrary to our principles, *Abbott*, 1993, 1994, which he prefers, *ib.* 1997.

REPORTS, CONFIDENTIAL :

Half yearly on officers, *Baring*, 9202, 9203.

Half yearly report should cease to be confidential, *Strathnairn*, 9480.

RIDING :

A military man ought to ride well, *Abbott*, 1964.

Cross-country riding very useful to Staff Officers, *Baker*, 6219, 6220. Want of it felt at Solferino, *ib.* 6221.

An officer ought to be able to manage an untrained horse, *Barker*, 9158.

Most important, *Cambridge*, 5407.

How good riding told at Varna, *ib.* 5409.

Should be practised at home, *Percy Herbert*, 5072.

Every officer ought to ride, *H. M. Hozier*, 6310.

Cavalry ought to be taught to jump obstacles and fences, *Strathnairn*, 9491.

Should be practised daily, *White*, 4862, 4863.

[*See also* SANDHURST, XI. 6; STAFF COLLEGE, VIII. 8; WOOLWICH, XII. 6.]

ROSSALL :

Good in mathematics, *Frost*, 4301.

ROYAL MILITARY ACADEMY. *See* WOOLWICH.

ROYAL MILITARY COLLEGE. *See* SANDHURST.

RUGBY:
Classical masters teach French and German, *Addison*, 3930.
Cost of a pupil is 120*l*. *Barry*, 5558.
English course works well. *Dasent*, 4523, 4571.
A good many candidates from, *Gordon*, 2555.
Never saw obscene writing on walls of, *Hallewell*, 3776–3778, 3780.
Counted as a Public School, *Napier*, 201.
Would rather not be endowed with free commissions, if boys were required to set aside their classical studies to compete for them, *Temple*, 5741–5745. Would regret being driven to create a modern department without classics as a staple, *ib*. 5746, 5747. A boy costs, in all, 140*l*. a year, *ib*. 5771; boys do not come from any special class, *ib*. 5772; but a large proportion are sons of hard-working professional men, *ib*. 5773. Drunkenness very rare, and punished as exceptional, *ib*. 5802, 5803. Disease from immorality would involve instant expulsion, *ib*. 5804.

RUSTICATION:
Objected to, *Abbott*, 1859.

S.

SADDLERY AND CAVALRY EQUIPMENT:
Soon picked up in the regiment, *White*, 4864.

ST. CYR. *See* FRANCE, V.

SANDHURST, ROYAL MILITARY COLLEGE AT:
I.—*Generally*.
II.—*Estate, Buildings, and Domestic Arrangements*.
III.—*Military Government*.
IV.—*Educational Staff*.
V.—*Admission*.
VI.—*Cadets*.
VII.—*Discipline*.
VIII.—*Drill*.
IX.—*Recreation*.
X.—*Course of Instruction*.
XI.—*Specific Studies*.
XII.—*Examinations*.

I.—*Generally*.
1. Object and Advantages.
2. Military Organisation.
3. Question of passing all officers through.
4. Cost.

1.—Object and Advantages.
Historical notice of the College, *App*. II. (E.), *p*. xiv–xix.
Principal changes made since 1855, *App*. II. (F.), *p*. xix.
The present object of the College, *Abbott*, 1783, 1879–1881, 1953. The course much thrown away on cadets who purchase, *ib*. 1825–1828. If age were lowered at all, would make it a general school for officers' sons, *ib*. 1757–1759.
Systems prior to 1857 admirable, *Adams*, *App*. II. (A.), *p*. viii.
Original object: a preparatory school for officers' sons, *Addison*, 3794; is now a boon for those who obtain education at a cheap rate, *ib*. 3795; and provides the only officers with military education who enter the Line, *ib*. 3853, 3874, 3959. Gives a personal instance of utility of Sandhurst, *ib*. 3952.
Education of officers from, superior to that of those entering by Direct Commissions: but needless details are taught, *Baker*, *App*. VII. (B.), *p*. lxxxvi.
The peculiar moral influence of the head master of a school is wanting, and needed, *Barry*, 5557.
Would abolish, *C. B. Brackenbury*, 8187–8189, 8253–8255: or retain merely for the sons of poor officers, *ib*. 8221.
Greatest misfortune would be to diminish it to those striving for free commissions, thus shutting out the Public School element, *Cambridge*, 9530, 9548, 9557; which is of infinite advantage to the poorer cadets, *ib*. 9549. The loss of Sandhurst would be a great evil, *ib*. 9555.
A benefit to officers of the lower ranks, *Cameron*, 5290, 5291, 5299.
A good place of education, and renders easier acquiring an officer's duties, *Dering*, 4012, 4014, 4093.
Well adapted to its purposes, *Forster*, 9334.
Education not satisfactory; with exceptions, is superficial, and mere cramming, *Hallewell*, 3373, 3374, 3556. The College does not confer a maximum benefit on the service, *ib*. 3557. Sons of poorer officers would lose by abolition of Sandhurst, *ib*. 3655–3657; but could obtain education enough without it for Direct Commissions, *ib*. 3654. It is a gain to the Army that one-sixth the officers should enter with some military knowledge, *ib*. 3658. There is prejudice against Sandhurst education in the public, *ib*. 3388, and in regiments, *ib*. 3390–3392.
All that is taught at Sandhurst could be as well taught at a Public School, *Herbert*, 5014. Would abolish entirely; unless changed into a Public School, with tutors' houses, *ib*. 5053, 5054. The moral superintendence of a Public School is the paramount necessity, *ib*. 5042. Poor officers would lose by abolishing Sandhurst unless their sons were provided with equally cheap education elsewhere, *ib*. 5098. The practical education was useful, 4965, 5001–5006; but could be learned elsewhere. A commanding officer would rather have Public School boys than Sandhurst cadets, *ib*. 4965, 5065; who are not ready for regimental duty, *ib*. 4966.
Sandhurst cadets not desirable for officers, *Hort*, 5109; too old, too learned in drill, *ib*. 5110, 5111; though very well educated, *ib*. 5136; and their tone not in fault, *ib*. 5113, 5148. The education witness received has been of practical benefit to him, *ib*. 5137.
Education might be much improved, *H. M. Hozier*, 6294.
If maintained, all cadets should have hope of obtaining free commissions by examination, *Lefroy*, 8004; which would improve discipline and diligence, *ib*. 8005.
In Army found no immediate gain from Sandhurst course, *Mott*, 4360, 4462; but may do so hereafter, *ib*. 4479–4488. Is glad to have gone there, *ib*. 4361; liked it, *ib*. 4367, 4368, 4476; though less than Eton, *ib*. 4477.
Education is under Council, *Napier*, 422; founded in 1799, *ib*. 542; regulated by warrant of 1808, *ib*. 545, 546. Original object, *ib*. 423, 460, 478, 479, 543, 549; which he approves, *ib*. 455, and doubts the gain by the changes of 1858, *ib*. 426, 437–440, 452–454, 477, 509. The old system could not be reverted to, *ib*. 456–458, 462; and Wellington College does not supply its place, *ib*. 480. Present object, *ib*. 424, 425, 461, 725, 726, 729, 732, 765. Some commanding officers prefer Sandhurst cadets, *ib*. 472. The College was increased in 1862, *ib*. 787. Is opposed to any union with Woolwich, *ib*. 1116–1122. The education is advantageous in competing for the Staff, but not a sufficient qualification, 1124–1127; the real object of the course, *ib*. 1128–1130, 1151. How it may be advantageous to the Army, *ib*. 1152, 1153.
For a regiment would prefer an Eton boy to a Sandhurst cadet, *Paulet*, 5898. Cadets think too much of their military knowledge, *ib*. 5917; which, however, has improved of late, *ib*. 5918.
Is now a preparatory school for Staff officers, *Porter*, 2201; original object was to educate professionally numerous regimental officers, *ib*. 2202–2204. The training is only of value to the industrious, *ib*. 2244.
Had better have tried for a Direct Commission, *Prior*. 4603. Was of no advantage to witness, *ib*. 4604, except in drill, *ib*. 4704, 4766; and perhaps in fortification, surveying, and military history, *ib*. 4767–4774. Cadets like the place, *ib*. 4660.
Looked upon by military officers as a boon, *Smith*, 5180. There is little other need for the College, *ib*. 5194. Witness' education did not benefit him in his Line service, *ib*. 5205, 5206. Has not noticed any difference between the cadets who join his regiment from Sandhurst and other officers, except that the former sooner acquire the drill, *ib*. 5155–5159, 5176–5179, 5189, 5190, 5207. The time spent at Sandhurst would be better employed in general education, *ib*. 5160–5163.
Having been at, facilitated admission to Staff College, *A. L. Walker*, 8996–8999.
Injured by the system of Direct Commissions, *E. Walker*, 2755. Would remove every ground of prejudice against the College, *ib*. 2756. It would be good to make Sandhurst the way to a free commission certain if the standard and security for con-

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

I.—*Generally*—cont.

1.—Object and Advantages—*cont.*

tinuous work were adequate, *ib.* 2931, 2933; with much higher entrance standard, *ib.* 2932.

Cadets from do not make better officers than boys from Public Schools, *White*, 4819, 4820. Is not necessary, *ib.* 4833, 4852–4854, 4882; but does not advocate its abolition, for the sake of sons of poor officers, *ib.* 4883, 4884.

To be maintained solely for those who will enter Army by free commissions, Report, p. 31. An annual Report by an independent board of visitors should be presented to Parliament, ib. p. 17; such board not to be permanent, but not to be changed all at once, ib. p. 33. Abolition to be a question for the future, when success of garrison and regimental instruction shall be determined, ib. p. 28.

2.—Military Organisation.

Approves the military organisation, which, however, is more in name than fact, *Addison*, 3826–3828. It encourages military spirit, *ib.* 3833–3835.

Officers from are much the better for their military education, *Carey*, 4892, 4893, 4896, 4897, 4914, 4939; and become efficient six months sooner than those not so taught, *ib.* 4915, 4940, 4941. In the field, information acquired at Sandhurst is often of use, *ib.* 4947, 4948.

Military organisation advantageous, *Dering*, 4019. Learnt a private soldier's duties, *ib.* 4093, 4177; but not an officer's, *ib.* 4095. Could not have drilled a company, *ib.* 4176. An adjutant might prefer for a subaltern an untrained youth from a Public School to a half-trained Sandhurst cadet, *ib.* 4222.

Approves the military organisation, which teaches thoroughly the organisation of a Company, and is of great advantage in after service, *Farmar*, 3221–3223, 3231. The College has formed a battalion since present Commandant has been there, *ib.* 3232, 3233; which would not put instruction in the background if all were under the Commandant, *ib.* 3234. Cadets learn much of regimental economy, *ib.* 3283.

Approves battalion organisation, as a school of regimental instruction; therefore approximates conditions of a regiment of gentlemen, *Hallewell*, 3345–3348, 3529. Object, to introduce a military tone; if that were eliminated would abolish the College, 3771, 3772.

In favour of a smaller College at a higher standard, *Hale*, 3043, 3087; without double government, *ib.* 3044–3046, 3088; with reduced military organisation, and under a civilian head, if a suitable man could be found, *ib.* 3049, 3086. Ten years ago the Junior Department resembled a Public School, *ib.* 3026.

Attaches no importance to the military tone but much to the military education which a third of the cadets receive, *Cameron*, 5309–5311.

Attaches no importance to the military organisation, scholastic discipline would be better. *Percy Herbert*, 5078–5080. Would change the system entirely, *ib.* 4991, 5013.

3.—Question of passing all officers through.

Proposals for making it the sole entrance to Cavalry and Infantry, *App.* II. (H.), *p.* xxii.–xxxv.

In favour of all officers passing through Sandhurst or a University for a short course, *Baker*, 6147.

Satisfactory to a great extent, but would extend it, so as to pass all infantry and cavalry Line officers through, *Cambridge*, 5348, 5349, 5374, 6447; which would improve the tone, *ib.* 6454. Sandhurst would be a Military University, *ib.* 6449, of 600 or 700 young men, *ib.* 5375, 6450.

Would expand and pass all officers through it, *Grant*, 5990, 6012, 6013, *App.* VII., *p.* lxxx. Formation of good regimental subalterns would be more useful than abstract teaching, *ib.* 6011.

Would supply Woolwich and Chatham, by best cadets from. All Army aspirants should pass through Sandhurst, *Griffiths, App.* II. (A.), *p.* x.

Would have all Line officers pass through, *Hallewell*, 3379, 3387, 3556, 3773, 3774; which would involve 700 or 800 cadets and a larger staff, *ib.* 3728; but would not render discipline more difficult, *ib.* 3727. To effect this would expand present College rather than add others to it, *ib.* 3729.

Would pass all officers through it, *E. Walker*, 2757; not diminishing present numbers, *ib.* 2768.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

I.—*Generally*—cont.

3.—Question of passing all officers through—*cont.*

Objects to proposal to pass all Guards' and Line officers through Sandhurst, *Abbott*, 1776, 1777; there would have to be at least 1,000 cadets, *ib.* 1782. Gain of limiting to number of Non-purchase Commissions, *ib.* 1787–1790, 1875, 1925, 1926, 1950, 1951.

Strongly objects to passing *all* officers through Sandhurst, *Percy Herbert*, 5033, 5064.

The proposal of 1861 that all officers should pass through it was not carried out, *Napier*, 786. Cost of the College, *ib.* 942. Disadvantages of that proposal, *ib.* 1110–1115, 1134–1136.

If retained, would limit to completing education of young men selected by competition for Non-purchase vacancies, *Robertson, App.* VII. (B.), *p.* lxxxvii.

Not in favour of increasing, *Strathnairn*, 9503, 9504.

[*See also* GENERAL MILITARY COLLEGE.]

4.—Cost.

College might be greatly increased without much additional expenditure, *Cambridge*, 6452, 6493.

Net cost to country about 17,000*l.* a-year, *Cameron*, 5229–5233.

Was formerly self-supporting, *Hallewell*, 3622, 3623. Commandant goes into annual estimates, *ib.* 3624. Annual cost per cadet, *ib.* 3510–3518. Payments by friends of cadets, *ib.* 3634; and cost to Government, *ib.* 3635–3639. Three hundred cadets paying each 100*l.* a-year would cover five-sixths of the cost. The loss arises from low payments for officers' sons, *ib.* 3651–3653*a*. Various officers have half-pay in addition to College emoluments, *ib.* 3626–3629. The country does not obtain advantages proportionate to the expense, *ib.* 3558. If every cadet paid his full cost and the present charge to the country for Purchase cadets were applied in part purchase of Commissions as prizes there would be greater efficiency, *ib.* 3646–3648.

II.—*Estate; buildings; and domestic arrangements.*

1. Estate.
2. Buildings.
3. Domestic matters.
4. Mess.

1.—Estate.

Pays its cost, by timber, *Cameron*, 5226, 5227.

2.—Buildings.

No accommodation for Company officers, *Addison*, 3981; ought to be built close to college, *ib.* 3983; and might be devoted to professors, if not required for Company officers, *ib.* 3984. Quarters of some officers and professors are too far off, *ib.* 3885–3887.

Halls of study too small, *Griffiths, App.* II. (A.), *p.* ix.

Means of ablution insufficient, *Napier*, 958–960. Sleeping arrangements might be improved, *ib.* 961–964, 966. Bunk system uncomfortable, *ib.* 963. Does not advocate a separate room for each cadet, *ib.* 968, 969. Dining-rooms and halls of study sufficient, *ib.* 967. Reading rooms, 970–974. Younger cadets slept in "short passage," *ib.* 1048. All the cadets live in one building, *ib.* 1108.

3.—Domestic matters.

Each cadet should have the conveniences given at a Public School, *Cambridge*, 5402.

There are 50 associated dormitories of four cadets, and 100 bunks, *Cameron*, 5283. A cadet is responsible in each, *ib.* 5284. Would like every cadet to have a separate room, *ib.* 5269.

Food good and ample, *Dering*, 4099, 4100. Difficult to obtain clean linen, *ib.* 4200; not such stowage as at Eton, *ib.* 4201; but slovenliness not engendered, *ib.* 4202. Associated dormitories had not a bad effect, *ib.* 4054–4056.

Under-officer visits, *Farmar*, 3240; a corporal or responsible cadet in each room, *ib.* 3241, who ought to report intoxication, *ib.* 3242.

Private room for each cadet unnecessary, *Hallewell*, 3570, 3571. Rooms not uncomfortable, *ib.* 3572; their furniture, *ib.* 3573–3581. Change of linen obtainable when required, *ib.* 3582, 3583; and a good bath, *ib.* 3584; but not in cadet's own room, *ib.* 3585. Liquor rarely taken into dormitories, *ib.* 3586. Conduct in dormitories decent, *ib.* 3565; no bad effect from association, *ib.* 3566. In A and B companies there are four in a room: in C Company each has separate bunk: bunks described, *ib.* 3567.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

II.—*Estate, Buildings, and Domestic Arrangements*—cont.

3.—Domestic matters—*cont.*

New non-general bath arrangements a failure: does not see the need of ablution being private, *ib.* 3421, 3422.

Every cadet should have a separate room, *Percy Herbert*, 5087–5089.

Nothing analogous to fagging, *Mott*, 4413, 4414. Sees no objection to public bathing, *ib.* 4416.

Clean linen issued by housekeeper, *Prior*, 4665.

Dormitories are locked, *ib.* 4748.

Every cadet should have separate accommodation: quarters for officers of divisions, Report, p. 37.

4.—Mess.

Food too luxurious for hard study, *Adams, App.* II. (A.), *p.* viii.

An officer not present during whole time, *Farmar*, 3147. Senior under-officer is in responsible charge, *ib.* 3148.

Provisions detailed, *Hallewell*, 3587–3590. There is a committee of management, with cadets on it, *ib.* 3590.

III.—*Military Government.*

1. Generally.
2. Commissioners.
3. Governor.
4. Commandant.
5. Major and Superintendent of Studies.
6. Adjutant.
7. Paymaster and Quartermaster.
8. Chaplain.
9. Company Officers.
10. Serjeants.

1.—Generally.

No authority answering to master of boarding-house in a public school, *Addison*, 3975.

Meetings of officers and professors in educational matters would do good, *Cameron*, 5247.

Powers of the several officers were approved by Commander-in-Chief, *Hallewell*, 3742. Staff could not be reduced except by combination with professors, 3515–3518, 3630, 3631.

The chief authority has neither position nor authority analogous to the head master of a Public School, *Percy Herbert*, 5099, 5100. Would have a civilian of academic distinction at the head, *ib.* 5048.

The division in the government of Education and Discipline is bad, *Napier*, 645. The governing body, *ib.* 827–829; their appointment, *ib.* 832. Questions of discipline referred to Commander-in-Chief, *ib.* 921, 922; of study to Council of Military Education, *ib.* 923.

Double staff for teaching and discipline most pernicious, *Porter*, 2172. Council of Instruction would do good, *ib.* 2273.

Establishment proposed, Report, p. 35.

2.—Commissioners.

Unobjectionable, *Cambridge*, 5367; do not clash with Council, *ib.* 5368; no object in giving them further inspectional functions, *ib.* 5404.

Functions, *Hallewell*, 3501, 3502, 3506. Completely independent of Council, *ib.* 3503. Some inspect College occasionally, with Commander-in Chief, *ib.* 3504, 3505. Are well qualified to give opinions and unlikely to interfere for harm, *ib.* 3507–3509.

Duties, *Percy Herbert*, 4964, 4992–4995; not wanted, *ib.* 4991. Do not interfere with Council, *ib.* 4988, 4989.

The Commissioners, *Napier*, 830, 831, 851; who are honorary, *ib.* 833; their powers, *ib.* 847–850, 877, 890. Have no connection with Council of Military Education, *ib.* 879–889.

Do occasionally consider points of discipline, *Napier*, 1109.

Should cease to have any connection with discipline or instruction, Report, p. 33.

3.—Governor.

Exercises a general influence, *Addison*, 3978. Should have absolute power as to indulgences and punishments, *ib.* 3956; or removal of a cadet without appeal, 3849–3852.

Ought to have the large powers of a Public School Head Master, *Cambridge*, 5396, 5397; but not to appoint professors, *ib.* 5398; though he should recommend their removal, if inefficient, *ib.* 5399, 5400.

Cannot make regulations, *Cameron*, 5214, appoint officers or instructors, *ib.* 5215, or control course of study, *ib.* 5264; but is supreme in discipline, except as regards removal and expulsion of cadets, *ib.* 5234–5241. Has almost enough power, *ib.* 5302. Goes round the messes, &c. without notice, *ib.* 5276; but does not see much of the cadets unless he invite them to his house, *ib.* 5249–5251.

Can only rusticate for six months, *Hallewell*, 3313–3316; pending decision of Commander-in-Chief, *ib.* 3735–3737; has only lately had so much power. Ought to be able to dismiss absolutely, without appeal, *ib.* 3317–3320, 3465.

Should be selected for educational capacity, rather than military services: authority and responsibility should be increased: position more nearly assimilated to that of head-master in a Public School: should have absolute power of rustication, Report, p. 15, 16; should take part in instruction; and be appointed by and responsible to Secretary of State, ib. p. 33, should have local rank superior to any officer under him; should be appointed for 7 years, renewable, but 14 years' service or 60 years of age to be the limit: salary, 1,500l., ib. p. 34.

4.—Commandant.

Except as to rustication, corresponds to a Public School head master, *Addison*, 3977, having command of the cadets, *ib.* 3978. Lives in the College, *ib.* 3979.

Should have powers of a Head of a College at Oxford, *Farmar*, 3178, to rusticate or dismiss without appeal, *ib.* 3179–3181; which he has not now, *ib.* 3182. His action is confined to discipline, *ib.* 3301; but might advantageously take superintendence of studies, *ib.* 3298–3300.

Would combine with Superintendent of Studies, *Hale*, 2971.

Has command of Cadet College, under the Governor, *Hallewell*, 3304–3306; changes in studies are referred to him, *ib.* 3307–3308, and by him to Governor. In discipline, would only refer serious matters to Governor, *ib.* 3309. Can punish up to 14 days' arrest, *ib.* 3310, 3311. Cannot rusticate or dismiss, *ib.* 3312. Should deal with all misconduct; present system might lead to clashing between him and Superintendent of Studies, *ib.* 3740. Is responsible to Governor for everything connected with cadets, *ib.* 3741; but has no means of knowing their characters, *ib.* 3671. Is consulted privately by cadets about their prospects, *ib.* 3668–3670. Should not be a local magistrate, *ib.* 3769. Attends to the provisioning, *ib.* 3531.

Drill is under, *Napier*, 644. Duties generally, *ib.* 865–867.

Would write to friends of a cadet not doing well, *Prior*, 4740.

To be discontinued, Report, p. 35.

5.—Major and Superintendent of Studies.

Has, under Commandant, charge of all practical studies, except swimming, *Addison*, 3869, 3870. Has duties in the direction of commanding the cadets, *ib.* 3978. His recommendations have been to a certain extent considered, *ib.* 3864.

Is also Major, *Farmar*, 3250; and, as such, can punish for misconduct out of study, *ib.* 3251, 3252.

Would combine with Commandant, *Hale*, 2971.

Studies are under, but cannot change them without reference to Commandant, *Hallewell*, 3307, 3308. Controls studies and professors. On parade, is Major of the battalion. In all things is completely under Commandant. The relationship works smoothly, *ib.* 3321–3323.

Is second in command and has charge of instruction, *Napier*, 642. Duties generally, *ib.* 862–864.

Can always alter the course or time of any study, *E. Walker*, 2793.

To be discontinued, Report, p. 35.

6.—Adjutant.

No object in being separate from company officers, *Dering*, 4167, 4168. It might be useful afterwards, if cadets assisted in the duties, *ib.* 4215–4217.

Duties relate to drill; has nothing to do with dormitories, *Farmar*, 3134.

Duties chiefly at drill and in orderly room. Is absolutely necessary as a distinct officer, *Hallewell*, 3335–

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

III.—*Military Government*—cont.

6.—Adjutant—*cont.*

3338, 3525–3527. As necessary as in a regiment, *ib.* 3528, 3535.

Duties, *Napier*, 861, 909–911; possible substitute for, *ib.* 912–917.

To be discontinued, Report, p. 35.

7.—Paymaster and Quartermaster.

Paymaster's duties could not be combined with Quartermaster's, *Hallewell*, 3533. Quartermaster hardest worked man in the College, *ib.* 3530: aids Commandant in the provisioning, *ib.* 3531.

Duties, *Napier*, 903, 904, 924–926. Before 1858 the two appointments were united, *ib.* 927, 928, 931. Their present duties are more severe, *ib.* 929, 930, 932. Former position, *ib.* 933, 934.

Should be combined in one officer, Report, p. 35.

8.—Chaplain.

Had no influence, *Dering*, 4189.

Duties are only to read prayers and preach; but exercises great moral influence, *Hallewell*, 3493–3497. No objection to his being an Army chaplain liable to removal, *ib.* 3498–3500.

Cadets have no personal relations with, *Mott*, 4440, 4441.

Appointment, *Napier*, 1091; relations to cadets, *ib.* 1089, 1090.

Nearest approach to a superintendent of morals, *Porter*, 2256.

Often gave advice in hospital, *Prior*, 4738, 4739.

Should be specially appointed by Secretary of State, and not necessarily a military chaplain, Report, p. 33; should teach Latin and Greek, ib. p. 34, 36.

9.—Company Officers.

If they did adjutant's duties, it would not render closer their connexion with cadets, *Dering*, 4169.

Captain has general superintendence of cadets in his company, *Farmar*, 3129, 3130; for discipline of which he is entirely responsible, *ib.* 3133. The Subaltern acts under him, *ib.* 3137; except when he is on duty at the College, *ib.* 3138. Captain of the day, *ib.* 3139; his duties, *ib.* 3140; inspects mess, *ib.* 3145, 3146. Is quartered close to his Company's dormitories which he visits frequently, *ib.* 3141–3143. The Captain would not know of a cadet's punishment for inattention, *ib.* 3196, though a company officer is always present when Commandant punishes or warns, *ib.* 3197. Frequently go round College at night at uncertain hours, *ib.* 3259. Subaltern visits halls during study, *ib.* 3261, to make arrangements in case of Instructor's absence, this should not lower the Professor in the cadets' eyes, *ib.* 3291–3294. The Captain visits his cadets in hospital, *ib.* 3263.

Captains and subalterns are necessary, *Hallewell*, 3324. 3327. Captains responsible for interior economy of company; their subalterns support them, *ib.* 3325. Formerly there were no subalterns, *ib.* 3326. Captains see much of their cadets, *ib.* 3672; are appointed by Commander-in-Chief, *ib.* 3674; should be very specially selected, is quite satisfied with them, 3676, 3678. The post is military, *ib.* 3677. Ordinarily, captain would inquire into a charge against a cadet, *ib.* 3679; his early training fits him for this duty, *ib.* 3680, 3681, specially, *ib.* 3770. Duties of Captain of the day, *ib.* 3519, occupy his whole time, *ib.* 3520. Duties of other captains, *ib.* 3521; of subalterns, 3522, 3523.

Captain more intimately acquainted than Commandant with cadets, *Mott*, 4430. Holds position of Captain of a house at Eton, *ib.* 4410; but would not caution or lick a cadet, *ib.* 4411.

Number excessive, *Napier*, 857–860. Professors might take their duties, *ib.* 897, 898, 945, 946. Duties of captains and subalterns, *ib.* 902, 905–907, might be combined, *ib.* 908; what is not expected of them, *ib.* 1069–1080; should be more with the cadets, *ib.* 1097, 1103. Captains middle aged, *ib.* 1077.

Subalterns of companies are well qualified, *Porter*, 2282.

Would warn a cadet seen to be going wrong, *Prior*, 4737.

To be discontinued, Report, p. 35.

10.—Serjeants.

Not now a system of espionage by, *Dering*, 4248. Evidence of, against a cadet would not be taken, *ib.* 4249.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

III.—*Military Government*—cont.

10.—Serjeants—*cont.*

Duties, *Hallewell*, 3612–3614. Would not call for evidence of, against a cadet, *ib.* 3615, 3616. Do not exercise surveillance; have nothing to do with discipline, *ib.* 3474–3476. No advantage in their being constables for surrounding district, *ib.* 3768.

Duties formerly exercised, *Napier*, 1014–1025, 1031–1033. That system quite gone. *ib.* 1025. Cannot say why it was changed, *ib.* 1098, 1099. Present functions, *ib.* 1026–1030.

IV.—*Educational Staff.*

1. Strength and Duties.
2. Position, appointment, &c.
3. Salary.
4. Military *versus* civilian.
5. As to assuming disciplinary powers.
6. As to giving private lessons.

1.—Strength and Duties.

Fifteen military instructors, *Addison*, 3927, 3969; 14 civilians, *ib.* 3970. Excess of masters due to number of subjects, *ib.* 3805.

Number of professors could not be reduced, *Cameron*, 5342.

Labour of, not economised. Instructors should have been cadets previously, and should pass probation; their term should exceed six years, *Griffiths, App.* II. (A.), *p.* ix., x.

Professors not generally worked so hard as those on Military History, *Hale*, 3023.

Would not give professors any power over instructors, *Hallewell*, 3339, 3340.

The professors detailed, *Napier*, 834–836; their selection, *ib.* 839; appointment, *ib.* 837, 838; and disciplinary powers, *ib.* 840–846. Cannot be reduced, *ib.* 854–856. There is about one to ten cadets, *ib.* 891, 892. Professorships could not well be combined, *ib.* 893–895, though one man might teach two subjects, *ib.* 896.

Have as much as they can do, *Vinter*, 2680, 2681. Supply the place of both private tutor and college tutor at an university, *ib.* 2709. Would give them a share in the final examination, *ib.* 2722.

Professor combines duties of professor proper and répétiteur, *E. Walker*, 2823, 2824. Sees no gain in dividing the functions, *ib.* 2825, 2826. How witness' time is occupied, *ib.* 2872–2875; a fair sample of a professor's work, *ib.* 2876; all work hard, *ib.* 2877. Free study would lessen professors' labour, *ib.* 2893.

Correspondence [1867] as to reducing instructional staff, *App.* II. (K.), *p.* xli.–xliv.

Should occasionally meet as a Consultative Board, under presidency of Governor, Report, p. 17, 33. Proposed Establishment, ib. p. 35.

2.—Position, Appointment, &c.

Should not be interfered with, except by Governor, *Adams, App.* II. (A.), *p.* vii.

Instructors, have used a thoroughly military position, *Addison*, 3905.

Should be selected by the Council, *Cambridge*, 5398.

Do not communicate direct with Governor, *Cameron*, 5248; practice to be adhered to, *ib.* 5275. Appointments should be made by Council; but on probation, *ib.* 5329.

Should look up to Commandant, rather than superintendent of studies, as responsible for everything, under the Governor, *Farmar*, 3160, 3161. They want *esprit*, *ib.* 3256, and do not support the company officers, *ib.* 3282. Were responsible to Commandant, in Col. Scott's time, *ib.* 3234, 3255. The captain of company never interferes with, *ib.* 3270.

The tendency is to treat military professors as regimental officers, *Hale*, 2972.

Always treats professors, military and civil, and executive officers as strictly equal, *Hallewell*, 3715.

Never consulted as to general reforms, *Porter*, 2232. Nominated by Council, *ib.* 2277.

There is but one professor in each subject, *Vinter*, 2619. Has little power over other masters, in the same subject, *ib.* 2668; none as regards incompetent or careless master, *ib.* 2669, 2670. Can only advise ordinarily through Superintendent of Studies, *ib.* 2620. His opinion is usually acted on, *ib.* 2621, 2675; should only go to Commandant if Superintendent of Studies were absent, *ib.* 2671. Some analogy between his position towards his cadets and

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

IV.—*Educational Staff*—cont.

2.—Position, Appointment, &c.—*cont.*

that of a college tutor to his pupils, *ib.* 2653. Should receive a written answer from Superintendent of Studies to a written suggestion, *ib.* 2673, 2674; after reference to the Council, if necessary, *ib.* 2675. Professors do not communicate direct with Council, unless exceptionally, *ib.* 2672.

Should be, in great measure, appointed and dismissed by Governor, Report, p. 16, 33. The head of each branch should have general supervision and inspection over the studies in the Department. Language masters should, if possible, be Englishmen, ib. p. 33. Military professors to be appointed for seven years at least, renewable; civilians, unless under special circumstances, to cease at 55 years of age, ib. 34.

3.—Salary.

Language masters are good men, indifferently paid, *Addison*, 3928; pay some criterion of social position, *ib.* 3929. Mathematical instructors are civilians, wranglers; two are clergymen, *ib.* 3932.

Some of the civilian professors' salaries are too low to attract men of sufficient character, *Cameron*, 5341.

Language masters are paid the lowest, *Hallewell*, 3620, 3621.

Future professors to have consolidated pay, *Napier*, 938–941. Salaries are too small for hospitality to cadets, *ib.* 1069, 1078, 1079.

Civilians have lower salaries than military men, *Porter*, 2249–2252, with equal work, *ib.* 2253; but they have superannuation. Military men only serve for six years, *ib.* 2254.

Salaries lower than at Woolwich, *Vinter*, 2666, 2678, and low as compared with Public Schools, *ib.* 2667. Mathematical masters on same scale of salary as at Woolwich, *ib.* 2679. Would not be responsible for the whole mathematical duties without a much higher salary, *ib.* 2676; but thinks the professor should have that responsibility, if understood from the first, *ib.* 2677.

Consolidated salaries proposed, Report, p. 36.

4.—Military *versus* Civilian.

Might all be military, except for languages and sciences, *Addison*, 3866–3868, 3997, 3998. An officer has influence which a civilian cannot acquire, *ib.* 3933, 3973.

Not the unanimity of a Public School. Civilians have too little influence, *Benson*, 5706.

Prefers military professors for youths intended to become officers, *Cameron*, 5277. The military professors are excellent; the civilians not all well qualified, *ib.* 5328, for managing cadets, *ib.* 5332.

Military professors keep the best order, *Dering*, 4081. Relatively with an executive officer, a military professor's influence would depend on the man, *ib.* 4188. Most idleness and insubordination under civilians, *ib.* 4015–4018.

Civilians have less moral control than military men with equal powers, *Farmar*, 3162–3167.

Civilians have not the moral power of military professors, *Hallewell*, 3342. Instruction should be by military professors, *ib.* 3343: Cadets prefer it, *ib.* 3344, 3716.

Some civilians were as successful as the military, *Percy Herbert*, 5047. Military officers not suited for schoolmasters, *ib.* 5013, 5044: but would have military tutors for military subjects, *ib.* 5042, 5055; not a double staff of tutors, *ib.* 5056.

Discipline not good under civilians, *Mott*, 4387–4393, 4434.

Military professors had more influence than civilians, *Prior*, 4656–4659.

Witness believes he exercises a moral influence, *Vinter*, 2654.

All should be military officers, *E. Walker*, *App.* II. (D.) *p.* xiv. Civilian, as compared to military professors, lose authority through not wearing uniform, *ib.* 2851.

To be military or civilian at discretion of appointing power, Report, p. 33.

5.—As to assuming disciplinary powers.

Deprecates union of disciplinary and educational functions, *Adams*, *App.* II. (A.), *p.* vii.

Proposed to make six military professors captains of companies (leaving other military instructors and the civilians responsible for discipline in their classes), *Addison*, 3865: if they have time, *ib.* 3830–3832, 3854, 3922–3925, 3968: and as at present they have only 18 hours' work a week, they could take the duty, *Addison*, 3896, 3901, if more study work were not thrown on them, *ib.* 3982. The particular supervision of discipline could not be distributed among all the instructors, *ib.* 3971. Have now connexion with cadets only in study, *ib.* 3974.

Had no military control, *Dering*, 4133, 4134, or power out of study, *ib.* 4135; but helped in cadets' amusements. *ib.* 4136. Order in class depends on professor, *ib.* 4079, 4080. Would combine the two functions, *ib.* 4112–4114, 4186.

Would not combine instructional and disciplinary Staff, *Griffiths*, *App.* II. (A.), *p.* x.

Professors should take disciplinary duties, *Hale*, 2972, 2998, 3022 (preferably to having an Adjutant, *ib.* 3085), except that of subaltern of the day, *ib.* 2972, 2973, 3024, 3097, 3098, whose duty should not be entrusted to the serjeant, *ib.* 3025.

In favour of making military professors captains of companies: there are some who have time, *Hallewell*, 3328–3334. Professors have now sufficient disciplinary power, *ib.* 3341.

Disciplinary powers, *Napier*, 1063–1068. Professors might take duties of Company Officers, *ib.* 897, 898, and supervise discipline out of study, *ib.* 945, 946.

Disciplinary powers, *Porter*, 2165–2171, 2175, 2233–2235, 2245–2248, 2276, 2281. May see the same class six hours a week, *ib.* 2258, 2259, and can better know cadets' characters than the company officers, *ib.* 2260, 2261, 2174. Professors should officer the companies, *ib.* 2173. Subordination of instructional staff bad, *ib.* 2319, 2320. Disciplinary powers of professors, *ib.* 2165–2171, 2175; ought to be independent of captains of companies, *ib.* 2233–2235; and to be increased, *ib.* 2181, 2245, 2246, 2248, 2276; limited, however, to Englishmen, *ib.* 2247.

Professors have now sufficient disciplinary power, *E. Walker*, 2849. Could not take the duties of company officers without increase of strength or decrease of study work, *ib.* 2850, 2871, 2909.

Should have limited powers of punishment, Report, p. 33; and be solely responsible for order during study, ib. p. 34.

6.—As to giving private lessons.

No objection to private tuition, *Addison*, 3808, 3809; but the Council has not approved it, *ib.* 3810, 3811.

Not now allowed to instruct private pupils, *Napier*, 935, though once did, *ib.* 936, 937.

Some professors had private pupils, and witness taught his son one hour a day, *E. Walker*, 2878.

Private lessons should be allowed, with Governor's sanction; but not resident pupils, Report, p. 34.

V.—*Admission.*

1. Candidates.
2. Age for entrance.

[For EXAMINATION, *see* § XII. 2.]

1.—Candidates.

Almost all come from crammers, *Addison*, 2793.

Young men from Public Schools should go direct to Sandhurst, *Cambridge*, 5356.

Average classical attainments very low, *Gordon*, 2497–2492. Their spelling often very bad, *ib.* 2510. Occasional candidates show high classical attainments, *ib.* 2517. Comparison with Oxford "Pass" men and "little go" men, *ib.* 2526; with matriculation candidates, *ib.* 2528, 2573.

Generally go to private tutors, *Heaviside*, 2469. A large proportion well-grounded in elementary mathematics; others merely crammed, *ib.* 2381, 2468: better than formerly, *ib.* 2383, 2446: but the standard does not rise, *ib.* 2384.

Sons of officers have some advantages; but they let in very few, *Napier*, 481. University candidates, 329, 330, 426, 431, 457, 473, 509. Prolongation of age, for benefit of, to be abolished, *ib.* 329, 330. Would not limit to candidates from Public Schools, *ib.* 484, 485; but would require a certain amount of preliminary education, *ib.* 486. Mathematical knowledge of candidates is small, *ib.* 562.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

V.—*Admission*—cont.

1.—Candidates—*cont.*

The most advanced in mathematics have often failed for Woolwich through superficial reading. The best are those with some ability and moderate, but sound foundation. The men are better in years when Woolwich admissions are few, *Vinter*, 2630.

Two-thirds of those who enter have sufficient general education to avail themselves of special instruction in military history; one-third are deficient in history, geography, spelling, and writing, *E. Walker*, 2738, 2739. Generally a deficiency in history, geography, and spelling, *ib.* 2740, 2741, 2821.

2.—Age for entrance.

Present regulations [1867] as to, *App.* II. (L.), *p.* xliv.

Age of cadets admitted [1866–1868], *App.* XIII. (B.), *p.* cxlvii.

Older University men make an objectionable mixture as to age, *Abbott*, 1760–1762; but very few come, *ib.* 1763. Age should not be below 16, *ib.* 1756.

Should be 14 to 16, *Adams*, *App.* II. (A.), *p.* vii.

Boys from Public Schools might enter at 17 or even 18, *Cambridge*, 6476, 6477–6479, 6487. Should enter army younger, *ib.* 5352, at 18, *ib.* 5364, 6450.

Age should not exceed 15, *Carey*, 4890, 4891, 4898–4900.

Mixture of older and younger men an advantage, *Gordon*, 2574, 2577, 2593–2599.

Would not reduce minimum age, unless Sandhurst were made a mere boy's school, *Hallewell*, 3375, 3376.

Entrance age before and since 1858, *Napier*, 426, 437–440, 422–454, 477, 509. Prolongation of age, for benefit of university men, to be abolished, *ib.* 329, 330. There is now a pupil of 24, *ib.* 483. Would alter the admission age, *ib.* 431, 445–451, 487, 493–495. Would not let any pupil remain after 19, *ib.* 475. Once pupils were divided, according to age into A and B companies, *ib.* 482. Range of age under his proposal, *ib.* 490, 492. Lowering age need not lower the examination, *ib.* 503, 504.

Much against reducing minimum age, *E. Walker*, 2759. Men of 16 and 20 may mingle without disadvantage, *ib.* 2758.

Should be from 16 to 17, Report, p. 12, 19, without exception, ib. p. 31.

VI.—*Cadets.*

1. Generally.
2. Numbers, payment &c.
3. Queen's or Indian Cadets.
4. Idlers.
5. Commissions; rewards; prizes.
6. Uniform.

1.—Generally.

If war broke out, half would be ready for service with two months' training, *Addison*, 3951. As a rule, could not afford to go to Public Schools and would join army direct from inferior training, *ib.* 3836–3838. One-third have not enough intelligence for their military studies, *ib.* 3937. From Public Schools a well-toned class, but very few, *ib.* 3877. An instructor could best judge of a cadet's character in the field, but fairly well in class-room, *ib.* 3897, 3898; more likely to know it than Captain of Company, *ib.* 3858, 3907, 3958.

Has never had a complaint from a cadet's parent, *Cameron*, 5300, 5301.

Consider themselves *quasi* soldiers, *Dering*, 4115. Often borrow money from tailors, *ib.* 4196, 4198; but not from professional money lenders, *ib.* 4197. Debt in the neighbourhood difficult, *ib.* 4199.

Always remain in same company, *Farmar*, 3131, 3132. Commanding officers sometimes find them conceited, *ib.* 3230. Do not decide quarrels by fighting, *ib.* 3258.

Incurring debts ought to be prevented, *Griffiths*, *App.* II. (A.), *p.* x.

On entering have sufficient general education to take up their studies; but very little arithmetic and no fortification, *Hale*, 2943–2946, 3009–3011. 37 per cent. profit much; 35 per. cent. learn something; 28 per. cent. nothing, *ib.* 2948, 3012. Neither *esprit de corps* nor leaders to set a tone, *ib.* 2952. The tone attributable to the system at private tutors; would be better from a Public School, *ib.* 3040–3042. Are slovenly because there is no great town near, *ib.* 3007. Have a bad name at Aldershot, *ib.* 3008. Forfeitable rank might improve their tone, *ib.* 3006, 3050–3052. Bad tone attributable to a few ill-disposed idle young men; not general, *ib.* 3126.

Only those who obtain free commissions (35 or 37 per cent.) obtain great advantage from the College, *Hallewell*, 3555; half those on the "B" list derive very little benefit, *ib.* 3558, 3641, 3643–3645. Sees no disadvantage in having older cadets from Universities, *ib.* 3377. Pocket-money regulations, *ib.* 3532, 3598, 3599. Do not run into debt more than public schoolboys, *ib.* 3597. To give them military rank would increase Governor's power over them, *ib.* 3649, 3650.

Pocket-money arrangements, *Mott*, 4408. Money-lenders come occasionally, *ib.* 4409, 4417. Treated too much like private soldiers, *ib.* 4464, 4465, 4469.

Formerly sometimes passed on to Woolwich, *Napier*, 547, 548; now furnish officers to Cavalry, Infantry, and perhaps Military Train, *ib.* 551–553. Sometimes visit Continent, but not sent by the College, *ib.* 581, 674. Form a small battalion; but are not treated as soldiers, *ib.* 608, or taught as such, *ib.* 609–613. Only treated as private soldiers when under arms, *ib.* 792–796; their organization is military but not regimental, *ib.* 797–801; nominally under Articles of War, *ib.* 804. Would not give Commissions, *ib.* 807–813. Half-yearly report is sent to parents, *ib.* 1081, 1082; insufficient to give a knowledge of character, *ib.* 1083.

Out of study, very slovenly, *Porter*, 2178, 2266, 2268, 9269, in great contrast to Woolwich, *ib.* 2179, 2267.

Would go to some officer for advice, in a private trouble, *Prior*, 4699, 4700. Dealings take place with money lenders, *ib.* 4701, 4702. Treated as gentlemen by the military officers, *ib.* 4749; but on parade as private soldiers, *ib.* 4750, 4751; without having degrading duty, *ib.* 4752.

His cadets are well behaved in study, *Vinter*, 2643. To knock off quietly a few fit for nothing would improve the tone of the place, *ib.* 2701–2703. With a two-years' course cadets become attached to the place, *ib.* 2710–2712: no special encouragement for this feeling, *ib.* 2713, 2714.

Very lowest cadets do not improve their powers from first to last; others do, *E. Walker*, 2746. Would admit best cadets to practical class at Woolwich, to prepare for Artillery and Engineers, *ib.* 2767.

Get on well in Infantry, *White*, 4830; but such as do would have got on equally well without Sandhurst, *ib.* 4832.

2.—Numbers, payment, &c.

Payments for, 1858–1867, *App.* XIII. (A. i.), *p.* cxlvi.

Payments for, by present regulations, *App.* II. (L.), *p.* xlv.

Average number on each scale of payment, [1865–1869], *App.* XIII. (B.), *p.* cxlix.

Payment should be moderate, *Cambridge*, 6498, 6499, 6501–6505.

Number, *Cameron*, 5216; cost. *ib.* 5217, 5219, 5222–5225.

About 190 enter Army yearly, *Hallewell*, 3640.

To increase qualifying marks for a Commission would decrease the cadets, *Napier*, 814, which is undesirable, *ib.* 696–700, as it might lower their social status, *ib.* 749, 752; though the College would be more efficiently worked with smaller numbers, *ib.* 815, 816, without increased cost to the cadets, *ib.* 820. There are now 300 cadets, *ib.* 706, with the same military status as Woolwich cadets, *ib.* 817–819, cost about 120*l.* a year each, *ib.* 943.

Number should be nearly limited to the free commissions attainable, i.e. for a two years' course to 210 cadets, Report, p. 16, 31. Scale of payment, ib. p. 33.

3.—Queen's and Indian Cadets.

Original correspondence, *App.* II. (I.), *p.* xxxv–xli.

Numbers who obtained commissions among the competitors [1858–1867], *App.* XIII. (B.), *p.* cxlix.

Queen's and Indian cadets a great disadvantage, *Abbott*, 1774; they should be commissioned without passing through, *ib.* 1775. Benefit of their removal, *ib.* 1949. Queen's cadets are few in number, *ib.* 1952.

Cost, *Cameron*, 5221, 5528. Would rather give them scholarships at other place of education, *ib.* 5304, 5305; requiring them to pass the Direct Commission examination, *ib.* 5306–5308. Parents of Indian cadets have better means than those of Queen's cadets, *ib.* 5346.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

VI.—*Cadets*—cont.

3.—Queen's and Indian Cadets—*cont.*

Not specially idle, *Dering*, 4089.
Not less energetic than others, *Hale*, 2960.
Foster idleness; would rather give them a sum of money than have them at Sandhurst, *Hallewell*, 3415, 3416. In four years six have been in "A" list, *ib.* 3642.
Queen's and Indian cadets as a rule idlers, *Napier*, 525–529, 534–539; they are prejudicial to the College, *ib.* 534, 535; and should receive commissions, on qualifying, without passing through, *ib.* 536. There are from 25 to 30 of them, *ib.* 540; out of 300 cadets, *ib.* 541.
Queen's cadets, as a rule, are idle, *Porter*, 2157, 2158.
Were idle, *Prior*, 4655.
Do not need to compete, *E. Walker*, 2747; idle for the most part and are prejudicial to college, *ib.* 2748. Would double their minimum pass examination, *ib.* 2749, 2751; rather than give them commissions without passing through the college, *ib.* 2754.
Should be admitted to and passed through the College only under the same conditions (except as regards payments) as other cadets, Report, p. 33.

4.—Idlers.

Idlers, *Abbott*, 1784–1786; possibly a stimulus could be applied to them, *ib.* 1884–1890. Could not compete successfully for Woolwich, *ib.* 1797–1799.
One third idle; as in most public institutions, *Addison*, 3812–3815. Idling great; but less than at Universities, *ib.* 3971. An improved educational system would give cadets' minds more occupation, *ib.* 3792, 3936.
Idleness could be mitigated, *Cambridge*, 5377, 9556.
Would try to prevent by making the attainment of periodical standard more strictly a condition of remaining, *Cameron*, 5292–5294. Second term cadets are idlest, *ib.* 5295–5298.
Cadet can study or idle as he pleases, *Dering*, 4015, 4306. Two-fifths work hard, three-fifths are idle, *ib.* 4087, having no inducement to work, *ib.* 4088. Those lazy in study, not always so in athletics; a small proportion are too lazy for anything, *ib.* 4038–4040, 4250, but not a large proportion, *ib.* 4251.
Incorrigible idleness would be punished, *ib.* 4166. Requiring a standard to be attained each half-year must check idleness, *ib.* 4218, 4219.
Best chance of eliminating idlers, *Forster*, 9335, 9336.
Monthly reports of conduct, properly acted on, ought to repress idleness, *Griffiths, App. II. (A.)*
A vast number do not profit, *Hale*, 2949. Two-thirds are listless and apathetic, *ib.* 2950, from their first entrance, *ib.* 2951, 3039; not from lack of ability, *ib.* 3109, 3110. Cadet soon knows if he will be below free commission list, and if so, idles, *ib.* 2954, with perfect impunity, *ib.* 3095. The evil would be met by reducing the numbers, *ib.* 2955, and raising the entrance examination, *ib.* 2956. Great idleness should be a bar to obtaining a commission, *ib.* 3093; though idlers may make good officers, *ib.* 3079.
Does not admit general listlessness; but there is idleness among those intending merely to qualify, *Hallewell*, 3394, 3395. Idleness not punished as such, *ib.* 3488–3491; but parents have been requested to remove idle cadets, *ib.* 3726.
Military instruction almost limited to those trying for free commissions, *H. M. Hozier*, 6295.
Have greater impunity than at Eton, *Mott*, 4363, 4364.
The idlers, *Napier*, 692–694, 707, 757, 765–784; how to be rid of them, *ib.* 695, 702–713, 753.
Half the cadets idle because they know they can pass for purchase, but cannot win a free commission, *Porter*, 2155, 2237, 2238. Remedy, *ib.* 2156. Idleness has not been punished, *ib.* 2161–2164. Only knew one case of discharge for it, *ib.* 2224, 2241. A minor penalty should precede discharge, *ib.* 2225. Idleness ought not to be recognized at, Sandhurst, *ib.* 2240.
Some work hard, *Prior*, 4706. Rich men only wishing to qualify, and Queen's cadets idle, *ib.* 4653–4655.
Idlers are they who find out early that they have no chance of free commissions, *Vinter*, 2648. Tries to persuade idlers to work, *ib.* 2650, often with success, *ib.* 2651.
Some idle, but not half, all work at Military History, *E. Walker*, 2744, 2771, 2856.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

VI.—*Cadets*—cont.

5.—Commissions; rewards: prizes.

Free commissions granted to cadets, (1863–1868.) *App.* XIII. (B.), *p.* cxlviii.
Percentage gained by sons of army to navy officers, *App.* XIII. (B.), *p.* cxlix.
More pass out than can enter Staff, *Abbott*, 1954, which is valuable, *ib.* 1955, and might be a loss if abolished, *ib.* 1956, 1957. Would not give Probationary Commissions, but appoint at once, *ib.* 1896, 1897.
Time at College should count as commissioned service, *Cambridge*, 6500, 9532, subject to good conduct, *ib.* 9530. It would be army, not regimental rank, *ib.* 9533, 9537.
Would like to give free commissions to all cadets, if it would not diminish the number of cadets, *ib.* 9558. Free commissions should be given for good conduct as responsible under-officers, *ib.* 9538. Would increase incentive to study, by graduating the prices of commissions to the "B" list of cadets, *ib.* 5376, 5390, 5405, 9530.
Would graduate the price of purchase commissions according to proficiency of cadets, *Forster*, 9337: and for zeal and good character would antedate commission to period of entering college, *ib.* 9338: this would fill the college, *ib.* 9402. If the prize were a commission certain, a high standard could be insisted on, *ib.* 9339, 9343, 9344. Non-purchase commissions not given except to Sandhurst cadets, *ib.* 9401.
The purchasing idler's military knowledge very small indeed, *Hale*, 3015. Would raise qualification for a purchase commission, *ib.* 3103–3106.
Rather than raise the qualification would increase the prizes, *Hallewell*, 3743, by splitting up some free commissions into money rewards, *ib.* 3380–3386.
Prizes insufficient to encourage industry, *Napier*, 708, 716–719, 754; but does not know how to add to them, *ib.* 720–724, 764. Two hundred commissions are given (with and without purchase) annually, *ib.* 554. Priority of appointment by purchase is given to passed Sandhurst cadets, *ib.* 756, in order of passing, *ib.* 826. Those first on list obtain without purchase, *ib.* 523, about one-third of the competitors besides the Queen's and Indian cadets, *ib.* 527, 528. A large proportion of purchase commissions necessarily go to the cadets, *ib.* 708, 788–790. A cadet soon learns his chance of obtaining a non-purchase commission, *ib.* 757, 758, 761–763; and works accordingly, *ib.* 759, 760, *ib.* 716–719, 754; but commissions could not be increased, *ib.* 720–724. Cadets should not have commissions, *ib.* 807–813.
More free commissions, less idling, *Porter*, 2243. If each cadet had a fair hope of obtaining a free commission there would be inducement to work, *ib.* 2159, 2160, 2242.
Sufficient free commissions to incite to work, *E. Walker*, 2769, 2770; but if entrance examination were raised, more would be required, *ib.* 2772. As encouragement to study would give military exhibitions to best cadets, *ib.* 2857, 2858, and would allow men who had passed well to join senior or practical class at Woolwich, *ib.* 2859–2863. Would give a grant of marks to under-officers and corporals, *ib.* 2835–2848.
Minimum marks for a free commission: prizes for distinguished examination, Report, p. 37.

6.—Uniform.

Out of grounds should be in full dress, *Hale*, 3083, 3084.
Always in, except when going a distance on pass; always worn at Aldershot, *Hallewell*, 3609. Red worn on Sundays and when blue jacket is under repair, *ib.* 3751.
Would insist on strict uniform in York Town, *Vinter*, 2722; which might indirectly check going there, *ib.* 2724.

VII.—*Discipline.*

1. Generally.
2. Companies.
3. Under-officers and Corporals.
4. Offences and punishments.
5. Good-conduct rewards.

1.—Generally.

Present regulations, *App.* II. (L.), *p.* xlv.
Has nothing to do with, *Abbott*, 1900, 1901. Arrest would not cure idleness, *ib.* 1927, 1928. Professors should report disgraceful conduct, *ib.* 1929; but not punish it nor notice minor offences, *ib.* 1930.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*
VII.—*Discipline*—cont.
1.—Generally—*cont.*

Officers from, have undergone discipline substantially the same as at public schools, *Addison*, 3836–3838. The influence exercised in a public school by headmaster through sixth form cannot be had in a military establishment, *ib.* 3881. The college, as far as possible, responsible for cadets' moral and intellectual training, *ib.* 3883, 3884; but their age and the shortness of the course diminish possibility of control, *ib.* 3946. Discipline on the whole good considering cadets' antecedents, *ib.* 3793, which give many a bad tone, *ib.* 3816–3818, 3993. College would gain greatly if the worst cadets were weeded out, *ib.* 3822. Military officers in charge look upon cadets as entrusted to their care, *ib.* 3888, 3944, so far as they come in contact with them, *ib.* 3945. As regards moral discipline, correspondence with parents is by Governor only, *ib.* 3917, 3918, or Commandant in less serious matters, *ib.* 3920, 3921; not by captain of company, 3919. Misconduct in study would be reported by instructor to Superintendent of Studies, *ib.* 3890, who would bring case forward, *ib.* 3889. If a whole class went wrong, instructor would probably be to blame; but not in separate cases, *ib.* 3891–3894; a kind officer or instructor would warn a cadet before reporting him, *ib.* 3895. Difficulty of sending home an obnoxious cadet, *ib.* 3843–3845, 3850.

Believes moral tone has been bad; but is better, *Benson*, 5701–5704; causes, *ib.* 5705.

Not worse than at other colleges; tone could be kept high, *Cambridge*, 6453. Much improved of late, *ib.* 5350, 6453. Should be on a military and civil system combined, *ib.* 5362; under military men, *ib.* 5363; though more rigid than at civilian universities, *ib.* 6451. Great defect consists in good-conduct marks not counting towards a commission, *ib.* 5405. To make them do so would be difficult; but would have the best effect; *ib.* 5416–5422, 9530.

Proximity of Aldershot a great drawback, *Cameron*, 5344. Sees no objection to an annual inspection as to discipline, if there were not at the college a general officer of high rank, *ib.* 5266–5268.

Improved of late, *Carey*, 4907, 4908: but officers from, are too much given to drinking and smoking, *ib.* 4895, 4904, 4905, which he attributes to the late age at which they are at Sandhurst, *ib.* 4906.

Tone does not admit comparison with a school, *Dering*, 4043; but not high, *ib.* 4122, from so many coming from crammers, *ib.* 4137–4139, 4241. Might be improved, if course were longer, *ib.* 4123, 4124, 4165. Course too short for much *esprit de corps*, *ib.* 4118, 4119, 4153–4155. More communication wanted between executive officers and cadets, who are treated like private soldiers, *ib.* 4037, 4073, instead of junior officers, *ib.* 4076, 4211–4214. Under-officers and corporals would form a link for discipline, *ib.* 4152. Only cadets of habitual bad character come under moral supervision, *ib.* 4242–4247.

All officers supervise cadets out of doors, *Farmar*, 3134–3136. Is generally satisfactory, *ib.* 3168, 3177; fairer than in Colonel Scott's time, *ib.* 3256; complaints have been much exaggerated, *ib.* 3169, 3170. Describes previous disturbance in Sir H. Jones' time, *ib.* 3171–3176; stopped by an under-officer, *ib.* 3172. Two or three cadets were sent away, but were allowed to purchase afterwards, *ib.* 3253, 3254. Authority is too much divided between Commandant and Superintendent of Studies, *ib.* 3235. Would concentrate in Commandant, *ib.* 3178–3182, 3298–3301. Enters everything in defaulter sheet, *ib.* 3193, 3194. Professors report monthly on cadets for Commander-in-Chief's information, *ib.* 3195. Mutinous movements easily suppressed by officers accustomed to regimental command, *ib.* 3275, 3276. Cadets are as smart as can be expected, *ib.* 3281; the case at Woolwich is essentialy different, 3282.

Was good when witness was a cadet, *Forster*, 9340, but cadets were younger, *ib.* 9399, and demand for officers great, 9388, 9389. The Governor would disapprove inspection by a general officer, *ib.* 9403, 9404.

Discipline and manners improving, *Griffiths, App.* II. (A.), *p.* x.

A good man at study is good out of it, *Hale*, 2960, 3035. Lengthening the course would add to senior cadets' authority, 3123. Discipline less strict than at Woolwich, 3053–3057; false principies are taught, *ib.* 3047, 3048. Bad tone is not general, 3126A. Present monthly reports are useless, *ib.* 3080, 3096; and unnoticed, *ib.* 3099–3102. During an instructor's absence the senior cadet is in charge, but is often unfit, *ib.* 3060. Has had a difficulty in his class only once, *ib.* 2994; a case of very bad language, *ib.* 3027. Has rarely to exercise his power of arrest, 2295. There is a want of indirect supervision, *ib.* 2997.

Better than could be expected, *Hallewell*, 3464; cadets, on the whole, wonderfully well conducted, *ib.* 3775. System essentially military, *ib.* 3662; properly so, *ib.* 3663, 3664; with more discipline on the whole than a civilian would exercise, *ib.* 3665, 3685. Military rigidity reconcileable with sympathetic government, *ib.* 3667. Pickets of cadets to visit the town on Sunday evenings have answered and done their duty, *ib.* 3477–3480, 3484. Bounds inappropriate to young men, and not acted up to, *ib.* 3611. No roll-call from 5 p.m. till tattoo, except on Sundays, when there is parade, *ib.* 3748–3750. No one in special charge of morals, *ib.* 3700–3702. Cadets not legally under Mutiny Act and Articles of War, *ib.* 3787–3789. Conduct marks described; were objectionable; approved of their abolition, *ib.* 3354–3361.

Moral tone low, *Percy Herbert*, 4962, 4963, 5037, 5062, from absence of tutorial superintendence, *ib.* 5038–5040, 5083, and not from intellectual deficiency, *ib.* 5049; deters parents from sending their sons, *ib.* 5077.

In witness' time was satisfactory, *Hort*, 5126.

Little *esprit de corps*, *Mott*, 4369. Discipline not very good, *ib.* 4387 in study, *ib.* 4388, under civilian professors, *ib.* 4389–4393, 4434. General tone not so high as Eton, *ib.* 4362, 4376, 4460, 4461. There is no one to go to for advice, *ib.* 4466–4468. Much went on of which authorities were not aware, *ib.* 4470, 4471. Eton principles inapplicable, *ib.* 4412.

No distinction between character of cadets admitted before and since 1858, *Napier*, 464–466. To mix young men of very different ages is prejudicial to discipline, *ib.* 434–436, 491. Having an upper and lower school would not remedy this, *ib.* 469, 470. Discipline not distasteful to public school boys, *ib.* 505. Questions concerning discipline go straight to Commander-in-Chief, *ib.* 921, 922; discipline not under Council of Military Education, *ib.* 975, best that it should not be, *ib.* 1059–1062. All public-houses out of bounds, *ib.* 993, 994; any shop can be made so, *ib.* 995.

Failed because the College has been treated too much like a regiment, *Porter*, 2287, 2311–2313, 2318. There can be no *esprit de corps*, *ib.* 2321. Professorial discipline not represented, *ib.* 2315. Captains of companies mix more with cadets than captains in a regiment with their men, *ib.* 2322. A combination of university and public school systems should be attempted, *ib.* 2314. Objects to inspection by a general officer, *ib.* 2287. No one to whom a cadet in a scrape could apply, *ib.* 2255; chaplain nearest to a superintendent of morals, *ib.* 2256; but no one so recognised, *ib.* 2257. Double staff for teaching and discipline pernicious, *ib.* 2172. Good conduct can only be tested by defaulter sheet, *ib.* 2333–2335. Relaxation from former strict discipline was very rapid, *ib.* 2274; present system not too lax, if breaches of discipline were severely met, *ib.* 2275.

Was very good, *Prior*, 4611. Tone not altogether studious, *ib.* 4706. There is *esprit de corps*, *ib.* 4711, 4712, 4715. Tone and feeling were right, though a few fellows might be otherwise, *ib.* 4647–4649, No going out after tea, *ib.* 4748. Cadets orderly at night, *ib.* 4757–4759. Language bad, *ib.* 4694; giving a low tone, *ib.* 4697; but not acquiesced in by all cadets, *ib.* 4698.

Power of putting in arrest recently given to professors, *Vinter*, 2641, 2642, an improvement, *ib.* 2643. Junior instructors might use greater powers injudiciously, *ib.* 2644. Does not know how far the new powers are acted on, *ib.* 2645. Would not act the spy; but is under positive order to report a cadet who entered a forbidden house, if he recognised him, *ib.* 2646. Idleness punishable with impositions, *ib.* 2649. Before reporting for a minor offence should speak in a friendly way to a cadet,

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

VII.—*Discipline*—cont.

1.—Generally—*cont.*

ib. 2652. To give civilian professors and masters care of discipline would interfere with the military arrangements, *ib.* 2697, 2698. No such difficulty with military professors, *ib.* 2704.

It is bad for discipline that cadets go to Aldershot, *E. Walker*, 2880, 2916. Cadets as smart as Woolwich cadets, *ib.* 2881; but has seen them slovenly dressed, *ib.* 2882–2884.

Tone inferior to Harrow, *White*, 4823, 4834.

2.—Companies.

Ninety per company has been the maximum, *Addison*, 3856; too many for one captain, *ib.* 3857. Proposed to have six companies under six selected military instructors, responsible for discipline, out of study as well as in; not sure there are not grave obstacles, *ib.* 3830–3832, 3854, 3855, 3865, 3922–3925, 3968, 3972. No great fault in present system, *ib.* 3907; but would prefer to unite discipline and instruction, *ib.* 3829; avoiding double government, *ib.* 3967. Would base selection of professors for companies on the man rather than the subject he teaches, *ib.* 3924, 3933. Is not sure of the effect on cadets, *ib.* 3925, or of the practicability, *ib.* 3926. From difference in advancement an instructor could scarcely have all his own company to teach, *ib.* 3859. An officer in charge of a company should devote his whole time to it, *ib.* 3899, 3900. Would divide cadets into fifties, *ib.* 3902 (which would not cause diversity of discipline, *ib.* 3903), rather than into one company with one captain and several subalterns, *ib.* 3904. Direct supervision rests with captains of companies, *ib.* 3976. In domestic arrangements captains work under commandant, *ib.* 3980. Company officers do not live in College from want of accommodation, *ib.* 3981.

With interior alterations cadets could be organised in subdivisions of 20 or 30 cadets, *Cameron*, 5278; under charge of the professors, *ib.* 5279, 5280.

Three companies better than one large one, *Dering*, 4156–4160. Imperfect tone of "C" company attributable to three or four individuals, *ib.* 4132.

About 80 cadets per company, *Hallewell*, 3673. Should be sorry to see changed the custom of visiting cadets in dormitories and at mess, *ib.* 3524.

Should be replaced by divisions of not more than 25 cadets under personal supervision of professors and instructors; who should have a special allowance for the duty, Report, p. 33. Senior cadets in each division should aid in discipline, ib. p. 34.

3.—Under-Officers and Corporals.

Selected by captains and commandant (Superintendent of Studies being consulted), *Addison*, 3860; on ground of fitness, *ib.* 3908, from third-term cadets, *ib.* 3909, 3962, of good character, *ib.* 3913. Choice would be better if captain and professor were united, *ib.* 3861; better still if professors recommended as a body, *ib.* 3862. Missing link between cadet and tutor would be filled up, *ib.* 3863. Object of having under-officers, *ib.* 3910–3916.

If term were lengthened would be more efficient, *Cameron*, 5281, 5282. Attaches great importance to their aid in discipline, *ib.* 5285–5287.

Under-officers had proper influence, corporals had not, *Dering*, 4120, 4150, 4151. Moderately conscientious, *ib.* 4121; very strict on parade, *ib.* 4170. Have power beyond their own companies, *ib.* 4161–4163. The appointment ought to convey substantial advantages, *ib.* 4109–4111, 4220. In the row at York Town an under-officer was a leader, *ib.* 4146, 4164; but his company officers did not know it, *ib.* 4147. A corporal also was present, *ib.* 4164. Course too short for monitors, *ib.* 4230–4232; which is a disadvantage, *ib.* 4235. Sees no remedy, *ib.* 4233. Could only approximate monitors by being brought nearer to commissioned officers, *ib.* 4234.

Ten corporals for company, *Farmar*, 3149; no supernumerary or lance-corporals, *ib.* 3150. Recommends for corporals and under-officers, *ib.* 3191; from third-term cadets (second-term cadets were tried and failed), *ib.* 3238; taking into consideration study marks and good conduct together, *ib.* 3192. Course is too short to give under-officers much power, *ib.* 3202. An additional term would give them more control, *ib.* 3239. Under-officers are too much

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

VII.—*Discipline*—cont.

3.—Under-officers and Corporals—*cont.*

of an age with other cadets, *ib.* 3203; they have authority enough, *ib.* 3204. Quite satisfied with them as a body, *ib.* 3205; the choice is rather limited, *ib.* 3206; the appointment is an object of ambition, *ib.* 3207. On passing out under-officers and corporals are gazetted first, *ib.* 3208; not always considered a boon, *ib.* 3209–3211.

Greater rewards should be open to, *Griffiths, App.* II. (A.), *p.* x.

A month is a short time after which to make a cadet a corporal, *Hale*, 3061. With halls, as at Sandhurst, doubts if they could maintain discipline in study, *ib.* 2993, 3059. Have little authority, *ib.* 2996; except in occasional instances, *ib.* 3034. Are appointed by commandant on recommendation of captains of companies, *ib.* 3069. Professors should have a voice, *ib.* 3035–3038, 3058, 3062.

Selected carefully by commandant, *Hallewell*, 3452–3454. Powers of awarding arrest only provisional, *ib.* 3455, 3457. Would strengthen their hands, *ib.* 3458. Are valuable for discipline, if actually placed on duty, *ib.* 3459. Would encourage, by free commissions to the best, *ib.* 3460–3463. Off duty are too completely associated with cadets, *ib.* 3766.

Many cadets pass out without becoming corporals, *Mott*, 4422; and without commanding others, *ib.* 4423, 4424. Have a certain influence, *ib.* 4415. In each class an under-officer or corporal is responsible for order, *ib.* 4431–4433.

Former powers of under-officers and corporals, *Napier*, 1056.

Selected irrespective of professors, *Porter*, 2226, 2227. Few are qualified for post, *ib.* 2329–2332. Professors should report on conduct of, 2336–2338. Ought to receive marks for good service, as it detracts from time for study, *ib.* 2323, 2324, 2326. Priority for commission is not reward enough, *ib.* 2325.

Are influential, if generally liked, *Prior*, 4708, and of decided use in maintaining order, *ib.* 4760.

Should have more responsibility and therefore powor, *Vinter*, 2705, 2706, 2719.

Corporal wanted in each class to keep order, *E. Walker*, 2849, 2919. The link of effective under-officers much needed: would select the cadets first on study list (including drill and gymnastics, 2870) subject to veto by discipline officers, and would encourage them by a grant of marks, *ib.* 2835–2848, 2869. There are no lance corporals, *ib.* 2864. Under-officers and corporals might be made on probation, *ib.* 2865. There are none in third division, *ib.* 2866. Corporals from higher classes should have charge of junior classes: promotion of a cadet should be out of his own company, *ib.* 2868. High standing in studies does not now influence appointment as under-officers, *ib.* 2904, 2905; the senior under-officer may be lowest in the final examination, *ib.* 2906. Prefers the Woolwich to the Addiscombe system, *ib.* 2907, 2908.

4.—Offences and Punishments.

Denies that one cadet in seven is insubordinate, *Addison*, 3819–3821; but cannot quite explain the large percentage, *ib.* 3988, 3989; average raised by the large number in 1862, *ib.* 3822–3824, 3987. Insubordination, in the returns, has a wider meaning than usually given, *ib.* 3992.

Insubordination rather frequent towards civilian professors, *Dering*, 4066–4071. Insubordination would probably stop on the appearance of an officer, *ib.* 4208–4210. Describes a row at York Town, *ib.* 4058, 4059, 4062, 4140; it was not premeditated, *ib.* 4060; and gave way to proper feeling when an officer appeared, *ib.* 4061. Would have been worse had there been any one to fight with, *ib.* 4145. Did not hear of an attempt to throw the guns into the lake, *ib.* 4143; but a skittle alley was burnt, *ib.* 4141, 4142. Was the only row in witness' time, *ib.* 4065. There has not been a row at Blackwater fair for three years, *ib.* 4063, 4064.

Has never met with disrespect from a cadet, *Farmar*, 3271; but has heard of impertinence to a professor by a cadet whom he threatened to report, *ib.* 3295–3297.

Disturbance at Blackwater fair in 1864, *Hallewell*, 3481–3483, 3746, and one in October 1867, *ib.* 3484–

3487, 3617–3619. The fair is a source of evil for several days, *ib.* 3744, 3745. Disrespect to officers almost unknown, *ib.* 3746.
Blackwater disturbance in 1864 described, *Mott*, 4385, 4386.
Intoxication not rife; though there have been cases, *Addison*, 3990–3992.
Every effort made to check drunkenness and immorality, *Cambridge*, 5423. Contagious disease not always incurred at the College: parents should be informed of it, *ib.* 5424.
Drunkenness now very uncommon, *Cameron*, 5289. No notice taken of disease due to immorality, *ib.* 5246, 5257, 5259, 5260, or notification to parents, *ib.* 5262. It would lead to concealment *ib.* 5274. No medical inspections, *ib.* 5261. The disease happens among the juniors, *ib.* 5258.
Disgraceful offences not common; drunkenness occasional, *Dering*, 4044. Not aware of indecent conduct or gambling, *ib.* 4045, 4046. Much swearing, *ib.* 4052; obscene language in dormitories, *ib.* 4053; never noticed it in study, *ib.* 4072. No night drinking in "C" company, *ib.* 4057. At public-houses cadets would not mix with low company, *ib.* 4206, 4207.
Drunkenness uncommon and could not pass unobserved, *Farmar*, 3272, 3273. Drunkenness arises from frequenting public-houses, *ib.* 3432. Intoxication is always recorded: less prevalent than generally supposed, *ib.* 3765; would not incur much bad opinion in the College, *ib.* 3705, 3706. Probable punishment, solitary confinement, *ib.* 3682; rustication, if repeated, *ib.* 3683. No punishment for immorality, though the hospital returns shew that offences occur, *ib.* 3690; but being seen in company with loose women involves punishment, *ib.* 3691, 3699. Cadets' ages average over 18, *ib.* 3694; and must be taken into account, *ib.* 3692, 3693. The offence is injurious, *ib.* 3696–3698. Should not report such cases to parents, unless the cadets were very ill indeed, *ib.* 3701. Sandhurst is under Contagious Diseases Act, *ib.* 3700.
Immorality, insubordination, and intoxication were not rife, *Hort*, 5127.
Neither theft, bullying, nor indecent conduct; but sometimes intoxication, *Mott*, 4377–4383; spirits are obtained from public-houses, *ib.* 4473, 4474.
No gambling, drinking, or bullying, *Prior*, 4636–4640. One or two cases of illegal combination, *ib.* 4642–4646. Insubordination and misconduct due to a small number of idle cadets, *ib.* 4661. There is drinking and smoking in public-houses, principally in the evening, *ib.* 4677–4679; the cadets keep to their own society, *ib.* 4795, 4796; beer the usual drink, *ib.* 4744. Two or three cadets went to bed each night the worse for liquor, *ib.* 4745. Some drunkenness at half-yearly board dinner, *ib.* 4806–4815. Intoxication common among new cadets, *ib.* 4717–4722, 4794; would not lead to serious punishment unless habitual, *ib.* 4726–4728. Never saw spirits smuggled into dormitories, *ib.* 4680; nor knew of an immoral offence, *ib.* 4681. Fellows have been "toshed" for dirtiness, *ib.* 4682–4685, 4689, 4690, or ungentlemanly behaviour, *ib.* 4691. Some whoring, but not much, *ib.* 4687, 4688, 4724, generally with servant maids, *ib.* 4734. A man thought none the worse of for it, *ib.* 4725, 4735. About ten cadets usually laid up with venereal disease, *ib.* 4816, 4817.
Drunkenness and disorder prevail, *Walden*, 6426.
Very little bullying, *Farmar*, 3262.
No bullying, *Hallewell*, 3604.
No scandalous bullying exists at Sandhurst, *Vinter*, 2721.
Obscene writing on the walls quite exceptional, *Hallewell*, 3779. Lateness for roll call would not be entered in Defaulters' Book unless of constant occurrence, *ib.* 3767. Falsehood punished by isolated close arrest, *ib.* 3560. Bad language punished according to its degree, 3561–3563. Ungentlemanlike conduct severely treated, *ib.* 3564. Frequenting public-houses defined, *ib.* 3763; under recent orders, insures dismissal, *ib.* 3687, 3688, or rustication, *ib.* 3448–3451, 3689. Repression will not prevent, *ib.* 3659, 3688, nor proctorial supervision, *ib.* 3660. Adding professors for discipline out of study has given additional power, *ib.* 3661.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*
VII.—*Discipline*—cont.
4.—Offences and Punishments—*cont.*

Falsehood, if flagrant, held disgraceful, *Mott*, 4425, 4426. Cadets said to duck each other for disgraceful conduct, *ib.* 4472.
Falsehood would be looked down upon, *Prior*, 4723.
Return of Crimes and Punishment [1835–1867], *App.* XIII. (B.), *p.* cl.
Company officers have only recently had power of punishment, *Addison*, 3905. If each instructor could dictate punishment, there would be too great diversity, *ib.* 3906. Disapproves of impositions, *ib.* 3953–3955. Governor should have absolute power, *ib.* 3849–3852, 3956.
Has inflicted rustication; but not expulsion for a long time, *Cambridge*, 5383.
Rustication must be confirmed by Commander-in-Chief, *Cameron*, 5234–5239; who alone can expel, *ib.* 5240. Rustication destroys chance of a free commission, *ib.* 5252, 5253; return of a rusticated cadet has a good effect, *ib.* 5254; but rustication punishes parent more than cadet, *ib.* 5273. No objection to imposition of tasks, *ib.* 5270; but present punishments not unsuitable, *ib.* 5271. Since witness has been Governor nine cadets rusticated, *ib.* 5242, 5243. Six months longest period of rustication; if in last term, acts as expulsion, *ib.* 5244.
Governor should have absolute power of rustication; dismissal should require approval of Secretary of State, Report, p. 16, 34.
Captain of Company has been able, for a year past, to give three days' close arrest, *Farmar*, 3151, 3154, 3236, 3237; reporting the case to Commandant, *ib.* 3153; to whom he would refer a more serious case, *ib.* 3152. A Professor's complaint would go to Superintendent of Studies, *ib.* 3155, 3278; who would punish, *ib.* 3280, and the captain of a company would not take it up unless specially referred to him, 3156–3159. Does not think functions of Professors and Captains clash, *ib.* 3277. No recognised punishment for idleness, *ib.* 3198. Now and then, in a bad case, friends are advised to remove a cadet, *ib.* 3199–3201. In close arrest, parole is optional, *ib.* 3226; a few irregular cadets refuse it, *ib.* 3277; alternative should not be offered, *ib.* 3228, 3229. Open arrest is confinement to college grounds, *ib.* 3243, 3244. Does not exempt from roll call, *ib.* 3245. Captain of Company can give 3 days, *ib.* 3246. Superintendent of Studies can punish with 7 days' close arrest; Commandant can give 14, *ib.* 3249. Should place a cadet using bad language under arrest and report to Commandant, *ib.* 3257. Disapproves of fines for swearing, *ib.* 3274.
Arrest, with option of parole, a false system, *Hale*, 3047, 3048. Objects to Captain of Company dealing with an offence committed in study hours, *ib.* 3003, 3004. Would punish for idleness, *ib.* 2967, 3092, 3094, as such, *ib.* 3100, on a Professor's report, *ib.* 2999–3002, simply, *ib.* 3005, through Superintendent of Studies, and not the Commandant, *ib.* 2968–2970. Swearing is punishable, but would rather reprove than report it, *ib.* 3028, 3029.
Optional arrest on parole has failed, *Hallewell*, 3466–3473; does not see how to enforce it, *ib.* 3733, 3734. Rustication still exists, *ib.* 3720; but objected to by War Office as punishing parents more than cadets, *ib.* 3717–3719. Objects to punishment drill, *ib.* 3752; and strongly to impositions, *ib.* 3753, as inapplicable to young officers, *ib.* 3754, 3755. For trivial crime, Captain can punish up to three days' arrest. More serious disposed of by Commandant in presence of accuser and accused, *ib.* 3349–3351; but offences in study, if admitted by cadets, are dealt with by Superintendent of Studies, *ib.* 3352, 3711–3713. Objects most strongly to any person being punished without having his accuser face to face, *ib.* 3353, 3707–3710, 3714.
Punishments, *Napier*, 868–872, 918, 919, 1034–1038. Extension of punitive power, *ib.* 998–1001. Rustication and removal, *ib.* 873–877, 1001, 1002, 1005, 1096. Dismissal, *ib.* 1003–1005. Bounds, *ib.* 1007–1013. Treatment of refractory cadets, *ib.* 1039–1041, 1094; offences during study, *ib.* 1042–1045. Does not remember bullying in dormitories, *ib.* 1046. Presumes Governor gets a return of every punishment, *ib.* 1085. No punishment less serious than arrest, *ib.* 1086. Arrest, its nature, *ib.* 1095, 1101, 1102. Frequenting public-houses, *ib.* 1100, 1101. The power of punishment vests in Governor, Com-

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

VII.—*Discipline*—cont.

4.—Offences and Punishments—*cont.*

mandant, Superintendent of Studies, and Captains of Companies, *ib.* 1106, with the Adjutant, *ib.* 1107.

Arrest on honour, why it fails, *Porter*, 2180.

Inattention in ranks punished by extra drill, *Prior*, 4753, 4754. Arrest-on-honour optional, *ib.* 4755; few accept it, *ib.* 4756. In witness' time two or three cadets removed for misconduct. *ib.* 4761, 4762.

Arrest should always be on honour, *E. Walker*, 2852, 2853. Optional or limited honour does not work, *ib.* 2854, 2855. On arrest by a professor, a cadet goes to the guardroom, *ib.* 2879. Disapproves fines for misconduct out of study, *ib.* 2915.

Punishments should be less exclusively military, Report, p. 34.

5.—Good-Conduct Rewards.

Good-conduct decoration earned by being four months clear of defaulter-book, *Farmar*, 3216; carries additional pocket money, *ib.* 3217.

Good-conduct marks were once given, but abolished as bad, *Napier*, 1282–1287.

As to marks for good conduct, *Porter*, 2328.

A single special good-conduct award should be given at each final examination, Report, p. 34.

VIII.—*Drill.*

Cadets taught to drill troops to a small extent; mostly want drilling themselves, *Addison*, 3842.

Should be exactly as regimental drill, *Cambridge*, 5401.

Has not to be unlearned, *Carey*, 4894, 4901–4903, 4916. Battalion of cadets once attached to his brigade for a field day did very well, *ib.* 4952a. Drill ought to be learned at Sandhurst, *ib.* 4943.

Battalion drill daily, *Dering*, 4175. Sword drill optional, *ib.* 4178. Musketry drill useless, and instruction a farce, *ib.* 4179–4185.

Extra drill is instruction drill, *Farmar*, 3247, and not a punishment, *ib.* 3248. Cadets in turn act as company and field officers, *ib.* 3268, 3269. The mass know perfectly duties of rank and file: the under-officers and corporals could command a company, *ib.* 3283–3286, 3289, 3290. Commanding officers are prejudiced against Sandhurst drill, *ib.* 3287.

A cadet smart at drill may not understand command, *Hallewell*, 3536. Sees no object in private examination drills, *ib.* 3537–3539. Would give more time to practical drill; firing blank cartridge was objected to as making cadets' hands shake, *ib.* 3554. A cadet might so acquire regimental knowledge at Sandhurst as to be soon dismissed from drill on joining a regiment, *ib.* 3371, 3372.

Taught at Sandhurst, *Napier*, 603–605, 618–620, 623, 624, 629–636, 679, 680, 742, 743. Advantages of, *ib.* 659–661, 681–683. Sword exercise, *ib.* 617, 626; fencing, shooting, gymnastics, *ib.* 629–636.

Drill is sufficient for understanding lectures on tactics, *E. Walker*, 2786–2791.

Practical, but not recognised in his regiment, *Mott*, 4394, 4395. In regiments much needless drill inflicted on officers from Sandhurst, *ib.* 4442, 4443.

Was liked, *Prior*, 4773. Learned light infantry drill, *ib.* 4784. On picket duty could strengthen a post, *ib.* 4788, 4789. Much drill learned, *ib.* 4613, 4615, 4791. Inspection on Sunday evening before bed time, *ib.* 4746. Had extra drill in his regiment on account of having been at Sandhurst, *ib.* 4634, 4635, 4775–4783.

Drill and military details should be left until after joining the army, *Baker*, 6145.

Attaches no importance to, *Cameron*, 5309–5311.

Worse than useless, *Percy Herbert*, 4999.

There should not be more than is essential for discipline, *Hort*, 5138–5143.

No pretence of teaching Cavalry drill, *White*, 4847. Would rather have a young officer without the drill learned at Sandhurst, *ib.* 4824, 4825.

Drill should never be awarded as punishment, Report, p. 34. Should only be taught to a limited amount, but that thoroughly; should not exceed an hour a day. Some Artillery drill might be combined with fortification course. Non-military parades to be as few as possible, ib. p. 36.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

IX.—*Recreation.*

1. Generally.
2. Manly Exercises.
3. Billiards.
4. Cards.
5. Smoking.
6. Refreshment Rooms.
7. Workshops.

1.—Generally.

Amusements should be limited to those allowed in a Public School. Billiards, smoking, &c. depress energy in study, *Adams*, *App.* II. (A.), *p.* vii.

Cadets sometimes give supper parties outside, *Hallewell*, 3600–3603. There is a band, *ib.* 3721. Cadets sometimes study music, *ib.* 3722. They have a Musical and Dramatic Society, *ib.* 3723; but not a Scientific, *ib.* 3725; or Debating Society, *ib.* 3724. Recreation rooms rest on the idea that cadets are young men, *ib.* 3781, 3782. All that is done for them is conducive to good, not harm, *ib.* 3786. Recreation buildings comprise billiard, smoking, refreshment, writing, reading-rooms, with library. Hopes to provide, as funds allow, chess-room, music-room, and workshops, with lathes, *ib.* 3436. Library arrangements, *ib.* 3437, 3438.

Each company has a room for recreative reading, *Napier*, 970, 974. Billiard-rooms and smoking-rooms a mistake, *ib.* 978, 996, 997, 1049, 1050; their intended object, 989–992. Refreshment Department, *ib.* 981–988. Smoking, *ib.* 1051. Meeting friends at hotels, *ib.* 1052; cadets take part in concerts and theatricals, *ib.* 1053.

2.—Manly Exercises.

As a rule, athletics not much cared for, *Prior*, 4713; *Mott*, 4370, 4407.

Bathing not compulsory, *Porter*, 2264. Boating might be made more attractive; only tubs provided, *ib.* 2283.

Cricket not very general, *Addison*, 3994.

Pack of beagles kept for cadets, *Hallewell*, 3605, who hunt twice a week, *ib.* 3606, partly on college grounds, *ib.* 3607. Cadets not allowed to join other hunts, *ib.* 3608. Two covered racket courts in constant use; a fives-court less used, *Hallewell*, 3444–3447.

Racket courts open on Sunday, *Prior*, 4666.

Swimming taught last autumn; but nearly all cadets could swim, *Addison*, 3871.

Usual proportion of cadets could swim, *Dering*, 4096; regular bathing, *ib.* 4097; but no swimming master, *ib.* 4098.

Almost all can swim, *Hallewell*, 3553.

Marks should be given for swimming, *Mott*, 4449; which is not encouraged as at Eton, *ib.* 4418–4421.

Swimming not compulsorily taught, *Porter*, 2264.

Swimming not taught, *Napier*, 625.

[*See also* § XI. 6.]

3.—Billiards.

Object, good effect, *Cambridge*, 5423.

Never saw money played for in college, pool prohibited, *Dering*, 4047, 4048; low stakes played for in town billiard rooms, *ib.* 4049–4051. A cadet could not get more for billiards than an hour or two daily, 4190–4192.

The billiard rooms a success, *Farmar*, 3212, 3213. Senior cadets exclude juniors, *ib.* 3214, 3215; none admitted without a good-conduct decoration, *ib.* 3216, 3218. Cadets of all grades frequent the room, *ib.* 3219. The Captain of company visits rooms unexpectedly at night, *ib.* 3260.

Do not encourage lounging, *Hale*, 3126.

Proposes to have two tables per company, *Hallewell*, 3783, 3784, conducive to discipline, *ib.* 3785. Play for money jealously guarded against. Perfectly satisfied with their action, *ib.* 3423–3429; Should much regret their closing, *ib.* 3433–3435.

The chief amusement: in the town, for money: scarcely gambling, *Mott*, 4371–4375; stakes low, 4438; no tables then in the College, *ib.* 4435–4437.

Will not teach gambling; only objects to the tables because shut to junior cadets, *Porter*, 2176, 2177, 2214–2216. Two tables per company, *ib.* 2262, allow a moderate amount to all, *ib.* 2270–2272. It is an effort to keep the youths from the town tables, *ib.* 2289–2294.

Much played; but not for money, *Prior*, 4636–4640. The College billiard rooms exercise a counter-attraction to the tables at public-houses, where low stakes were played for, *ib.* 4797, 4798.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

IX.—*Recreation*—cont.

3.—Billiards—*cont.*

Policy of, doubtful, *Griffiths, App.* II. (A.), *p.* x.
Objects to billiard tables, *Abbott*, 1820.

4.—Cards.

Strictly forbidden, *Dering*, 4193; seldom or never used, *ib.* 4194; use would be reported or stopped, 4195.
Never saw them played, *Mott*, 4439.
Prohibited; punishment follows discovery, *Porter*, 2263.

5.—Smoking.

Excessive, *Addison*, 3995; could not limit hours for it, without setting spies, *ib.* 3996.
Hours not limited; but not allowed in dormitories, *Farmar*, 3264.
No gain in limiting hours for, *Hallewell*, 3764.
Much smoking, *Prior*, 4636–4640. Cadets would not like it restricted to afternoon, *ib.* 4792.

6.—Refreshment Rooms.

Object; good effect, *Cambridge*, 5423.
Beer cannot be taken away from the bar, *Farmar*, 3220.
Policy of, doubtful, *Griffiths, App.* II. (A.), *p.* x.
Drinking and smoking late destroy energy, *Hale*, 3126.
Cooked provisions can be had from, with table furniture, but not wines or spirits, at consumer's expense, *Hallewell*, 3591–3595. Arrangements described, *ib.* 3439, 3440, 3442; beer not allowed in smoking room, *ib.* 3441. Commandant not responsible for cadets' bills; but keeps an eye on the proceedings; ready money transactions impossible, *ib.* 3596. The bar has acted well, *ib.* 3430, 3431; its closing would be a misfortune, except for neighbouring publicans, who lose much by it, *ib.* 3433–3435.
Only bad in so far as cadets stop there drinking, *Porter*, 2176, 2177.
Canteens open on Sunday, *Prior*, 4666. Canteen "inaugurations" described; coarse affairs, *ib.* 4667–4671, 4763–4765, 4799–4805. Canteens closed in the evening, *ib.* 4676. Had some effect against public-houses; but not very much, *ib.* 4741–4743.

7.—Workshops.

Cadets most likely to care for, are those working hard for commissions, who would not have time, *Dering*, 4252, 4253.
Attaches importance to workshops, desiring to provide as many amusements as possible, *Hallewell*, 3443.
Would establish as a recreation, *Napier*, 821–825.
Should be established, Report, p. 37.

X.—*Course of Instruction.*

1. The course generally.
2. Duration.
3. The week after the examination.
4. System of teaching, &c.
5. Free or private study, and independent study.

1.—The course generally.

Present regulations, *App.* II. (L.), *p.* xlvi.
Would abolish voluntary studies, *Abbott*, 1764, 1768, 1769, 1936, 1937. The study answers its purpose, *ib.* 1773. More taught than absolutely necessary for regimental duties, *ib.* 1882.
Educational course detailed, *Addison, App.* II. (B.), *p.* x. Educational changes since 1855, *ib. App.* II. (F.), *p.* xix. Intended to make an officer more useful throughout his career, *ib.* 3947, 3951. Would reduce compulsory subjects to Fortification and Surveying, and allow a cadet to take up any three of the other six subjects, 3791, 3935. The course needs concentration, would not allow a cadet to study more than four or at most five subjects at once, *ib.* 3796. Believes the course adds to the military usefulness of future officer, 3797, 3798. If more practical, might benefit the regimental officer more; but would not have it less theoretical, *ib.* 3799. Would not lessen the subjects taught, *ib.* 3807, 3934. Physics, geology, and landscape drawing, the only optional studies, *ib.* 3873.
Too many subjects attempted, *Cambridge*, 5407, 5408.
Under control of Council, *Cameron*, 5264.
Too many subjects to be learned thoroughly, *Dering*, 4082, 4083. Competitors for free commissions take up every subject, as marks in all count if a qualifying minimum be reached, *ib.* 4024, 4104; the time would be better spent on a practical military subject, *ib.* 4105, 4106.
Too many subjects, *Griffiths, App.* II. (A.), *p.* ix.
Would retain the present studies, *Hale*, 3089.
Should be more practical, *Hallewell*, 3364, 3365, 3756, without mathematics and limited to strictly military subjects, *ib.* 3366, 3367, 3730; other subjects being learnt as extras in recreation time, *ib.* 3368, 3369; not at public expense, *ib.* 3731.
Too many subjects, *Mott*, 4400, 4406. Would limit to purely military subjects, *ib.* 4405.
Obligatory and voluntary subjects now taught, *Napier*, 521. Approves the distinction between obligatory and voluntary subjects, *ib.* 532: also the subjects themselves, *ib.* 533, 637. Studies are under the Council of Military Education, *ib.* 923. Offences during study, how punished, *ib.* 1042–1045.
Would restrict subjects of study, *Porter*, 2217–2220. Doing away with some voluntary subjects, *ib.* 2136–2138. The system is superficial, *ib.* 2147, 2148, as regards military subjects, *ib.* 2298, the cadet being driven through without a groundwork, *ib.* 2149.
Instruction suitable and practical, *Prior*, 4606, 4632.
Would be assimilated to Woolwich, with lower mathematics, if Sandhurst were only for candidates for free commissions, *E. Walker*, 2934. It should be optional to take high mathematics, or classics, or general history as a compulsory subject, *ib. App.* II. (D.), *p.* xiv. Changes in the course are sometimes very inconvenient to Instructors, *ib.* 2795, 2801. Professors and Instructors should be consulted as to contemplated changes, *ib.* 2796, 2797.
A mere finishing process, *White*, 4855.
Subjects of study proposed, Report, p. 21, 34; proportional marks, ib. 36.

2.—Duration.

Present length, *Abbott*, 1947, 1948. To lengthen to two years, hard upon purchase cadets, *ib.* 1821, 1822.
Should be two years, *Adams, App.* II. (A.), *p.* vii.
Would like to have time for practical field instruction in military subjects, *Addison*, 3839. Should prefer a course of 2 years, *ib.* 3804: the present, too short for so many subjects, *ib.* 3806.
Would not insist on 2 years' residence, if a cadet could pass earlier, *Cambridge*, 6476, 6477.
1½ or 2 years should suffice, *Carey*, 4900.
If lengthened, there should be nothing to learn after joining a regiment, *Dering*, 4123, 4124, 4165. If cadets did not lose army seniority, half-a-year more would be a gain to them and the service, *ib.* 4173, 4174, 4221.
With reduced subjects, should be 3 or 4 terms, *Griffiths, App.* II. (A.), *p.* ix.
Too short for *esprit de corps*, *Hale*, 2953; shorter than at most military and civil colleges, *ib.* 3121; an extra half year would make little difference, *ib.* 3122. Would prefer three terms to two, *ib.* 3108. Sees no objection to a cadet passing out after two terms, *ib.* 3125.
Three terms ought to suffice, *Hallewell*, 3378; cadets, who can pass, being allowed to leave after second term, *ib.* 3492.
Its length, *Napier*, 497–501, 555–557, 664, 665. Is too short, *ib.* 558–561. Would lengthen it, *ib.* 701, to two years, *ib.* 530, 531.
Should be extended or the subjects reduced, *Porter*, 2134, 2135.
Two years proved the best period, *Vinter*, 2710.
Cadet may pass out after two terms, *E. Walker*, 2761, which lessens incentive to study soundly, *ib.* 2762–2766.
Should be increased to two years, Report, p. 17, 34.

3.—The week after Examination.

Idle week after the examination should be abolished, *Hallewell*, 3407–3413.
The interval between examinations and vacations are idle periods, *Napier*, 685, 686, 744, why not abolished, *ib.* 687, 688, 745–748.
Disadvantageous week of idleness after examination, difficulty in getting over it, *Porter*, 2182–2184; unless board day be changed, *ib.* 2185.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

X.—*Course of Instruction*—cont.

4.—The system of Teaching, &c.

The new system of requiring a minimum each term, *Abbott*, 1831, under penalty of discharge, *ib.* 1832, 1833.

Progress from class to class should be conditional, *Griffiths, App.* II. (A.), *p.* ix.

Whether a cadet understand his first course or not he must pass to the second, *Hale*, 2964, a bad system, but unavoidable with classes, *ib.* 2965, 2966, and he would not alter it, *ib.* 3090, 3091.

Is under second in command, *Napier*, 642, which may be bad, 646. Teaching is successful, *ib.* 691, except to the idlers, *ib.* 692. Hours of study, *ib.* 677, 678. In halls, of 15 or 20 cadets, *ib.* 588–590.

All subjects are not taught by lecture, *Porter*, 2142. Some subjects best taught under professorial system, some under tutorial, *ib.* 2208. One rule will not apply to so many subjects, *ib.* 2209. Répétiteur system attempted, but not carried far enough, *ib.* 2301–2306. Répétiteurs should be under lecturing professor, *ib.* 2307, 2308. It would produce uniformity of instruction, *ib.* 2309.

No difficulty in the halls of study, classes not large, *Vinter*, 2655, 2657. Would assume a cadet's ignorance, until he proved the contrary, and teach accordingly, *ib.* 2630.

Cadets work 6 hours 4 days a week and 4½ hours on 2 days, *E. Walker*, 3923; they only work in the study hour, before the Professor; except a minority who do more just before the examination, *ib.* 2901–2903, 2924, 2927, 2928. A cadet passes from one division to the next, whether he has mastered the subject or not, *ib.* 2742, 2743. To study a Military subject without lectures involves access to a large library, *ib.* 2938. It would be an encouragement if a member of Council sometimes attended lectures. All should be in lecture-hall, and lecture-classes should be 100 strong, *ib. App.* II. (D.), *p.* xiv. Would have the same subject read simultaneously in different classes, as in Military History, French, and German, *ib.* 2827–2829.

There should be 30 hours per week under the instructors: division thereof, Report, p. 35.

5.—Free or Private Study: "Independent" Study.

At "Independent Studies" only those who went in for free commissions worked, *Dering*, 4089–4092. No obstacle to private study, *ib.* 4084; allowed till midnight for those approaching final examination, *ib.* 4086. Work at night was illegal, and leave would not be given except at end of term, *ib.* 4203–4205.

"Independent Study" a premium on idleness, *Farmar*, 3183, and smoking, *ib.* 3184; resorted to daily by many cadets, *ib.* 3185, 3186; unsettling others and unfair to parents, *ib.* 3187; believes the cadets while at it keep bounds, 3188, 3224–3226. Should report one he saw beyond, *ib.* 3189, 3190.

"Independent Studies" were very bad; there are none now, *Hale*, 3030; or very few, *ib.* 3119; and those among the idlest cadets, *ib.* 3120. Private study, taken up weekly, might promote industry, but would confine it to obligatory subjects, *ib.* 3073.

Formerly discouraged; witness allowed reading-room to be lit till midnight for work. Much used by competitors for free commissions, *Hallewell*, 3416–3420, 3568, 3569. "Independent Studies" were introduced by Council, *ib.* 3738, 3739; are no studies at all, *ib.* 3397; a bad system, *ib.* 3398, 3407; and should be abolished by forbidding voluntary subjects in study time, *ib.* 3399–3406.

Not discouraged, *Mott*, 4475.

Private study optional, *Napier*, 591, 592; and under difficulties, 593, 594. Attaches little importance to it, 965.

Little practised, *Porter*, 2153; would not encourage it, *ib.* 2154.

Not inimical to study, *Prior*, 4607–4610, 4663, 4664. Many cadets used their bunks for studying, *ib.* 4662.

As a rule, cadets would not work alone, *Vinter*, 2686.

"Independent study," as now allowed, synonymous with idleness and prejudicial to study and discipline, *E. Walker*, 2885, 2891. Cannot say when the system commenced, *ib.* 2914. To make the cadet prepare beforehand certain work and bring it to the professor would make all studies independent, *ib.* 2892; and would change the whole system, *ib.* 2893; to that of Public Schools and Universities, *ib.* 2895. Boys not disposed to work would do nothing, *ib.* 2894. Cadets could scarcely have time for, *ib.* 2897–2899. Has heard it condemned at Public Schools as regards mathematics, *ib.* 2900. Boys would not study mathematics by themselves, *ib.* 2902, 2903. Thinks cadets might be more encouraged to study in their rooms, *ib.* 2825.

There should be private study for one hour daily, Report, p. 35.

XI.—*Specific Subjects of Instruction.*

1. Religious Teaching.
2. Mathematics.
3. Languages
4. Military Knowledge.
5. Natural Sciences.
6. Bodily Exercises.

1.—Religious Teaching.

Nothing like it now, *Hallewell*, 3493; but there was formerly, when cadets were younger, *ib.* 3703, 3704.

The want of, a scandal to the country, *Percy Herbert*, 5084–5086.

Should be regularly imparted by Chaplain, Report, p. 36.

3.—Mathematics.

In one class, work impossible from disturbance, *Dering*, 4078.

Arithmetic and Euclid (I.) all that are needed for practical fortification, *Griffiths, App.* II. (A.), *pp.* ix., x.

Would omit, *Hallewell*, 3366.

Surprised to hear cadets are grossly deficient in arithmetic, *Heaviside*, 2480, 2481.

Higher mathematics, *Napier*, 650, 651.

All the instruction might be by military men, *Porter*, 2278. Cadets often have but slight knowledge of arithmetic, though not unacquainted with higher mathematics, *ib.* 2128, 2129, 2296.

Classing of cadets, *Vinter*, 2622–2624. Varies his teaching to suit different cadets. A cadet gets for mathematics four and a half or six hours weekly. The third section course would fairly take a year, if the cadet knew nothing of it previously, *ib.* 2626, 2627. Difficulty of persuading cadets who have read widely and loosely to be content with a shorter course, *ib.* 2630. The arithmetic of cadets complained of by fortification instructors, *ib.* 2630. Private study is desirable, *ib.* 2631; but quite optional, *ib.* 2631, 3682, 2683; there might be better opportunities for it, *ib.* 2632, 2633, 2657. Has no alteration to suggest in present course, logarithmic work lately added to first section, *ib.* 2634; some Euclid and quadratic equations being transferred to second section, *ib.* 2635; the change was beneficial, *ib.* 2636. Mensuration simplified, *ib.* 2637. Trigonometry and algebra, limited to those parts which bear professionally, *ib.* 2638–2640. Would let cadets pass the mathematical minimum at end of second term and then drop mathematics unless they proposed to compete for free commissions, *ib.* 2647. Too much may be taught as well as too little, *ib.* 2656. Evils of omitting higher mathematics, *ib.* 2659. The higher Sandhurst course is professionally necessary for military questions of a high order, *ib.* 2660, 2661; and a good preparation for the Staff College, *ib.* 2662; but not high enough for practical use to an Artillery, Engineer, or Staff Officer: there is no differential calculus, *ib.* 2663. Cadets cannot do much mathematics out of study, without aid from masters, 2684; but knows no place where they do more, *ib.* 2685. Mathematical knowledge of those who obtain free commissions, fair but variable, *ib.* 2688. No special books insisted on, except in mechanics, trigonometry, and mensuration, *ib.* 2716. It is better not have any precisely fixed course, *ib.* 2717. Instruction is as practical as possible, *ib.* 2718.

Should be diminished in importance, Report, p. 21; and dropped when competent knowledge is attained. Higher mathematics to be a voluntary subject, ib. p. 34.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

XI.—*Specific Subjects of Instruction*—cont.

3.—Languages.

How taught at Sandhurst, *Napier*, 583–587, 672, 673, 736, 896.
Believes fair progress is made, *Addison*, 3999, 4000.
No progress made, *Hallewell*, 3368.
Nothing to prevent French Master instructing colloquially, *Forster*, 9406–9408.
Witness improved at Sandhurst in French, *Mott*, 4401–4404.
Learned French very badly, *Percy Herbert*, 4987.
German and French cannot both be learned; as they are taught simultaneously, *Dering*, 4107, 4108. Could have learned German, had he not been lazy, *ib.* 4030–4034.
Oriental languages not taught at Sandhurst, *Napier*, 641.

Might probably be dropped in the last year; chaplain should teach Latin and Greek, Report, p. 34.

4.—Military Knowledge.

Military science was always taught, *Napier*, 550.
There is rough instruction in artillery drill, *Hallewell*, 3546, 3547; and examination in it, *ib.* 3550.
Bivouacking not taught, *Napier*, 611. Camping out never practised, *ib.* 612.
Castrametation not sufficiently practical, *Dering*, 4101, 4102, 4236.
Dwells much on military geography, *E. Walker*, 2819; would like to teach on Lavallée's system, *ib.* 2820.
Military history as taught is really strategy: would restrict to pure military history, *Adams*, *App.* II. (A.), *p.* vii.
Time given to military history, *Napier*, 670, 671; which is taught by lecture, 577, 668; in detail, *ib.* 578, 663, without models, *ib.* 579, 580; but the plans are excellent, *ib.* 582, 740, 741.
Learnt military history, *Prior*, 4769; which was popular, *ib.* 4771.
Military History course described, *E. Walker*, 2728, 2806, 2807; would not attempt to teach the whole theory to cadets, *ib.* 2773, 2774. Instruction has been gradually improved, *ib.* 2729. It is by lecture; followed by note-study, *ib.* 2730, 2821, in the halls of study, *ib.* 2731, the Professor being present, *ib.* 2732. Instructors independent of Professor; but all under Superintendent of Studies, *ib.* 2734. Text-books required on the elements of the theory, *ib.* 2735–2737, 2775, 2776, 2779. Cadets are interested in the subject, *ib.* 2744, 2771, 2805: and show very fair average intelligence, *ib.* 2745. Would not allow it to be learnt under 16, *ib.* 2759, 2760. The instruction is sufficiently practical, *ib.* 2777–2779. Teaches elementary theory of war, *ib.* 2780; examinations carrying marks towards commissions, founded on the lectures, *ib.* 2781, 2782, 2784, 2806. Questions should be more simple than at Staff College, *ib.* 2783. Tactics and Strategy only slightly touched on, *ib.* 2789, 2792, 2812, 2813; and cadets profit thereby, *ib.* 2814. A class might be taken to Aldershot to study tactics practically, *ib.* 2798–2800. Lectures on ancient campaigns (even Marlborough's) not permitted, *ib.* 2808; instruction beyond technical not approved, *ib.* 2809. The course cannot be done in a lazy way, *ib.* 2810. Makes the instruction analytical, *ib.* 2811. The cadet's memory and reason are exercised, *ib.* 2815–2818; his perception being proved by a sketch, *ib.* 2818. Very little idling at Military History, *ib.* 2856. The present system or free study would work well, *ib.* 2896. Military History very popular with cadets, *ib.* 2911. Text-book wanted, *ib.* 2831–2834, 2929. About 30 young men attend a lecture, 2918; a corporal needed to stop talking, *ib.* 2919. Cadets write a paper on the subject of the lecture and the marks on it count, *ib.* 2925, 2926. No objection to free study if there be time for it. The campaign to be lectured on might form previously the subject to be read in French and German classes and to be worked at in Topography, *ib.* 2929, 2930. The lectures are not abbreviations, *ib.* 2939; practically, he writes fresh lectures every term, *ib.* 2913.
Field cooking not practised, *Napier*, 613.
Would not give up permanent fortification, *Addison*, 3966.
Fortification not practical enough, *Dering*, 4101, 4102, 4236; but beneficial, *ib.* 4236, 4237.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

XI.—*Specific Subjects of Instruction*—cont.

4.—Military Knowledge—*cont.*

Fortification too long and not practical enough, would omit permanent, *Griffiths*, *App.* II. (A.), *p.* IX.
A good education in Fortification not given, *Hale*, 3014, 3071. Instructors work independently in couples, *ib.* 2981. Professor has not general charge, *ib.* 2980; but should be responsible for whole instruction, under reference to Superintendent of Studies, *ib.* 2982. *Répétiteur* system was tried successfully, but abandoned on personal grounds, *ib.* 2983–2985. Would make the course thoroughly practical, nearly limited to fieldworks, out-door work has been very successful, *ib.* 2986–2992, 3019, 3066–3068. Under present system course is too short, *ib.* 2963; and knowledge gained is superficial, *ib.* 3072. If the number of cadets were diminished, the course need not be lengthened, *ib.* 2961, 2962. The course is sufficiently practical, *ib.* 3016. Enough materials are provided, *ib.* 3076. Practising cadets in strengthening positions might arouse energy, *ib.* 3077, 3078. Any incentive desirable, *ib.* 3031. Would like to see obligatory, as well as voluntary, fortification got up out of study, *ib.* 3032, 3033. Recent examinations were unsatisfactory because of the shortness of the term, the examinations being hurried for Woolwich, *ib.* 3107.
Fortification course too short to be remembered, *Mott*, 4398, 4399. Marks should be given for out-door work, *ib.* 4445–4449.
Fortification, *Napier*, 615, 650–655.
Six professors in fortification, acting independently, *Porter*, 2150–2152. Examines the work of each cadet, *ib.* 2143. It is an advancing course, *ib.* 2144, and every cadet passes right through, *ib.* 2145, well or badly, *ib.* 2297. Would prefer to put back those not up to their comrades, *ib.* 2146; but has not suggested it, *ib.* 2228; as unlikely to be carried out, *ib.* 2229–2231. New systems are not in obligatory course, but are examined upon, *ib.* 2205.
The professor should be the only lecturer and the instructors should teach the cadets in class-rooms, *Porter*, 2209, 2210. Now each instructor lectures in turn, *ib.* 2210, in lecture hall, *ib.* 2212, with plans or models, *ib.* 2213.
Learnt something of fieldworks, *Prior*, 4703: also fortification, *ib.* 4767, 4768. It was popular, *ib.* 4772,
Would limit fortification to fieldworks, *E. Walker*, *App.* II. (D.), *p.* xiv.
Would not teach military law, *Abbott*, 1823, 1824.
Military law could be taught by officers commanding companies, *Hallewell*, 3370.

Fortification should be limited to knowledge required in the Line, Report, p. 21.

Military law not taught, *Napier*, 595–599.
Cadets may object to musketry in recreation hours, *Dering*, 4225.
Cadets pass through musketry instruction, *Hallewell*, 3548, 3549.
Learnt a little shooting, *Prior*, 4785.
Pontooning and bridging are taught, *Porter*, 2265.
Regimental economy not taught, *Addison*, 3841. Would only object to cadets making out orderly room returns as time taken from more important subjects, *ib.* 3960, 3961.
Regimental economy could be taught by captains of companies, *Hallewell*, 3370. Distinct utterance of words of command is taught, *ib.* 3758. Senior cadets can command companies and a few manœuvre bartalions, *ib*, 3759–3762. Under-officers and corporals alone practise command, *ib.* 3536. Only approach to regimental duties is inspection of rations and sick by under-officer and corporal on duty, *ib.* 3540. No instruction in picket duties, bivouacking, or subaltern's duties, would introduce it, *ib.* 3541. Cavalry manœuvres not taught, *ib.* 3543.
Regimental matters best learned in the regiment, *Hort*, 5138–5143.
Learnt nothing of Regimental economy, *Mott*, 4397. Giving words of command should be more taught, *ib.* 4444. Learning to command others is important in military education, *ib.* 4424.
Regimental economy impossible, *Napier*, 600–602, 607, 727.
Writing reports not taught, *Mott*, 4489; *Napier*, 616.
Field Sketching taught sufficiently practically, *Dering*, 4101, 4102.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

XI.—*Specific Subjects of Instruction*—cont.

4.—Military Knowledge—*cont.*

Derived practical benefit in Surveying, *Dering*, 4236, 4237. Taught out-of-doors, *ib.* 4077. Sufficiently practically, *ib.* 4101, 4102, 4236.

Studied Surveying, *Prior*, 4770; it was popular, *ib.* 4774.

Little knowledge of transport acquired, *Napier*, 621.

Topography, *Napier*, 647–649.

Military accounts and correspondence should be studied, Report, p. 21.

5.—Natural Science.

Only obtained a smattering, *Dering*, 4026; but a foundation for subsequent study, *ib.* 4027.

Would omit, in favour of riding, *Cambridge*, 5407.

Geology and Chemistry taught by lecture, *Dering*, 4077.

Would not neglect Geology and Chemistry, though unlikely to be of military use, *Addison*, 3950.

Would abolish marks for Geology and Chemistry, and make attendance purely voluntary, *E. Walker*, *App.* II. (D.), *p.* xiv.

Would omit Geology and Chemistry, *Porter*, 2139–2141.

Chemistry and geology should be omitted, Report, p. 21.

6.—Bodily Exercises.

Fencing and Gymnastics encouraged by prizes, *Hallewell*, 3551, 3552.

Riding taught, *Napier*, 617, 626, not thoroughly, *ib.* 627, 628, 662.

Witness benefited by riding instruction, *Dering*, 4094. Cadets do not mind it coming in recreation time, *ib.* 4223, 4224. Marks for, proportionate to pains taken, might be given, *ib.* 4227.

Riding popular and the master well attended to, *Farmar*, 3265 3267.

Riding-school drill taught, *Hallewell*, 3542; but not cavalry manœuvres, *ib.* 3543. Periodical examinations in riding, *ib.* 3544; but no certificates specially for it, *ib.* 3545. To ride daily for three months would interfere with the studies, *ib.* 3757.

Marks should be given for riding, *Mott*, 4449; was not of much use to witness, *ib.* 4396.

Riding used not to be neglected, *White*, 4848, 4849.

Sword exercise taught, *Napier*, 617, 626.

Proficiency should be exacted in riding, fencing, swimming, and gymnastics, Report, p. 17, 36.

[*See also* § IX. 2.]

XII.—*Examinations.*

1. Generally.
2. Admission.
3. Intermediate.
4. Final.

1.—Generally.

Object of carrying forward marks, *Abbott*, 1958.

The more difficult they are the less will people send their sons, *Forster*, 9341.

Cannot have commensurable marks with Woolwich, *Heaviside*, 2463, 2464. Only mode of reducing the slack time after the examinations is to spread the examination over the Course, *ib.* 2485–2488.

Why they might properly be raised, *Napier*, 715.

Cadet should be allowed to include classics in his examinations within the College, Report, p. 17. Examinations should be entirely conducted by examiners independent of the College, ib. p. 33.

2.—Admission.

Numbers examined and failed [1858–1867], *App.* XIII. (A. iii.), *p.* cxlvii.

Percentage of failure [1865–1868], *App.* XIII. (B.), *p.* cxlvii.

Mathematics. If College were restricted to Non-purchase cadets, should be by open competition, *Abbott*, 1830.

Would limit examination to four subjects, with option of landscape drawing, but would require 2,400 marks, *Addison*, 3937. This would keep away some candidates at first, *ib.* 3938, 3939; but the standard would soon be worked up to, *ib.* 3940–3943.

Would exclude technical subjects, *Benson*, 5632.

To require a severe entrance examination would shut out sons of poor officers, *Cambridge*, 5378, 5379; but they might be compensated, *ib.* 5380. Entrance examination too high, relatively with work of Public Schools, *ib.* 5357. Age should be 16 or 17, *ib.* 5364, 6450.

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

XII.—*Examinations*—cont.

2.—Admission—*cont.*

A Language might be insisted on, *Forster*, 9405.

With common industry, all pupils can pass, *Frost*, 4298.

Classical Examination identical with that for Direct Commissions; as easy as possible; the men of the same quality, *Gordon*, 2492, 2507, 2508, 2511, 2578, 2579. Bad spelling would not affect marks in classical examination, *ib.* 2509. In Classics, would limit the subjects to a few easy books announced six months beforehand, *ib.* 2518, 2519. The breakdown as much in elementary grammar as in translation, *ib.* 2529. Only one Greek paper, *ib.* 2560. University candidates admitted direct, *ib.* 2568, 2569; desirable arrangement, *ib.* 2570–2572.

Entrance examination in mathematics nearly identical with that for Direct Comissions, *Heaviside*, 2373, candidates for either having similar mathematical knowledge, *ib.* 2477, 2478. Intended as a test of general education, *ib.* 2374. Mathematics very low and elementary, *ib.* 2376, 2379, 2466, 2482; and any boy properly taught, should pass with ease, *ib.* 2448. Mathematics required, *ib.* 2377, 2378, 2386. Would not raise the minimum, *ib.* 2483, which was lowered in 1860, *ib.* 2385; and as a rule is fairly reached, *ib.* 2467, 2468, 2480, 2481; few failing to pass, *ib.* 2484. Examination papers, *ib.* 2387–2389; about parallel to those for matriculation at University of London, *ib.* 2472.

Entrance examination should not be stiff, *Percy Herbert*, 5049.

Examination satisfactory, *Moseley*, 2060.

Entrance is by nomination, *Napier*, 805, not competition, *ib.* 806. Entrance examinations half-yearly, *ib.* 426; points of identity with those for Direct Commissions, *ib.* 427–430, 517, 518. All candidates pass the same, *ib.* 506; virtually it is merely qualifying, *ib.* 507, 510, 511. Nineteen per cent. fail, *ib.* 512. Why percentage of failures is less than for Direct Commissions, *ib.* 513–516, 518.

Entrance examination sufficient for present object, but might be raised if education is to approach that of a staff officer, *Porter*, 2122–2126, 2131. Examination should be more elementary and searching, *ib.* 2127, 2130, 2288, 2295. Qualification in practical geometry or use of mathematical instruments should be insisted on, *ib.* 2211. Would not reduce age to 15, *ib.* 2132, 2133. If all cadets had fair hope of a free commission, would have severe competition for entrance, *ib.* 2159, 2160, 2242.

No disadvantage to exclude technical subjects from entrance examination, *Southwood*, 5575, 5576.

Examination should be more severe, *E. Walker*, 2768.

Should be conducted by Civil Service Commissioners, Report, p. 13, 31. Minimum being deducted from marks gained in each subject, ib. p. 14. Should be by open competition, ib. p. 16, 19, 32. Subjects of examination, ib. p. 32.

3.—Intermediate.

During the course there are quarterly and half-yearly examinations, marks gained at which count toward the final examination. A qualification is required for passing from one class to another, failing which the cadet is removed from the College, *Napier*, 522.

Monthly, started lately, *Porter*, 2221, carry marks on for commissions, *ib.* 2223, and are good as keeping cadets up to the collar, *ib.* 2222, 2223.

Whether a cadet has completed his compulsory course or not he is examined in the whole of it, *Vinter*, 2626.

There should be stringent examinations as tests of progress at least once a term; failure at two successively to involve dismissal, Report, p. 17, 34.

4.—Final.

Subjects and marks, regulations for, *App.* II. (L.), *p.* xlvi.

Return of results in Dec. 1868, *App.* XIII. (B.), *p.* cli.

No object in classifying purchase cadets, *Abbott*, 1834, 1835.

Standard for a pass so low that idling cannot be stopped, *Addison*, 3791. Marks should be given for drill, gymnastics, and riding, *ib.* 3872. Would raise the

SANDHURST, ROYAL MILITARY COLLEGE AT—*cont.*

XII.—*Examinations*—cont.

4.—Final—*cont.*

Sandhurst qualification for a purchase commission, *ib.* 3846, which now exceeds that for direct commissions, 3847; but is not nearly sufficient, *ib.* 3848. The same marks in much higher papers would be satisfactory, *ib.* 4002.

Could be raised for purchase commissions, *Cambridge*, 6455, 6494.

Proper recognition is given to practical subjects, *Dering*, 4103. In passing out, no practical distinction between 5th and 25th candidate, *ib.* 4125: some real distinction would improve educational tone, *ib.* 4126, 4129, 4130. It would be a loss to omit the public declaration of the order of merit, *ib.* 4127, 4128. There is no public record if a cadet distinguish himself, *ib.* 4148, 4149.

If course were lengthened would make it higher, *Hale*, 3124.

"A" list obtain free commissions; "B" list are qualified to purchase, *Hallewell*, 3559: the latter may furnish as good officers as the former, *ib.* 3393.

Mathematical culture of the cadets, *Heaviside*, 2434, 2435.

Final examination competitive; marks which must be obtained for a pass, *Napier*, 523, 654, 669. The subjects are the same as in the intermediate examinations, *ib.* 524. A few marks might be given for physical exercises, *ib.* 667.

Would not raise minimum for purchasing cadets, *Porter*, 2217. Marks ought to be given to under-officers for good service as such, *ib.* 2323–2325, also for swimming and fencing, *ib.* 2326, 2327, 2339.

The lowest cadets passing for purchase obtain in mathematics at least one-fourth marks in obligatory course, *Vinter*, 2689–2694; representing an useful amount of knowledge, by bringing in logarithmic work, *ib.* 2695. Would give professors a share in, *ib.* 2722. Would mention publicly the names of cadets worthy of the distinction, *ib.* 2722.

Should be competitive; and the more distinguished students exempted from examination for Aide-de-Camp; good conduct to be an element of excellence, Report, p. 17, 34, 149. Standard of qualification should be much raised, ib. 21. A single special reward for excellent conduct to be given at each final examination, ib. p. 34.

SANDHURST SENIOR DEPARTMENT:

Would not return to in any way, *Strathnairn*, 9525.

SCHOOL OF GUNNERY: *see* SHOEBURYNESS.

SCHOOL OF MILITARY ENGINEERING: *see* CHATHAM.

SCHOOLS:

Would publish whence failing rather than successful candidates come, *Gordon*, 2535.

SCHOOLS, PUBLIC AND PRIVATE:

Cadets from severally, who entered Sandhurst in 1866 and 1867, *App.* XIII. (B.), *p.* cxlviii., cliii., cliv.

Ditto, as to Woolwich, *App.* XIII. (C.), *p.* clv.

Ditto, as to successful candidates for Direct Commissions, *App.* XIII. (D.), *p.* clix.

[*See also* PRIVATE SCHOOLS: PUBLIC SCHOOLS.]

SCIENCE, MILITARY:

Necessity of theoretical knowledge, *Baring*, 9196 (1).

SCIENCES:

As brought up at examinations, worthless, *Abbott*, 1749.

SCIENTIFIC CORPS:

Education for, should be quite distinct, *Napier*, 1117, 1137–1139. Sees no disadvantage in their obtaining the best candidates, *ib.* 1142–1144.

SHOEBURYNESS, SCHOOL OF GUNNERY AT:

Historical notice, *App.* X. (B.), *p.* cxvi.

Object of School: description of long and short courses; results in producing instructors; volunteer annual competition; experimental establishment; full benefit in the future, *Elwyn*, *App.* X. (A.), *p.* cxiii–cxvi.

Officers come to for six months on leaving Department of Military Studies, *C. B. Brackenbury*, 8202; best place for drill, *ib.* 8203.

Soldiers have slop clothes, *Cambridge*, 6469.

SHOEBURYNESS, SCHOOL OF GUNNERY AT—*cont.*

Demi field-battery might be stationed there, *Milman*, 7588. Course too long; summer months would be better, *ib.* 7590. Militia Adjutants passed it well, *ib.* 7591.

A young officer would not be sent to, unless he go in for a special class or course, *Nicholson*, 7715.

The young officer would have little to do with company discipline, *Strange*, 7884.

Officers desire to pass, *Young*, 8034, 8110; and every one should who has the chance, *ib.* 8057. There were formerly short-course classes, *ib.* 8035. The instruction is very desirable, though not absolutely essential to an artillery officer; the capabilities of the place would not allow all officers to pass through, *ib.* 8036, 8037: every encouragement is given, *ib.* 8092: the course is all important for managing modern heavy guns of position, *ib.* 8038. Long-course class consists of 20 officers and 40 non-commissioned officers, *ib.* 8036. There is no more useful practical school, *ib.* 8057. Officers from India often give up their leave to attend, *ib.* 8058. Complete batteries go for practice and instruction, *ib.* 8086. Classes are occasionally volunteers, occasionally detailed, *ib.* 8094: an officer of any brigade liable to be sent, *ib.* 8095. All artillery officers should pass through, if the place would admit of it, *Young*, 8109: but commanding officers of brigades would object, *ib.* 8111, 8113. Opportunities would occur of sending almost every officer before he became captain, *ib.* 8112. All officers and men going abroad (and many at home) pass through, *ib.* 8126.

Number of officers annually under instruction should be increased: all artillery officers on first entering the service should pass through a short course: existing quarters should be improved, and more provided, as well as an additional instructor, Report, p. 26, 49.

SHREWSBURY:

Counted as a Public School, *Napier*, 201.

SKETCHING MILITARY:

Not universally necessary for officers, *Codrington*, 6041, 6042.

Should be practised by eye, with speed, and with simplest instruments, *Grant*, 5997, 6007.

SPELLING:

Dictation not always a criterion, *Dasent*, 4504. Would not pass serious errors: but sometimes distinguished men cannot spell, *ib.* 4539.

STAFF:

I.—*Generally.*
II.—*System of Admission.*
III.—*Brigade-Majors.*
IV.—*Personal Staff.*

I.—*Generally.*

Plan proposed in 1856, by Right Hon. Sidney Herbert, for instruction of officers for, *App.* XI. (D.), *p.* cxxxviii.

Insufficient facilities for practical training, *Abbott*, 2037–2039. British and Indian systems are entirely different, *ib.* 2049, 2050.

A man good at examination and at drill not necessarily a good Staff Officer, *Baring*, 9195, 9196 (2), 9245–9247. There might be instruction specially for Adjutant-General's Staff and for Quartermaster General's Staff, *ib.* 9240.

Scientific attainments are not sufficient, *Cambridge*, 5410–5414. Selected Regimental officers make the best Staff officers, *ib.* 9529: never knew a good regimental officer break down on the staff, *ib.* 9553.

In the field never found a want of qualified officers for the Staff, *Carey*, 4932. Some of the best have never been at the colleges, *ib.* 4933.

Temper and regimental knowledge are indispensable, *Codrington*, 6077, 6093. A Staff officer may be invaluable, though ill-educated; cites case of Colonel Waters, *ib.* 6092.

Every officer should serve a year with a regiment between two Staff appointments, *Colley*, *App.* XI. (A.), *p.* cxxiv.

Physical qualities may constitute a good Staff officer, *Forster*, 9363–9367, 9409.

Previous regimental service invaluable, *Percy Herbert*, 4968. High mathematics not wanted, *ib.* 4973, 4975, 5011. Knowledge of embarking troops important, *ib.* 4976; as also rapid judgment of a position, *ib.* 4977. Regimental service produces Staff officers as good as those more scientifically educated, *ib.* 4980–4982; is opposed to a separate

STAFF—*cont.*

I.—*Generally*—cont.

Staff Corps, *ib.* 4983–4985. Knowledge of French may be fairly insisted on, *ib.* 4986. Selection of regimental officers difficult in peace; but easy on service, *ib.* 5019, 5020. Knows no reason for excluding Artillery and Engineers, *ib.* 5021; but has not seen them largely employed, *ib.* 5017. Some most valuable Staff officers would have been the better for professional education, *ib.* 5011.

Staff instruction should qualify an officer for any section of, *E. M. Jones*, 8961–8963. Many officers have acted both on Adjutant-General's and Quarter-master-General's Staff, 8964. Every Staff officer ought to have qualification of one passed the Staff College, though he need not have been through that Institution, 8925, 8926; though would prefer all Staff officers doing so, 8927.

A Staff appointment should be less a reward for labour, than a recognition of fitness, *Lacy*, 8459.

Staff prospects may induce an officer to keep up his knowledge, *Napier*, 1131–1133. The demands of a war, *ib.* 1464–1467, 1495, 1581. Knowledge of all arms of the service, *ib.* 1535–1537. Deep scientific knowledge not necessary for all appointments, *ib.* 1539, 1541. Should not be shortsighted, *ib.* 1546.

Mode of rendering Staff College needless, *Peel*, 9433. We have had good Staff officers without special extra knowledge, *ib.* 9451, 9452.

In Crimea, Staff officers were scarcely fitted for their post, *Porter*, 2361, 2362.

Scientific knowledge of Artillery and Engineer officers has not interfered with efficiency on, *Strathnairn*, 9515, 9516.

Instances of officers physically incompetent who have passed high examination, *Walden*, 6373–6379.

To have passed Staff College examination should be a *sine quâ non* for the General Staff and for Military Secretary or Assistant Military Secretary, except under special circumstances, Report, p. 23, 49. Officers should be appointed by selection, ib. p. 49.

II.—*System of Admission.*

General Order [1857] instituting examinations for Staff appointments, *App.* XI. (H.), *p.* cxliv.

Present regulations [1868] for examinations for direct Staff appointments, *App.* XI. (I.), *p.* cxliv.

Appointments [1859–1867] showing those who had and those who had not passed Staff College, *App.* XIII. (G.), *p.* clxiii.

Number of officers examined for, without passing Staff College [1858–1868] *App.* XIII. (G.), *p.* clxiii.

If officers passed out of Staff College with 10 years' service would abolish restrictions as to rank, *Barker*, 9113, 9114.

Staff appointments may be given for proved Staff capacity in the field, *Forster*, 9369.

Not every officer appointed to the Staff need be examined, *Napier*, 83. Limitation of appointments to officers who have passed Staff College applies only to General Staff, *ib.* 1439; and not to Personal Staff, *ib.* 1607–1625, where the General should have freedom of choice, *ib.* 1494. Lieut.-Colonels appointed direct are not examined, *ib.* 1605. Military Secretaries are not examined, *ib.* 1626, 1627. Minor appointments given to officers who have passed the Staff College, and the system will be extended, *ib.* 1566, 1567, 1574, 1575, 1606. Doubts if a Passed Artillery officer would seek Staff employment, except in higher ranks, *ib.* 1647, 1648.

Present system would not secure adequate supply at the outbreak of a great war, *Porter*, 2346. How to increase it, *ib.* 2345, 2364–2368.

Should be selected for employment according to the peculiar talents needed in the appointment, *Schaw*, 8772–8777.

The present regulation examinations are not carried out, *A. L. Walker*, 9065, 9066.

On service, should be selected from Passed Officers of Staff College, *Baring*, 9204, 9205, on probation, *ib.* 9206.

Appointments to, should be by selection from graduates of the Staff College, *Barker*, *App.* XI. (A.) *p.* cxxiv.

Regimental officers could be examined for Staff, without passing through Staff College, *Cambridge*, 6441.

Regiments furnish very good Staff Officers, *Codrington*, 6047, 6072. There is a gain, on service, in being able to take them on trial, *ib.* 6085. In the Crimea the supply from regiments never failed, *ib.* 6086, 6087. In the field would not have any examination for the Staff, *ib.* 6058, 6059; but in peace, candidates for Quartermaster-General's Department must be tested in surveying and sketching, *ib.* 6060, 6064. Staff Officers must be selected *ib.* 6061, 6063. Would not choose any who were not competent in languages and riding, *ib.* 6065–6067.

Officers who have prepared themselves by special studies ought to have a preference, *Forster*, 9415, 9416.

The preliminary professional examinations a great advantage to army, *Hort*, 5130.

Would limit appointments to Passed Officers of the Staff College, *H. M. Hozier*, 6317; and to Regimental Officers who passed the final examination, *ib.* 6318. Does not think there are many officers practically fit for the Staff, yet unable to pass a high examination, *ib.* 6321.

Would restrict appointments to Passed Officers and officers of proved ability in the field, *Lacy*, 8460, 8461; but the time for that restriction is not yet fixed, *ib.* 8496. Certain positions are adapted to studious officers, *ib.* 8418, 8419; but they ought to combine field efficiency, 8420, 8421.

In peace, Staff College should be only portal to the General Staff, *Napier*, 1571. It might be important to have Staff Officers ready for service with Militia and Volunteers, *ib.* 1496, 1545. Would not form whole Staff from the Engineers, 1542.

Competition for the Staff would not derange regimental system, *Porter*, 2363. Would require every officer to have passed Staff College, *ib.* 2365, 2369.

Would open (subject to examination) to officers who had not been to Staff College, *Baker*, 6182, 6183. Officers might qualify partially before going to Staff College, *ib.* 6168–6171. A certain number of Staff Appointments might be competed for by officers in the regiments, *ib.* 6187. Men's qualifications vary much, *ib.* 6198.

If an officer could really pass the final examination should not be compelled to pass through the College course, *Baring*, 9242, 9243.

A disadvantage not to be able to appoint officers who have shown aptitude in the field, *Cambridge*, 6434, 6470, 6492.

For open examinations many men would study privately; instances cited, *Carey*, 4909–4913.

Would select from Regimental officers, and form into Staff Corps. "Five years' rule" bad. Physical and moral attributes more important than intellectual, *Clifford*, *App.* XI., *p.* cxvii.

Actual service in the field the only thorough test of a Staff officer, *Grant*, 6008–6010.

Careful training for Staff desirable, *Napier*, 1493, 1568, 1569; but experience in field sufficient qualification, *ib.* 1492, 1570.

Would allow officers to be examined for, without passing a college, *Paulet*, 5923–5925.

Would select the officers most distinguished by abilities, attainments, and service, *Robertson*, *App.* VII. (B.), *p.* lxxxvii.

Would allow entrance, independently of Staff College, on passing a proper local examination, *Scarlett*, 5965–5967. It is convenient on service to take an officer from a regiment on trial, *ib.* 5980. Would not take Staff officers from the Engineers merely because they are scientific, *ib.* 5917, 5988.

Would prefer a very severe test, based on thorough regimental knowledge, to competition, *Stephenson*, 6120, 6127–6130; which excludes valuable men, *ib.* 6121. Other qualifications besides mere education are needed, *ib.* 6122. A few Staff appointments may be given by favouritism, *ib.* 6123.

Regimental excellence should be a sure road to, *Strathnairn*, 9480, 9522, 9523; without passing through Staff College, *ib.* 9496, 9524.

III.—*Brigade-Major.*

Brigade-major should be a step to the divisional Staff, *Barker*, 9155.

Subaltern unsuited for, *Cambridge*, 9539, 9541, 9543, 9549; unless with brevet or local rank, *ib.* 9542.

Deep scientific knowledge not necessary, *Napier*, 1539, 1541. Such appointments should be reserved for officers passed the Staff College, *ib.* 1577.

STAFF—cont.

IV.—*Personal Staff.*

1. Generally.
2. Aides-de-Camp.
3. Military Secretary.

1.—Generally.

Should pass through Staff College, *Baring*, 9196 (5).
Would require them to pass whole course at Staff College, *Barker*, 9112, 9126, 9127, 9152–9154, 9160, 9161.
Would open to Passed Officers of Staff College, *Cardew*, *App.* XI., *p.* cxxviii.
Must not be a man of whom the General is entirely ignorant, *Codrington*, 6091.
No grievance in not being open to Passed Officers, *Lacy*, 8493, 8494.
Would require a four months' course at Staff College, *Shute*, *App.* VII. (A.), *p.* lxxxiii.

2.—Aides-de-Camp.

High science not needed for an aide-de-camp, *Barker*, 9156.
In foreign armies, officers are detached to perform duties of, on service, *H. M. Hozier*, 6279, and are allowed two horses each, *ib.* 6280.
Examination for, to be rigidly enforced (with exceptions), Report, p. 49.

3.—Military Secretary.

Not examined for appointment as, *Napier*, 1626, 1627.

STAFF COLLEGE:

I.—*Generally.*
II.—*Buildings and Internal Arrangements.*
III.—*Military Staff.*
IV.—*Professors.*
V.—*Candidates.*
VI.—*Students.*
VII.—*Course of Instruction.*
VIII.—*Specific Studies.*
IX.—*Examinations.*
X.—*Passed Officers.*

[For *Horses* and *Servants*, see § VI.]

I.—*Generally.*

Historical notice, *App.* XI. (C.), *p.* cxxxiv.
Scheme proposed by Council in 1857 for establishment of, *App.* XI. (E.), *p.* cxxxix.
Original regulations [1857], *App.* XI. (F.), *p.* cxli.
Present regulations [1868], *App.* XI. (G.), *p.* cxlii.
Should in peace be only portal to the General Staff, *Napier*, 1571. Established (in 1858), 1476. Its object, *ib.* 1382, 1541. Cost of College, *ib.* 1497, 1498.
The key of the whole system is the previous selection of the best officers for the College to work upon, *Lacy*, 8370–8374.
Too young yet for the system to be fully developed, *Adams*, 8832.
Might educate more officers, *Porter*, 2340, 2341; national benefit not proportional to cost, *ib.* 2343. Reason for limited number, *ib.* 2343. There would be ample competition for, if rewards were adequate, *ib.* 2344, 2347.
Does good work, *Abbott*, 2032, 2040.
Results not altogether satisfactory, *Armstrong*, *App.* XI. *p.* cxvii.
In favour of, *Baker*, 6153, *App.* VII. (B.) *p.* lxxxvi.
Imperfect though it be, better than none, *Baring*, 9196 (1). Why unpopular, *ib.* 9196 (4), 9244.
Quite approves, *Barker*, 9085, 9088.
Is satisfied with, *Cambridge*, 6434. Conditions under which it could be abolished, *ib.* 9534, 9552.
Right in principle, *Cardew*, *App.* XI. *p.* cxxviii.
Works fairly well, though favouring scientific as opposed to practical knowledge; has increased military education among officers, *Colley*, *App.* XI. (A.), *p.* cxxii.
Almost a necessity; reasonably successful, *Crealock*, *App.* XI. (B.), *p.* cxxx.
Of great advantage to Army, *Feilding*, *App.* XI. (A.), *p.* cxx.
Opening, has benefited Artillery, *Ford*, 8298.
Excellent; but not much better than old Senior Department, *Forster*, 9363–9368, 9409.
Is very good, *Grant*, 6025. Produces many efficient Staff officers, *ib.* 6026, though the educational test is not conclusive as to fitness of an officer, *ib.* 6027.
A great benefit to the Army, *Hamley*, 8682, 8683; and a Staff officer is the better for passing through it, *ib.* 8630.

STAFF COLLEGE—*cont.*

I.—*Generally*—cont.

Has caused in the Army study and competition in the military art, *E. M. Jones*, 8966, 8967, and has benefited officers passing through it, *ib.* 8968–8970.
Satisfied with operations of, *Lacy*, 8369. Its object is to educate for every department of military administration in its widest sense, *ib.* 8408. Has promoted education among young officers, *ib.* 8497; but there would be little competition to join unless more than the education it imparts, 8482.
An officer will be better fitted for Staff by passing through, no matter how otherwise qualified, *Porter*, 2369.
Beneficial to Army, *Scarlett*, 5958; and desirable, *ib.* 5978.
Derived benefit from, *A. L. Walker*, 8974. Tends to produce study in the Army, *ib.* 8974, 9000–9002.
Unnecessary, *Codrington*, 6047. The privilege of studying there is a boon, *ib.* 6088.
Does not necessarily bring the best officers to the Staff, *Clifford*, *App.* XI., *p.* cxvii.
Fails to secure the best officers, as best Staff appointments are not reserved for Passed Officers, *H. M. Hozier*, 6235, 6319, 6320.
Does not secure best men for Staff, *A. S. Jones*, *App.* IX. (A.), *p.* cxxiv.
Unnecessary; the required knowledge could be gained by private study, tested by examinations, *Lennox*, 9277–9280, 9294–9296. An instructor to tell an officer what to study would be a help, *ib.* 9282. Two years at, would not make an Engineer, *ib.* 9285.
Not a great advocate for; many officers join to avoid regimental duty, *Paulet*, 5922.
Is a failure, *Strathnairn*, 9483. Instruction too theoretical; would abolish the College on its present footing, *ib.* 9484. Practical ability is sacrificed to theory and useless sciences, *ib.* 9485. Might be reconstituted with a course of one year, *ib.* 9488.
Does not provide Cavalry, with as good Staff officers as were had before, *White*, 4835–4839.
Would send from each regiment an officer for a four months' course, passing which first-class should qualify for personal Staff, *Shute*, *App.* VII. (A.), *p.* lxxxiii.
Should be entirely distinct from Sandhurst Cadet College, Report, p. 52.

II.—*Buildings and Internal Arrangements.*

If full, holds 40 students, *Lacy*, 8536–8540; the vacant quarters are partly utilized, *ib.* 8571, 8572.
Library much used for private reference, *ib.* 8486. Regent's allowance (170*l.*) granted in aid of mess, *ib.* 8541. Quite satisffed with domestic arrangements, *ib.* 8567.
Ample accommodation, *Napier*, 1422, being built for 40 officers, *ib.* 1462.

III.—*Military Staff.*

1. Generally.
2. Commandant.
3. Adjutant.
4. Paymaster and Qnartermaster.
5. Non-Commissioned Officer.

1.—Generally.

Selection of first-rate men very important, *E. M. Jones*, *App.* XI. (A.), *p.* cxxviii.
Commandant to be assisted by a College Board of Professors, Report, p. 53.

2.—Commandant.

Special qualifications required, *Fielding*, *App.* XI. (A.), *p.* cxx.
Perfectly satisfied with relation to Governor of Sandhurst, *Lacy*, 8506; through whom his recommendations to the Council pass, *ib.* 8509–8511. Sees no advantage in reporting direct, *ib.* 8512, 8513.
Should be specially selected for Staff experience: appointed for seven years, renewable, but not beyond 14 years in all, or after age of 60, Report, p. 53.

3.—Adjutant.

Adjutant or some second to Commandant necessary, *Barker*, 9104, 9105.
Duties, *Lacy*, 8514–8517, 8519–8522.
Adjutant's duty is important, *E. M. Jones*, 8921; too confidential for a clerk, *ib.* 8923; though Commandant might perhaps do the confidential part, *ib.* 8924.
Would abolish; and employ a student by weekly roster, *A. S. Jones*, *App.* IX. (A.), *p.* cxxiv.
Should be discontinued, Report, p. 53.

STAFF COLLEGE—*cont.*

III.—*Military Staff*—cont.

4.—Paymaster and Quartermaster.

Duties of, performed by corresponding officers of Royal Military College, *Napier*, 924–926.

5.—Non-commissioned Officer.

There is but one, *Lacy*, 8526; the quartermaster serjeant, *ib.* 8527; whose duties could not be taken by the quartermaster serjeant from Sandhurst, *ib.* 8528.

IV.—*Professors.*

A Board of Study on the spot might be useful, *Lacy*, 8507. Educational branch entirely controlled by Council, *ib.* 8508. Professor of military history has an allowance for travelling on the Continent, *ib.* 8542, 8543. Cannot be reduced without reducing the subjects, *ib.* 8523–8525.

Appointed on Council's recommendation, *Napier*, 1583. Could teach more students, *ib.* 1463.

In military subjects should be changed periodically, *Cardew*, *App.* XI., *p.* cxxviii.

Military professors should be appointed for seven years, renewable: civilians not to retain office after 55, unless specially recommended, Report, p. 53. Second professor of mathematics and professor of geology to be reduced: establishment and salaries: professors of French, German, and Hindustani to be resident, ib. p. 53.

V.—*Candidates.*

1. Generally.
2. Special Qualifications.
3. Commanding Officers' Certificates.

1.—Generally.

Officers from Sandhurst who have competed [1858–1867], *App.* XIII. (B.), *p.* cxlix.

Some, not most, are very able men, *Adams*, 8823, 8824; some scarcely fit for the Staff, *ib.* 8825.

Reasons for small proportion of Sandhurst officers, *Addison*, 3800–3803, 3985, 3986.

Best officers do not enter; rewards too doubtful, *Armstrong*, *App.* XI., *p.* cxvii.

Many of the best officers do not offer, *Baring*, 9241.

Many will never reach the qualification required, *Baker*, 6184, 6185, 6202.

Most candidates now go to crammers, *Barker*, 9165, 9166; at an expense, 9168, 9169. Camp or regimental instruction might render this needless to some extent, 9167.

As a rule best men in Artillery do not go up for, though some of the best men in the Army do, *C. B. Brackenbury*, 8268.

Every officer does not go for hard work, *Cambridge*, 6472; some might as well not go, *ib.* 6435.

Why one per regiment is the limit, *Forster*, 9429.

All should be above average Army level, *Hamley*, 8605; but some who now pass through are not, *ib.* 8604, 8629, 8684. The candidates are no smatterers, *ib.* 8663.

Almost all go for special instruction, *Lacy*, 8549. About 15 out of 28 obtain entrance, *ib.* 8579, 8580.

To whom open, *Napier*, 1383, 1596. Number admitted, 1383, 1580. Why Artillery officers go there and Engineers do not, *ib.* 1441–1444. Candidates are fit for the Staff, *ib.* 1390. Proportion to vacancies, *ib.* 1385; slight diminution of late years, *ib.* 1386, 1478–1480; probable causes, *ib.* 1457, 1481, 1482, 1576, 1597.

Sometimes join to avoid foreign service, *Scarlett*, 5959. Any test of bona fides would be invidious, *ib.* 5960–5964. Does not know that applications have fallen off, *ib.* 5972, 5973.

The candidate's physical fitness better tested before than after the College course, *Schaw*, 8740.

There would be greater security of fitness for Staff, if he were twice successively so reported by the Inspecting Officer, *Strathnairn*, 9517; judgment and intelligence being reported on as well as mere knowledge of drill, *ib.* 9518, 9519. Frequently officers who marry or do not wish to go India have recourse to Staff College, *ib.* 9488.

Must almost inevitably go to a crammer, *A. L. Walker*, 8998, 9080, 9081. Its help to the candidate, *ib.* 9073–9079.

2.—Special Qualifications.

One or two years more service might be required, *Baring*, 9238.

STAFF COLLEGE—*cont.*

V.—*Candidates*—cont.

2.—Special Qualifications—*cont.*

Should have 8 years' service, *Barker*, 9092, 9093. Objects to the limit per battalion, *ib.* 9094, 9095; though it is inconvenient to strip a regiment of officers, *ib.* 9151. A candidate should be grounded in languages, *ib.* 9144.

Would not admit subalterns, *Cambridge*, 9540, 9541.

Should have 7 years' service, *Cardew*, *App.* XI., *p.* cxxviii.

Should have served 7 years or 2 years as Adjutant, *Crealock*, *App.* XI. (B.), *p.* cxxxii.

Should have served a year with regiment as captain, *Feilding*, *App.* XI. (A.), *p.* cxx.

Regimental efficiency should be indispensable. Would limit to home regiments, *A. S. Jones*, *App.* IX. (A.), *p.* cxxiv.

Should be required to be with their regiments some time immediately before examination, *E. M. Jones*, 8904, to prevent cramming, *ib.* 8905, which is bad, *ib.* 8906. Should understand Riding and French, *ib.* 8909–8911.

A candidate should bring languages at a high standard, *Lacy*, 8398, 8452. If officers came well prepared in general education, the Course might be more practical, *ib.* 8565; an improvement, *ib.* 8566.

Would as a reward admit a regimental officer frequently and favourably reported on by his Commanding Officer and the Inspecting General at half-yearly inspections, *Strathnairn*, 9488.

Five years' regimental service should be required, Report, p. 50. Before coming up for examination, candidates should be appointed to Staff of a General Officer on trial for a month and for confidential report, ib. p. 24, 50. Candidate must have passed the Special Army Examination in addition to that for captain, ib. p. 50.

3.—Commanding Officers' Certificates.

Sufficient, if signed in their integrity, *Armstrong*, *App.* XI., *p.* cxvii.

Sufficient, if carefully given, *Cardew*, *App.* XI., *p.* cxxviii.

His Commanding Officer can alone judge of a candidate's physical fitness for the Staff, *Adams*, 8821, 8826, and his certifying should be a stern military duty, *ib.* 8795–8798.

Would make Commanding Officers much more strict, *Baker*, 6168, 6203, 6217.

Commanding Officer's certificate not stringent enough, *Barker*, 9089–9091, 9106; should be categorical, *ib.* 9132. How it might be strengthened, *ib.* 9122–9125, 9150.

For certificates, must trust to good faith of Commanding Officers, *Cambridge*, 6435. Inspecting Generals could not be relied on, *ib.* 9550, 9551.

To render trustworthy, specific reasons must be required for recommending, *Colley*, *App.* XI. (A.), *p.* cxxii.

Ought to be rigidly carried out, with verbal amendments, *Crealock*, *App.* XI. (B.), *p.* cxxxiii.

Should be enforced and strengthened, *Forster*, 9394–9397, 9419–9428.

Commanding Officer should recognise the proper physical qualities, *Grant*, 6028, 6029.

As to Commanding Officers' certificates; and decision by Commander-in-Chief as to admission to College, *E. M. Jones*, 8945–8952.

Certificates of Commanding Officers, *Napier*, 1438, 1518, 1519; cannot devise a substitute, *ib.* 1522.

Commanding Officers' certificates should be more definite, and would supplement them by a report from the field officers, *Schaw*, 8738, 8739, 8742, 8747, not the junior officers, *ib.* 8755, 8756; leaving to Commander-in-Chief to decide on the admission, *ib.* 8745–8749. The Commanding Officer's certificate if categorical ought to be enough, *ib.* 8757, 8758. Suggests alterations in the certificate, *ib.* 8759. Certificates as to capabilities of officers by Commanding Officer to his District General, *ib.* 8760–8762. Commanding Officers' certificates worth little, *Baring*, 9196 (2), 9199–9201, 9322, 9229. Preliminary trial on a General Officer's Staff, *ib.* 9295, 9226, 9228.

Commanding Officer's certificate an insufficient guarantee, *Hamley*, 8594, 8645–8648; how to strengthen it, *ib.* 8593, 8595–8599, 8649, 8654–6658; to which he attaches great importance, *ib.* 8603. The Commanding Officer would certify to mental and moral

STAFF COLLEGE—*cont.*

V.—*Candidates*—cont.

3.—Commanding Officers' Certificates—*cont.*

attributes, *ib.* 8615, 8618, 8652; Commandant of College certifying after one term to fitness of character and physique, *ib.* 8616, 8617, 8635–8637, 8651. Commanding Officer's certificate would be for admission merely, *ib.* 8653. To test each candidate under a General Officer would be cumbrous, *ib.* 8634. The acceptance or rejection of a candidate should not rest with College authorities, *ib.* 8650.

Commanding Officer's certificate not to be relied on, *A. S. Jones, App.* IX. (A.), *p.* cxxiv.

Commanding Officer's certificate not much to be relied on, *Lacy*, 8587: should be more stringent, 8370, being the key of whole system, *ib.* 8371–8374. It should, therefore, be amplified, *ib.* 8422, 8423, and strengthened by report of a Board, *ib.* 8424, 8425: pointing out if a candidate be not a good regimental officer, *ib.* 8429. It would be hard upon the College Commandant to have to reject for physical disability, *ib.* 8471. Previous acting appointment on the Staff would answer excellently. *ib.* 8472, 8504: unless a month so taken up were an objection, *ib.* 8473, 8505.

Puts little faith in certificates of Commanding Officers, *Scarlett*, 5974, 5981.

Certificate given by Commanding Officer a sort of form, *Strathnairn*, 9487.

Should be much more categorical and be made by the three senior officers of the regiment, Report, p. 24.

VI.—*Students.*

1. Generally.
2. Servants.
3. Horses.

1.—Generally.

Would try them at Aldershot as aides-de-camp, to test physical qualifications, for which marks should count, *Baker*, 6168–6171, 6189–6193, 6199–6201. Would diminish the number of students, *ib.* 6186.

Would admit 30 a year, if Personal Staff were limited to Passed Officers, *Baring*, 9196 (5), 9198. Cost of living rather more than in a regiment, *ib.* 9217. Keeping a horse, *ib.* 9217–9219, 9224.

Commandant might report on fitness of, for Staff, *Barker*, 9107: though removal would be an extreme case, *ib.* 9162. There is now a power of removal, *ib.* 9163, 9164. Expense slightly exceeds a regiment, *ib.* 9140, 9168. Servants are the great expense, *ib.* 9142, 9143.

Diverse in quality, *C. B. Brackenbury*, 8180; of the army average in mental capacity, but of higher attainments, *ib.* 8181.

Several have broken down under the hard work, *Cambridge*, 6472. Objects to any increase of number, *ib.* 9531.

Should have 2*s.* a day to cover cost of living, *Cardew, App.* XI., *p.* cxxviii.

Would increase number, *Colley, App.* XI. (A.), *p.* cxxiv.

Should be employed during course as Staff officers, *Hamley*, 8609.

Might pay for their Course, *E. M. Jones*, 8934, 8935, 8941, 8944. All should be mounted, *ib.* 8936, 8937. College not more expensive than a regiment, *ib.* 8939, except as regards servants, *ib.* 8940.

Fifteen vacancies yearly, *Lacy*, 8577. Marine officers supernumerary, *ib.* 8578. It would be an advantage if a class travelled on the Continent with a Professor during vacation, *ib.* 8544–8546. Many go from their own ambition, *ib.* 8395. Are not so well off in allowances as with a regiment, *ib.* 8531, 8532. In the old Senior Department each paid 30*l.* *ib.* 8533, and each might pay something now, *ib.* 8534; but it would exclude poor officers, *ib.* 8535. Have no personal expense, *ib.* 8396; beyond library subscription (3*l.*), *ib.* 8487. One-fourth to one-third are married, *ib.* 8479. Makes monthly returns of application and attendance, *ib.* 8581, 8582. Officers of small means are able to join, *ib.* 8478. No difficulty with, *ib.* 8574–8576.

Disciplinary powers of Commandant, *Napier*, 1459; never heard of a breach of discipline, *ib.* 1458. Never paid anything, *ib.* 1432–1434, except towards library and mess, *ib.* 1436. They complain of not having soldier servants, 1435. Would not increase their pay, 1436. As to keeping a horse, *ib.* 1502, 1503. Monthly reports are made to Council, *ib.* 1525.

STAFF COLLEGE—*cont.*

VI.—*Students*—cont.

1.—Generally—*cont.*

Think more of future position, than expenses at the College, *A. L. Walker*, 9064. The course costs a man at least 100*l.* over his pay, *ib.* 9067–9069.

Should be increased to 40, Report, p. 50. Commandant to report confidentially on, ib. p. 54.

2.—Servants.

Cavalry Pensioners as grooms, very desirable, *Barker*, 9142.

Servants' allowance inadequate, *E. M. Jones*, 8938.

Allowance for, totally inadequate, *Lacy*, 8478; students bring their private servants, *ib.* 8529, 8530.

Students have their private servants, *A. L. Walker*, 9060. Cavalry pensioners as servants considered, *ib.* 9061–9063.

A moderate staff of servants should be provided at public expense, Report, p. 54.

3.—Horses.

Students should keep, *Hamley*, 8633. There are some now attached from several regiments, *ib.* 8668; but only for use in the Riding School, *ib.* 8641. Prefers that horses should belong to students, who should hunt them, *ib.* 8642–8644.

All students should keep horses, *A. S. Jones, App.* IX. (A.), *p.* cxxiv.

Students should be mounted, *E. M. Jones*, 8936, 8937.

Some students cannot keep, *Lacy*, 8441, 8474. Government should give the means of keeping horses, and require them to be kept, *ib.* 8475–8477.

Every student should be mounted, *Schaw*, 8743, 8744, 8767. The College might maintain a set of horses, *ib.* 8768; their provision is now a difficulty, *ib.* 8769, 8770.

Students should provide, *A. L. Walker*, 9015.

Students should be strictly required to keep, Report, p. 52.

VII.—*Course of Instruction.*

1. Generally.
2. Duration.

1.—Generally.

Subjects might be reduced, *Abbott*, 2033. Should be strictly practical, *ib.* 2034, 2036.

Would restrict the Studies, *Adams*, 8799. Instruction is essentially in War duties, *ib.* 8809, 8833. It is not too theoretical if subsequent opportunity be allowed of acquiring practical experience, *ib.* 8813, which is much needed, *ib.* 8819.

Might be improved, *Baring*, 9173, and more practical, *ib.* 9178. No marks should be given during the Course, *ib.* 9232.

More attention should be given to practical subjects, *Barker*, 9086.

Military administration, principles of drill, and tactics need more attention; physics less; would omit artillery and give it at Woolwich, with practical instruction in the three arms at Aldershot. Course too much directed to Quartermaster General's Department, *Colley, App.* XI. (A.), *p.* cxxiii.

Numerous proposed changes, *Crealock, App.* XI. (B.), *p.* cxxx–cxxxiv.

Too discursive, makes officers smattterers; subjects should depend on section of Staff duty aspired to, progress to be tested by quarterly examinations, Students to attend lectures or not, as they like; practical operations not sufficiently taught, *Feilding, App.* XI. (A.), *p.* cxx.

Improved of late, *Hamley*, 8623, but might be more practical, *ib.* 8624. Enough engineering is learnt, *ib.* 8626; without sending students to Chatham, *ib.* 8625. To teach subjects in a foreign language would be undesirable complication, *ib.* 8664.

Ought to teach the necessary duties of a Staff Officer, *H. M. Hozier*, 6322.

Would encourage student to follow his special bent in study, *Lacy*, 8384. To give professional instruction in a foreign language would require the instructor to be a perfect linguist, *ib.* 8400, 8401.

Subjects taught, *Napier*, 1396. Obligatory subjects, 1399, 1400. Voluntary subjects, *ib.* 1401.

Time too broken up, *Schaw, App.* XI. (A.), *p.* cxxvi. Would give a greater choice of subjects; and work each student in his peculiar line of talent, *ib.* 8763, 8771. A mistake to allow languages to be dropped

STAFF COLLEGE—*cont.*

VII.—*Course of Instruction*—cont.

1.—Generally—*cont.*

after first year, *Twisden*, 8859. Practical work of senior class is comparatively small, *ib.* 8877.

Professors should not give marks, *A. L. Walker*, 8982, 8983.

A larger option should be given to students as to the subjects to be taken up, Report, p. 24. Subjects proposed; marks during course not to be carried on. All instruction to be practical, ib. p. 51. As many practical duties as possible should be carried out on horseback, ib. p. 52.

2.—Duration.

Would add six months for telegraphy, railway transport, and modern appliances, *Adams*, 8814, 8815. Distinctly against shortening the Course, *ib.* 8817.

Would not shorten, *Baring*, 9230.

Would shorten to 12 or 18 months, print lectures, and curtail plan drawing. Field sketching and surveying need more time, *Cardew, App.* XI., *p.* cxxviii.

Too many subjects: should be one year, *Crealock, App.* XI. (B.), *p.* cxxx.

Difficulty of shortening to one year, *Hamley*, 8659–8662.

Eliminate languages and reduce to one year from 15 July, *A. S. Jones, App.* IX. (A.), *p.* cxxiv.

With advanced entrance examination might be reduced to one year, *Lacy*, 8375, 8376, without giving up any subjects now taught, *ib.* 8432; but has no decided opinion, *ib.* 8437.

Two years, *Napier*, 1406; without grace, *ib.* 1407.

Might be shortened to a year *Schaw*, 8778–8783. It would be inconvenient, if officers stayed for varying periods, *ib.* 8784.

Two years far too long, would eliminate useless subjects and reduce to one year, *Strathnairn*, 9488.

An educated man of very moderate ability ought to pass in the two years, *Twisden*, 8890–8892.

Should be two years, Report, p. 51.

VIII.—*Specific Studies.*

1. Administration.
2. Artillery.
3. Drawing and Fortification.
4. Languages.
5. Mathematics.
6. Military History, and Law.
7. Reconnaissances and Surveying.
8. Riding.
9. Sciences.
10. Transport.

1.—Administration.

Military administration studied insufficiently, *Baring* 9185–9189; as also schemes of defence, *ib.* 9191–9193, 9211; and outdoor work, eye-sketching and road-making, *ib.* 9194.

Time is lost in lecturing on military administration and legislation, *Barker*, 9133, 9134.

Requires more attention and practical exemplification *Hamley*, 8606–8608.

Better from text-book than lectures, *A. S. Jones, App.* IX. (A.), *p.* cxxiv.

Railway and sea transport are a principal part of, *Lacy*, 8411: also ambulance, military train, and Commissariat, *ib.* 8389–8391, 8394. Of all departments is almost the most important, *ib.* 8392. More attention might be given to railways, telegraphy, &c.; and instruction should be more practical, *ib.* 8393, 8415–8417, 8564.

Lectures are given, *Lefroy*, 8016.

Practical instruction is given in laying out camps, *Lacy*, 8568–8570.

Discipline neglected as a study, *Strathnairn*, 9488.

Are taught how to encamp, *Hamley*, 8627, and could be exercised practically if a brigade came occasionally to the College, *ib.* 8628, 8679–8681.

Pontooning and bridging, *Baring*, 9236, 9237.

Signals and telegraphy not taught, *Napier*, 1455.

Strategy too theoretical; can only be practically learnt in a camp of instruction, *Strathnairn*, 9484.

Telegraphy should be practised, *Hamley, App.* XI. (A.), *p.* cxix.

Telegraphy and photographic copying to be practised, Report, p. 52.

2.—Artillery.

Artillery course, *Baring*, 9234.

Knowledge not high: examination in it a farce, *Milman*, 7549, 7550, 7604–7610, 7614; but no want of diligence, *ib.* 7553. Students should be attached to an Artillery brigade at Aldershot, *ib.* 7611, 7614.

STAFF COLLEGE—*cont.*

VIII.—*Specific Studies*—cont.

2.—Artillery—*cont.*

Present instruction too technical, *ib.* 7612; and examination admits of cramming, *ib.* 7615. The Staff officers want general Artillery principles, *ib.* 7629; not the management of a gun, *ib.* 7630.

Should be taught by an Artillery officer, *Strange*, 7296.

Should be more in general application and less in details, Report, p. 52.

3.—Drawing and Fortification.

Geometrical drawing, *Baring*, 9215, 9216.

Time wasted in drawing, *Lacy*, 8442, 8443, 8450, 8452.

Fortification too much in detail, *Baring*, 9207–9209.

In practical outdoor work, knowledge of fortification was considerable, *Milman*, 7551, and the officers might teach others in the lower parts, *ib.* 7552.

Field works, roads and bridges, defence of positions, *Napier*, 1412–1418.

Doubts the expediency of teaching fortification in a foreign language, *Schaw*, 8764. It would be a great advantage to send students to study models abroad, *ib.* 8765, and need not be very expensive, *ib.* 8766.

Fortification course to be more practical for field purposes, Report, p. 51.

4.—Languages.

Languages, *Baring*, 9214, 9248.

Should be more colloquial, *Barker*, 9099–9103.

Scarcely to be well studied at Staff College, *Adams*, 8800–8803.

Might be omitted if rigidly required at entrance, *Hamley, App.* XI. (A.), *p.* cxix. Not absolutely necessary at the College, *ib.* 8660.

Should be more attended to, *Hort*, 5131.

Should keep up classics, as mental cultivation, *Lacy*, 8404. Would reduce instruction in, 8398, 8433, 8452.

English composition, *Napier*, 1445–1451; French, *ib.* 1530.

Cannot well be studied at the College, *Schaw*, 8783.

As taught, would fail to be useful in Intelligence Department, *Strathnairn*, 9484.

Would not teach at the College: but candidates for admission should know one, *A. L. Walker*, 9009–9011. Officers neglect military subjects to obtain marks more easily in languages, *ib.* 9025–9027.

5.—Mathematics.

The direct intention is to obtain mathematical knowledge without a secondary object, *Heaviside*, 2438–2440.

Mathematics studied beyond any practical purpose, *Baring*, 9179, 9180. The marks count for competition, *ib.* 9182, 9183.

Would not reduce the mathematics, *Barker*, 9149.

Too much attended to, *Hort*, 5131.

Mathematics, *Napier*, 1403, 1454, 1531.

Would make compulsory a certain necessary course, *Twisden*, 8840–8843, 8878; and would encourage further voluntary study, especially practical astronomy, *ib.* 8844. Mathematics could be dropped at whatever time the compulsory course might be passed, *ib.* 8882–8885. Officers rarely continue after second term, *ib.* 8852; but take astronomy, *ib.* 8853. Cannot say if astronomy be required in actual service, *ib.* 8866. Elementary mathematics omitted since College was founded, being insisted on at entrance, *ib.* 8871. Mathematics not now indispensable for passing, *ib.* 8893.

Too much advantage given to those who study beyond military needs, *A. L. Walker*, 9003–9007. It is necessary for Topographical Department, *ib.* 9006.

Should be reduced, Report, p. 24.

6.—Military History and Law.

Military law taught, *Abbott*, 2043, sufficiently, *ib.* 2047, 2048.

Every Staff Officer benefits by a knowledge of geography, general and military, *Lacy*, 8409; physical and political, most important, *ib.* 8405, 8406.

Military history requires time, *Adams*, 8817, 8818.

Instruction in military history supplies what is necessary for English composition and military correspondence, *Lacy*, 8552, 8553. Every Staff Officer benefits by a knowledge of it, *ib.* 8409.

Art of war forms part of, *Napier*, 1528. Military law, *ib.* 1598–1604.

STAFF COLLEGE—*cont.*

VIII.—*Specific Studies*—cont.

7.—Reconnaissances and Surveying.

Would give up time saved from languages to rapid sketching and reconnaissances, *Abbott*, 2046.
Should be taught on horseback, *Hamley*, 8665-8667.
Should be made rapidly, as in war, *A. S. Jones*, *App.* IX. (A.), *p.* cxxiv.
Should all be done on horseback, *E. M. Jones*, 8937.
Increased allowance applied for in aid of, *Lacy*, 8483–8485. Sketching on horseback is desirable, *ib.* 8438–8440.
Reconnaissance and surveying, *Napier*, 1412–1418, 1460, 1461, 1487, 1488, 1504–1513, 1532–1534, 1541.

To be personally under Commandant; to be more rapid and practical; £100 extra per annum to be granted in aid of; surveying should include more extended roadmaking, Report, p. 52.

8.—Riding.

Occasional inspection from Aldershot might secure good military riding, *Baker*, 6218.
Riding, *Baring*, 9223.
Riding, badly taught, *Barker*, 9097, 9098, 9130, 9131.
Has not noticed bad riders from, *Hort*, 5132, 5133.
Should be daily, till dismissed, *A. S. Jones*, *App.* IX. (A), *p.* cxxiv.
Twice a week, *Lacy*, 8464, 8465; might be better distributed, *ib.* 8466.
Riding, *Napier*, 1397, 1398, 1483, 1484.
Does not see how better to try it, *Scarlett*, 5979.
Mode of teaching faulty; and vexations to those who can ride, *A. L. Walker*, 8985–8988, 9016, 9017, 9040. Should be required on entrance, *ib.* 9018.

To be more frequently attended, Report, p. 52.

9.—Sciences.

Geology and chemistry should be abolished, and telegraphy taught, *Baring*, 9184.
Experimental sciences originally taught by evening lectures, *Lacy*, 8436,
Time is mis-spent in acquiring sciences of no military use, *Straithnairn*, 9484.

Should be reduced, Report, p. 24.

10.—Transport.

Embarking and disembarking troops taught profitably, *Barker*, 9146, 9147. Railway transport not taught. *ib.* 9148.
Railway transport a most important subject to teach practically, *Hamley*, 8670–8672. Sea tonnage and stowage taught already, *ib.* 8673, 8674, 8677.
Railway and sea transport taught in theory only, *Lacy*, 8412–8414. Working locomotives not taught, *ib.* 8467.
Theoretical instruction in embarking and disembarking troops, *A. L. Walker*, 9012; none in railway transport, *ib.* 9013.

IX.—*Examinations.*

1. Generally.
2. Entrance.
3. Intermediate.
4. Final.

1. Generally.

Should be by independent examiners, and in some subjects viva voce, Report, p. 51.

2.—Entrance.

Examinations of candidates abroad [1858–1867], *App.* XIII. (G.), *p.* clxii.
Numbers examined and failed [1858–1867], *App.* XIII. (A.), *p.* cxlvii.
Languages should be required, *Abbott*, 2035; Hindustani, *ib.* 2051.
Would require a language at entrance, *Adams*, 8801.
Would continue competition, *Baring*, 9196, (2, 3).
Riding might be included in entrance examination, *Barker*, 9097, 9098. A language also, *ib.* 9139. Field-drawing should be required, *ib.* 9157. Minimum too low, *ib.* 9138.
Approves system; but half marks in each subject taken up should be obligatory, *Cardew*, *App.* XI., *p.* cxxviii.
At each examination should be reduced by selection to 20 competitors, *Colley*, *App.* XI. (A.), *p.* cxxiv.
There should be yearly 20 to 40 admissions, *Crealock*, *App.* XI. (B.), *p.* cxxxi.
Objects to system, *Feilding*, *App.* XI. (A.), *p.* cxx.
A language might be insisted on, *Forster*, 9405.

STAFF COLLEGE—*cont.*

IX.—*Examinations*—cont.

2.—Entrance—*cont.*

Would retain competition in the present subjects, *Hamley*, 8612, 8613.
Would require one language, *A. S. Jones*. *App.* IX. (A.), *p.* cxxiv.
There should be a higher minimum in mathematics for entrance, *E. M. Jones*, 8907, 8908.
Competition an important mode of admission, *Lacy*, 8444. In Peace, nomination might be substituted for competition, but does not advocate it, *ib.* 8498, 8499. Failures to pass are rare, *ib.* 8470. Examination not hard, *ib.* 8547; but should be more searching, *ib.* 8399, 8449; failures attributable to competition, *ib.* 8548. Would alter optional subjects so as to admit more men of liberal education, *ib.* 8382, 8445–8447; and would include classics and general history, *ib.* 8383, 8448. An officer should pass for great proficiency in one subject, with moderate knowledge of others, *ib.* 8561–8563. Military geography as required at entrance, *ib.* 8554–8558.
Object, *Napier*, 1393, 1394. Minimum, *ib.* 1384, 1552, 1553. One language and mathematics obligatory, *ib.* 1395–1453. Why so many subjects, *ib.* 1452, 1547, 1548, 1551–1553. Candidates abroad allowed three hours for each paper, *ib.* 1440. The subjects might be increased to bring in the best educated officers, *ib.* 1499–1501: they are nine already, *ib.* 1547, 1548, which may lead to cramming, *ib.* 1549, 1550, 1555, 1556. Would not reduce the subjects, *ib.* 1551, 1564, 1565. No explanations given, *ib.* 1526, 1527. Answers in Natural Science superficial, *ib.* 1557–1559. Mathematics may be rated too highly, *ib.* 1560–1563. Proportion of failures, *ib.* 1388. No gain in passing unless in the first fifteen, *ib.* 1389. Cramming may be led to by the number of subjects, *ib.* 1549, 1550, 1555, 1556.
Ample test of fitness, *Porter*, 2358–2360.
Not a proof of ability or acquirements, *Twisden*, 8895. Students enter with insufficient mathematics, *ib.* 8838, 8869: but doubts if minimum could be raised, *ib.* 8839, 8870.
Competition is sure to be met by cramming, *A. L. Walker*, 9070–9072.

Subjects proposed and marks, Report, p. 50.

3.—Intermediate.

Would have less: they foster cramming, *Baring*, 9231.
Half-yearly, failure to involve dismissal, *Cardew*, *App.* XI., *p.* cxxviii.
Intermediate examinations valuable, *E. M. Jones*, 8916. Examiners should be independent, *ib.* 8917. Carrying forward marks makes knowledge superficial, *ib.* 8918, 8919.
Nature and marks, *Napier*, 1404, 1405, 1408–1411: marks carried on, *ib.* 1409, 1411, 1517: consequence of failing, *ib.* 1407.
Examinations should be independent of professors, *Twisden*, 8847, 8861, 8873, except chemistry and astronomy, *ib.* 8875. Mathematical examinations detailed, *ib.* 8848. Approves of intermediate professional examinations not carrying on marks, *ib.* 8879, 8880.

Should be abolished, except a probationary examination at end of first year, Report, p. 51.

4.—Final.

Would classify passed officers, *Adams*, 8828: but not allow personal competition by marks, *ib.* 8804. Honours might be granted to each officer in one compulsory subject, *ib.* 8805, 8806, 8827, 8829, 8830.
Evils and difficulty of competition, *Baring*, 9174, 9175. Should depend entirely on independent examiners, *ib.* 9232, 9233.
Like personal competition: but passing in classes would cause less jealousy, *Barker*, 9108, 9109. Approves marks during the course, *ib.* 9110, 9111. It is inconsistent to require a subject to be taken up and not to require marks to be made in it, *ib.* 9135, 9136. Would rather raise than lower the minimum, *ib.* 9137.
Would abolish competition: examiners should be independent, *Cardew*, *App.* XI. *p.* cxxviii.
Places should be by classes, *Crealock*, *App.* XI. (B.), *p.* cxxx.

STAFF COLLEGE—*cont.*

IX.—*Examinations*—cont.

4.—Final—*cont.*

Would substitute classes for personal competition, *Hamley*, 8610, 8611.

Would substitute classes for personal competition, *Hamley*, *App.* XI. (A.), *p.* cxx.

Would substitute classification for competition, *A. S. Jones*, *App.* IX. (A.), *p.* cxxiv.

Classification preferable to personal competition, *E. M. Jones*, *App.* XI. (A.), *p.* cxxvii.

Would substitute classification for personal competition, *Lacy*, 8380, 8381, 8435, 8453, 8491, 8559; marks being used for the classification, but not published, *ib.* 8435, 8492; the examiner being required to produce his marks to justify his placing, *ib.* 8454, 8455. It is better not to mention a student's extraordinary proficiency, *ib.* 8488–8490. Formerly officers not educated at the College could compete, *ib.* 8462. Supposes it did not answer, *ib.* 8463.

Examiners, *Napier*, 1514–1516.

To fail in riding should disqualify for a Mounted Staff appointment, *Porter*, 2357.

Would substitute classes for personal competition, *Schaw*, *App.* XI. (A.), *p.* cxxvi.

Final Examinations are at Christmas, *Twisden*, 8849. Marks at examinations, *ib.* 8850, 8851. Examiners in Astronomy, *ib.* 8854. Other mathematics examined independently, *ib.* 8855. Single final examinations are best, *ib.* 8857, 8858, 8872, 8874. A given number should be deducted from the marks in each subject and the remainder counted, 8886–8889. Passed officers might be classed instead of placed, *ib.* 8881.

Would classify and not have marks, *A. L. Walker*, 9023, 9024, *App.* XI. (A.), *p.* cxxx. Competition causes overwork, *ib.* 9029–9033. A high place in mathematics may secure passing high on the list, *ib.* 9034, 9035. Astronomy counts above everything, *ib.* 8978. Dislikes personal competition and would rather divide Passed officers into two classes (arranged by Regiments) with excellence in a special subject noted, *ib.* 8979–8981, 9036–9039. Examiners should be independent, *ib.* 8984.

Should be by classes, not personal competition, Report, p. 24, 51. Officers of 7 years' service to be allowed to be examined after only a short residence, ib. p. 24, 49, 54. The "pass" standard to be raised, ib. p. 51. Great importance to be attached to a colloquial knowledge of languages, ib. p. 52.

X.—*Passed Officers.*

1. Capabilities; and Prospects of Employment.
2. Attachment to other Arms.

1.—Capabilities; and Prospects of Employment.

Return of officers now in service who hold certificates from late senior department at Sandhurst, *App.* XIII. (G.), *p.* clxii.

Total number, and number in service; number who have received Staff appointments, *App.* XIII. (G.), *p.* clxii.

As a rule, not efficient on Staff, *Armstrong*, *App.* XI., *p.* cxviii.

Names should be published in order of seniority, *Baring*, 9176, 9177. Confidential Report of Commandant on is valuable, *ib.* 9196 (2, 3). Should have the monopoly of Personal Staff, *ib.* 9196 (5), which would increase the rewards, *ib.* 9197.

Obtained a Staff Appointment, *Barker*, 9087. The College Certificate recognised of late in India, *ib.* 9129. Proportion qualified for Regimental Instructor, *ib.* 9118–9121.

Could be employed as Regimental Instructors, *Cambridge*, 6433, 6497. Complaints of non-employment are common, *ib.* 6490. Virtually Passed Officers are under obligation to the public, *ib.* 6491.

Likely to be efficient; should wear a distinguishing badge, *Cardew*, *App.* XI., *p.* cxxviii.

Having a Staff College, it is but fair to provide appointments for those who pass through it, *Codrington*, 6049.

Popularity of College would be increased if all Passed Officers were allowed forage, so as to be always ready for extra Staff appointments. Staff should be rigidly selected from Passed Officers, *Colley*, *App.* XI. (A.), *p.* cxxii–cxxiv.

Should be appointed to those situations which fit them best, *Feilding*, *App.* XI. (A.), *p.* cxx.

STAFF COLLEGE—*cont.*

X.—*Passed Officers*—cont.

1.—Capabilities; and Prospects of Employment—*cont.*

All Captains, sooner or later, have Staff employ, *Forster*, 9370, 9371. Elaborate report on each made to Commander-in-Chief, *ib.* 9398.

Any test as to Staff qualifications after passing would lower the College's character, *Hamley*, 8601, and be objectionable, *ib.* 8638. The College authorities have no means of indicating those likely to be inefficient, *ib.* 8686; though the Commandant does report on such matters, *ib.* 8689, 8690. It would be difficult to obtain a trustworthy report from a general officer unless he were specially selected for his ability, *ib.* 8631, 8632, 8688. Some who pass have not all the qualities for Staff officers, *ib.* 8685. Should be appointed according to special qualifications, *ib. App.* XI. (A.), *p.* cxx.

Would institute a Staff Corps for, *E. M. Jones*, 8912, 8928, to enter at their option, *ib.* 8914. Objects to giving them extra pay in their regiments, *ib.* 8931. Sees no special object in their doing regimental duty, 8932.

Is bound to report confidentially on the general fitness for the Staff of Passed officers, *Lacy*, 8430, 8431, 8500, 8502, 8503, 8584–8589, at the end of the course, *ib.* 8501, 8583. Supposes adverse report would affect future appointments, *ib.* 8586. A general officer, to whom Passed officer was attached, could not say for a long time if he were fit for Staff, *ib.* 8387; and to do so would be an obnoxious duty, *ib.* 8388. Passed Officers think they have a claim upon the nation, *ib.* 8385. A considerable proportion of those eligible have had Staff employment, *ib.* 8386, 8397, 8456–8458.

Reported on by Commandant when they pass out, *Napier*, 1523, 1524. Chances of Staff College's utility depends much on Staff employment being given to Passed Officers, *ib.* 1572, 1573. Additional appointments should be created, *ib.* 1578, 1579, 1592. More will soon be vacant, *ib.* 1520, 1521. Honorary degrees, *ib.* 1585–1591. Council should be informed when Passed officers receive appointments, *ib.* 1421.

May be unfit for mounted duty though of high attainments, *Porter*, 2356. Would withdraw guarantee of Staff employment and give a pecuniary reward until appointed to the Staff, *ib.* 2345, 2364, 2368.

More fitted for instructors than for Staff duties, *Russell*, *App.* VII. (A.), *p.* lxxxi.

The course could not make a good Staff officer, if physique were deficient, *Scarlett*, 5968; a circumstance difficult to test beforehand, *ib.* 5969, 5970. Can only be appointed as vacancies occur, *ib.* 5971. Has been satisfied with those who have come under his command, *ib.* 5975. Has generally military science, *ib.* 5982; but may be otherwise unfit for the Staff, *ib.* 5983, 5984, 5989. Thinks they have a moral claim to Staff employment, *ib.* 5986.

Would classify in each subject and give honours in each, *Schaw*, 8750. Better to know a few subjects well than a smattering of many, *ib.* 8751–8755, 8775. In necessary subjects would only have a qualifying examination, *ib.* 8754, 8774. About 20 per cent. are not fully fit for the Staff, *ib.* 8785.

Insufficient certainty of Staff employment, *Walker*, 9054–9056. All general and personal Staff employment should be reserved for them, *ib.* 9056, 9057. No other reward open, *ib.* 9058. Expenses at the College might be lightened: but would not give them extra pay, *ib.* 9059.

Those of Cavalry do not wait long for appointments, *White*, 4840.

Commandant to report for what department of Staff best suited. Passed Officers reported on favourably to be employed whenever extra Staff Officers are wanted, Report, p. 54.

2.—Attachment to other Arms.

Would attach to camps, *Adams*, 8807, to qualify for peace duties, *ib.* 8809, 8810, where practice can best be had, *ib.* 8816.

Might be sent abroad, but not to fortresses, *Baring*, 9210, expenses being paid in proportion as the foreign language is acquired, *ib.* 9248. Should serve a month at Shoeburyness, and as long with a field battery, *ib.* 9234.

Should go for Artillery studies from May to August, *C. B. Brackenbury*, 8161, 8162.

STAFF COLLEGE—*cont.*

X.—*Passed Officers*—cont.

2.—Attachment to other Arms—*cont.*

To be attached to other branches for at least four months. *Cardew, App.* XI., *p.* cxxviii.

To serve two months at Woolwich for Artillery, and five and half months at camps in practical Staff duties: should wear an aigrette, as in Prussia: should be helped in visiting continental armies, *Crealock, App.* XI. (B.), *p.* cxxxiii.

As to going abroad to learn a language, *Forster*, 9348.

Not attached long enough to other arms, *Hamley*, 8639, 8640.

Would increase time of service with other arms, *Lacy*, 8377, 8378; to learn general system rather than details, *ib.* 8402; but a field day at a large camp would help more, *ib.* 8403. It is desirable to attach Passed officers to Chatham except for loss of time, *ib.* 8560.

Should have some training at Chatham, *Lennox*, 9266.

The repository course is too detailed, *Milman*, 7613.

Attached to other arms, *Napier*, 1423; but would double the periods, *ib.* 1424, 1425, 1429, 1430. The period for each arm was originally six months, *ib.* 1426; why reduced, *ib.* 1427.

Should go to Chatham after leaving, *Schaw, App.* XI. (A.), *p.* cxxvi.

Their time at Woolwich should be longer and not in winter, *Strange*, 7927, 7928. Does not attempt to make them Artillery officers; but show them what may be demanded from Artillery, *ib.* 7294. Their qualifications for acquiring instruction are high, *ib.* 7295. Might acquire both branches of Artillery (with a laboratory course) in six months, without previous study, *ib.* 7934.

Attachment to an arm for less than six months is useless for instruction, *Strathnairn*, 9494.

Those attached to Aldershot Cavalry brigade for instruction are employed as aides-de-camp, *White*, 4865–4870.

Artillery instruction should be for three months, from May or June, *Young*, 8050–8064; a very short time with Cavalry would then suffice, *ib.* 8062.

As a substitute, should be attached for 3 months, in the summer after passing, to a General Officer commanding at a Camp, Report, p. 24, 54.

STAFF CORPS:

Absence of modern knowledge of regimental duty is a disadvantage, *Codrington*, 6077.

Would put in, officers who had served five years on Staff with distinction, giving captains brevet-majorities, *Feilding, App.* XI. (A.), *p.* cxx.

Institution of proposed, *E. M. Jones*, 8912–8915, 8928, 8954. Prejudice in France is against it, *ib.* 8929.

STRATEGY:

More neglected in our Army than any other subject: from its omission from books of instruction: instances given; every reverse we have had may be traced to neglect of simple strategy, *Strathnairn*, 9475. Would introduce into books of Cavalry, Artillery, and Infantry evolutions, *ib.* 9476.

SUBALTERNS:

Duties of, are little learnt at Sandhurst, *Napier*, 622.

SUNBURY, CAPTAIN LENDY'S SCHOOL: *see* CRAMMING SCHOOLS."

SURVEY CLASS, ALDERSHOT:

Details as to, would be better under same roof, as Prince Consort's Library, *Woolsey, App.* VII. (A.), *p.* lxxxv.

Officers learnt surveying, course two months, *Lennox*, 9251; which was sufficient, *ib.* 9254, 9255. Numbers pass through, *ib.* 9252, 9253. Popularity, *ib.* 9256. Students detached from regimental duty, *ib.* 9257; worked zealously, *ib.* 9258, 9259. Field sketching and field works might have been taught similarly, *ib.* 9261. Would like to see system extended and systematized, *ib.* 9263, 9264.

Instituted by Government, *White*, 4877; but attendance purely voluntary, *ib.* 4841, 4871–4873.

Pretty full, *Carey*, 4950; instructed by an Artillery officer, *ib.* 4952.

SURVEYING, MILITARY:

Study of, educates the judgment, *Addison*, 3882.

Is required in Quartermaster-General's department, *Codrington*, 6047.

Elementary knowledge, of great use to an officer on attaining high rank, *Percy Herbert*, 5007, 5008.

Of the greatest use to an officer, *White*, 4829.

Elements can be as well taught by civilian as military teachers, *Benson*, 5648–5654, 5731–5735; *Southwood*, 5592, 5608, 5609.

Note on, as practised in France and Prussia,* *p.* 583.

[*See also* RECONNAISSANCE.]

SWIMMING:

A military man ought to swim well, *Abbott*, 1964.

[*See also* SANDHURST, IX. 2: WOOLWICH, XII. 6.]

T.

TACTICS:

Can be taught without experience in the field, *E. Walker*, 2785, with the aid of drill, *ib.* 2786, 2791.

TEACHING:

Classes and lectures have both their advantages, *Cunynghame*, 7242. Lectures are good provided the pupil master the subject himself, *ib.* 7243, 7244. Idle students could scarcely be made to work at lectures, *ib.* 7296, 7297.

Should be elastic and sympathetic, *Percy Herbert*, 5046.

[*See also* REPETITEUR SYSTEM.]

TECHNICAL KNOWLEDGE:

Examination for Direct Commissions deliberately fixed without reference to the professional knowledge required from officers, *Napier*, 309–312, 332. Sandhurst course is chiefly professional, *ib.* 949–951.

TELEGRAMS:

Officers need practice in, *Strathnairn*, 9491.

TESTIMONIALS:

Dislikes appointments on, *Milman*, 7633.

TEXT-BOOKS:

Needed for military law, fortification, and reconnaissance, *Hort*, 5144.

Required in field fortification, *Strathnairn*, 9476.

Wanted in military history, *E. Walker*, 2831–2834, 2929.

Text-books for the instruction of Officers should be issued by authority, Report, p. 27: the book on Military Law is wanted without delay, ib. p. 45.

TONE:

By high tone understands obedience, self-sacrifice, and self-control, with usual military virtues, *Strange*, 7909, 7910.

TOPOGRAPHICAL DEPARTMENT:

A temptation to Staff College students to study more mathematics than can be useful, *Baring*, 9180, 9181, 9220–9222.

One Passed officer at each final examination usually recommended for, *Lacy*, 8495.

Mathematics necessary for, *A. L. Walker*, 9006.

Qualifications to be required for, Report, p. 54.

TRADES:

Approves of men being exercised at, as an appendage to drill, *Codrington*, 6080.

TRANSPORT, SEA:

Embarking horses not usually very pressing, *Hamley*, 8674; without appliances, must depend greatly on the sailors, *ib.* 8676.

TUTORS:

Is delicate about recommending, *Heaviside*, 2423.

Special characteristics needed, *Percy Herbert*, 5043. Military not suited for moral control of youth, *ib.* 5013, 5045.

[*See also* PRIVATE TUTORS.]

TUTOR, SPECIAL:

Ought not to be wanted in Classics between a school and an Army admission examination, *Gordon*, 2609.

U.

UNDER-OFFICERS:

Prefers Woolwich to Addiscombe system, *E. Walker*, 2907, 2908.

* Reports on Foreign Military Education, in a separate volume.

United States:
I.—*Military System.*
II.—*West Point Academy.*

I.—*Military System.*

Officering the army,* *p.* 413.

II.—*West Point Academy.*

Generally,* *p.* 414, 436.
Staff,* *p.* 415.
Professors and instructors,* *p.* 416.
Admission,* *p.* 417.
Course of Instruction,* *p.* 419, 588–594.
Camp Duties,* *p.* 594.
Private study,* *p.* 421.
Daily routine,* *p.* 423, 601.
Examinations,* *p.* 424.
Graduation,* *p.* 426.
Idleness overcome,* *p.* 427.
Discipline and punishments,* *p.* 428, 596–600.
Buildings,* *p.* 435.
Expense,* *p.* 435.
Most of the eminent American generals have passed through, *Baring*, 9196 (1).
Gives a good professional education, *Percy Herbert*, 5014.
Can learn thoroughly regimental economy, but are treated as private soldiers, *Napier*, 791; being enlisted and liable to Court Martial, *ib.* 802, 803. All arms are united in the one College, *ib.* 1150.
Educates many men who do not enter army, *Simmons*, 6657.
Professors always military officers, *Young*, 8118.

United States War of Secession:
Proved, above everything, that special instruction is necessary to make good officers, *Simmons*, 1657.

Universities:
All officers should pass through Sandhurst or the Universities for a short course, *Baker*, 6147. Likes University candidates, but they should graduate at nineteen, *ib.* 6172–6176. Believes Universities agreed to give a military degree after 6 terms, *ib.* 6216.
Used to send candidates for Woolwich, *Moseley*, 2090.
Much idleness at, *Vinter*, 2685.

University Candidates:
B. A.'s are passed for direct commissions without examination, *Napier*, 202, 205, 294. A lower University pass might suffice, if the age of admission were assimilated to that for general public, *ib.* 295–297, 327, 328. Difference between an University examination and one at a Public School, *ib.* 326. It is an advantage to bring them into Army, *ib.* 179. Admission to Sandhurst, *ib.* 426, 509: prolongation age in their behalf to be abolished, *ib.* 329, 330. Would exclude them, *ib.* 431, 457, 473.
Should be eligible for Direct Commissions, without examination, after passing Responsions at Oxford or a corresponding examination at any other University, Report, p. 13: from 17 to 20 years of age; up to 22, if graduates in arts, ib. p. 44.

V.

Veterinary Science:
Not needed at Woolwich, *Napier*, 1381.
It might be important to have trained Staff Officers ready for service with, *ib.* 1496, 1545.

W.

War:
Too practical for science to be of much use in the field, *Codrington*, 6047.

Waterloo Rank:
The two years told signally, *Cambridge*, 9547.

Waters, Colonel:
Case of, *Codrington*, 6093.

Wellington College:
Two departments: one, the classical, for Universities, other, the modern, mainly for Army, *Benson*, 5627, 5683–5686. System of instruction in the Modern Department, *ib.* 5628; no technical subjects, as tending to divide the attention, *ib.* 5629–5631, 5712; number and ages of pupils, *ib.* 5633–5635; percentage trying for Woolwich, *ib.* 5636, 5639.
Disposal of military pupils during last five years, *ib.* 5640–5644. A young man leaving for the Army at 17 or 18 would be well grounded in elementary military education, *ib.* 5646. Subjects taught, *ib.* 5647. Professors and masters are chosen by head master, *ib.* 5655, 5656, Queen's cadets the only idlers, *ib.* 5657. A "Woolwich Exhibition" has been founded with good results, *ib.* 5658, 5676. Could give a military education if boys stayed till 18 or 19, *ib.* 5622–5666. Charge for pupils, *ib.* 5667. Meals in hall: each boy has separate room, *ib.* 5668. No complaints, *ib.* 5669. There is a growing tendency to complete education in the modern department, without resort to a private tutor, *ib.* 5670, 5677, 5687. There would be much difficulty in adopting the Sandhurst course, *ib.* 5671–5675, 5697, 5698. Woolwich technical course could not be given, *ib.* 5678. Fortification tried; but abandoned, *ib.* 5629, 5679–5682. Classical side gives the better mental discipline, *ib.* 5688, 5689. Boys on both sides work well, *ib.* 5694. Mode of teaching French and German, *ib.* 5695. Drunkenness and immorality very rare, *ib.* 5707-5709. Should object to give fortification and surveying more than two hours a week, *ib.* 5734. Woolwich examination has a good influence, *ib.* 5717. There are no military masters, *ib.* 5719. Good-conduct medal, 5721, 5725–5730. Prefects, *ib.* 5722–5724.
Cadets from, not so good in tone as from old Public Schools, *Addison*, 3878, 3879. Sent 24 cadets out of 320, *ib.* 3793.
Could impart military rudiments, *Barry*, 5497.
Boys from classical side pass into Woolwich high, but are not so high in final examination, *Cunynghame*, 7322; as classics do not then count, *ib.* 7323. Special education in modern side decidedly advantageous, *ib.* 7224, 7321. More time wanted for mathematics and French, 7265; but learnt some French, *ib.* 7229. The modern side did not make a separation in the school, *ib.* 7324, 7325. Three or four hours daily at mathematics, *ib.* 7331.
Good in mathematics, *Frost*, 4301.
Does not supply the place of Sandhurst (before the change of 1858) as a general school for officers' sons, *Napier*, 480. Pupils do not pass direct to Woolwich, *ib.* 1246.
Modern department answers; Classical department should be dropped, *Temple*, 5755, 5793, 5794.

West Point: *see* United States, II.

Westminster:
Counted as a Public School, *Napier*, 201.

Wimbledon School (Mr. Brackenbury's):
Does not reckon it as private tuition, *Napier*, 1240; its pupils pass direct to Woolwich, *ib.* 1245, 1252.
Passed into Woolwich (fifth) from, without needing a crammer, *Nicolson*, 7668–7673. Except for very young boys Classics an optional study, *ib.* 7721-7724, 7727, 7728; the substitute being English generally, and history, *ib.* 7725. Mathematics a strong point, *ib.* 7726, 7751, 7752. Languages taught by natives, *ib.* 7732, 7732.

Winchester:
Counted as a Public School, *Napier*, 201.

Woolwich, Royal Military Academy at:
I.—*Generally.*
II.—*Buildings and Domestic Arrangements.*
III.—*Military Government.*
IV.—*Educational Staff.*
V.—*Candidates.*
VI.—*Cadets.*
VII.—*Divine Service.*
VIII.—*Discipline.*
IX.—*Drill.*
X.—*Recreation.*
XI.—*Course of Instruction.*
XII.—*Specific Studies.*
XIII.—*Examinations.*

I.—*Generally.*

Commissions and committees of inquiry on Woolwich from 1835 to 1861, *App.* III. (D.), *p.* lxi.
Annual charge, 35,006*l.*, *Field*, 6661, of which public bears 3,142*l.*, *ib.* 6662. Cadets' contributions, *ib.* 6663. Indian contribution described, *ib.* 6749, 6750.
Comparison with Addiscombe does not hold, *Owen*, 7099, 7100.
Object of the Academy, *Napier*, 1163. Present state satisfactory, *ib.* 1171.

* Reports on Foreign Military Education, in a separate volume.

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

I.—*Generally*—cont.

Works very satisfactorily, *Cambridge*, 9526.
Works very well at present, *Hamley*, 8614.
Looked upon by military officers as a boon, *Smith*, 5181.
Liked the Academy, *Nicolson*, 7660.
Increase of knowledge not very great, *Nugent*, 7387–7389. The life at, pleasant, *ib.* 7452.
Locality very suitable, *Bruce*, 6927.
Locally advantageous for Artillery instruction, *Owen*, 7199.
Proximity of arsenal very important, *Lefroy*, 7939. Cost of education somewhat excessive, from artificial system and number of subjects taught: in other respects not costly and worth to country more than it cost, *ib.* 7956, 8014.
Intellectual and moral results of the system are good, *Simmons*, 6508–6510, 6512, 6513, 6628; though minor details may require change, *ib.* 6514.
Essentially different from a civil college, *H. Brackenbury*, 7020. Would limit to technical subjects, *ib.* 6947, 7051.
Military training of great importance, *Milman*, 7603.
Should be more a School of Application, *Strange*, 7863. Would have more liberal education before entering, or at, Academy, *ib.* 7858, 7859. Should be conducted on the principles of Artillery service, *ib.* 7905, the object being to produce officers, *ib.* 7904.
Would consider as a School of Application, *H. Brackenbury*, *App.* III. (A.), *p.* liii.
Might be a school with first classes in the regiment for its University; or it might itself be the University for candidates drawn from the education of the whole country; prefers the latter course, *C. B. Brackenbury*, 8185.
Should be a preliminary School of Application leading to Chatham and Shoeburyness, *Stuart*, *App.* III. (A.), *p.* li.
Is too much a place of toil, *Fraser*, 8359.
Organization should be Military. Report of a Board of visitors should be annually laid before Parliament: constitution of Board, Report, p. 39.

II.—*Buildings and Domestic Arrangements.*

Construction and occupation return, *App.* XIII. (C.), *p.* clvii.
Each cadet should have separate room, *Bruce*, 6788.
Four cadets in a room, *Cunynghame*, 7239. Fed well, *ib.* 7245; not too well, *ib.* 7246; cold dinners in summer, *ib.* 7248. Within limits, cadets regulate their own supplies, *ib.* 7247.
Barrack accommodation, insufficient, *Field*, *App.* III. (B.), *p.* lvi. Barrack rooms described, *ib.* 6675. No objections are made; but a room per cadet would be much better, *ib.* 6689–6693. Reading-rooms, dining-halls, and class-rooms, *ib.* 6676. Arrangements for meals, *ib.* 6677, 6678. Lights out at 10½ and 11 p.m., *ib.* 6680. Each cadet has his desk, portmanteau, and cupboard, *ib.* 6704, which is liable to daily examination, *ib.* 6705. There are means of separate ablution, *ib.* 6707, 6708.
Gymnasium excellent, *Napier*, 1276. The buildings are good, *ib.* 1346.
A separate room is very comfortable, *Nicolson*, 7685, 7686. Well satisfied with food, *ib.* 7689.
Gas throughout. Never heard complaints that it hurt eyes, *Nugent*, 7450.
A good model room wanted, *Stuart*, *App.* III. (A.), *p.* li.
Too many subordinates, *Sylvester*, 7474, 7485, 7493.
Classrooms need re-arrangement, Report, p. 21, 43: separate accommodation desirable for cadets; a place for divine service required, ib. p. 43.

III.—*Military Government.*

1. Generally.
2. Governor.
3. Lieutenant-Governor and Commandant.
4. Inspector of Studies and Second Commandant.
5. Assistant-Inspector of Studies.
6. Adjutant.
7. Chaplain.
8. Paymaster.
9. Quartermaster.
10. Company Officers.

1.—Generally.

Establishment, *App.* III. (C.), *p.* lviii.
Staff detailed, *Field*, 6660.

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

III.—*Military Government*—cont.

1.—Generally—*cont.*

No commissioners, *Percy Herbert*, 4996.
The Commander-in-Chief is Governor, *Napier*, 1319; the Lieutenant-Governor virtually governs, *ib.* 1318. In whom the government rests, *ib.* 1317. No Commissioners, *ib.* 1345.
Too many executive officers, *Sylvester*, 7474, *App.* III. (A.), *p.* xlvii. Groans under double government, *ib.* 7467.
Professors should have a share in government, *C. B. Brackenbury*, 8209.
Professors and instructors should be more consulted, *H. Brackenbury*, 6953, 7011, 7018. Staff officers should retire at 60, *ib.* 7046–7048.
One man would not have time to perform duties of Lieutenant-Governor, Inspector, and Assistant Inspector of Studies, *Bruce*, 6901–6903. Superior military rank does not involve priority on the educational establishment, *ib.* 6841–6844. There should be a Council of Improvement, of Professors, under Lieutenant-Governor and Inspector of Studies, *ib.* 6769.
There might be a Board of Improvement, *Field*, *App.* III. (B.), *p.* lv. Discipline officers reside (with exceptions) within the precincts, *ib.* 6748. Would make Vice-President of the Council the immediate authority to decide questions of studies, *ib.* 7536. One officer, aided by an adjutant, could not perform the duties of Lieutenant-Governor, second Commandant, Inspector of Studies, and Assistant Inspector, *ib.* 7601, 7602. Would have a Board of Improvement, of Professors and Military Officers, *ib.* 7508, 7520, consultative, with Second-Commandant as *ex officio* president, *ib.* 7509. It would tend to harmonious working, *ib.* 7521. Lieutenant-Governor could, but probably would not, form such a Board, *ib.* 7573–7575.
Governor should be assisted by an Academy Board, and at times should consult all the Educational Staff, Report, p. 39.

2.—Governor.

The resident chief should be governor, with absolute power of rustication, but not discharge, *Bruce*, 6778–6782.
Should always be a military man, *Lefroy*, 8013.
Head of Academy should be governor with full powers, *Stuart*, *App.* III. (A.), *p.* li.
Should be military, selected by and responsible to Secretary of State; taking part in instruction, with power of appointing and removing professors and instructors. Should be solely responsible for discipline and study, Report, p. 39. Should have local rank superior to any Officer employed under him: appointment for 7 years, renewable up to 14 at most, or to stop at 60 years of age, ib. p. 40: salary 1,500*l.*, ib, p. 41.

3.—Lieutenant-Governor and Commandant.

Should have increased power, *C. B. Brackenbury*, 8209; *H. Brackenbury*, 6942–6944, 7000.
Has not time for details, *Bruce*, 6867; but in principle should be the point of general connexion, *ib.* 6870–6873.
Inspects details, by regulation, *Field*, 6703. Would not rusticate without consulting Commander-in-Chief, *ib.* 6732, 6733.
Should have absolute power to remove (but not dismiss) a cadet, *Milman*, 7536; should be at the head of discipline and education, *ib.* 7537, with plenary power, *ib.* 7538.
Ought to have prompt powers of punishment, *Napier*, 1368–1371.
Saw very little of, *Nicolson*, 7702.
Should be combined with Inspector of Studies, *Sylvester*, 7468, 7469, 7480; with not more than the present assistance, *ib.* 7479. Is too exalted to exercise moral influence, *ib.* 7470. Colonel is sufficiently high rank, *ib.* 7474. Ought to have been present at an assembly of professors, *ib.* 7496.
To be discontinued, Report, p. 41.

4.—Inspector of Studies and Second-Commandant.

Academy fortunate in the present holder, *Sylvester*, 7480.
Ought to be Second-Commandant *ex officio*, but should not as a rule interfere in military discipline, *Milman*, 7556, 7557; might not be the senior officer *ib.* 7558; but is always a Lieutenant-Colonel, *ib.* 7560.

Woolwich, Royal Military Academy at—*cont.*

III.—*Military Government*—cont.

4.—Inspector of Studies and Second-Commandant—*cont.*

Discipline and studies should both be under, *Bruce*, 6865, 6866. Has time to join in cadet's amusements and drill, *ib.* 6868. Might think more of smart drill than of the studies, *ib.* 6869.

Seemed practically governor, *Nicolson*, 7703.

Would dispense with, *H. Brackenbury*, 6941.

Question of continuing, Report, p. 41.

5.—Assistant-Inspector of Studies.

Duties of, *Bruce*, 6836–6840. His visitation of studies very useful, *ib.* 6919.

Rendered necessary by the distribution of studies, *Lefroy*, 7960. His seniority does not enter into his position towards the Professors, *ib.* 7962.

Is Inspector's deputy, *Owen*, 7117. Sees no use in his visits to the classes, *ib.* 7118, 7119.

To be discontinued, Report, p. 41.

6.—Adjutant.

Need not exist separately from Paymaster, *Milman*, 7563–7567. Conveys Second-Commandant's order to Captains, *ib.* 7568; nothing else to do with drills, *ib.* 7669, 7570.

Combination with Paymaster, a mistake, *H. Brackenbury*, 7049.

Objects to, on principle, *Strange*, 7901, 7902. Depreciates Company officers before their cadets, *ib.* 7903.

To be discontinued, Report, p. 41.

7.—Chaplain.

Duties, *Fraser*, 8305–8308. Has for two years been attached to this garrison church, as a distinct duty, *ib.* 8309, with great advantage, *ib.* 8315, as augmenting his prestige, *ib.* 8360; had 50*l.* a year for the duty; but War Office has terminated the connexion, and he will again be without church or congregation, *ib.* 8316, 8317. Acts under great disadvantages, *ib.* 8309. Can only preach on Sunday in the hall, *ib.* 8319, 8320; where cadets dine and breakfast, *ib.* 8321. Has intercourse with cadets as librarian, *ib.* 8330. Does not mingle in their sports, *ib.* 8331. His religious duties occupy very little time, *ib.* 8347. Should either have a chapel or his functions be combined with the garrison chaplains. Should be a regular chaplain to the Forces, *ib.* 8348. As chaplain, is honorary librarian, *ib.* 8307; which takes much time, *ib.* 8347.

Visits cadets in hospital, *Cunynghame*, 7252; but not otherwise, *ib.* 7251, 7287. Should be young and energetic, *ib.* 7289.

Exercise a moral influence, *Lefroy*, 8012.

Saw little of, except at prayers: did not know him personally, *Nicolson*, 7676.

A cadet would not receive advice from, unless he asked for it, *Nugent*, 7378: but believes he visits hospital, *ib.* 7379.

Should be specially appointed by Secretary of State, and not necessarily military, Report, p. 40; should teach classics, ib. p. 42.

8.—Paymaster.

Not necessary, *Lefroy*, 7957–7959, 7993–7995.

Duties might be performed, as formerly, by one of the Captains, though there is now more responsibility, *Strange*, 7899, 7900.

Duties too responsible to fall on a Captain, *Milman*, 7561, 7562. There should always be a Paymaster and Adjutant in one person, *ib.* 7563, 7567.

Should have whole payment of cadets; combination with adjutant a mistake, *H. Brackenbury*, 7049.

Question of continuing, Report, p. 41.

9.—Quartermaster.

Should be young and active, *H. Brackenbury*, 7049.

Question of continuing, Report, p. 41.

10.—Company officers.

Might be reduced, *Napier*, 1320: but are not under council, *ib.* 1353, 1354.

Would suppress two out of the three captains, *H. Brackenbury*, 6941.

Would have only one captain and give subalterns increased disciplinary power, *C. B. Brackenbury*, 8209.

Subalterns have insufficient power, *H. Brackenbury*, 7039: mode of appointment, *ib.* 7040, 7041.

Subalterns have nothing to do with instruction, *Field*, 6699.

Question of continuing, Report, p. 41.

Woolwich, Royal Military Academy at—*cont.*

IV.—*Educational Staff.*

1. Generally.
2. As to holding disciplinary power.
3. Military *versus* Civilian.
4. Private Lessons.

1.—Generally.

Nominal list, *App.* III. (C.) *p.* lviii.

All the mathematical professors, except one or two, and half the professors generally, might be reduced. Two instructors in the same class disturb each other, *C. B. Brackenbury*, 8206, 8207. Are too weak influentially, *ib.* 8206, 8208: should be called into council for governing institution, *ib.* 8209.

Would reduce, *H. Brackenbury*, 6945, 6946.

With optional studies some professors or instructors might be reduced, *Bruce*, 6771. Would not select foreign teachers from military men, *ib.* 6921. Civilians not allowed to give private instruction, *ib.* 6890.

Thirty-four professors and instructors, *Field*, 6694, with very similar duties, *ib.* 6697: number could not be reduced under present system, *ib.* 6761, 6762. Greatest number of cadets under instruction at once is 23, *ib.* 6698, 6760. Professors solely responsible under Lieutenant-Governor and Inspector for instruction, *ib.* 6700: keep order in study through the corporal, *ib.* 6701. Appointed by Commander-in-Chief on recommendation of Lieutenant-Governor, *ib.* 6751–6753. Professors should be responsible for their subjects. Each instructor should have separate class room, *ib. App.* III. (B.), *p.* lvi.

Selected by council, *Hamley*, 8696 on recommendation of Lieutenant-Governor, *ib.* 8697.

By different distribution of time, Masters might advantageously be reduced, *Lefroy*, 8014. Would release Professors from much of their present work and give them general supervision of studies, *ib.* 7978.

Should be carefully appointed by Lieutenant-Governor, and the appointments should be regarded as among the highest in the Artillery, *Milman*, 7513–7516, 7631, 7634: which they are not now, *ib.* 7635. A candidate would bring his best interest to bear, *ib.* 7632: dislikes appointing on testimonials, *ib.* 7633. Would put one or two on Boards of all kinds, *ib.* 7539: there is no reason to dissociate them from cadets, *ib.* 7540. Engineers are eligible for employment, *ib.* 7541, 7542.

Number (33), *Napier*, 1322, 1332, 1351; enumerated, *ib.* 1324. Selection of civilian, *ib.* 1328, military, *ib.* 1331. The term of office for military men, *ib.* 1372, 1374, 1377. Salaries inclusive, *ib.* 1378, 1379. Ought to be allowed to take private pupils, *ib.* 1380.

In excess, as compared to an ordinary school, *Owen*, 7069, 7151. Only to be reduced by decreasing compulsory subjects, *ib.* 7070–7073. Rarely consulted as to changes of study, *ib.* 7116. Every instructor should have separate class room; should be mostly military, and the appointment deemed important, *Stuart, App.* III. (A.), *p.* li.

Generally, proportion of instructors to instructed is large, *Sylvester*, 7491, in consequence of the variety of subjects taught, *ib.* 7499. Act very little together, *ib.* 7494. Assembled once, to discuss change of hours, *ib.* 7495; such meetings would be advantageous, *ib.* 7497, 7498. Mathematical professors badly paid, *App.* III. (A.), *p.* xlviii.

Should be appointed and removed by Governor, Report, p. 39. Languages should, if possible, be taught by Englishmen. Appointment, if military, for 7 years at least, renewable. If civilians, to cease at 55 years of age, as a rule, ib. p. 40. Establishment, and salaries, ib. p. 41.

2.—As to holding disciplinary power.

No reason why a military professor should have less authority than a military officer of like rank, *C. B. Brackenbury*, 8224, and they could have charge of general discipline in study, *ib.* 8228; but charge of general discipline would lower them in cadets' eyes, *ib.* 8226.

Disciplinary power undesirable, *H. Brackenbury*, 6954–6957, 6970, 6971, 7019, 7020.

Responsible for discipline in their classes; but keep order through an under-officer or corporal, *Bruce*, 6789. Have no power to punish; but are bound to report anything they see wrong, *ib.* 6790-6792, 6817, 6892. No great difference between powers of Military professors and executive officers, *ib.* 6813. Should be limited to teaching, *ib.* 6814. Do not

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

IV.—*Educational Staff*—cont.

2.—As to holding disciplinary power—*cont.*

know cadets until they pass into their classes, *ib.* 6893; and then see little of them out of study, *ib.* 6819; which is desirable, *ib.* 6820. A military professor could, as an officer, put a cadet in arrest, *ib.* 6792, 6794; and so differs slightly from a civilian, *ib.* 6795, 6891.

Would not give civilians power of punishment, *Cunynghame*, 7236.

Instructional Staff cannot award definite punishment, *Field*, 6738–6741. Would not give military professors disciplinary power, *ib.* 6742–6744; though a professor would of course notice a breach of discipline, 6745–6747.

Professors not sufficiently trusted or independent, *Lefroy*, 7962. Sees no necessary distinction between Professors and Company officers, *ib.* 7963.

Are now responsible for discipline in their classes, *Milman*, 7639; would give increased power, *ib.* 7640. There is now a reference to inspector, *ib.* 7641. A professor taking out cadets for surveying, &c. would know them better than their captain, *ib.* 7649.

Professors cannot punish, *Napier*, 1347; how each is aided, *ib.* 1349.

Objects to give them power of arrest, *Nicolson*, 7790–7794, or authority, *ib.* 7677, 7678, 7680, 7772. Can put a cadet in arrest, through the corporal, *ib.* 7679, 7774, 7775. A civilian professor could not be trusted to maintain discipline, *ib.* 7771.

Only exercise authority in study, *Nugent*, 7372. Would not give it out of study, lest civilians might fail to act impartially, *ib.* 7373, 7418.

Should have better opportunities of common action with disciplinary staff, *Owen*, 7059. Require disciplinary power; some actually exercise it, *ib.* 7074–7080, 7085–7087. It would suffice to give power of inflicting slight punishment, *ib.* 7120, as 24 hours' arrest, *ib.* 7143. Preserving discipline depends on an officer's personal qualities; but he must be supported, *ib.* 7173.

Professors, &c., have powers enough, *Stuart*, *App.* III. (A.), *p.* li.

Civilian professors and masters had some disciplinary power, *Vinter*, 2720.

Too much worked to have disciplinary charge, *Wilson*, *App.* III. (A.), *p.* xlix.

Should have the same disciplinary powers as Company officers, *Young*, 8090, 8091.

Should have limited powers of punishment, and be solely responsible for order during study, Report, p. 40.

3.—Military *versus* Civilian.

A military man may attract more attention than a civilian, *Bruce*, 6922.

Respect shown to civilians depends on themselves, *Cunynghame*, 7337.

Except for languages, should be officers, *Field*, *App.* III. (B.), *p.* lvi.

The respect for a civilian depends on the man, *Nicolson*, 7773.

Civilians have the same respect as military, because the Inspector of Studies backs them up, *Nugent*, 7374, 7375. Military professors teach best, *ib.* 7400.

All should be military, *Strange*, 7863.

Should be military to a greater extent, *Young*, 8087, as being better attended to, *ib.* 8088.

Either, at discretion of appointing power, Report, p. 40.

4.—Private Lessons.

Should be permitted to Academy students only, Report, p. 40.

V.—*Candidates.*

1. Open Competition.
2. Qualifications.
3. Age.

1.—Open Competition.

Alterations of system from 1855 to 1869, *App.* III. (D.), *p.* lxii.

Memorandum upon introduction of competitive system, *App.* III. (E.), *p.* lxiv.

Regulations for competitive examinations *App.* III. (F. H.), *p.* lxv–lxviii.

Sons of Artillery and Engineer officers admitted under competition [1855–1868], *App.* XIII. (C.), *p.* clvi.

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

V.—*Candidates*—cont.

1.—Open Competition—*cont.*

Was originally against open competition, but it works well, *Abbott*, 1969, 1971; and produces superior officers, *ib.* 1970, 2004, without undue strain on health, *ib.* 2023.

Approves of open competition, *H. Brackenbury*, 6935, 6982.

Satisfied with open competition, *Bruce*, 6772.

Examination competitive, *Dasent*, 4541.

High social status of competition cadets, *Moseley*, 2115.

Competition open to all British subjects, *Napier*, 1166–1168; and has worked well, *ib.* 1169, 1170.

Approves of open competition, guarded by a high educational test, *Simmons*, 6510, 6511.

Open competition has brought in men of higher knowledge, industry, and tone, *Sylvester*, *App.* III. *p.* xlvii.

Open competition has, on an average, produced better men, *Wilson*, *App.* III. (A.), *p.* xlviii.

Would prefer limited competition, *Stuart*, *App.* III. (A.), *p.* li.

Evils of the competitive system, *Warde*, 9309; how it might be improved, *ib.* 9328–9331; but would substitute nomination, with qualifying examination in subjects of liberal education, *ib.* 9311–9318. There might be difficulty in reverting to old system, *ib.* 9321.

Open competition should continue, Report, p. 38.

[*See also* § XII. 1.]

2.—Qualifications.

Fathers force their sons to try, regardless of inability, to learn mathematics, *Dasent*, 4576, 4577.

Superior in work to those for Sandhurst, *Frost*, 4315–4317.

Often of high classical attainments, *Gordon*, 2515, 2563, and might take University honours, *ib.* 2516.

Average abilities very good indeed, especially in mathematics, *Heaviside*, 2391: not crammed, *ib.* 2465. Have improved in appearance and general bearing, 2395, and show no sign of intellectual strain, *ib.* 2396. Best candidates compared with Trinity men at Cambridge, *ib.* 2473.

On entry should have considerable scholarship, *Lefroy*, 7969.

Public School boys deterred by the discouragement of classics, *Milman*, 7595–7598.

Entrance more difficult than at Sandhurst, *Napier*, 389, 1207. Cadets do not get in with a small amount of mathematics, *ib.* 1123. Ratio between candidates and vacancies varies, 1158, and could not be regulated, *ib.* 1204, 1205, 1251. Age for; competition; half-yearly: qualifications, *ib.* 1164, 1186. Few candidates from Public Schools, *ib.* 1224, 1234.

Not much over-work among, *Nicholson*, 7753.

Ordinary Public School course insufficient; have more general knowledge than formerly, *Owen*, *App.* III. (A.), *p.* l. Should know elementary pure mathematics, *ib.* 7058.

Those entering very intelligent: their mathematics not crammed, *Sylvester*, 7471. Some cannot get through Academy without aid from private teachers, *ib.* 7499.

Candidates deficient in logarithmic work, *Vinter*, 2696.

3.—Age.

The average age is nearly 18, *Abbott*, 2005; and should not be reduced, *ib.* 1972, 1973.

Advocates 18 to 19, *H. Brackenbury*, 6937.

Average age, 16½ to 17½, *Bruce*, 6879. Maximum age might be lowered to 18, *ib.* 6774.

18 about the best age, *Cunynghame*, 7227.

Admission is now between 16 and 19, by open competition, *Field*, 6661. 19 too old: would lower limit to 18, *ib.* 6717–6724.

Age, 16 to 18, *Milman*, *App.* III. (A.), *p.* li.

Would make age 16 to 18, *Napier*, 1171, 1172.

Age should be 16 to 18. *Owen*, *App.* III. (A.), *p.* l.

Should enter younger and stay longer, to prevent cramming, *Peel*, 9469.

Entrance age could be reduced, without diminishing the education required, *Simmons*, 6605, 6638.

Would reduce limit of age from 19 to 18, *Strange*, 7862, 7863.

Should be from 17 to 18½, *Stuart*, *App.* III. (A.), *p.* li.

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

V.—*Candidates*—cont.

3.—Age—*cont.*

Should not be older than 15 to 17; raising the age was worst thing for the service, *Warde*, 9307, 9324a, 9325.

Should be 16 to 18½, *Wilson*, *App.* III. (A.), *p.* xlviii.

Should join earlier, or be commissioned at 18, *Young*, 8086, 8087.

Should be from 16 to 18, Report, p. 12, 19, 38.

VI.—*Cadets.*

1. Generally.
2. Work.
3. Tone.
4. Military Status.

1.—Generally.

Medley of cadets from 1857 to 1863, *App.* III. (D.), *p.* lxii.

Age on leaving [1858–1867], *App.* XIII. (C.), *p.* clvi.

Payments for [1858–1867], *App.* XIII. (A. i.), *p.* cxlvi.

Average numbers on each scale of payment, *App.* XIII. (C.), *p.* clvii.

Many of foremost enter Engineers against their will, *Abbott*, 1979.

Sees no difference in mastering studies between older and younger cadets, *Bruce*, 6880, 6881. Public-School boys direct from highest forms make the best cadets, *ib.* 6882, 6883. Average age 19¼, *ib.* 6907; a few are 20, *ib.* 6908. Overwork only occasional, *ib.* 6899; as a body, healthy and strong, *ib.* 6900.

222 in three divisions, *Field*, 6660, and five classes of equal strength, *ib.* 6661. Graduated scale of pocket-money, 5*s.* to 3*s.* a week, *ib.* 6706.

Total number, 222, *Milman*, 7623. Since 1863 hospital returns diminished, *ib.* 7625, owing to improved food and treatment, *ib.* 7626. Printed rules for everything: not deviated from, *ib.* 7573.

There are 220, *Napier*, 1323. Formerly cadets sometimes came from Sandhurst, *ib.* 547, 548. Every cadet obtains a commission, *ib.* 1291, without much delay, 1294. Artillery commissions to Engineers' as two to one, *ib.* 1300–1305. Very few cadets fail to qualify, *ib.* 1308.

Would give four scholarships for excellence: to be held during residence, *Owen*, 7066–7068.

Scales of payment, Report, p. 39.

2.—Work.

Do not suffer from overwork, *Nicolson*, 7754.

About half would try to discourage study, *Nugent*, 7365–7368.

Have time for general reading, *Owen*, 7189; but would leave that till after leaving Woolwich, *ib.* 7190. Very few cases of overwork, *ib.* 7187, 7188.

To be overworked quite exceptional, *Simmons*, 6607, 6608.

Work hard; but are not overworked, *Sylvester*, 7471; though they complain of having examinations always impending, *ib.* 7500.

3.—Tone.

Many are very religious, *Fraser*, 8329. Religious and moral tone much improved of late years, *ib.* 8325, 8356; attributable, *inter alia*, to cadets' greater age and intelligence, *ib.* 8357. Far less venereal disease than formerly, *ib.* 8337; in fact it is very rare, *ib.* 8362; causes, *ib.* 8338. There is a want of *esprit de corps* partly attributable to there being no chapel, *ib.* 8358. The want diminishes as the building is beautified and high associations evoked, *ib.* 8359.

Smarter than Sandhurst cadet when beyond the grounds, *Napier*, 1361. Failures in moral conduct, *ib.* 1364.

Were gentlemanly, *Nicolson*, 7661. Their language not specially coarse, *ib.* 7799.

Everything gives way to meals and recreation, *Owen*, 7140; cadets pampered, *ib.* 7142, and over-fed, *ib.* 7183–7185.

Out of study, neat and tidy, *Porter*, 2179, 2267.

[*See also* § VII. 1.]

4.—Military Status.

Should be commissioned officers, *H. Brackenbury*, 6949, 6957, 7051. Would only treat cadets as soldiers, while on drill, *ib.* 7028.

More soldiers than students, *Bruce*, 6793; between soldiers and officers, *ib.* 6848; nearer subalterns, *ib.* 6915; cannot say if under Articles of War, *ib.* 6796, 6797; but under military discipline, *ib.* 6847, which

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

VI.—*Cadets*—cont.

4.—Military Status—*cont.*

is important, *ib.* 6849. Cadets sign a declaration that they will obey orders, *ib.* 6845. The order is to salute every officer he meets, *ib.* 6846; to which only cadets of bad tone could object, *ib.* 6916. A cadet has to obey professors and masters, *ib.* 6850–6852.

Have no character to maintain, *Nugent*, 7452. Should be treated less as private soldiers, more as officers, *ib.* 7453–7460.

On emergency might be taken for active service, *Strange*, 7881, so should have as much practical education as possible while still cadets, *ib.* 7882.

VII.—*Discipline.*

1. Generally.
2. The Companies.
3. Under-Officers and Corporals.
4. Offences.
5. Punishments.

1.—Generally.

Hours of study, meals, recreation, and drill, *App.* III. (C.), *p.* lix.

Good, *Abbott*, 1984, 1985.

Would assimilate minor matters to an University, *C. B. Brackenbury*, 8186.

Not very good, *H. Brackenbury*, 6951, 7037; especially formerly, *ib.* 7035, 7036. Tone moderately loyal to authorities, *ib.* 6996.

Satisfactory, *Bruce*, 6777. Any officer seeing a cadet do anything wrong ought to place him in arrest or report him, *ib.* 6853, 6854. Woolwich being a garrison town, cadets are under constant supervision, *ib.* 6818. Officers always ready to advise cadets, *ib.* 6863. Communications to parents would ordinarily be through Second-Commandant, *ib.* 6913. Strongly opposed to combining teaching (except of drill) with discipline, *ib.* 6827: the fewer who punish the better, *ib.* 6816, 6825–6828.

Well maintained, *Cunynghame*, 7231, 7238; tone gentlemanlike, *ib.* 7232; bad language not more than might be expected, *ib.* 7235. Cadets can be religious without hindrance, *ib.* 7288. There is no personal supervision of morals, *ib.* 7279, 7280; but it could be introduced, *ib.* 7281. A link and adviser between cadets and authorities is wanted, *ib.* 7320.

Bounds only as to time, *Field*, 6682; but houses of public resort may not be entered, *ib.* 6680, 6681, a law very rarely transgressed, *ib.* 6683–6687.

Enforcement of bounds has tended to stop venereal disease, *Fraser*, 8338. Bounds are of time, not locality, *ib.* 8339, 8340, 8342, 8343. Cadets under punishment may not pass the enclosure, *ib.* 8341. Public-houses forbidden, *ib.* 8344, 8345. Captains and subalterns associate freely with cadets, *ib.* 8351; but there is not a particular officer to whom each cadet would look for guidance, *ib.* 8352–8354.

"Old cadet" system, bad as it was, helped to maintain discipline, *Hale*, 2938.

In witness' time there was no person of whom moral supervision of cadets was expected, *Lefroy*, 8009, and violations of decency, if not offences against discipline, were completely condoned, *ib.* 8110. Control was exercised by individuals, but simply as personal influence, *ib.* 8011. Believes chaplain now considers it his duty to exercise moral influence, *ib.* 8012.

Morality and discipline very fair, *Milman*, 7527, 7528. *Esprit de corps* exists, though less than formerly: there is very little vice or immorality; what there is, occurs in visits to London, *ib.* 7622–7624. Young men may be kept too strictly, *ib.* 7581, 7582. Cannot recommend any alterations as to privileges or disabilities, *ib.* 7583, 7584. Difficulties arise from individuals, *ib.* 7585.

Officers responsible for, *Napier*, 1317. Not under the Council, *ib.* 1333. Is now satisfactory, *ib.* 1334, 1344, 1367.

Tone, regulated almost entirely by cadets themselves, *Nicolson*, 7797, 7798, was satisfactory, *ib.* 7707. Moral tone better than he expected, *ib.* 7758, 7759. In a disturbance, opinion would be against delinquents whose behaviour had been ungentlemanly, *ib.* 7704–7706. *Esprit de corps* is inferior to that of a College or Public School, *ib.* 7769; but increased of late, *ib.* 7693. Discipline very well maintained, *ib.* 7674, 7675. There are no bounds, *ib.* 7804, 7805. No authority is seen sufficiently for personal attach-

WOOLWICH, ROYAL MILITARY ACADEMY, AT—*cont.*

VII.—*Discipline*—cont.

1.—Generally—*cont.*

ment to him to be formed, *ib.* 7740; and officers and professors see very little of cadets at their own houses, *ib.* 7781.

Much improved under General Ormsby, who treated cadets as gentlemen, *Nugent*, 7361–7363. Not much *esprit de corps*, *ib.* 7420. Discipline would not suffer by abolition of some of the 4,000 parades, *ib.* 7421, 7434.

In fair condition, *Owen*, 7060, 7193. Insubordination has died out, *ib.* 7061. Tone of cadets exceedingly good: much improved from former times, *ib.* 7163, 7192.

Not conducive to habits of military obedience, *Strange*, 7854. Would not fear true military spirit, *ib.* 7908. More tone is needed than in a Public School, *ib.* 7912. Parades, drills, and discipline are essential, *ib.* 7913.

In class, majority well-conducted; a few noisy, who know they will not pass, *Sylvester*, 7483. *Esprit de corps* increased of late, *ib.* 7497, 7498. Should be glad to see more of cadets than he now can, *ib.* 7501. The great majority treat him with respect; but some cadets are of a lower stamp, *ib.* 7502. In a particular case of disrespect, civilian professors were not duly vindicated by military officers, *ib.* 7503–7505.

Discipline ought to be learnt at the Academy, *Warde*, 9324.

Discipline good, *Wilson*, *App.* III. (A.), *p.* xlviii.

To be part controlled by the senior cadets, Report, p. 40.

[*See also* § VI. 3.]

2.—The Companies.

80 cadets in a company, *Bruce*, 6829–6832. Would have one captain over all cadets, *ib.* 6833, 6859, 6918, with a second captain as assistant, *ib.* 6860, 6862. Company officers know what their cadets do, though less intimately than College tutors, *ib.* 6834, 6835. A captain has leave very rarely, *ib.* 6861; captains supposed to be specially selected, *ib.* 6911. Responsible for cadets' moral welfare, *ib.* 6912.

Opposed to putting all cadets under one captain, *Cunynghame*, 7311–7313, 7318, 7319. Cadets would respond to advances from their officers, *ib.* 7314, 7315.

Does not see necessity for as many as three, *Lefroy*, 7961.

Captains see too little of cadets; but should feel bound to speak to a cadet acting wrongly, *Milman*, 7618, 7619, 7648; or to communicate privately with his friends, *ib.* 7620. Doubts a cadet's sympathy with his captain; but thinks he would go to him in a difficulty, *ib.* 7621. It is a question whether one battery might not be better than three companies, *ib.* 7511, 7554, 7555, 7638. Five executive officers are the minimum, *ib.* 7512. Would not combine in one person instructional and disciplinary powers: if done, more professors must be appointed, *ib.* 7517. Strongly opposed to it, *ib.* 7518, 7519; if done, professors would rarely instruct their own cadets, 7603. Would not increase powers of subalterns, *ib.* 7640. No community of feeling between cadets and their officers, *Nicolson*, 7795, 7796.

There is no one to whom a cadet would go for private advice, *Nugent*, 7424.

Three captains not necessary, *Owen*, 7179, 7180. Discipline officers not responsible for study-parades but for those at meals, *ib.* 7123, 7124. Senior captain exercises superintendence, *ib.* 7125.

Drill instructors are connected with, *Strange*, 7879. The best men are therefore desirable, *ib.* 7880. Officers have too little power and influence, *ib.* 7856; much less than formerly, *ib.* 7857. The officer commanding company teaches drill practically as much as a professor theoretically, *ib.* 7890, and is responsible for cadets' drill and discipline, *ib.* 7891, which duty is best done by a man without other duties, *ib.* 7892. Only the diffusion of influence among so many cadets hinders the most intimate relations between cadets and the company officers, *ib.* 7893. Would prefer one battery to three companies: there would be uniformity of punishment, *ib.* 7894, 7895. The company officers' influence on the cadets, once enormous, now seems small, *ib.* 7896, perhaps from Inspector of studies and Second Commandant being brought into one, *ib.* 7897.

WOOLWICH, ROYAL MILITARY ACADEMY, AT—*cont.*

VII.—*Discipline*—cont.

2.—The Companies—*cont.*

No need for three companies, *Stuart*, *App.* III. (A.), *p.* li.

Divergent views of Commission on this question, Report, p. 39.

3.—Under-officers and Corporals.

Responsibility and power, *Vinter*, 2719.

Have responsible duties analogous to orderly officers, *Bruce*, 6917. Corporals of classes selected from classes immediately above, *ib.* 6821–6824, 6885–6888.

Ought to have higher privileges than old cadets, *H. Brackenbury*, 7042, 7045.

Advice from, well received by cadets, but rarely acted on, *Cunynghame*, 7316, 7317. Only on parade treated differently from other cadets, *ib.* 7253. Would increase power of, *ib.* 7254, 7255. Would not separate corporals at meals and quarters from other cadets, *ib.* 7290–7292.

Being senior cadets, have prestige, *Hale*, 2997.

Would increase powers of under-officers, *Napier*, 1339, 1340. There are no non-commissioned officers, *ib.* 1341, 1342.

As a corporal, witness had sufficient power and influence, *Nicolson*, 7681–7684.

Much depends on under-officers and corporals, *Nugent*, 7370, 7403, whose authority should be decidedly increased, *ib.* 7371, 7402. Can award extra drill and arrest, *ib.* 7402. Are selected by seniority, if of good character, *ib.* 7404, 7430. Never heard of one promoted against his will, *ib.* 7405, 7429. Could, but do not, exercise power out of doors, *ib.* 7406–7408. Would not separate those of 2nd class from other cadets at meals, *ib.* 7435.

Employing corporal in class in which he is not working, good for discipline but bad for corporal, *Owen*, 7126: indispensable, however, in first term or two, *ib.* 7127, 7128. Would increase power and privileges of corporals, and make them do their duty, *ib.* 7096–7098, which they do not now, *ib.* 7152–7162.

More of the discipline should be entrusted to, *Strange*, 7888, 7889. Would count an officer's army service from date of becoming corporal: reduction would be real punishment, *ib.* 7887.

4.—Offences.

Return of [1835–1867], *App.* XIII. (C.), *p.* clviii.

In 1864 there was insubordinate combination, *Bruce*, 6783.

No flagrant insubordination, *Cunynghame*, 7249.

There was a rebellion eight years ago, *Field*, 6754.

Little insubordination, *Nugent*, 7364.

Describes insubordination in the matter of General Wilford, *Owen*, 7088–7092.

In study, mostly trivial, *Field*, 6728–6731, 6735–6737.

Drunkenness rare, *Bruce*, 6904: would probably involve dismissal or rustication, *ib.* 6905, 6906.

Very little drunkenness, and that among juniors, *Nicolson*, 7760. Habitual drunkenness would cause a cadet to be looked down upon, *ib.* 7761; drunkenness, if known, would be punished, *ib.* 7765, 7766.

Some drunkenness at end of terms, *Nugent*, 7409, 7410.

Drunkenness and disorder prevail, *Walden*, 6426.

Venereal disease too prevalent, *Bruce*, 6784–6787: involves no punishment, *ib.* 6811: but cadet would probably be admonished, *ib.* 6812, 6855–6858, 6910. Does not see how to prevent venereal disease, *ib.* 6909: punishment would cause concealment, *ib.* 6914.

As to offences with women, tone lower than in a Public School, *Cunynghame*, 7284, 7285.

Not much venereal disease, *Field*, 6755, 6756.

Immorality with women not looked down upon, *Nicolson*, 7762; there was much, *ib.* 7763, though not more than elsewhere, *ib.* 7764. Immorality would not be known, *ib.* 7767.

Venereal disease does not involve punishment, nor general reprobation, *Nugent*, 7415, 7416; not much venereal disease, *ib.* 7414, 7417.

Not much untruthfulness, *Nugent*, 7411: no bullying, *ib.* 7412.

Bullying was the great scandal, *Vinter*, 2721.

5.—Punishments.

Scale and description, *App.* III. (C.), *p.* lxi.

Discipline and punishments described, *Field*, 6672, 6725–6727. Sufficient, *ib.* 6716.

Woolwich, Royal Military Academy at—*cont.*

VII.—*Discipline*—cont.

3.—Punishments—*cont.*

Punishments, *Napier*, 1335, 1336.
Subalterns should be able to confine to barracks for three days, *C. B. Brackenbury*, 8209.
Cadets would support a punishment they thought just, *Cunynghame*, 7233.
Would abolish minor punishments, and treat cadets as officers: punishments not uniform, *H. Brackenbury*, 6997–6999.
Trivial offences should not be recorded, *Owen*, 7144–7146, 7168. No solitary confinement, *ib.* 7169: it might sometimes be advantageous, *ib.* 7171.
Rustication dreaded by young men, *Bruce*, 6920. Rustication or removal rests with Commander-in-Chief, *ib.* 1337, 1338, 1362, 1363: is effectual, *ib.* 1375, and severe, *ib.* 1376.
Rustication not objectionable: but it may foster a cadet's idleness, *Owen*, 7181, 7182.
Arrest on honour used to be evaded, but is now kept, *H. Brackenbury*, 7000–7002: would continue it, but abolish punishment drill, *ib.* 7002.
A strong feeling in favour of keeping arrest, *Cunynghame*, 7308–7310.
Arrest scarcely ever broken, *Nugent*, 7413.
Arrest on honour succeeded perfectly, *Porter*, 2181.
Dismissal should not bar all entrance to army, *H. Brackenbury*, 6992, 6993.
Dismissal of a cadet should always be referred to Commander-in-Chief, *Cambridge*, 9527.

Governor to have absolute power of rustication: dismissal subject to Secretary of State's approval. Punishments should be less exclusively military, Report, p. 40.

VIII.—*Divine Service.*

1. Celebration of Divine Service.
2. Religious Instruction.

1.—Celebration of Divine Service.

Chapel much needed, *Field, App.* III. (B.), *p.* lvi.
Morning and evening prayers, *Fraser*, 8305, in cadets' hall; one weekly evening service, *ib.* 8306. On Sunday evenings a very meagre service (without music) in the hall, *ib.* 8308. Cadets are paraded on Sunday mornings and marched to Garrison church (having no church or chapel specially to themselves), *ib.* 8310–8314; their seats are inconvenient, and they are lost in the great congregation; there is no establishment of the kind in England without a chapel, *ib.* 8318. Cadets' attendance at two services a day compulsory, *ib.* 8315. A chapel was promised but has not been built, *ib.* 8315, 8324. Sunday evening attendance in dining and breakfast hall compulsory; no music, mixed congregation, or accessories to devotion, *ib.* 8321. Presbyterian and Roman Catholic cadets go to their respective churches, *ib.* 8336. To have a College chapel would be a great improvement, *ib.* 8355.

A chapel recommended, Report, p. 43.

2.—Religious Instruction.

Chaplain has a weekly class of 8 to 12 volunteers, *Fraser*, 8307, 8324. Principal opportunities are in the hospital and the voluntary class, *ib.* 8322, 8323, 8327, 8361, 8362. Some years ago volunteers for religious instruction would have been impossible, *ib.* 8325, 8356, 8357. Many cadets are very religious, *ib.* 8329. Difficult to initiate religious intercourse with individual cadets, *ib.* 8326; but finds them amenable to advice and reproof, *ib.* 8327. Can visit cadets in their rooms, *ib.* 8328; and would not be received with coldness or incivility, *ib.* 8329. Nearly all have been confirmed, *ib.* 8333. Presbyterian and Roman Catholics attend their respective churches; but their ministers do not visit them at the Academy, *ib.* 8333–8336. Reading-rooms not the place for; he must not seem to sermonize, *ib.* 8364.
No attention paid to, *Nicolson*, 7768.
None, beyond a Bible class, *Owen*, 7194–7197. Diverse religions of cadets might make it difficult, *ib.* 7198.

Should be regularly imparted by chaplain, Report, p. 42.

IX.—*Drill.*

Gymnastics and drill described, *Field*, 6670, 6671.
Very little battalion drill, *Owen*, 7177; would increase it, *ib.* 7178.

Woolwich, Royal Military Academy at—*cont.*

IX.—*Drill*—cont.

Drills and outdoor practical work need improvement, *Milman*, 7529. Military parades not too numerous, those for study unimportant, *ib.* 7530, 7543, 7544, 7580. There might be a distinction between general and drill parades: parades are less steady than formerly; but cadets drill well, *ib.* 7545, 7546.
Drills and minor parades not a grievance, *Nicolson*, 7700, 7701; but latter might be abolished without loss to discipline, 7800.
Objects to parades, *H. Brackenbury*, 7020, 7021, 7038; except for genuine drill *ib.* 7022. Parades not under an officer are a farce, *ib.* 6995, 7039, 7043, 7044.
Non-military parades should be reduced, *Cunynghame*, 7298, 7299; except for junior terms, *ib.* 7329.
Would diminish study parades, *Field, App.* III. (B.), *p.* lvi.
Parades unsteady, *Owen*, 7121, 7163; probably from large number of useless ones, *ib.* 7122.

Not to be awarded as punishment, Report, p. 40. Amount at discretion of Governor: non-military parades as few as possible, ib. p. 42.

X.—*Recreation.*

Amusements described, *Field*, 6673, 6674.
Library, workshops, and pianos, *Napier*, 1298. Debating society, *ib.* 1299. Billiard-rooms, *ib.* 1355. Not aware of a canteen, *ib.* 1357. Smoking, *ib.* 1355, 1356.
Improved means of, have helped to almost stop venereal disease, *Fraser*, 8337, 8338, 8362. There are two reading-rooms, *ib.* 8368.
Association of officers in cadets' games has a good moral effect, *Milman*, 7512.
Amusements enumerated, *Nicolson*, 7690–7692. Superiority of Woolwich to Sandhurst, *ib.* 7694, 7695.
On first half of last term, 1½ to 2 hours daily, *Nugent*, 7395; with the drills gives sufficient open air exercise, *ib.* 7396; cricket and football played, *ib.* 7397; but no boating, *ib.* 7398.
Billiard-tables just set up, *Abbott*, 1987.
Approves of facilities for billiards, *Bruce*, 6864.
A nice billiard-room, *Field*, 6688.
Public billiard-room forbidden, but cadets have their own, *Fraser*, 8346.
Approves of having a billiard-room, *Nicolson*, 7747, 7748.
Cadet can go to London every Saturday and Sunday, *Nicolson*, 7810; for first three terms on producing a written invitation, *ib.* 7814. Leave is given as a matter of course, *ib.* 7815–7817. As to going to the Alhambra, *ib.* 7811, 7822. Impossible for a cadet to go to London without leave, *ib.* 7823.
Cadets work too hard to care for, *Nicolson*, 7755–7757.
Allowing beer and coffee at all times has much reduced intoxication, *Cunynghame*, 7282, 7283. There is no limit, but the power is not abused, *ib.* 7307.
Approves of facilities for smoking, *Bruce*, 6864.
Restricted as to place, not time, *Field*, 6709–6711.
At least a fourth of the cadets smoke, *Nicolson*, 7744. No limit as to time, but cadet may not smoke in his room, *ib.* 7745, 7746.
90 to 100 cadets subscribe, *Field*, 6713. For six months cadets attend arsenal workshops regularly, *ib.* 6714, 6715.

XI.—*Course of Instruction.*

1. Generally.
2. Duration.
3. Mode of teaching.
4. Free Study and Private Study.
5. Hours of Study, &c.
6. Practical Class.
7. Separation of Artillery from Engineer Cadets.

1.—Generally.

Alterations since 1857, *App.* III. (D.), *p.* lxiv.
Distribution of time and marks for, *App.* III. (C.), *p.* lx.
Excellent, *Abbott*, 1977. Cadet is nearly 20 when he comes to the heaviest mathematical examination, *ib.* 2006–2008. The course increases fairly in severity, *ib.* 2024–2026.
Should be suited to a cadet's peculiar capacity, *C. B. Brackenbury*, 8142, 8266. Obligatory studies being reduced, *ib.* 8149, 8212, and selected for their practical value, *ib.* 8213. Practical studies develope common sense, *ib.* 8265.

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

XI.—*Course of Instruction*—cont.

1.—Generally—*cont.*

Six or seven subjects at once too much for any man, *H. Brackenbury*, 6958, 6960–6963; would be better divided into courses, *ib.* 6976. All subjects are obligatory, *ib.* 7005.

Would not reduce the subjects taught, *Bruce*, 6807. Preparation out of study not obligatory, *ib.* 6802; nor essential, *ib.* 6803. Chemistry, applied mechanics, and physics should be voluntary, *ib.* 6768. Organisation of studies on the whole, good, *ib.* 6766.

Too many subjects, *Cunynghame*, 7214–7219, 7300. Would make certain studies voluntary, *ib.* 7217, to afford time for general study, *ib.* 7273. Studies better mixed up than classed by time, *ib.* 7301. Severe in the last year, *ib.* 7268. No time for general study, *ib.* 7271; especially in last year, *ib.* 7272.

All studies compulsory, except that there is a choice between German and Hindustani, *Field*, 6669. Thirteen subjects of instruction, *ib.* 6695, 6696.

Instruction too uniform; cadets should work up to their special talents, *Lefroy*, 7940, 7964. Would group studies and allow cadet to choose his group; no taking of places in the last year, *ib.* 7972; unless among those pursuing similar studies, *ib.* 7973. Every cadet should begin all the purely military subjects, but only pursue those for which he had aptitude, *ib.* 7989. A few officers with special talent in each subject preferable to many with a nominal knowledge of all the subjects, *ib.* 7977.

12 or 13 subjects already compulsory; classics could not be added, *Milman*, 7643.

The obligatory course, *Napier*, 1254–1257. Penalty of failing to pass from one class to another, *ib.* 1261–1265. The course is enormous, *ib.* 1270, and exhausts cadets, *ib.* 1271.

Too many compulsory subjects; time wasted in again going into things studied before entrance, *Nicholson*, 7662, 7663. Would make certain studies voluntary, *ib.* 7664. Two languages are now required, *ib.* 7665. Most useful studies are fortification, artillery, surveying, and chemistry, *ib.* 7717. Work not too severe, but hard enough, *ib.* 7716.

Satisfied with, on the whole, *Nugent*, 7353. Would not omit any compulsory subject, *ib.* 7384–7386. With hard work the time just suffices, *ib.* 7355. Not too severe for health, *ib.* 7356; nor more than can be managed, *ib.* 7394.

Arsenal course very advantageous to cadets for Engineers, *Owen*, 7204, 7205. It takes the last term, *ib.* 7202, 7203. Mechanics, natural philosophy, and machinery should be learnt at Academy, *ib.* 7058. Languages should be optional, *ib.* 7174. Too many subjects in last term, *ib.* 7115. Half the instruction is practical, in the field, *ib.* 7111, 7112.

Would not alter, *Peel*, 9468.

Pure mathematics, French, and German should not be studied at Academy, *Stuart*, *App.* III. (A.), *p.* li.

Would limit to subjects having direct bearing on professional studies, *Sylvester*, 7472.

Opposed to voluntary subject, *Wilson*, *App.* III. (A.), *p.* xlviii.

Number of obligatory subjects should be reduced, Report, p. 20; subjects of study, ib. p. 21, 40; not to be obligatory beyond points useful to both corps, ib. p. 37; proportional marks, ib. p. 42.

2.—Duration.

Length and nature, formerly and now, *App.* III. (D.), *p.* lxiv.

Course is five terms, *Field*, 6702.

Five terms, *Napier*, 1258, with half-yearly examinations, *ib.* 1259–1261, 1268.

Would not shorten, *Simmons*, 6553.

Would not shorten, specially for Public School boys, *Bruce*, 6884.

Would reduce to two years, *Bruce*, 6775, 6776.

Would reduce to four terms, *Field*, *App.* III. (B.), *p.* lvi.

Possible reduction to two years, *Napier*, 1277. Cadets now can scarcely qualify before 5th term, *ib.* 1292. A recent exception, *ib.* 1293.

Two years, well employed, would suffice, *Strange*, 7863. Time should not be wasted over non-essential subjects, for which the cadet has no talent, *ib.* 7860. It is best to divide practical study from theoretical, which requires very high power, *ib.* 7875–7878.

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

XI.—*Course of Instruction*—cont.

2.—Duration—*cont.*

Course should be two years, *Stuart*, *App.* III. (A.), *p.* li.

Should be two years, with six months extra in case of failure, *Wilson*, *App.* III. (A.), *p.* xlviii.

Would reduce by one year, *C. B. Brackenbury*, *App.* III. (A.), *p.* lii.

Would shorten, by abolishing mathematics and languages as compulsory subjects. *H. Brackenbury*, 6938, 6959, 6968. Eighteen months should suffice, *ib.* 6939, 6940.

Should be reduced to two years, Report, p. 19, 40.

3.—Methods of Teaching.

Each professor teaches in his own method, *Bruce*, 6798, 6799. Lectures not much employed; *viva voce* examinations better, *ib.* 6800. Cadets' note books are examined and marked, *ib.* 6801. Finds no special fault with the teaching, *ib.* 6806.

Tutorial, part by lecture, part by class, *Field*, 6664; 44 cadets in each class-room, but not all taught by one man, *ib.* 6757–6760.

In large class-rooms with 40 cadets and three instructors, numbers cause confusion, *Milman*, 7531–7535, 7576–7579.

Satisfactory, *Nugent*, 7392. Does not think questions after lectures, would cause more attention to be paid, *ib.* 7436, 7437.

Many professional books could well be read in French, *C. B. Brackenbury*, 8199.

Should be by lecture, with previous study and subsequent examination on répétiteur system, cadets being left for free study, *H. Brackenbury*, 6955, 6972–6974, 6990; choosing to some extent their own subjects, *ib.* 6977, 6978. No danger in thus approaching Oxford system, *ib.* 7015–7017.

Recommends répétiteur system, *Milman*, *App.* III. (A.), *p.* li.

Work best done in class, under professors, *Nicolson*, 7708–7711, whose help is constantly needed, *ib.* 7712.

Should be by classes, where all do the same thing, *Owen*, 7113.

Would have répétiteur system and free study: professional reading might be in foreign language, *Stuart*, *App.* III. (A.), *p.* li.

4.—Free Study and Private Study.

Private study optional, *Bruce*, 6804, with limit of time as to putting out lights, *ib.* 6805. Would not permit, in any subjects beyond the Academy course, *ib.* 6894–6896.

Discouragement of private study has died out, *Cunynghame*, 7234.

Seniors lately allowed to work late in their own rooms, *Milman*, 7650; should be limited to midnight, *ib.* 7651, 7652.

Objectionable: there is study enough without it, *Nicolson*, 7687, 7688, would lead to idleness, *ib.* 7708–7711.

Not encouraged, *Nugent*, 7392. Third-term cadets might be allowed lights till 11 p.m., *ib.* 7393, 7422, 7423.

After a certain time would give them provisional commissions and leave them free to study or not, *C. B. Brackenbury*, 8174, making the permanent Commission depend on an examination after entering the Army, *ib.* 8175–8177. Would apply free study to everything taught by lecture, adopting the University system, *ib.* 8267, testing its results by examination, *ib.* 8227.

Would give more opportunity for private study, *Sylvester*, 7463–7465, by diminishing class-room study, *ib.* 7466. Would encourage free study, *ib.* *App.* III. (A.), *p.* xlviii.

At least one hour's private study daily, Report, p. 41.

5.—Hours of Study, &c.

Hours of study, *Field*, 6664. Saturday a half-holiday, *ib.* 6679.

Cadets are worked too hard—Hours are excessive, *Fraser*, 8359.

Hours of study, *Napier*, 1272.

There should be daily 5 hours in halls of study and at least one hour in private study, Report, p. 41.

Woolwich, Royal Military Academy at—*cont.*

XI.—*Course of Instruction*—cont.

6.—Practical Class.

Now in same barracks with theoretical class, *Owen*, 7147, a disadvantage, *ib.* 7148–7150.
In a measure done away with, *Strange*, 7874.
Would admit best cadets from Sandhurst, *E. Walker*, 2767, 2859–2863.

7.—Separation of Artillery from Engineer Cadets.

As to a separation in studies, *Napier*, 1199, 1200, 1278–1280, 1295–1297.
Should be educated together, *Bruce*, 6769, 6770, 6808–6810, 6923.
Deprecates separation, *Cambridge*, 9526.
Should have same course, *Owen*, 7166.
Would not separate, *Milman*, *App.* III. (A.), *p.* li.
Approves of educating together, *Nicolson*, 7696.
Would keep together, *Nugent*, 7369; even in mathematics, *ib.* 7390; which is virtually the dividing subject, *ib.* 7419.
Should not be separated, *Cunynghame*, 7303.
To separate would be disastrous for both, *Simmons*, 6554.
Objects to any division between, *Wilson*, *App.* III. (A.), *p.* xlix.
Would separate before final term, *Stuart*, *App.* III. (A.), *p.* li.
Might be separated sooner, *Moseley*, 2109. Would try to teach each cadet one military subject thoroughly, instead of all, *ib.* 2110.
Might be separated after two years, *Abbott*, 1977, and sent to Shoeburyness and Chatham, *ib.* 1978–1983, 2016. The theoretical course should not be reduced for either corps, *ib.* 2017, 2022.
After third term should be separated, *Lefroy*, 7940, 7941, 7964, the separation depending on aggregate marks of three preceding terms, *ib.* 7965.
Should have same course, *C. B. Brackenbury*, 8147, for, say, 18 months, 8148.
Would separate after one year, *H. Brackenbury*, 6964.
Should be separated early in the course, *Heaviside*, 2397, 2442. Majority have a natural turn for mathematics, *ib.* 2479.
Would separate from the first: but the Engineers should learn something of Artillery, *Young*, 8041.

The course should be identical for both corps, Report, p. 20.

XII.—*Specific Studies.*

1. Artillery.
2. Military Science.
3. Mathematics.
4. Languages: Classics.
5. Physical Sciences.
6. Athletics.

[For religious instruction, *see* § VIII. 2.]

1.—Artillery.

Would give more time to Artillery subjects, *Cunynghame*, 7302.
Time given insufficient for Artillery cadets, too much for engineers, *Lefroy*, 7992.
Time allowed is insufficient, *Owen*, 7115.
Could not be so well taught after joining the service, *Owen*, 7200, 7201, 7204, 7205.
More drill and more class study needed, *Strange*, 7874.

Obligatory course to be confined to what is requisite for Engineers, Report, p. 40.

2.—Military Science.

Machinery drawing should be more practical, *Nugent*, 7357. Perspective a voluntary subject, *ib.* 7439, and not essential for machinery drawing, *ib.* 7438.
Geometrical drawing, *Napier*, 1198. **Should be reduced, Report, p. 21.**
Drill instruction satisfactory, *Abbott*, 1988.
Sand-modelling useful in fortification, *H. Brackenbury*, 6981.
No sand-modelling, *Field*, 6712.
As regards Artillery students, fortification is not sufficiently practical with reference to actual British fortresses, *Lefroy*, 7996, 7997.
As much instruction given in fortification as well could be, *Nugent*, 7431–7433.
Fortification should be more taught by modelling in sand, *Strange*, 7863. Too much time given to obsolete plates, *ib.* 7930.

Obligatory fortification to be limited to amount necessary for artillery, Report, p. 40.

Would reduce manufacturing course to lectures while at Academy, *C. B. Brackenbury*, 8201.

Woolwich, Royal Military Academy at—*cont.*

XII.—*Specific Studies*—cont.

2.—Military Science—*cont.*

Cadets take eagerly to military history: notes examined after every lecture, *H. Brackenbury*, 6975, 7011. Taught with direct reference to art of war, *ib.* 6983, 6984, 8989. Lectures are on particular campaigns, *ib.* 7003, not farther back than Napoleon, *ib.* 7007, 7008: a printed syllabus destributed beforehand, *ib.* 7006. Colonel Chesney's outline maps used, *ib.* 7012. Large numbers of cadets benefit, *ib.* 7004. Time too short for much on transport and supply, *ib.* 7009.
The course of Military History tends to give an interest in the subject, *Nicolson*, 7719.
The campaigns studied are well understood, *Strange*, 7843.
Military Law not taught, *Napier*, 1273.
As much instruction given in Field Sketching as well could be, *Nugent*, 7431–7433.
Elaborate surveying not needed for artillery, *H. Brackenbury*, 6979, 6980.
Modification in surveying desirable, *Simmons*, 6596.
Surveying could not be reduced, *Strange*, 7929.
Veterinary science not taught, *Napier*, 1381.

3.—Mathematics.

Mathematics, *Abbott*, 1989, 1990, 1998; may equal that for University honours, *ib.* 1999. Doubts advisability of private study, *ib.* 1991, 1992, 1996. No opening for coaching, *ib.* 1995, 1997. No undue forcing of intellectual powers, *ib.* 2000–2003.
Too generally insisted on, *C. B. Brackenbury*, 8141, 8210. Would limit obligatory course to simple artillery and engineering problems, 8144, 8206, 8266. At present the real mathematicians go into the engineers, *ib.* 8211.
Would make great difference between Artillery and Engineer cadets, *H. Brackenbury*, 7031, 7032. Subject carried too far for Artillery, *ib.* 6932, 6933, 6948; and labour wasted, *ib.* 7013, 7014.
Cadets might be more grouped, *Bruce*, 6806. Would not reduce the amount taught, *ib.* 6807. Not excessive, *ib.* 6874; valuable professionally, and as mental discipline, *ib.* 6875.
Obligatory, should stop short of differential calculus, *Cunynghame*, 7269, 7270. Higher, should be voluntary; men for the Engineers would take it up, *ib.* 7326–7328.
Imperative for the Engineers, *Heaviside*, 2398; but would make it more optional for Artillery cadets, *ib.* 2399, 2459. The course to be neither dropped nor reduced, but made less compulsory, *ib.* 2400, 2410, 2417, 2460; which will be like having separate classes, *ib.* 2461. Should certainly not be dropped after entrance, *ib.* 2406–2409. Carries such high marks that a candidate could scarcely pass without, *ib.* 2415, 2417. Parkinson's Mechanics or Dean Goodwin's Course would suffice for an Artillery cadet, *ib.* 2416. With the idlers the course is not very productive, *ib.* 2436, 2437. Majority of cadets have a natural turn for mathematics, *ib.* 2479.
It is a pity that those who have taken up the study should not pursue it, *Lefroy*, 7974–7976.
Would regret to see shortened the short time given to mathematics, *Moseley*, 2112; a cadet may not really advance in mathematics, but examiners' reports are not unfavourable, *ib.* 2113.
Mathematics, *Napier*, 1190, 1249, 1250, 1315, 1316.
Not well taught, except by Mr. Crofton, *Nugent*, 7399; not instructors enough, *ib.* 7401. Lectures would be preferable to tutorial instruction, *ib.* 7377. Practical geometry carried farther than can be useful, *ib.* 7354.
Would confine higher mathematics to those showing special aptitude, *Owen*, 7062, as a voluntary subject, *ib.* 7165.
Would not diminish either for Artillery or Engineers, *Simmons*, 6555–6557.
Might be dropped by those obtaining 1,800 or 2,000 marks at entrance, *Southwood*, 5597, 5598.
High mathematics should be obligatory for the Engineers, *Strange*, 7860. Too much time is given to, *ib.* 7930.
Does not approach eight hours a day, *Sylvester*, 7473. Professors' instruction all tutorial, *ib.* 7476; would be more useful if he lectured and summarised, *ib.* 7477, with subsequent questioning, 7478. Professor should have general control, but should also instruct highest class, *ib.* 7481, 7482. Not stronger than necessary in instructors, *ib.* 7486; no serious reduc-

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

XII.—*Specific Studies*—cont.

3.—Mathematics—*cont.*

tion could be made, *ib.* 7487, 7488, 7492. Objectionable in evening. Should be the same for Artillery and Engineer cadets, *ib. App.* III. (A.), *p.* xlvii.

Needlessly high, *E. Walker*, 2861, 2934; and it may interfere with acquirement of other subjects, *ib.* 2936; but would not lower the course, as being a good mental test, 2935.

Mathematics over-studied, *Warde*, 9310.

The qualification should be reduced, Report, p. 20; obligatory not to go beyond plane trigonometry, ib. p. 40.

4.—Languages; Classics.

Languages can be studied during the course, *Napier*, 1175–1185.

One language might be taught instead of two, *Abbott*, 2041, 2042.

Languages if required at entrance might afterwards be optional, *Owen*, 7109, 7110. Doubts if they can be acquired at Woolwich, *ib.* 7175.

Languages should be taught by foreigners, *Bruce*, 6897, 6898.

Would have a class and master to read military classical works, *Lefroy*, 8006.

Would not object to continuance of classics at Woolwich, but it is not a practical subject, *C. B. Brackenbury*, 8261–8263, 8270.

Classics could scarcely be kept up, *Moseley*, 2109.

Classics undesirable, *Napier*, 1194–1197, 1311–1314.

English not obligatory at Woolwich, *Napier*, 1165; nor taught there, *ib.* 1211–1215.

French, *Napier*, 1274, 1275.

German could not be learnt at Academy by a cadet who knew nothing of it previously, *Nicolson*, 7665, 7666.

Classics to be taught by chaplain, Report, p. 42.

5.—Physical Sciences.

Time given to Physical Sciences might be reduced, *Wilson, App.* III. (A.), *p.* xlviii.

Chemistry, *Napier*, 1213.

Cadets' ignorance of geography astonishing, *H. Brackenbury*, 6985, 6986. It is best taught with history, *ib.* 6987, 6988.

6.—Athletics.

Gymnastics sufficient, prizes given, *Nugent*, 7428. Riding instruction beneficial, but insufficient to make good riders, *ib.* 7425–7427; or to teach training, saddling, bridling, or shoeing, *ib.* 7443–7448.

Riding, gymnastics, fencing, swimming, to form part of ordinary course, and to be encouraged by prizes, Report, p. 42.

XIII.—*Examinations.*

1. Generally.
2. Admission.
3. Intermediate.
4. Final.

1.—Generally.

Marks from all should carry forward, *Bruce*, 6768.

Do not admit of proper comparison with Cambridge, *Heaviside*, 2462, 2475. Cannot have commensurable marks with Sandhurst, *ib.* 2463, 2464.

Value of marks, *Napier*, 1206.

Passed five, from which marks in some subjects carry on, *Nugent*, 7359, 7360.

Should be by independent examiners, Report, p. 40.

2.—Admission.

Numbers examined and failed [1858–1867], *App.* XIII. (A. iii.), *p.* cxlvii.

Results of examinations [1865–1868], *App.* XIII. (C.), *p.* clv.

For most part of the examination "cramming" impossible, *Abbott*, 1975, 1976.

Mathematics not inordinate, *Barry*, 5512; but might be tried, *ib.* 5514.

Number of subjects (five) required causes mental strain and distraction, *Benson*, 5690–5692, 5714, 5715. Mathematics not too severe, *ib.* 5693. The English literature condemned, *ib.* 5696.

Would encourage passing in classics, *C. B. Brackenbury*, 8261–8263.

Disapproves of present examination, *H. Brackenbury*, 6935, 6982: which feeds cramming schools, *ib.* 6991. Mathematics not practical enough, *ib.* 6965–6967: would exclude experimental sciences, *ib.* 6934: and require colloquial French, *ib.* 7029, 7030.

WOOLWICH, ROYAL MILITARY ACADEMY AT—*cont.*

XIII.—*Examinations*—cont.

2.—Admission—*cont.*

Would only allow two trials, with ·5 as a fixed minimum on every subject taken up. Marks from entrance examination to be carried on, *Bruce*, 6774.

Entrance examination allows of cramming, *Cunynghame*, 7220. Marks for classics should carry on; but not for other subjects not in the course, *ib.* 7306. Witness was not overworked in preparation, *ib.* 7267.

Numbers who choose history and geography have increased, but not for English, which *per se* is dry: would add literature to it, *Dasent*, 4575.

Entrance examination detailed, *Field*, 6665, 6666. Would increase requirements in mathematics and geometrical drawing: classics constitute a serious difficulty, *ib.* 6717–6724, 6763.

Classical marks too high, *Frost*, 4304.

Classical examination higher than for Sandhurst, and men generally better, *Gordon*, 2495, 2521, 2563. Ancient history and classical literature tried formerly, but given up, *ib.* 2494, with advantage, *ib.* 2575, because of the cramming, *ib.* 2534. Mathematics the staple, *ib.* 2512, would not therefore look for high classics, *ib.* 2513: but the classics sometimes very satisfactory, *ib.* 2514, 2515, 2563. Would not announce the classical books beforehand, *ib.* 2520, 2521. There are two Greek papers, *ib.* 2560. A great deal of physical science is demanded, *ib.* 2566.

Examination very different to that at Sandhurst, *Heaviside*, 2390, 2447: but not above boys of average mathematical ability specially instructed for it, *ib.* 2449. Standard has risen: results singularly uniform, *ib.* 2392. For boys of 15 examination would have to be lowered, *ib.* 2393, 2394. Would omit differential calculus, and in voluntary subjects only allow the marks over a certain number to count, *ib.* 2397. To raise the standard would be unreasonable for the age of youths, *ib.* 2411–2413.

Approves of examination, *Lefroy*, 7990.

Two trials only, *Milman, App.* III. (A.), *p.* li.

Classics should count at entrance, *ib.* 7593, and modified marks be carried on, *ib.* 7594, 7642. Very high mathematics are unnecessary, *ib.* 7616, 7617.

Mathematics could not be raised, *Moseley*, 2111.

Entrance examination much higher than for Sandhurst or Direct Commissions, *Napier*, 389. English not obligatory. The examination, *ib.* 1173–1187, 1219. Crammed subjects, *ib.* 1188, 1189, 1219, 1234, 1247, 1248. Mathematics, 1190, 1249, 1250, 1315, 1316. 47 per cent. of candidates fail, *ib.* 1202, 1203.

Would not confine to pure mathematics the mathematical examination, *Nicolson*, 7776; which is now too low, *ib.* 7777. Questions not very searching *ib.* 7780: but there are catch questions, *ib.* 7778, which favour cramming, *ib.* 7779.

Entrance examination fair, *Nugent*, 7345: but marks for classics high, *ib.* 7346–7350. Trials allowed are not too numerous, *ib.* 7351, 7352.

Entrance examination severe, *Owen*, 7186. Would limit trials to three, *ib.* 7055, 7056, or four, *ib.* 7130–7139, and carry on marks obtained in languages, classics, and pure mathematics, *ib.* 7057, 7107, 7108, 7164, 7191. One language should be indispensable, *ib.* 7058. Entrance examination should show bent of cadet's mind, *ib.* 7167.

Test of general capacity, *Peel*, 9471, 9473.

Examination rather severe, *Southwood*, 5599: classics too highly reckoned, *ib.* 5600: mathematical standard excludes dull boys, *ib.* 5601; but does not cause overwork, *ib.* 5602.

Would require higher mathematics, drawing and languages. Marks for classics too high. Would only allow two trials, *Stuart, App.* III. (A.), *p.* li.

Would exact more mathematics, *Sylvester*, 7472.

Would reduce the qualification, *Warde*, 9308.

Would only allow two chances, and would require higher standard in geometrical drawing, practical geometry, and mathematics, *Wilson, App.* III. (A.), *p.* xlviii.

Should be conducted by Civil Service Commissioners, Report, pp. 13, 31; the minimum marks being deducted in every subject, ib. p. 14: open competition to continue. Only three trials should be allowed. Subjects for qualification and competition, ib. p. 38.

[*See also* § V. 1.]

Woolwich, Royal Military Academy at—*cont.*
XIII.—*Examinations*—cont.
3.—Intermediate.
Half-yearly, *Napier*, 1259, of two sorts, *ib.* 1260: carrying on marks to final examination, *ib.* 1261, 1268.
Half-yearly; are competitive and written, *Field*, 6666, 6667.
Would weed out inefficient cadets by an examination at end of first or second term, *Wilson, App.* III. (A.), *p.* xlix.
Once a term at least, failure at two successively to involve removal, Report, p. 40.
4.—Final.
Final examination, *Napier*, 1266, 1267: how qualifying and how competitive, *ib*, 1288–1290. First candidates have option of joining Engineers, *ib.* 1268, which they usually do, *ib.* 1269. Good-conduct marks do not count, *ib.* 1281. Position in final examination and entrance examination relatively, *ib.* 1306, 1307.
Commissions given, and percentage of sons of army and navy officers, *App.* XIII. (C.), *p.* clvi.
Marks attainable and required, *Field*, 6668.
The best men would probably have been high wranglers at Cambridge, *Heaviside*, 2476.
Concurs in carrying on to, marks gained in classics at entrance, *Lefroy*, 7966–7968.
Modified marks for classics should be carried on from entrance exemination, *Milman*, 7596. The total classical marks would be one-eleventh of the whole, *ib.* 7599, 7600.
Classics should count, if it be just, *Moseley*, 2114.
Cadets who pass high sometimes prefer Artillery to Engineers, *Nicolson*, 7697–7699, 7749, 7750. To carry entrance marks to final examination might prevent the best mathematicians entering Engineers, for which they are the proper men, *ib.* 7782–7784, 7788, 7789. Classical cadets may complain of present arrangement, but it is their own fault, *ib.* 7785–7787: and they had their advantage in getting in by classics, *ib.* 7824–7826.
Test of professional knowledge, *Peel*, 9472, 9473.
Would carry credits of marks (including classics) through from entrance to end, *Strange*, 7860.
Good conduct should be an element, a single special reward for excellence in conduct to be given at each final examination, Report, p. 40. Minimum qualification for a commission, ib. p. 43.
Woolwich and Sandhurst, Amalgamation of:
Historical notice of plans for amalgamating, *App.* II. (G.), *p.* xx.
Lord Herbert's plan (1856), *App.* II. (G.), *p.* xx.
The Council's scheme (1857), *App.* II. (G.), *p.* xx.
Sees neither special gain nor loss in amalgamating, *E. Walker*, 2767.
Woolwich and Sandhurst, Amalgamation of—*cont.*
Opposed to amalgamating; but would facilitate Woolwich cadets failing for Artillery in passing to Line, *Field, App.* III. (B.), *p.* lvi.
Would keep them quite separate, *Abbott*, 1791, 1876. Each site is admirable for its purpose, *ib.* 1877.
Would not educate Line cadets with those for scientific corps, *H. Brackenbury*, 7033, 7034.
Not in favour of amalgamating, *Bruce*, 6924–6926.
Amalgamation would be most unfortunate for the army, *Cambridge*, 6444–6446.
Amalgamation was contemplated in 1856, *Lefroy*, 7937. No longer in favour of it, *ib.* 7938: objects because Woolwich education would deteriorate and the united college would be too large for instruction or discipline, *ib.* 7945; but that would not apply to 400 cadets only, *ib.* 7946, if the Sandhurst system were totally departed from, *ib.* 7947. There would be idling and difficulty with the cadets who intended to purchase, *ib.* 7948–7953, 8003; but does not apprehend ill-feeling among the cadets, *ib.* 7950, 7951, 7970, 7971. Young men in a college should be under the same stimulus, *ib.* 8003. The union would be more economical than the present arrangement, *ib.* 7955.
Decidedly opposed to any amalgamation, *Milman*, 7522–7526. The Line would not like having the lowest cadets, *ib.* 7547.
Any union with Sandhurst would lower the Woolwich standard, *Napier*, 1116–1122.
Amalgamation objectionable, *Owen*, 7101–7106.
Opposed to amalgamating, *Simmons*, 6654–6656, 6658.
Would not amalgamate, *Stuart, App.* III. (A.), *p.* li.
Objects to amalgamate, *Sylvester, App.* III. (A.), *p.* xlviii.
Any union would lower Woolwich standard, *Wilson, App.* III. (A.), *p.* xlix.
Undesirable, Report, p. 22.
Woolwich Artillery Advanced Class: *see* Artillery Advanced Class.
Woolwich Department of Artillery Studies: *see* Artillery Studies.
Woolwich Garrison:
Number of chaplains in, *Fraser*, 8350.
Woolwich Town:
Distant from Academy a quarter-hour's walk, *Nicolson*, 7806. Small opportunities of dissipation, *ib.* 7809, beyond billiard-rooms, *ib.* 7807: no night houses, *ib.* 7808.
Words of Command:
Should be assimilated for the three arms, and shortened for the Infantry, *Strathnairn*, 9476.
Working Pay:
Would not give for mere instructional work, *Simmons*, 6617.

LONDON:
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

SECOND REPORT

OF

THE ROYAL COMMISSION

APPOINTED TO INQUIRE INTO THE

PRESENT STATE OF MILITARY EDUCATION;

WITH

MINUTES OF EVIDENCE,

APPENDIX, AND INDEX.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE EDWARD EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1870.

[C. 214.] *Price 3s. 6d.*

CONTENTS.

	Page
LETTER OF REFERENCE AND INSTRUCTIONS	iii
SECOND REPORT	v
Army Schools	v
Recreation Rooms and Libraries	xxiii
Lectures	xxvi
Soldiers' Institutes	xxvi
Royal Military Asylum, Chelsea	xxvii
Royal Hibernian Military School	xxxvi
School of Musketry, Hythe	xl
LIST OF WITNESSES	li
ANALYSIS OF EVIDENCE	lv
CONTENTS OF APPENDIX	lxiv
MINUTES OF EVIDENCE	1
APPENDIX	97
INDEX	230

Observations on a Memorandum of the Secretary of State for War regarding the Royal Military College, Sandhurst.

LETTER FROM THE SECRETARY OF STATE FOR WAR.

My Lord, War Office, 1st February 1870.

I have the honour to request that the Royal Commission on Military Education will now proceed to inquire into the state of general education among the Non-commissioned Officers and Soldiers of the Army and their children.

I enclose a paper of Instructions containing the several points to which I am desirous that the attention of the Commission should be more particularly drawn.

I have the honour to be,
My Lord,
Your Lordship's obedient servant,
EDWARD CARDWELL.

The Right Honourable
Lord Dufferin and Clandeboye, K.P., K.C.B.,
&c. &c. &c.

INSTRUCTIONS.

To inquire into the state of general education among the Non-commissioned Officers and Soldiers of the Army, and among their children, and to report specially on the following points:—

Whether the existing system of Army Schools for adults and children is adapted to afford the requisite amount of general education to the Non-commissioned Officers and Soldiers of the Army, and sound elementary instruction to their children.

Whether any alterations should be made in the general organisation of these schools and in the regulations under which they are conducted, in the method of inspection and superintendence, in the system of the appointment and training of teachers, and in the subjects and extent of the instruction given at them.

Whether any improvements are necessary in the organisation of Garrison Libraries, Recreation rooms, and Soldiers' Institutes, and in the system of lectures carried on in connexion with these establishments.

How far the Royal Military Asylum at Chelsea and the Royal Hibernian Military School at Dublin are adequate to fulfil the purposes for which they are maintained, and whether any improvements or alterations should be made in their general constitution and management, or in the system and course of instruction pursued at them.

Whether any alterations are necessary in the organisation of the School of Musketry at Hythe, or in the system of instruction given there.

Further to inquire into and report upon such other subjects as may seem to them likely to improve the general education of the Non-commissioned Officers and Soldiers of the Army.

SECOND REPORT.

EDUCATION OF SOLDIERS.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

SINCE laying before Your Majesty our First Report on the present state of Military Education we have continued our inquiries in obedience to the further instructions we received from Your Majesty, and we now beg leave humbly to submit our Second and final Report, relating chiefly to the state of general education among the non-commissioned officers and soldiers of Your Majesty's Army and their children.

The principal subjects to which our attention has been directed are:

Subjects of inquiry.

Army Schools for adults and children, with which are intimately connected the regulations affecting the appointment and status of Schoolmasters and Schoolmistresses.

Recreation Rooms and Libraries.

Lectures delivered to Troops.

Soldiers' Institutes.

The Royal Military Asylum at Chelsea—consisting of the Normal School for training Army Schoolmasters, and the Model School for the sons of soldiers.

The Royal Hibernian Military School at Dublin.

The School of Musketry at Hythe.

We propose to treat of these subjects in the order in which we have enumerated them, and in connection with each institution we purpose to give a brief outline of its existing organisation before stating the alterations which we venture to recommend for Your Majesty's consideration.

ARMY SCHOOLS.

Introduction of the system of Army Schools.

W. O. Circular, 27 Dec. 1811.

Royal Warrants, 21 Nov. 1846, and 21 Dec. 1846.

A system of Regimental Schools was first introduced into the Army in the year 1811, on the recommendation of His Royal Highness the Duke of York, then Commander-in-Chief, with the object of providing means of education for soldiers and their children. For many years no machinery existed for providing these schools with trained instructors, but in the year 1846 a Normal School for training Army Schoolmasters was founded in connection with the Royal Military Asylum at Chelsea. At the same time the boys' school, which had previously existed at this institution, for the education of the sons of soldiers, was entirely reorganised and converted into a "Model School," intended in its system of instruction to serve as a pattern to the various Regimental Schools throughout the Army. With the view of still further improving the state of education in the service an Inspector-General of Military Schools was appointed, and charged with the supervision of all arrangements connected with the education of soldiers and their children. The duties discharged by that Officer were at a later period transferred to the Council of Military Education, and, in consequence of the recent abolition of that body, now devolve upon their present representative, the Director-General.

W.O. Letter, 24 May 1859.

Regimental Schools.

4.

At the present time in every regiment of Cavalry and battalion of Infantry throughout Your Majesty's Army, and in each corresponding portion of the other branches of the service, a Regimental School is established for the education of the non-commissioned officers and soldiers and their children. To each school are attached a duly qualified schoolmaster and schoolmistress, who are provided with paid assistants according to the number of pupils on the school-books.

Detachment Schools.

4, 5, 93, 178.

For the use of troops detached from their regiments or battalions, when the numbers of the pupils are sufficient to justify the expense, "Detachment Schools" are organised, and placed under the charge of paid assistants, as temporary substitutes for the regimental schools at head quarters.

*** The figures in the margin refer to the numbers of the answers in the evidence. The term "Replies" refers to the replies to questions issued by the Commission, which will be found in the Appendix to the Minutes of Evidence.

General Superintendence of Schools.

Director-General.

11, 118.

The general superintendence of everything connected with Army Schools, and the appointment of teachers at home and in the colonies, is in the hands of the Director-General of Military Education. This officer issues the general regulations by which the school system is uniformly conducted throughout the service. The machinery for exercising a more immediate supervision and inspection over the schools varies in different parts of Your Majesty's dominions.

Inspectors of schools.

108 to 115. 200, 201.

At home there are, under the Director-General of Military Education, an Inspector and Assistant Inspector of Army Schools, the duties of the former officer mainly relating to Great Britain, those of the latter being entirely confined to Ireland.

Superintending Schoolmasters.

90 to 92, 115, 225.

91, 92, 205.

202.

The inspectional staff further consists of a certain number of "Superintending Schoolmasters," who are commissioned officers holding the relative rank of ensign, and are selected from the most efficient of the Regimental Schoolmasters. For the supervision of schools Great Britain is divided into nine districts, to each of which is appointed a Superintending Schoolmaster, whose duty it is to conduct an examination annually of the pupils in every regimental school within his district, and frequently to visit the schools in the garrison at which he is stationed. The schools at out-stations are not visited by him without special authority. Ireland is not at present similarly divided into districts; in that country the duties of examination of the pupils are partly shared by the Assistant Inspector of Schools. In Great Britain the Inspector exercises only a general supervision over the schools, which he visits annually, reporting upon their state, and upon the efficiency of the instructional staff, to the Director-General of Military Education.

110, 203.

The duties of the Inspector in Great Britain, and of the Assistant Inspector in Ireland, further differ in the fact that the latter officer is not empowered to grant "certificates of education" to soldiers; these certificates in both countries alike are issued exclusively on the recommendation of the Inspector of Army Schools.

Local Inspectors.

135, 136.

At some foreign stations, where large bodies of troops are quartered, there are appointed from the officers of the garrison local Assistant Inspectors of Schools, who maintain a general supervision over the schools at the station, and receive a small remuneration for performing this duty. Malta and Gibraltar are at present the only stations at which such local Inspectors are maintained; at Toronto a similar supervision is exercised by a Superintending Schoolmaster.

The present staff of Superintending Schoolmasters consists of 12 officers, nine of whom are stationed in Great Britain, two in Ireland, and one in Canada.

Present system generally satisfactory.

We consider that the present system in regard to the superintendence and inspection of Army Schools, of which we have given a brief account, is in the main well adapted to effect the objects proposed. Such changes as we recommend would be with the view of giving fuller effect to the principles on which the system is based.

Changes proposed.

203 to 205.

It appears to us that the Assistant Inspector of Schools in Ireland occupies a somewhat anomalous position, from the mixed character of his duties, which correspond with those performed in Great Britain partly by Superintending Schoolmasters, and partly by the Inspector. We are decidedly of opinion that this intermixture of duties is unadvisable, and that an officer charged with the duty of general inspection should be entirely relieved from that of personal examination of pupils. We are confirmed in this opinion by the evidence of Colonel Gleig, the Inspector of Schools, who, in contrasting the English and Irish system of inspection, states that he thinks "the English "system is the best because it places the schools under one head."

205.

System of inspection.

206 to 211.

396: Col. Gleig, Memo.

We therefore recommend that the system of inspection in Ireland should be assimilated to that now existing in Great Britain, and that the whole should be placed under one responsible head, in place of under two separate, and to a considerable extent independent, authorities. Our attention has been turned to the question whether it might not be advisable to extend the duties of the present Assistant Inspector to Great Britain as well as Ireland, making him entirely subordinate to the Inspector, whom he might assist in his supervision of the Army Schools in the whole United Kingdom. We have, however, come to the conclusion, which is supported by the evidence of Colonel Gleig, that such assistance is unnecessary, if the Inspector be relieved not only from the duties of actual examination, but also from the necessity of personally visiting every school in the course of each year. These latter duties (subject to the check of occasional visits from the Inspector) might, in our opinion, be satisfactorily performed by the Superintending Schoolmasters, whose title, in consequence of the more responsible duties thus devolving upon them, we propose to change to that of "Sub-Inspectors of Army Schools." We

are also of opinion that it is unadvisable to interpose any intermediate authority between the responsible Inspector and his staff of subordinates. We therefore recommend that the office of Assistant Inspector should be abolished, the duties of general supervision now performed by him in Ireland being transferred to the Inspector—who at present decides upon the certificates of education to be granted in that country—and those of examination being entrusted to the Sub-Inspectors. By this arrangement the superintendence of schools will be centralised, and uniformity of system introduced throughout the whole of the United Kingdom.

The change may possibly necessitate a slight increase in the staff of subordinate officers acting under the Inspector, more particularly in Ireland. We are of opinion that there should be at least one Sub-Inspector in each Military District throughout the United Kingdom.

Examinations.

At present the pupils in each school are examined once a year by the Superintending Schoolmaster, in addition to which the Regimental Schoolmasters are required to hold independent examinations half-yearly. By this arrangement every school, besides being generally inspected by the Inspector, is subjected to at least three (and sometimes even four) examinations in the course of the year. The evidence we have received leads us to believe that under the present system of inspection the examinations are too frequent, and interfere unduly with the working time of the schools. It has been represented to us that the report of a schoolmaster upon his own school is unlikely to afford unbiassed information regarding the attainments of the pupils; we therefore recommend that all reports upon schools shall be made, and all examinations be conducted, in future, by independent authorities. We have already stated that we consider it unnecessary that every school should be personally visited in the course of the year by the Inspector, but we are of opinion that a thorough inspection and examination of each should be made half-yearly by the Sub-Inspector of the district. These examinations should, we think, take place a short time previously to the half-yearly inspection of the respective regiments by the inspecting general officer, who would thus have an opportunity for judging, from the report made by the Sub-Inspector, of the state of the school and the results of the instruction in each regiment.

140.

196, 351; Col. Gleig, Mr. McLeod, Memo.

512.

Returns, &c.

From the evidence we have received we are led to believe that the Reports and Returns at present required from both Superintending and Regimental Schoolmasters are too numerous and cumbrous. We recommend that their number be, as far as possible, reduced, and that the reports at present forwarded monthly by Regimental Schoolmasters through their commanding officers be in future only required quarterly.

351, 352, 676; Mr. McLeod Memo.

System of schools in India.

Before concluding our recommendations on the subject of the general superintendence of schools we think it necessary to observe that the system of Army Schools in India is not, as in other parts of Your Majesty's dominions, under the control of the Director-General of Military Education. That officer has no direct authority over the local Inspectors of Schools in India, of whom there is one in each Presidency. The training and appointment of Schoolmasters and schoolmistresses are in India conducted on a different system from that prevailing in this country. It has been represented to us that great inconvenience results from this arrangement, and that the Council of Military Education have for many years constantly urged the amalgamation of the school system in India with that at home. It has also been stated to us by a witness who had himself served as a schoolmaster in India, that the schools in that country are conducted in a less satisfactory manner than at home, and that the system of superintendence is inferior. We are aware that there may be local difficulties, into the consideration of which we have not entered, in effecting such an amalgamation as has been recommended by the Council; but, if these difficulties are not insuperable, it appears to us *primâ facie* extremely desirable that the general system of Army Schools, the method of inspection and superintendence, and the training and appointment of teachers should be conducted on uniform principles in India and in other parts of Your Majesty's dominions; and we recommend that attention should be directed to this subject.

137 to 139.

197.

612 to 614.

Sir H. Grant, Replies.

Existing machinery for schools.

As we have already stated, at the head-quarters of every regiment and battalion in Your Majesty's service a school is established, to which a schoolmaster and schoolmistress, with a certain number of paid assistants, are attached. In many barracks Chapel Schools have been erected, which are used both for secular instruction and for divine service; and where these special buildings do not exist, barrack-rooms are appropriated for school purposes. An ample supply of books and other materials for instruction is also furnished at the public expense. The machinery thus provided is employed in affording means of education both to children and adults.

62, 63.

69.

156, 157. 159, 160, 243, 991, 2268.

For the proper management of the Regimental Schools, and their conduct in accordance with the general regulations issued, commanding officers are directly responsible; and the evidence we have received shows that they in general evince great interest in the institutions, and give them every countenance and support.

Schools for Children.

Admission to the schools. 26, 27.

The children's schools are mainly intended for the children of the non-commissioned officers and soldiers of the regiments or battalions to which they are attached; but they are also open to the children of officers, of subordinates employed in the military departments, of pensioners, and of civilians immediately connected with the Army.

Payments exacted. 124.

Payment of fees is required from all children, except those of soldiers serving abroad who have been prevented from accompanying their fathers. The fees paid monthly for the children of non-commissioned officers and soldiers are twopence for one child, threepence for two children of the same family, and one penny for each of three or more children. Threepence a week for each child is charged in the case of the children of those people not in actual military employment to whom the privilege of admission to the schools is extended. The fees charged for the children of officers vary from 5*s.* a month for one child to 12*s.* 6*d.* for four children of the same family. Officers' children receive precisely the same instruction and treatment as the others with whom they are associated in the school classes.

175.

The fees thus paid are credited to the public, but amount to little more than 1,400*l.* a year.

Compulsory attendance. 24, 392. Queen's Regulations, par. 452.

The attendance at school of the children of non-commissioned officers and soldiers married with leave is compulsory, commanding officers of corps being directed by Your Majesty's Regulations to require "that all married soldiers shall send their children to "the school of the regiment or garrison, on pain of being liable to be deprived of the "privileges attendant on the residence of their wives in barracks." It appears that at

4, 18.

the present time the Army Schools at home and in the colonies afford education to about 20,000 children.

Infant and grown children's schools. 21.

The children's schools are divided into "infants'" and "grown children's" schools. The infants' school is placed entirely under the charge of the schoolmistress, generally, though apparently not always, in a room set apart for the purpose. The elder children of both sexes attend school together in the morning under the schoolmaster, but are separated in the afternoon, when the boys still remain under the master, while the girls are associated with the infants for special instruction under the mistress.

Separate girls' schools exceptional.

In one or two large garrisons, such as Woolwich and Chatham, where, from the number of troops of the same corps, the Regimental School reaches an unusual size, the education of the girls, after they rise above the class of infants, is entirely separated from that of the boys. In these cases there is a special girls' school, with its allotted mistress. This is, however, an exceptional arrangement, the mixed school plan being almost universally adopted.

Infant schools. 6, 171.

No limit of age is fixed for admission to the school. Children are frequently sent to the infant school with their elder sisters so young that they cannot derive any benefit from the instruction.

Grown children's schools. 21, 23, 120 to 123.

There is, likewise, no fixed line of demarcation in regard to age between the infants and the grown children; and although by the regulations children should remain in the infant school until they are able to read words of two syllables at least, this rule does not appear in practice to be observed. The transfer of a child from one class to another is left to be arranged between the schoolmaster and schoolmistress; boys, however, are not allowed to remain in the infant school after eight years of age.

Garrison infant schools.

In a few large garrisons where a number of regiments are quartered—such, for instance, as Aldershot—a system has been tried by which the infant schools of several different corps, in place of being conducted regimentally, are combined and placed under the charge of a single schoolmistress.

School hours.

The ordinary school hours are from 9 to 12 in the morning and from 2 to 4 in the afternoon. On Saturday there is no afternoon school.

Assistant teachers. 57. 56. 144.

The schoolmaster is assisted by a certain number of soldier assistants appointed from the soldiers of the regiment or battalion to which the school belongs. The schoolmistress receives similar assistance from pupil-teachers and monitresses, the latter being selected from the more advanced girls attending the school. The monitresses join the grown children's school for a short period every day, for instruction under the schoolmaster. We shall have occasion in a later portion of our Report to speak of the principles which regulate the appointment of the assistants of both sexes.

The subjects of instruction in the grown children's schools comprise reading, writing, ctation, singing, grammar, English history, geography, arithmetic, and in some cases gebra. In the infant schools, spelling, reading, and singing are the subjects chiefly ught. The afternoon school attended jointly by the infants and girls is termed an Industrial School," in which the pupils are taught various kinds of needlework. In aid these industrial schools a capitation grant of 5*s.* per annum for each pupil over four ars of age, calculated on the average daily attendance of the previous year, is allowed wards the purchase of materials, the articles made up being afterwards distributed, nder the authority of the commanding officer, as rewards for good conduct and skill nongst the children. Beyond the needlework taught in the industrial school no in- ruction in any kind of industrial employment is given to either boys or girls.

Subjects of instruction. 43 to 45.

Industrial schools. 46 to 51.

52, 54, 134.

In religious instruction careful attention is paid to the religious predilections of the rents. The school is opened each morning with prayers and a simple Bible lesson, sting for half an hour, but attendance at this is voluntary with children not of the me religious persuasion as the teacher. On two days in each week an hour is specially t apart for the purpose of instruction by the Chaplains of the several denominations to hich the children belong. Separate hours are fixed during the week for the religious struction of enlisted boys serving with regiments, their attendance at this instruction eing compulsory.

Religious instruction. 64, 65, 289, 290.

Chaplain-General, Memo.

Sunday schools are likewise formed for religious instruction, but the arrangements onnected with them are left in the hands of the Chaplains of the Forces. School- asters and schoolmistresses are, however, liable to be required by the Chaplain of ne denomination to which they themselves belong to assist him in the Sunday school struction. In some cases, though not universally throughout the Army, a special rvice for children is conducted on Sundays by the Chaplain.

Sunday schools. 66. 530. 1291.

Having thus briefly reviewed the existing arrangements for children's schools we feel ound to express our belief that they are on the whole such as to provide the means f sound and useful elementary education to the children of the non-commissioned fficers and soldiers of Your Majesty's Army. The evidence we have received leads s to believe that the educational results of the schools are decidedly successful, as mpared with those of civil schools of a similar class. Colonel Pocklington, a member the late Council of Military Education, expresses his belief that "the educational status of our Army Schools is far beyond that of village schools;" and the Chaplain- eneral says, "I have had many opportunities of examining schools both in London and in the country, and I think that nothing approaches the generality of our Military Schools." Instances are also mentioned in which the pupils of Army Schools have oved their superiority over those educated at civil schools in competitive examinations eld in connection with the Society of Arts. The regularity of attendance, which is nforced by the authority of commanding officers, gives the instructors a distinct advan- ge over those of the National Schools of the country, and contributes greatly to the tisfactory progress of the pupils. The subjects taught appear to us in general well dapted to the social condition and future wants of the children, and the system of struction seems to be well devised and practically successful in its results. It is also vident that the advantages afforded by the schools are highly appreciated by the parents. Ve therefore find it necessary to recommend but few changes in the children's schools.

Results of children's schools. 224, 241, 302, 669, 1280. 25. 1280. 241, 302. 24, 389, 392. 457, 887, 902, 947.

We have considered the question whether it would be desirable to curtail the privilege attending school now extended to others than the children of the non-commissioned fficers and soldiers serving in Your Majesty's Army, but we have come to the conclusion at it would be unadvisable to do so. The number of such outside pupils is at present pproximately estimated at about 3,000, out of a total number of 20,000 children ttending school. No representation has been made to us that the attendance of such upils interferes in any way with the instruction of the children of soldiers; and the egulations guard against such a result by making the sanction of the commanding fficer necessary to their admission. Their presence may in some cases necessitate an creased number of assistant instructors; but the expense thus caused is small in com- arison with the great boon afforded to those who, though not actually engaged in ilitary service, are more or less directly connected with Your Majesty's Army. The xclusion of their children from Army Schools would in many garrisons, where civil chools are remote from barracks, inflict a hardship upon parents whose occupations equire them to live in close proximity to the troops; more particularly at foreign ations it might often be impossible to find any other means of education than those fforded by the regimental schools.

Admission of outside pupils. 28. 361.

Officers' children.

We also consider that the regulation which at present provides for the admission of the children of officers to the regular school classes is sound and just. Though but few avail themselves of the privilege, the opportunity of cheap education for their children affords at all times a valuable advantage to a highly deserving class of officers; while at the remote and isolated stations in which some of Your Majesty's troops are always

1020, 1021.

quartered, occasions may frequently arise when the privilege would be highly prized by those who, when other schools were within reach, would not avail themselves of it.

We are, however, strongly of opinion that in all cases in which advantage has been taken of the privilege of admission to a regimental school regularity of attendance should be strictly enforced. The attendance of the outside pupils is represented as being less

1118.

regular than that of those upon whose parents the authority of the commanding officer can be more directly brought to bear; and we recommend that, a child's name having once been placed upon the school books, irregularity in attendance, without sufficient cause, should be stringently visited with forfeiture of the privilege of admission to the school.

Payment of fees.

With regard to the fees charged to the pupils, we are of opinion that a wider distinction than at present should be drawn between the children of those actually serving in Your Majesty's Army, and of others who are exceptionally permitted to take advantage of means of education not primarily intended for their benefit. We consider that the same fees as at present should continue to be demanded from the latter class; but we

374, 677, 678.

recommend that no payment should be required for the children of either officers, non-commissioned officers, or soldiers actually engaged in military service. The expense entailed by the remission of these fees would be trifling, the total amount realised by them annually being only 1,400*l*. At present the motive of saving the fee undoubtedly

390, 391.

in some cases acts as a temptation to parents to keep their children absent from school for the whole month when they have lost a part of it; while, as has been

676.

pointed out to us by a witness of long experience in teaching, the system of fees necessitates a multiplication of returns, to which we have already referred as imposing unnecessary labour on the schoolmaster. The argument that people in general only value what is paid for, does not appear to us to be applicable to soldiers in the same degree as to civilians. There can be no reason why a soldier should feel any sense of dependence or pauperism in availing himself of what would be considered one of the natural advantages of his military service. The privilege of free education has already been granted, in our opinion most wisely, to the soldier himself; and we strongly recommend that the same privilege should be extended to his children.

Infant schools.

Complaints have been made to us by the schoolmistresses we have examined, of the early age at which children are frequently sent to the infant schools. It is stated that

1092 to 1097, 1196 to 1199.

in many cases they are not only too young to benefit by the teaching, but that their presence also interferes with the instruction of the elder children. The convenience to parents induces us to abstain from recommending the exclusion of such infants. At the same time we think it would be desirable, wherever the number of children is sufficient

1123, 1139, 1140, 1149, 1203.

to justify the expense, that a room should be set apart for the very young children where they might be placed under the charge of a pupil-teacher or monitress during the industrial school hours. We also consider that a separate room with special apparatus should be provided for the infant school, distinct from that in which the older children are taught. Much inconvenience to the schoolmaster, and interference with the instruction of the elder pupils, must necessarily result from the presence of children of the age at which many are sent to the infant school.

Garrison infant schools.

Garrison infant schools—as contrasted with those regimentally conducted—are, as we have previously stated, quite exceptional. From official correspondence on the subject which has been laid before us, we have formed the opinion that these amalgamated garrison schools have not been found to work satisfactorily. We consider it preferable that in large garrisons the children of each regiment should continue under the charge of their special mistress, as must necessarily be the case when the regiment is moved to an isolated station. The inconvenience caused by the distance to which children have often to be sent to such garrison schools is also a strong argument against them. We believe, moreover, that the separate regimental system is more likely both to stimulate the zeal of the teacher, and to create that interest on the part of officers and others connected with the regiment which is universally represented to us as having the greatest effect upon the efficiency of a school.

Importance of infant education.

In addition to the suggestions we have made for improving the accommodation provided for infant schools, we wish to point out the necessity of paying strict attention to the instruction given in them. It is impossible to attach too much importance to the

bject, as experience has shown that the successful results of later education depend, to very great extent, on the care bestowed upon infant teaching.

Industrial instruction.

We have already stated that no industrial occupation is taught in Army Schools, with he exception of the instruction in needlework given to girls and infants in the afternoon ndustrial school. From the evidence before us we have come to the conclusion that the rrangements with regard to the capitation grant of 5*s.* a head in aid of the expenses of he industrial school are not on a satisfactory footing. All the witnesses we have examined on this subject agree in stating that much misconception exists among the arents of children in regard to this grant, and that great discontent is thereby caused. A general impression prevails that the grant is intended to assist in providing clothing or the children, and not merely for the purchase of materials for instruction. For the ormer purpose the sum allowed is manifestly insufficient, while for the latter it is stated by every witness to be largely in excess of that required.

363 to 366, 597, 662, 1099, 1215, 1233; Mrs. C., Mrs. D., Replies.

We are clearly of opinion that the latter is the real and sole intention of the grant, and ve accordingly recommend that this fact should be clearly made known to parents, and hat the amount of the grant should be reduced to 2*s.* 6*d.* a head, a sum which is repre- ented by several witnesses as amply sufficient for the purchase of an adequate supply of materials for instruction in needlework.

336, 597, 662; Mrs. D., Replies.

Its extension recommended.

We also strongly recommend that opportunities for further industrial training should e afforded both to boys and girls. We would suggest that, whenever practicable, the girls attending school should receive instruction in domestic duties; and that advantage hould be taken of the regimental workshops, and other existing means, to give the elder boys, for whom no kind of industrial occupation is at present provided, some insight nto trades such as tailoring, shoemaking, carpentry, farriery, saddlery, armourer's and smith's work, engineering, &c. The advantages of instruction of this nature are already recognised by Your Majesty's Regulations, in which "it is suggested, as an arrangement ' which may be adopted with advantage in all corps in which regimental workshops have ' been established, that every facility should be given to the elder boys for instruction ' in trades."

Sir H. Grant, Replies; 981, 1013.

Queen's Regulations, par. 428.

We have, however, found no trace in the evidence we have received, of any systematic attempt to give effect to this suggestion. It is unnecessary for us to point out the great benefit that would accrue to children in the class of life of the pupils of an Army School from some kind of industrial training in youth, whatever may be their future career; while, as the sons of soldiers in numerous cases enter the military service, the arrangement we propose may help to extend an acquaintance with trades among the rank and file of Your Majesty's Army. At the boys' school of the Royal Military Asylum at Chelsea—which is a Model School for the regimental schools of the army—instruction in trades, though only to a limited extent and on an unsatisfactory system, is at present afforded to the pupils. In recommending that the sum saved annually by the reduction we have proposed in the present industrial grant, together with such an additional sum as may be found requisite, should be devoted to providing, in connection with regimental schools, an extended system of industrial training for both boys and girls, we beg to refer to the suggestions we shall hereafter make for improving the instruction at the Model School.

Religious instruction.

As regards religious instruction we see no reason for recommending any change in the existing regulations, which appear to us to work satisfactorily. We are, however, of opinion that both schoolmasters and schoolmistresses should, after the labours of the week, be relieved from necessarily taking part in Sunday school instruction. At present their liability to do so depends upon the will of the chaplain, and the practice varies at different stations, many chaplains not requiring the attendance of the masters and mistresses. We consider that this should become the universal rule, that it should be part of the duty of the chaplains to organise and conduct Sunday schools, and that Sunday teaching should be left in their hands, aided by such lay assistance as we believe will always be found spontaneously forthcoming. We also think it highly desirable that the system of special services on Sundays for children, which at present, though only occasionally adopted, is spoken of by the Chaplain-General as very valuable, should be more universally carried out.

292, 1287 to 1290.

Sunday school teaching.

531, 682, 698 to 700, 1133 to 1136, 1172.

1291, 1297.

Attendance at school on Saturdays.

The question of exempting masters and mistresses from attendance on Saturdays as well as from Sunday school teaching has also engaged our attention. At present no adult school is held on Saturday, which is a half holiday, the duties of the teachers being confined to the children's school during the morning. It has been represented to us that the attendance of the children on this day is so irregular, from the large number kept at home for domestic duties by their parents, that little advantage is derived from the Saturday school. It has also been urged that the teachers after five days' con-

701, 702, 1132, 1170, 1171, 1200, 1201.

tinuous occupation stand in need of mental and physical rest. We are, however, of opinion that, although the attendance of the pupils on Saturday may be irregular, it would be unadvisable to deprive those who are in the habit of attending of the opportunity of instruction, and to throw them for the whole day entirely on their parents' hands; and as we have recommended that the teachers should be relieved from all duty on Sunday, we have the less hesitation in requiring the continuance of their attendance during a portion of the day on Saturday.

Moral effects of schools. 1280.

Before concluding our remarks on children's schools we wish to refer briefly to their moral effects. If these are not in all respects so satisfactory as might be desired, they at all events appear not to fall short of those produced by similar institutions in civil life. The Chaplain-General, who as Inspector-General of Military Schools for many years, has had great experience on this subject, in speaking of the moral condition of soldiers' children, says:—"I have seen them in all situations, and I honestly declare that in my "opinion they are better disposed than young people of the same class in civil life. The "moral influence upon them of the schools, both secular and religious, is very striking." The direct influence of the teachers, it is true, appears to extend little beyond the school. One important witness, a commanding officer of great experience, goes so far as to express his belief that with the present class of teachers less attention is paid to the children out of school than in former days, when a regimental serjeant was appointed schoolmaster. We should have been glad, if it had appeared to us practicable, to extend the responsibility of the schoolmaster in this respect; but although it is certain that much good may be effected by the example and influence of individual teachers, it does not appear to us possible to require schoolmasters, as a matter of general regulation, to exercise any special control over the children out of school-hours. The direct responsibility for the moral welfare of their children out of school, we consider, is a duty which must in a regiment, no less than in civil life, devolve mainly upon the parents.

Chaplain-General, Memo. 1255, 1273. Col. Shute, 1254.

Schools for Adults.

Organisation.

Adult Army Schools are established for the purpose of affording a sound and useful education to the non-commissioned officers and soldiers serving in Your Majesty's Army. They are entirely under the charge of the schoolmasters, the same accommodation, material, and staff being employed as for the elder children's schools. The adult school is in general held during the afternoon, frequently at the same time as the afternoon boys' school.

Gratuitous admission.

The adult school is open gratuitously to all non-commissioned officers and soldiers of the regiment or corps in which it is established. Formerly fees were paid by those under instruction, but for some years past these payments have been abolished, in the belief that they operated as a discouragement to attendance. This change, however, appears, both from the published Reports of the Council of Military Education, and from the evidence we have received, to have been followed by little improvement in the regularity of the attendance. Attendance at school is not made compulsory even on the most uneducated soldiers by any general regulations; and although, by one of the Articles for the better government of Your Majesty's Army, commanding officers are empowered to bring a soldier to trial by court-martial for absenting himself from school when duly ordered to attend, the evidence we have received proves clearly that advantage is not generally taken of the powers so conferred. The question of enforcing attendance being left entirely to the discretion of commanding officers, the practice on the subject varies widely in different regiments. In some corps attendance is enforced generally, in some only on recruits, in some on non-commissioned officers and recruits until duly qualified; in others attendance is entirely voluntary.

Attendance not compulsory. 32nd Article of War. 33, 34, 60, 130, 813. Replies.

Subjects of instruction. 61.

The main subjects of instruction in the adult schools are reading, writing, arithmetic, English history, and geography.

Certificates of education. 106, 110, 202, 222.

Certificates of education are issued by commanding officers, on the recommendation of the Inspector of Army Schools, to such students as pass a satisfactory examination in certain of the subjects taught. These certificates are of three classes: for the lowest or third class certificate, reading easy narratives, simple writing from dictation, and a knowledge of the four compound rules in arithmetic, and of the reduction of money, are required. For the second class certificates, greater facility in reading and in writing from dictation, an acquaintance with regimental accounts, and the power of working questions in practice, simple interest, and proportion, are demanded. The first class certificate implies a good education in reading, writing, and arithmetic, a thorough acquaintance with regimental accounts, and a fair knowledge of two other more advanced subjects among a list of ten from which a candidate is allowed to make his choice. These ext

ubjects comprise English history, general geography, algebra, mensuration, plane trigo-
ometry, practical geometry, fortification, drawing, surveying, and chemistry. The
xaminations for the certificates are conducted in the presence either of a Superintending
choolmaster or of a Board of Officers; the papers are looked over and marked by the
uperintending Schoolmaster, and are then forwarded to the Inspector of Army Schools,
ho communicates to the commanding officer of each regiment the class of certificate
which a candidate is entitled. 202.

No uniform rule prevails as to the positive advantages conferred by the possession of a ertificate of education. In some corps the possession of a certain certificate is made an dispensable condition of promotion to a certain grade; in other cases a regimental xamination is employed as the test; in others again no educational qualification is xacted, promotion being dependent simply on personal recommendation. Want of uniformity in the use of certificates. Replies.

In connection with the ordinary school, which is open to all non-commissioned officers nd soldiers who wish to attend it, a system of special classes has within the last few ears, on the recommendation of the Council of Military Education, been organised in any regiments for the instruction of specially selected students. The main object f the formation of these classes is to meet the prejudicial effects caused by irregularity f attendance upon the progress of pupils in the ordinary school classes. To form a pecial class in a regiment a certain number of men, generally about 25 or 30, selected y the commanding officer, are exempted from all duties with the exception of being able for guard on Saturdays, with the object of enabling them to attend school regu-rly every day. The class attends, as a rule, at a different time from the ordinary pupils. o special subjects are taught, the main advantage being a regular and systematic course f instruction. The formation of these classes is left to the discretion of commanding fficers, and though their numbers are at present on the increase, and their advantages re becoming yearly more appreciated, it does not appear that they are so general hroughout the service as could be desired. Special classes. 3, 35. 38 to 41. 3, 35, 184.

From this review of the existing arrangements for adult schools it would appear that mple opportunity is afforded to non-commissioned officers and soldiers for acquiring a ound and useful education. The instructional staff is the same as that employed for the hildren's schools, the educational results of which, we have already stated, appear to us atisfactory. Adequate accommodation is provided, and the supply of materials for in-truction is ample. No defect is apparent in the system of teaching, or in the mode of scertaining its results. Yet we feel bound to record our opinion that these results are ot satisfactory, nor such as the machinery employed and the expenditure incurred would ntitle us to expect. Unsatisfactory results of adult schools. 69. 3, 212, 302, 513.

This must, we think, be to a great extent attributed to the want of any uniform method, established by authority, of giving full and general effect to the advantages offered to Your Majesty's Army. The enforcement of attendance at school, the use of certificates of education, the organisation of special classes, are all alike at present governed by no general regulations. Each is dependent on the will of the commanding officer; and though we are bound to state that commanding officers generally appear to take great interest in the education of those under their command, yet the want of uniformity of system in various regiments naturally leads to a wide difference in results. We must express our conviction that the education of the army cannot be placed on a satisfactory footing until some system, founded upon uniform principles, be generally applied, designed to turn to more account the means of instruction placed within the reach of the army. Want of uniformity of system. 3, 31, 733, 752; Replies.

The evidence which we have received clearly shows that the great obstacle to the progress of education among soldiers is irregularity of attendance. Not only is attendance in the first instance voluntary, but even those whose names have been entered on the school-books appear habitually to be absent from the classes. Although the number of adults on the school-books in 1867 was nearly 39,000, and has probably considerably increased since that time, this number very far exceeds those whose attendance is sufficiently regular to enable them to profit by the instruction. It has been stated to us that out of 200 or 300 men's names on the school-books of a regiment, "there would not probably be an average attendance daily of more than 30 men." Colonel Pocklington, the member of the Council of Military Education who had the special charge of Army Schools, states in his evidence, that "there are a great number "of men whose names are put upon the school-books but who only attend twice or "three times a month, or once a week." It is obvious, as the witness remarks, that "very little good, as regards education, can result when the attendance is so limited." It is true that by Your Majesty's Regulations, commanding officers are directed "to Irregularity of attendance. 18, 36, 132, 213, 265, 302, 741, 742. 36. 14. 3. Queen's Regulations par. 458.

"afford every facility for men whose names are on the school-books to attend regularly, "and are to require them to do so as a parade or duty;" and, as previously stated, they are empowered to bring to trial before a court-martial any soldier "who, without "due cause or without leave from his commanding officer, shall absent himself from the "garrison or regimental school, when duly ordered to attend there;" but we are led to believe that few commanding officers would under the existing regulations be disposed to have recourse to such a measure. In fact it seems to us that the power of enforcing attendance at school is not at present sufficiently recognised either by the commanding officer or the soldier.

32nd Article of War.

34, 60.

130, 813; Lt.-Gen. Eyre, Replies.

Possibility of introducing compulsory attendance.

The question which has most seriously occupied our attention in reference to this subject is, whether it would be desirable to make attendance at school compulsory throughout Your Majesty's service on all soldiers who do not possess a simple rudimentary education. In reference to this point we have taken the opinion of numerous commanding officers and other officers of experience.

In the case of old soldiers;

183, 219, 306, 513, 768, 770, 1260.

Of recruits.

From the evidence we have received, we have come to the conclusion that it would be unadvisable to introduce such a system with men who have already for some time been in the service. Men of this class, who in spite of the opportunities afforded them still remain uneducated, would, it is to be feared, in general either from their age be unlikely to profit by instruction, or from prejudice and previous habits be unable to appreciate the advantages of education. The same difficulties, however, do not occur with younger soldiers; and we are strongly of opinion that in the case of recruits, and of all men hereafter entering Your Majesty's service, education up to a certain point should be insisted upon, and that attendance at school should be enforced as a duty upon all who are unable to prove their possession of the required amount of knowledge.

2244; Replies.

Though some of our witnesses have expressed themselves as strongly unfavourable on general principles to compulsory education of any kind, they do not for the most part appear to have any special military grounds for their objections to the application of the principle to the army. On the other hand, the preponderance of the evidence we have received appears to be in favour of requiring the soldier to avail himself, at least to a limited extent, of the means of instruction afforded him; and more than one witness has stated that, until the attendance of recruits at school be made compulsory, no material improvement can be hoped for in the educational condition of the army. Apart from the general grounds on which the claims of education rest, there are, more particularly at the present day when greater demands are made than formerly on the intelligence and self-reliance of the private soldier, peculiar reasons for making it in the highest degree desirable that he should at least have a rudimentary education. Nor would the advantages of an improvement in the education of the soldier be confined only to the army itself; from the larger number of men who, with shortened periods of service, will annually pass from the ranks into civil life, the educational condition of the soldier will to some extent affect that of the community at large, and the army may in time become an auxiliary in promoting popular education.

130, 181, 182, 198, 214, 303, 408, 515, 727, 785, 822, 966, 1260; Replies.

Col. Pocklington, 3; Col. Gleig, 212 to 215; Mr. Belling, 303; Schoolmaster A., 513.

Amount of knowledge to be required.

130, 727.

We do not think it either necessary or desirable that any high standard of attainments should be universally required of soldiers; and we propose to confine the educational qualification compulsory on all to simple reading, writing, and arithmetic, as tested by the ability to obtain a certificate of a distinctly lower degree than the third class certificate at present in existence.

Time at which attendance at school should commence.

198, 386, 727, 728; Replies.

215, 407, 408, 514, 633, 815 to 821, 889, 967; Replies.

While, however, the opinions of the majority of our witnesses appear to prove conclusively that there would be neither difficulty nor hardship in enforcing on young soldiers compulsory attendance at school, opinions are more conflicting as to the time at which this attendance should commence. It is urged by many witnesses that the education of the young soldier should begin from the date of his entering the service; while others consider that its commencement should be deferred until he has acquired some knowledge of his drill, and the earlier and more severe portion of his military training has been concluded. In infantry regiments there can be little doubt that time can easily be found for the attendance of the recruit at school, even during the period when he is learning his drill; and though in mounted corps it has been urged that the time of the recruit on first joining is more occupied with the multiplicity of military duties which he has to learn, we find that even in these branches of the service it has in several instances been customary to require the attendance of recruits at school. We cannot consider that a system which has been adopted without difficulty in some cavalry regiments, and is advocated by several commanding officers of experience, can be impracticable in others. It appears to us moreover desirable to establish uniformity of system, as far as practicable, in the various branches of the service. It has been represented to us that it is advisable that the recruit should be taught to regard his education as a necessary

815, 889.

Sir J. Scarlett, Lt.-Gen. Eyre, Maj.-Gen. Russell, Maj.-Gen. Murray, Maj.-Gen. Carey, Col. Phillpotts, Col. Smyth, Col. Eaton, Col. Baker, Col. Oakes, Col. Jenyns, Col. Cureton, Col. Randolph,

luty equally with his military training, and that on first joining he is probably less nclined to dislike schooling than he would be at a later period of his service. The time f a recruit also is not, like that of the drilled soldier, subject to interruption from guards, ccessitating broken rest, and other duties, so that regularity of attendance (to which we scribe the greatest importance) can more readily be secured. We therefore recommend hat the compulsory attendance of a recruit at school should commence from the time f his entering the service, and be continued *pari passu* with his drill, until he is in ossession of a certificate of the lowest class. At the same time opportunity should be iven to a recruit on first joining to show whether he possesses the requisite amount f education, and those who give proof of this, by passing the required examination for he certificate, should be exempt from compulsory attendance. In the case of enlisted oys, we consider that the compulsory attendance may with advantage be continued for longer period than with ordinary recruits, and the obligatory educational qualification ay be placed higher. We therefore recommend that, in accordance with the practice t present prevailing in many regiments, boys should be required to attend school until hey obtain a second class certificate.

Col. Cameron, Col. Robertson, Lt.-Col. Mostyn, Col. Gloster, Replies; Col. Elrington, 727.

386, 727, 728.

888.

309.

In order to establish uniformity of system, and to ensure regularity of attendance, we hink it absolutely essential that a certain number of hours in each week should be set part by general regulations for school purposes, during the period for which the recruit s under instruction. It would probably be necessary that the number of hours required hould vary, according to both the season of the year and the branch of the service to which the young soldier belongs; and while the total amount of weekly attendance to e enforced in each case should be definitely specified by superior authority, we consider desirable that discretion as to the actual daily distribution of the time should be left to ommanding officers.

Amount of attendance requisite.

217, 2257.

2256.

859 to 861, 2255, 2316.

Owing to the varying conditions of the different branches of the service we do not ttempt absolutely to determine the specific number of hours weekly during which atten- ance should be enforced in each case. We desire, however, most particularly to call ttention to the strong evidence we have received of the advantages of regular attendance, ven for a few months, as compared with irregular attendance extending over a much onger period. To ensure the satisfactory progress of a pupil the chief requisite is that he course of instruction should be systematic and uninterrupted. Several of our witnesses have stated their opinions as to the number of hours in the week which it would be possible to devote to school, and the length of time within which, with egular attendance, a rudimentary education could be acquired. We consider that an ttendance of not less than five hours should, as a rule, be enforced, an amount which, we believe, it will be found possible to exact, at least during the winter, even from recruits n the mounted branches of the service. With this weekly time devoted to school, and with regularity of attendance secured, we believe that in the great majority of cases a ecruit by the time he has been dismissed drill will have made such progress as to enable him to pass the necessary examination. Cases may no doubt occur in which natural naptitude or disinclination to learn may prevent a pupil from acquiring even the small amount of knowledge implied in the possession of a fourth class certificate. Such cases will, however, we believe, prove rare, and may be exceptionally dealt with.

275 to 277.

275, 394; Sir H. Grant, M.-Gen. Russell, M.-Gen. Murray, Col. Eaton, Col. McDonald, Lt.-Col. Sprot, Replies.

638 to 640, 2250 to 2252.

Although we have not considered it advisable to extend the compulsory education of he recruit beyond the acquisition of the mere rudiments of knowledge, it is highly desirable that every encouragement should be given to the trained soldier for further self-improvement. While reliance must in the main be placed upon his own spontaneous efforts, these efforts should be aided and stimulated. We have carefully considered in what way further encouragements than those now existing could be given to education n the army after the period of compulsory attendance at school has terminated. Suggestions have at various times been made to the Council of Military Education, and have also been brought to our notice, with the object of instituting a system of pecuniary rewards, either for educational attainments proved by the possession of certificates, or for voluntary attendance at school. Apart, however, from many practical difficulties which would, we believe, occur in carrying out such a system, we are decidedly of opinion that t would be in principle objectionable to create in the mind of the soldier the idea that education was to be regarded not as an object in itself to be desired, but merely as a means of increasing his daily pay.

Encouragements to educational attainments.

2253.

Lieut.-Gen. Eyre, Col. Robertson, Replies; Mr. McLeod, Memo.

We consider, however, that a more general use might be made of school certificates as an instrument for encouraging education. We have already explained the nature of the present three classes of certificates. To these we propose to add a certificate of a fourth and lower class, the qualification for which should be ability to read an easy narrative, to copy a passage from the same, and to work the four simple rules in arithmetic. This

Changes in regard to certificates.

certificate should be required from every recruit before being dismissed school; and we consider that it should be issued by the commanding officer on the recommendation of the Sub-Inspector of the district; the three higher certificates should continue to be granted exclusively on the recommendation of the Inspector of Army Schools. The qualifications for these latter certificates we propose to leave as at present, with the exception that for obtaining a certificate of the first class a knowledge of only one extra subject, instead of two, should be required—a change which has been recommended by Colonel Gleig, and the Superintending Schoolmaster whom we examined. It has, however, been brought to our notice that the examinations for certificates of all classes are at present so stringently conducted as to render success unnecessarily difficult, and to lead to much discouragement among candidates. We consider that the strictness of the examinations should be so far modified as to avoid this result, and that marks should be given for the various subjects, half marks in each separate subject and an aggregate of three-fourths in the general result being fixed as the minimum requisite for qualification. We also recommend that the wording of the certificates should be altered and simplified, as it at present implies a stricter examination than we advocate. At the end of our Report we append specimens of the simplified forms of certificates we recommend for adoption.

222, 320.

Col. Radcliffe, Col. Cameron, Lt.-Col. Sprot, Replies; Mr. McLeod, Memo.

Page xlvii.

Certificates to be indispensable to promotion.

The most important question in connection with certificates is whether they should be made an indispensable qualification for promotion to the rank of non-commissioned officer. On this subject we have taken the opinion of numerous general officers and commanding officers of regiments, to whose replies we desire particularly to call attention. Among the officers to whom the question was addressed not more than one-third have expressed themselves decidedly opposed to the general exaction of an educational test under ordinary circumstances as a condition of promotion. They urge that no educational attainments can compensate for the want of qualities which are necessary for the management of soldiers and the maintenance of discipline; that it would unduly tie the hands of a commanding officer to be restricted in the selection of his non-commissioned officers to candidates in possession of certificates of education; and that if such a qualification were rigidly exacted valuable non-commissioned officers might be lost to the service. We fully recognise the force of these arguments; we should be far from wishing to give educational proficiency a preference over gallant conduct in the field, or to make it the only test of eligibility for promotion, to the exclusion of other qualifications equally important. We also feel most strongly that, as the commanding officer is primarily responsible for the state of his regiment, it would be highly inexpedient to fetter him unduly in the selection of his non-commissioned officers, upon whom so much depends in the maintenance of discipline. At the same time we must observe that a large proportion of the commanding officers whose opinions we have taken, are in favour of making an educational test of some sort an indispensable condition, as a general rule, in time of peace, for promotion to the rank of non-commissioned officer; and they consider that this rule should only be departed from in certain very special and exceptional cases. Every commanding officer of cavalry, with one exception, and every commanding officer of artillery, to whom our question was addressed, has expressed this opinion, although in these branches of the service, from the variety of duties, least leisure is afforded to the soldier for improving his education. The same opinion has been expressed by several commanding officers of infantry battalions, and other officers of great experience. The experiment has already been tried in several corps in all branches of the service, and has, in general, been found to work successfully. Moreover we are disposed to believe that in time of peace a non-commissioned officer can hardly perform his routine duties in an adequate manner without at least such a simple knowledge of reading, writing, and arithmetic as is implied by the possession of a third class certificate. We therefore consider that, as a general rule, except on active service, a third class certificate should be a necessary condition of promotion to the rank of full corporal, and that a second class certificate should be required for promotion to the rank of serjeant.

Replies.

Duke of Cambridge, 2258 to 2261; Col. Gleig, 245 to 248; Lord Strathnairn, Col. Armstrong, Col. Cureton, Lt.-Col. Mostyn, Col. McLeod, Col. Hawley, Lt.-Col. Sprot, Col. Gloster, Col. Smith, Replies.

Sir J. Scarlett, Sir H. Grant, Lt.-Gen. Eyre, Maj.-Gen. Carey, Col. Egerton, Col. Radcliffe, Col. Phillpotts, Col. Smyth, Col. Eaton, Col. Shute, Lt.-Col. Clarke, Lt.-Col. Nugent, Lt.-Col. Fiennes, Col. Baker, Col. Oakes, Col. Jenyns, Col. Randolph, Col. Cameron, Col. Robertson, Col. McDonald, Lt.-Col. Pearson, Col. Elrington; 184, 310 to 316, 409 to 411, 516, 749, 786, 823.

Exceptional cases.

729, 730, 736, 788, 823.

While, however, making this, in time of peace, the general rule, we are aware that circumstances may occur, though probably rarely, in which the rule could not with advantage be rigidly enforced. To meet such cases we recommend that, when very special circumstances occur, and distinguished qualifications for promotion exist unaccompanied by the necessary educational proficiency, a commanding officer should be permitted, with the sanction of the general officer commanding the district or brigade in which the corps is stationed, to promote a candidate.

425 to 427. Queen's Regulations, par. 460.

The arrangement we recommend is entirely in accordance with the spirit of Your Majesty's Regulations, which state that "no man is to be considered eligible for promotion to the rank of corporal, unless in the field, who has not passed a satisfactory school examination;" and that "for the rank of serjeant higher qualifications may be

expected." We substitute, however, for the somewhat indefinite and varying standard present applied the uniform and fixed test of a certificate of education. And while fully recognise the wisdom of the intention expressed "not to fetter the discretion of commanding officers in the promotion of men who display conspicuous courage, or show that peculiar tact and moral influence which give non-commissioned officers weight with their comrades," we consider that the exceptions we have admitted will be fficient to meet such cases.

Educational classification.

We further recommend that the school certificates should be made the basis of the ucational classification of soldiers, which is at present not on a satisfactory footing, ing to the want of uniformity in the principles on which it is based. And in order to crease the interest of the soldier in the improvement of his education, we think that s school certificate should be inserted in his pocket ledger, and that the possession of it ould be noted in his discharge document. 320, 596.

Special classes.

The evidence we have received leads us to believe that very great advantage has isen from the establishment of special classes, and that they have been peculiarly luable in affording a supply of well-educated candidates for the rank of non-commissioned icer. Their successful results are undoubtedly owing to the regularity of the instruc- n secured by the exemption of those attending them from ordinary duties. We should ve been glad to devise an arrangement by which a uniform system of special classes ight be established throughout the army. But we fear that the exemption from duty nich is essential to the working of these classes could not be uniformly carried out in e different branches of the service, or even in the same corps at different stations. e consider, therefore, that while the responsibility of the schoolmaster should distinctly tend to special classes, and he should be required, if called upon, to give instruction them as part of his duty, the formation of such classes must be left to the discretion the commanding officer of a regiment, who alone is able to judge whether they can carried out without unduly interfering with military duties. We consider it, however, ost desirable that the system should be extended as far as practicable, and that the eat advantages which have followed from their partial institution should be brought ominently to the notice of commanding officers. Admission to a special class should, think, be purely voluntary among men selected by the commanding officer; but to sure on the part of the pupils such elementary knowledge as may enable them to ofit by the instruction, we consider that a fourth-class certificate should be a necessary ndition of admission, except in the case of non-commissioned officers who may have en exceptionally promoted on the ground of special qualifications. 3, 35, 184, 185, 517, 2311. 416. 2313.

Religious instruction.

With regard to the religious instruction of adults no change appears to be called for. he arrangements for this purpose should continue to devolve upon the Chaplains to c Forces as a portion of their regular duties, and attendance at such instruction must, e consider, be left purely voluntary with adults. We recommend, however, that in l barracks, where circumstances permit, a room with suitable furniture, and supplied ith the necessary fuel and light, should be appropriated for the use of the chaplains their intercourse with the soldiers. The same room might be used for other religious rposes with the permission of the commanding officer. 289.

Chapel Schools.

We must further observe that the present system of Chapel Schools, by which the me building is used both for secular purposes and for religious service, appears to us some respects undesirable, and we would recommend that, where practicable, special commodation for schools should be provided.

Detachment Schools.

We do not think it necessary to make any special remarks on the subject of Detachment chools. As they are merely temporary substitutes for the more efficient establishments the head-quarters of corps, the recommendations which we have made in regard to the tter will equally apply in their general principles to the former.

In concluding our remarks on adult schools, we desire to express our belief that ie changes we propose will effect a considerable improvement in the state of education the Army. We do not think it would be possible for soldiers universally to reach ny high standard of educational proficiency, but by making attendance at school ompulsory on recruits the number of totally illiterate men in the service will, in the ourse of a few years, be perceptibly diminished; while, with the encouragements we ropose to hold out to superior attainments, it may be hoped that the proportion of those vailing themselves of the means of education within their reach will steadily increase. or the success, however, of the educational system it is of essential importance to rovide an adequate and well-qualified teaching staff; and we therefore now propose to onsider the inducements offered to teachers to enter the military service.

Status of Schoolmasters.

Introduction of trained Schoolmasters. Royal Warrant, 21 Nov. 1846.

In former years the duties of schoolmaster were performed by a serjeant in eac regiment, but in 1846 a Normal School was founded for the purpose of providing th Army with a staff of specially trained schoolmasters. We shall defer any remarks o the present system for the training and appointment of schoolmasters until we treat o the Royal Military Asylum at Chelsea, of which establishment the Normal Schoo forms a part; and the present portion of our Report will be confined to a considerati of the status of schoolmasters after they have entered the service.

Changes in the rank of Schoolmasters. Royal Warrant, 31 May 1854. W.O. Circular, 29 October 1863.

Shortly after the establishment of the Normal School schoolmasters were divide into four classes, designated respectively First-class, Second-class, Third-class, an Assistants. First-class schoolmasters were appointed warrant officers, ranking next t commissioned officers and above the regimental serjeant-major. By regulations issue in 1863 a new arrangement was introduced, intended to apply to all schoolmaste entering the service after that time, those already in the service being allowed the optio of adhering to the old system or of accepting the new regulations as to pay, pension, an

625, 711. promotion. There are consequently in the service at the present time schoolmaste serving under dissimilar conditions.

Present classification. 86, 87.

By the new regulations, which are at present in force, trained schoolmasters a divided into two classes only, viz.:—"Superintending Schoolmasters," who are con missioned officers with the relative rank of ensign, and "Army Schoolmasters," who ran as non-commissioned officers next below serjeant-majors. The warrant rank conferr

708. on first-class schoolmasters by the original regulations no longer exists. Simultaneous with the change in the rank of schoolmasters, an alteration was made in their unifor which was found inconveniently to resemble that of officers, and at the present tim

504. they wear chevrons like non-commissioned officers.

Enlistment.

All schoolmasters are enlisted soldiers, being required before appointment, if n already in the Army, to enlist for a period of twelve years; those serving in the Arm at the time of their appointment are discharged from their regiments and at once r enlisted for a similar period. They are subject to the Mutiny Act, to the Articl of War, and to the General Regulations and Orders of the Army.

Pay and pension. 87.

The pay of a Superintending Schoolmaster is 7*s.* a day on first promotion, and 8*s.* day after five years' service in the grade. His retiring allowance varies from 3*s.* a da after 10 years' total service to 8*s.* a day after 30 years.

84.

The pay of Army Schoolmasters is 3*s.* a day on first appointment, and increas by 6*d.* a day biennially up to a maximum of 6*s.* 6*d.* After 21 years' service they a entitled to retire on a pension of 3*s.* a day.

Existing dissatisfaction among Schoolmasters. 321 to 336, 374, 496 to 511, 535 to 539, 621 to 632, 683 to 688, 781 to 783.

The evidence which we have received shows clearly that a widespread feeling of di satisfaction with their position prevails at present among Army Schoolmasters. T grounds on which this feeling are alleged to rest have been most carefully investigate by us; besides independent witnesses, we have specially examined on this subject o Superintending and two Regimental Schoolmasters of great experience, to whom th fullest opportunity was afforded of stating without reserve the circumstances by whi the class they represent consider they have reason to feel aggrieved.

Examination of its causes.

We have come to the conclusion that while some of the alleged grievances are mo imaginary than real, and some of the circumstances complained of are necessary co ditions of military life, the position of Army Schoolmasters is not in all respects such to attract at the present time the class of teachers who formerly entered the servic We base this conclusion not only on an examination of the statements of schoolmaste themselves, but also on the evidence of disinterested and independent witnesses. A though the member of the Council of Military Education whom we examined on th

81, 147, 187, 191. subject expressed a strong opinion that the complaints of schoolmasters are groundles other equally impartial witnesses do not appear to share this opinion. The Inspector

228 to 235, 783, 804, 1316. Army Schools, the Chaplain-General, and several regimental officers have mention points in which the position of a schoolmaster is not all that could be desired. It h

281, 346, 401 to 404, 485, 502, 503, 801, 1281; Canon Moseley, Replies; Mr. McLeod, Memo. also been strongly represented to us that, owing to various changes which have be made of recent years in the regulations affecting schoolmasters, the department is n held in as high esteem as it once was. The class of men entering it are stated to ha deteriorated both in educational attainments and in *physique*. It is certain that t

79, 233, 234, 257, 383; Returns, p. 166. number of candidates for admission to the service from civil life has for some years be steadily decreasing, having fallen from 34 in 1861 to only 3 in 1869. And while t

150 to 153, 383, 553, 838. appointments are so little sought after by civilians, they appear to present scarcely great attraction to those serving in the ranks of the Army. Though the military qual

ions required from soldiers for admission to the Normal School have been several 333.
es lowered, the returns we have received show a diminution in the number of military Returns, p. 166.
npetitors from 32 in 1867 to 14 in 1869. If the position of schoolmaster were one
ich were coveted by soldiers it is probable that the school assistants employed in the
gimental schools would furnish annually a large supply of successful competitors for
post. Yet, although there are upwards of 500 school assistants employed, there are 150 to 153.
the present time only thirteen soldier candidates for the appointment of schoolmaster
der training at the Normal School. In fact it is to be feared that, unless measures
taken to attract a larger number of applicants, the supply of trained schoolmasters
l in the course of a few years be inadequate to meet the vacancies in the service.

One principal cause of the existing dissatisfaction is stated to be the abolition of the Abolition of Warrant Rank.
mer regulation by which warrant rank was granted to a schoolmaster promoted to the
st class. This rank placed him above the regimental serjeant-major, to whom all 188, 189, 768 to 710.
my Schoolmasters alike are now subordinate. It is represented that by this measure
t only are the attendant privileges of the higher rank lost, but that the schoolmaster 497, 629, 630, 714*a*.
kept in a stationary position, has no prospect of advancement after many years'
vice, and is liable to be passed over by non-commissioned officers whom he may have
ught as recruits. It is urged on behalf of the schoolmasters that while retaining their 321 to 327, 336, 506, 713, 714.
esent position on first appointment, they should be permitted to attain the rank of
rrant officer after a certain number of years' service. We must, however, observe
at the School Regulations of 1863, while abolishing the warrant rank, created the
ade of Superintending Schoolmasters, and thus held out to schoolmasters generally,
the reward of zealous discharge of their duties in the subordinate appointments, the
ospect of promotion to a higher rank, that of commissioned officer, than had previously
en within their reach. Nor can we, after careful consideration of the evidence before 148, 149, 191, 481.
, think it advisable to revive the anomalous rank of warrant officer, which, from the
conveniences attached to it, it has been found necessary to abolish almost universally
the Army. Although some regimental officers express themselves as not unfavour- 773, 802; Replies.
le to warrant rank being given to schoolmasters, other witnesses of great experience,
nong them His Royal Highness the Duke of Cambridge, hold a most decided opinion 2262, 2317; Sir J. Scarlett, Sir H. Grant, Lord W. Paulet, Lt.-Gen. Eyre, Maj.-Gen. Russell, Col. Egerton, Col. Shute, &c.; 190, 722, 978.
at such a measure would be highly disadvantageous, and likely to prove prejudicial
discipline. A large number of the schoolmasters at present in the army have served
the ranks, and their elevation to the rank of warrant officer, even if it did not lead to
resumption on their part, might probably create dissatisfaction among the non-commis-
oned officers to whom they had previously been subordinate. It has also been brought
our notice that, during the existence of the regulations which conferred warrant rank
pon schoolmasters, difficulties and inconveniences were found to occur, leading even 187, 723, 2263; Canon Moseley, Replies.
some cases to breaches of discipline. It would in our opinion be most unwise to risk
ne recurrence of such results. We think it absolutely essential to the interests of dis-
pline, and for the due preservation of the chain of responsibility in a regiment—as
ointed out by His Royal Highness the Duke of Cambridge—that no intermediate
uthority should intervene between the commissioned officer and the serjeant-major, who 723, 763 to 765, 978, 2269, 2317.
ould be the sole link of communication between the commissioned and non-commis-
oned ranks. The present rank of schoolmasters is, we consider, sufficient to secure
or them proper influence and consideration with those who may come under their in-
ruction; they hold a position superior to that of all non-commissioned officers excepting
ne regimental serjeant-major, with whom, provided they confine themselves to their 881, 977.
roper sphere of duties, they need run no risk of being brought into collision. Indeed
ne evidence we have received leads us to believe that they meet, as a rule, with great 280, 679, 680, 724, 789, 1044, 2268.
onsideration from commanding officers, and respectful treatment from all ranks; and
e would especially call attention to the evidence of two regimental serjeant-majors Regimental Serjeant-Majors Moreton and McKay; 875 to 884, 931 to 940.
hom we examined, as characterised by a complete absence of any feeling of antagonism
owards schoolmasters. It is moreover doubtful whether the concession of warrant rank
would be a real boon to the schoolmaster himself, as it would place him in an anomalous
nd awkward position, rendering it impossible for him to associate either on the one
hand with the officers, or on the other hand with the non-commissioned officers of a regi- 722, 1240; Sir H. Grant, Replies.
ment. Instead of conferring upon schoolmasters a rank, the advantages of which, it
eems to us, would be more imaginary than real, we think it preferable to make more
substantial and tangible improvements in regard to their pay and position.

It has been represented to us that the loss of warrant rank has been accompanied by Other grievances.
measures tending, in the opinion of schoolmasters, to lower their dignity in the eyes of
he Army; and that the misdeeds of a few individuals have, in certain cases, been 254, 497, 503, 683, 685, 783, 2233.
visited on the whole class, on whom an undeserved stigma has been cast by some of the
regulations issued of late years. It also appears that while the duties of schoolmasters

have been gradually increased by lengthening the daily school hours (more particularl in consequence of the institution of special classes), by rendering them liable to be calle
369, 543. on to take part in Sunday school teaching, and by requiring them to deliver lectures
377, 2267. the troops, the emoluments of their office have been diminished. The rates of lodgin
571 to 574. money originally granted to them have been reduced; the privilege of superior acco
576, 688. modation on board ship has been taken away; the fees for the instruction of childre
359, 361. a portion of which were formerly paid to the schoolmaster, are now entirely credited the public; and they are denied the opportunity of deriving pecuniary advantage fro
252, 259, 787. private tuition. In many of these respects it appears to us desirable that alteratio should be effected.

Changes proposed in minor regulations.

We therefore recommend the relaxation of such regulations, not necessary to t maintenance of discipline, as appear to place schoolmasters in an invidious positic We consider it unnecessary that they should wear chevrons, which are the badge of
234, 335, 504, 683, 1250, 1317 to 1320, 2265. combatant rank; indeed we would recommend that the schoolmasters' dress should made less military in appearance, and that the sword like the chevrons should be d carded, as unsuitable to the purely non-combatant position they occupy. We also adv
194, 254, 434, 783, 1328, 2264. that the regulations requiring a schoolmaster to show his kit, and prohibiting him fr
2231 to 2234. being president of the committee for the management of the regimental recreation roo
328 to 330, 505. should be rescinded, and that it should be no longer compulsory on an unmarried scho master to mess with the serjeants. The existing regulations on these subjects appear us unnecessary, while their tendency is to lower the dignity of the office of schoolmast We also recommend that schoolmasters should be exempted from the punishment reduction to the ranks, for which dismissal, loss of service, or suspension, should substituted. The former punishment seems to us to press with undue severity upo
1275, 2270 to 2276. body of men who, though enlisted soldiers, may in education and feeling be wid
2269. removed from the large majority of those who serve in the ranks of the Army. W the above exception, however, we consider that schoolmasters should continue to subject to the Mutiny Act and Articles of War. It would be most prejudicial good order, and in the highest degree dangerous, that any individual holding a recognis
1247, 1248. position in a regiment, and more especially one able to exercise such influence as schoolmaster, should be exempt from the ordinary rules of military discipline.

Sunday school teaching and lecturing.

We have in a previous part of our Report expressed our opinion that schoolmast should be relieved from Sunday school teaching; we also consider it advisable that th should be exempted from all obligation in regard to lecturing, but to this we shall m particularly refer when speaking of the present system of lectures to troops.

Private instruction.

With regard to the question of permitting schoolmasters to engage in private tuiti
252, 354 to 358. we have had some hesitation in recommending any change in the present regulatio It appears that when the permission was formerly granted it was much abused, a that the regular school work was in many cases sacrificed to the instruction of priv pupils. Two schoolmasters themselves, whom we examined on the subject, app
354 to 358, 523, 524. inclined to be unfavourable to the relaxation of the present rule, on the ground t the time and energies of a schoolmaster who performs his duties conscientiously already severely taxed, and that the privilege is liable to abuse. On the other hand
357, 642. is probable that occasional relief from the routine work of his ordinary instruction, a occupation in teaching pupils of a higher social class, would prove of advantage t teacher. Moreover, at many stations, where civilian masters are not available, it wo
528, 1264. often be a great convenience to officers to obtain instruction for their children, with the necessity of their attending the regular school classes. Cases also might arise which officers themselves might desire to take advantage of the assistance of a Regimen
458, 641, 642, 1026 to 1028. Schoolmaster. For these reasons we recommend that permission to engage in priv tuition should, under strict limitations, be granted to schoolmasters. To prevent abu the permission should be granted only with the sanction of the commanding office
357, 358, 527, 787, 1259. the regiment, and should extend only to the later portion of the day after the conclus of the regular school hours.

Pay and pension.

We consider it further desirable to improve the position of schoolmasters in regard pay and pension. In the latter respect especially it has been brought to our no
498, 623, 705. that they are in an inferior position as compared with that of most other ranks in service.

Pay of Superintending Schoolmasters.

We are of opinion that the rates of pay granted to Superintending Schoolmasters not afford an adequate remuneration for the duties they at present perform. The chan we have recommended in regard to the inspection of schools will increase the responsibi of these duties; and in consideration of this fact we have proposed that the titl

Superintending Schoolmaster should be changed to that of Sub-Inspector of Army Schools, as more properly representing the duties he will perform. We recommend that a Sub-Inspector on first appointment should receive 10*s.* a day, and that he should be entitled to retire on full pay after 30 years' total service, during 10 at least of which he shall have served as Sub-Inspector. We also consider that retirement should be compulsory at the age of 60. Sub-Inspectors superannuated, invalided, or retiring by permission before the completion of 10 years' service in that rank should receive a proportionate retiring allowance. 377, 378, 396; Col. Gleig, Memo.

It has been brought to our notice that a Superintending Schoolmaster, if a married man, is liable to actual pecuniary loss on his promotion, from the fact that his wife is no longer permitted to act as a schoolmistress, while at the same time, unless she has been invalided prior to his promotion, she is not entitled to a pension. The result is that the Superintending Schoolmaster after being promoted is in receipt of less emolument than the amount of the joint income of himself and his wife before his promotion. We are of opinion that a regulation which makes an individual a sufferer pecuniarily by his advancement is objectionable, and we recommend that the wife of a Sub-Inspector, if a schoolmistress, should, on ceasing to be allowed to act in that capacity, become entitled to the same pension as if she had been invalided. We also consider that this alteration should apply retrospectively to the wives of the present Superintending Schoolmasters, of whom there are only 12 in the service. 375, 379, 380, 558 to 563, 703 to 705.

Pay of Schoolmasters.

With regard to the lower ranks of schoolmasters the evidence before us shows rather that the pay on first entering the service is insufficient to enable a young schoolmaster to maintain his position, than that the department as a body are inadequately remunerated. We consider that by a re-adjustment of the existing rates a more satisfactory arrangement can be effected at a very slight increased expense to the public. At present a schoolmaster on first appointment receives 3*s.* a day, which is increased biennially by 6*d.* a day. We recommend that the pay on first appointment should be 4*s.* a day, but that the increase of 6*d.* a day should not commence until after three years' service, and should continue triennially to a maximum of 7*s.* a day. It should, however, be distinctly understood that the periodical increase should in every case depend on efficient service and good conduct, and should be granted on the recommendation of the Director-General of Military Education to those schoolmasters only of whom satisfactory reports in these respects are received. 555, 684. 374, 556.

Comparison with Civil Schoolmasters.

In determining the rates of pay for Army Schoolmasters we have been guided to some extent by the salaries offered to civilian schoolmasters in an analogous position. But in instituting a comparison between the emoluments of the two classes it must be remembered that the Army Schoolmaster invariably receives clothing, fuel and light, and rations, and has the prospect of a pension after 21 years' service; while on the other hand he necessarily incurs expenses, consequent upon moving from one station to another, which do not fall upon his civilian colleague. The value of the contingent allowances he receives, which we consider should be regulated as at present, may be approximately estimated at about 14*l.* 10*s.* per annum. The pay we have proposed for an Army Schoolmaster on first appointment—4*s.* a day, or 73*l.* a year—will thus, with the other contingent allowances, raise the total emoluments of his situation to about 87*l.* 10*s.* per annum; while we understand that from 100*l.* to 105*l.* may be considered as the amount representing the emoluments (without lodging) of a thoroughly trained National Schoolmaster in a good school under Government inspection. It must, however, be observed that the salary of the latter is stationary, whereas the Army Schoolmaster has the prospect of a constant periodical increase in his pay, and will, on the scale we propose, in 21 years' service receive on an average 99*l.* per annum; this, with his contingent allowances, will make the average yearly emoluments of his office amount in all to about 114*l.*, exclusive of the pension to which he is entitled on retirement.

Contingent allowances.

In most respects we consider that the various contingent allowances to schoolmasters are sufficient in amount, and we do not think it necessary to propose any alteration in the principles by which they are regulated. The accommodation, however, afforded to married schoolmasters appears to be sometimes insufficient, and we recommend that whenever a schoolmaster married with leave cannot be provided with the additional room to which he is entitled by the existing School Regulations (para. 23), he should invariably be entitled to draw lodging money. 783, 804.

Passages on board ship.

Numerous representations have been made to us as to the treatment of schoolmasters on board ship, and considerable dissatisfaction appears to be felt at the abrogation of a regulation which formerly entitled them to a second-class passage when travelling by sea. Considering, however, the difficulties attendant on the provision of accommodation on board ship, and the inconveniences to which under these circumstances all ranks alike 255, 575 to 577 687, 688, 781. 722, 1252.

must be prepared to submit, we are not of opinion that the loss of the privilege at one time accorded to them ought to be regarded by schoolmasters as any real hardship.

Pension. 498, 623, 705.

The rates of pension at present granted to schoolmasters do not appear to us to be sufficient; we recommend that a schoolmaster retiring after 21 years' service, during at least three of which he shall have been in receipt of the highest rate of pay, should receive a pension of 3*s.* 6*d.* a day, being the half of that rate. Should he not have been in receipt of this rate for the required three years, we propose that his pension should be the half of the highest rate that he has drawn for three consecutive years.

School Assistants. 57, 95 to 104. 186; Col. Gleig, Memo. 417; Maj-Gen. Russell, Col. Cameron, Replies. 346. 238, 346.

In connexion with the pay of schoolmasters we think it necessary to advert briefly to that of school assistants. These assistants are appointed to aid the schoolmaster in the instruction of the grown children and adults; they are selected by the commanding officer from the men of the regiment, and receive an allowance of 3*d.* a day. The number of assistants is dependent on the number of names upon the school books, one assistant being allowed for every 60 names. This system of appointment is represented as being extremely defective, the number of names on the books in the adult school affording no criterion (as we have already stated) of the number of pupils attending the school. The consequence is that in many cases a much larger number of assistants are employed than are actually necessary. We recommend that, in place of this, the number of assistants should be calculated according to the average attendances, and that they should be appointed in the proportion of one to every 20 pupils attending the adults' and grown children's school. We also consider that the possession of a second-class certificate of education should, as a general rule, be a necessary qualification for appointment. From the evidence before us we are inclined to believe that there is sometimes considerable difficulty in providing the schoolmasters with qualified assistants. Commanding officers are, not unnaturally, indisposed to lose the active services of non-commissioned officers and soldiers whose superior attainments make them particularly useful for regimental duties; and well-educated privates are discouraged from accepting the post of teacher by the loss of the chance of promotion which it generally entails. In order to encourage qualified men to undertake the duties of school assistants, we recommend that under each schoolmaster one assistant should be appointed with the special allowance of 6*d.* a day, and that while employed in this capacity he should, if below the rank of serjeant, be given a step of acting rank. The pay of the other assistants we also propose to increase to 4*d.* a day. We further consider it highly desirable that, in order to obviate the disadvantages of frequent changes among the assistants, a greater degree of permanence in the tenure of their appointments should be introduced.

The improvements we have recommended in the position and emoluments of Army Schoolmasters will, we believe, remove every substantial ground of dissatisfaction, and will place them in a position which will contrast favourably with that of their civilian colleagues.

Status of Schoolmistresses.

Appointment of Schoolmistresses. School Regulations. 56, 387, 388.

No Normal school for training Army Schoolmistresses is maintained at the public expense; they are appointed between the ages of 21 and 30 either from persons holding certificates of proficiency under the Committee of the Council of Education, or from those who have been employed as assistant teachers in Army Schools. The former class of candidates are appointed without further examination; the latter class are examined before appointment as schoolmistresses, with the object of proving that their education and skill in teaching are satisfactory.

Their pay.

Schoolmistresses are of three classes; their first appointment is to the third class, and they are afterwards promoted according to their merit and services. Their pay is as follows:—

First class Schoolmistress - - -	36*l.*	per annum.
Second „ - - -	30*l.*	„
Third „ - - -	24*l.*	„

Pension.

Their pension varies after 12 years' service from 9*d.* to 1*s.* a day according to circumstances, with an increase of 1*d.* for every additional year of service up to a maximum of 2*s.* a day.

Inadequacy of present rates of pay. 667, 1058, 1182; Mrs. C., Replies. 366, 367; Mrs. D., Replies.

It has been strongly represented to us that the pay of schoolmistresses, more especially on first appointment, is quite inadequate to enable them, without support from other sources, to maintain themselves in a respectable position. This fact indeed appears to be recognised by the existing regulations, which grant to an unmarried schoolmistress, when she is not provided with lodging and fuel in kind, an allowance for these

purposes entirely out of proportion to her pay; the object apparently being to make her contingent allowances compensate for the inadequacy of her salary. The result is stated to be that an unmarried schoolmistress of the third class may in some cases be in a better pecuniary position than a married schoolmistress of a higher class, to whom the lodging allowance is not granted. 367, 667; Mrs. C., Replies.

All the witnesses we have examined on the subject concur in recommending an increase in the existing rates of schoolmistresses' pay; and while effecting such an increase we think it desirable to reduce, though not in a corresponding degree, the present disproportionate lodging allowance. We propose that a schoolmistress on first appointment should receive 30*l.* a year, that when promoted to the second class she should receive 36*l.* a year, and that the pay of the first class should be 44*l.* a year. At the same time we recommend that appointments to the first class should in future be only made to meet the special wants of certain stations, where from exceptional circumstances a separate girls' school is an absolute necessity. The lodging allowance we propose to reduce from its present amount of 8*s.* 6*d.* a week to 7*s.* a week. Proposed rates. Col. Gleig, Memo.; Mr. Belling, 348; Schoolmaster A., 597; Schoolmaster B., 663.

It is not only in regard to lodging allowance that a difference exists between married and unmarried schoolmistresses. In other respects also the position of the former appears to be inferior to that of the latter. When travelling they are treated merely as women of the regiment, while unmarried schoolmistresses are entitled to superior accommodation. We are decidedly of opinion that these anomalies should be removed, and that married schoolmistresses should be placed in the same position as regards quarters, allowances, and all privileges as the unmarried, whether the husband be entitled to such allowances himself or not. We think it, however, undesirable that an unmarried schoolmistress, or a married schoolmistress whose husband is absent, should be required to live in barracks; and we recommend that she should at her option be permitted to draw lodging allowance instead of being provided with quarters. We also consider that every schoolmistress, whether married or unmarried, should be entitled to draw rations. In other respects, with the exceptions mentioned, we propose that the allowances to school mistresses should be regulated as at present; and in regard to pension, the only change we recommend is that the minimum rate granted should in future be 1*s.* a day. Assimilation of allowances to married and unmarried Schoolmistresses. 1064, 1069, 1070; Mrs. C., Mrs. D., Replies. 1160 to 1162, 1223, 1224; Mrs. D., Replies.

To assist the schoolmistress in the charge of the infant and industrial school pupil-teachers and monitresses are employed. The latter are invariably selected from the girls attending the school, and the pupil-teachers are in general taken from those who have filled the position of monitresses. A monitress is allowed when the number of children attending the school exceeds 25, and a pupil-teacher when it exceeds 50. Monitresses must be between the ages of 13 and 17, and pupil-teachers between 17 and 21. The pay of the former is 4*l.* per annum, that of the latter is 6*l.* per annum on first appointment, and rises yearly by 3*l.* up to a maximum of 18*l.* Monitresses and Pupil-teachers. 56.

We consider it advisable, in accordance with the opinions expressed by the schoolmasters and schoolmistresses we have examined, that a reduction should be made in the age at which both monitresses and pupil-teachers are eligible for appointment, as considerable difficulty is stated to occur in finding candidates willing to accept the situations at the ages at present fixed. We therefore recommend that the former should be eligible for appointment at the age of 12, and the latter at the age of 15. It also appears that the pay of monitresses is inadequate, and that there is in consequence at times difficulty in filling the vacant appointments. We consider that they should receive 4*l.* during the first year of their appointment, and 5*l.* in every subsequent year. We do not think it necessary to make any addition to the pay of pupil-teachers, considering the earlier age at which they will in future be eligible for appointment, and we merely propose that the existing rates should be slightly modified, and should stand as follows:— Age of appointment. 368, 1130, 1219. Rates of pay. 368, 597, 664, 667, 1098, 1185; Mrs. D., Replies.

1st year	-	-	-	£6 per annum.
2nd ,,	-	-	-	8 ,,
3rd ,,	-	-	-	10 ,,
4th ,,	-	-	-	12 ,,
5th ,,	and all subsequent years			18 ,,

Recreation Rooms and Libraries.

The organisation of the present system of recreation rooms and libraries was the result of the recommendations of a Committee appointed in 1861 by the late Lord Herbert, when Secretary of State for War, to consider the question of libraries, reading rooms, and day-rooms for the troops. The general principle of the existing system is that while libraries are garrison institutions furnishing supplies of books to the various regiments in the garrison, recreation rooms are regimentally conducted for the use of the men of each separate regiment. Origin of present system. Report of Committee on Libraries, Reading-rooms, and Day-rooms, 1862.

Organisation.

At every important barrack in the United Kingdom and the colonies recreation rooms are now established. In many instances buildings have been specially erected for the purpose, containing two spacious rooms, one of which is devoted to reading, the other to games. Where special buildings do not exist, barrack rooms are employed, and in these cases, owing to the want of space, one room only is in general provided, which is used both for reading and games. The rooms are furnished, and supplied with such games as bagatelle, chess, draughts, &c., at the public expense. In further aid of the recreation rooms a sum at the rate of 2*l.* 10*s.* per annum for each troop or company is granted by Government. From this sum 5*s.* a quarter per troop or company is paid towards the garrison library, which forms a central depôt from which the several regimental recreation rooms receive their supply of books, which are exchanged from time to time. Many regiments have in addition a small regimental library, which is kept in the recreation room and is moved about with the corps. A small subscription, which as a maximum is not to exceed 3*d.* a month for a private, and 6*d.* for a serjeant, is charged to those who wish to avail themselves of the recreation room; these subscriptions, together with the balance of the Government grant, are employed in supplying the reading room with magazines and periodicals, and in paying the regimental librarian, an experienced non-commissioned officer appointed to take charge of the room. In many recreation rooms refreshments, exclusive of beer and spirits, are sold to the subscribers at a fixed rate. The general management of the institution is left to a committee of non-commissioned officers and soldiers elected by the subscribers themselves, and presided over by a serjeant-major or colour-serjeant appointed by the commanding officer.

Queen's Regulations, par. 1048 to 1084

The number of regimental recreation rooms in existence on the 31st of March 1869 was 218, of which rather more than half consisted of two rooms. The average number of subscribers to them is approximately estimated at eight-thirteenths of the troops.

Returns, p. 142.

718.

The number of garrison libraries at home and in the colonies at the same date was 123, in addition to which, at many places which are permanent stations for the Royal Artillery and Royal Engineers, special libraries for the use of the troops of these branches of the service are maintained.

Returns, p. 36.

Existing arrangements generally satisfactory.

On the subject of recreation rooms we have addressed questions to numerous commanding officers, and have examined several witnesses, among them an officer of the Royal Engineers who has been much employed in their construction, and a regimental schoolmaster who has had great experience in their management. The evidence we have received is unanimous in representing the practical working of these institutions as highly satisfactory, and as having had most beneficial effects upon the soldiers of Your Majesty's Army, who are thus provided with means of innocent recreation counteracting the temptations to low and vicious amusements to which they are so much exposed. One of our witnesses states, from his own experience in the management of recreation rooms, that "their success is unequivocal, and that they have conferred greater benefit "upon the private soldier than any other moral agency which has been brought to bear "upon him." It may be anticipated that the advantages of these institutions will be still more appreciated, and that their effects will become even more satisfactory, as an improvement takes place in the education of the Army.

Replies.

236, 420, 2293.

2216.

Recommendations.

The results of the present system of recreation rooms appear so satisfactory that it is unnecessary for us to recommend any important alterations in their general organisation. We wish, however, to point out that the system has up to the present time been only partially applied, as owing to the want of accommodation nearly one-half of the existing institutions only consist of a single room. We strongly recommend that this deficiency should be remedied without loss of time, and that in all barracks in which the head-quarters of a regiment or considerable detachments of troops are usually stationed two good rooms should be invariably provided for purposes of recreation.

236, 1265; Col. Shute, Replies; Returns, p. 142.

Sir R. Airey, Col. Gloster, Lt.-Col. Nugent, Lt.-Col. Clarke; Sir J. Scarlett, Col. Radcliffe, Lt.-Col. Mostyn, Qr.-Mr. McBlain, Replies; 420, 2095 to 2097, 2262.

It has been stated to us by several witnesses that the supply of furniture and games is frequently not adequate to the number of subscribers. But the most general cause of complaint appears to be the insufficiency of the allowance of fuel and light, in supplementing which great expense is often entailed upon regimental funds. In order to ensure the full effect of the advantages anticipated from the institution of recreation rooms, we think it of the highest importance that the appearance and comfort of the rooms, as well as the means of amusement provided, should make them thoroughly attractive to the soldier, and enable them to compete successfully with less innocent places of amusement outside the barrack walls. We therefore strongly recommend that immediate measures should be taken to supply the deficiencies to which we have called attention.

It has also been represented to us, on the authority of a member of the late Council of Military Education, that the annual Government allowance towards the expenses of the

reation rooms is the same for a battery of Artillery and a troop of the Engineer ain. as for a company of the Line; and that, though sufficient in the latter case, it is dequate in the former, in which the number of men is much greater, while, at the ne time, these batteries and troops are frequently stationed alone, and are therefore own on their own resources. The same witness calls attention to the insufficiency the sum of 10*l.*, at present allowed for the purchase of books on establishing a new rary. We recommend that increased Government assistance should be granted in th these respects, and that the allowance in aid of the recreation room should be culated according to the number of men quartered in the barracks instead of according the number of troops or companies. 716, 717, 2217; Col. Eaton, Replies. 716.

In connexion with the subject of recreation rooms our attention has been particularly wn to the question whether it would be desirable to place such rooms, as a general le, in close proximity to the canteens. The evidence we have received on this point conflicting; several witnesses consider that by such an arrangement the attractions of e recreation room would be increased, and establishments at Windsor, Gravesend, and inchester are mentioned as instances of its successful results. The majority of our tnesses, however, maintain the contrary opinion, and consider not only that the recreation om would lose many subscribers, who now resort to it for the sake of quiet, if it were aced under the same roof with the canteen, but also that the proximity of the latter tablishment might throw unnecessary temptation in the way of those frequenting the reation room. His Royal Highness the Duke of Cambridge, while observing the eat difference of opinion that prevails on the subject, and stating that a committee of ficers reported in favour of the juxtaposition of the two establishments, says, "There is a great advantage in having them under one roof, but there are also very great disadvantages, and I am almost inclined to think that the disadvantages are more marked than the advantages. The advantages are these, that you can bring the management of the whole thing under one direction. The disadvantages are, that many a man goes to the canteen who would never think of going to the recreation room, and many a man goes to the recreation room who is not generally in the habit of going to the canteen. I think that it would not improve the bad men, but that it might have a demoralising effect on the good men." Proximity of the recreation room to the canteen. 2100; Replies. 2087, 2165. Lord Strathnairn. Lord W. Paulet, Lt.-Gen. Eyre, Maj.-Gen. Russell, Maj.-Gen. Murray, &c.; 460, 719, 1016, 2216. 2277.

We agree with His Royal Highness in considering that the disadvantages of placing he recreation room in proximity to the canteen preponderate over the advantages, and e are therefore of opinion that, as a general rule, it is preferable to keep the two stablishments entirely distinct. At the same time we believe that special circumstances nd considerations of locality may occasionally render it advisable to place them in roximity to each other, and we therefore do not recommend any interference with such n arrangement in cases in which it has already proved successful. We are, however, ecidedly of opinion that whenever the two establishments are under the same roof the ntrance to the recreation room should invariably be separate from that of the canteen. Ve further consider it highly desirable that, whenever practicable, a room separate from he recreation room should be appropriated in barracks for the purposes of fencing, parring, single-stick, and other similar exercises. The arrangement not recommended. 2166, 2277. 1266.

Whether or not the canteen and recreation room are combined in the same building, /e recommend that the financial management of the two establishments should be malgamated, and that the profits arising from the canteen should be in part devoted o the purposes of the recreation room. With this augmentation of the recreation room unds it might probably be advisable to increase slightly the present annual contribution of 5*s.* per company from these funds to the garrison libraries, the subscription to which s at present stated to be insufficient to keep up a proper supply of books. We would ecommend that the general management of the funds both of the canteen and the ecreation room should be entrusted to a committee of three officers, and that some rrangement should be made, through the agency of the Paymaster or otherwise, for elieving these officers from responsibility in regard to the custody of the funds. At the ame time, the arrangement of minor regulations connected with the recreation room, and he suggestion of the mode of applying the funds towards its improvement, should be eft, as at present, to a sub-committee elected by the subscribers. We recommend the abolition of the regulation which prohibits a schoolmaster from being president of the ecreation room sub-committee, both because (as previously stated) it is considered invidious towards the schoolmaster, and because it appears to us that from his position and experience he may often give valuable assistance and advice in the management of the institution. Financial management. 2086, 2103, 2148, 2216, 2225, 2292. 2216. 2288 to 2291. 2231 to 2234.

In concluding our remarks on the subject of recreation rooms we desire to observe that, while much has been done by the Government to improve the condition of the Extension of the present system.

soldier by the establishment of these institutions, the recommendations of the Committee of 1861 have as yet been only partially carried out; and we strongly recommend that full and immediate effect should be given to the various suggestions contained in their Report bearing on the defects which we have noted.

Lectures.

System of lectures.

As a further means, in addition to those of a strictly educational character, for improving the moral and intellectual tone of the Army, a system of lectures to the troops has of late years been introduced. The lectures take place in the evening during the winter season, from time to time, and are generally given in the schools, though sometimes the recreation rooms are used for the purpose. The lecturers are generally schoolmasters, sometimes chaplains or regimental officers. Government aid is afforded in the shape of magic lanterns, with appropriate sets of slides, prepared to illustrate various subjects, and sent round from station to station. Admission to the lectures is free.

369.

Its results not satisfactory.

237, 487, 671, 791; Replies.

From the opinion expressed by nearly all our witnesses, we fear that the results of the lectures have not proved so successful as was anticipated on their institution. Much of course must depend on the personal capacity of the lecturer, which under the present system does not appear to us to be sufficiently taken into consideration. Though lecturing is not actually enforced by order as a duty on schoolmasters, the prevalent idea is that it is expected from every one, whether he has a talent for it or not; and its frequency although not really made a test of promotion, is certainly looked upon by schoolmasters themselves as bringing them into favour with their superiors. In fact, as stated by one of our witnesses, quantity is more thought of than quality; and though in many instances much trouble is taken by a schoolmaster in preparing his subject, and great ability in lecturing is displayed, it is frequently the case that so-called lectures are delivered which are altogether unworthy of the name. In order to remedy this, we recommend that lecturing should not be expected from schoolmasters in general, and should not, except in clearly proved cases of ability and success, be any recommendation in favour of an individual. No returns of the number of lectures delivered should be sent in, but in marked instances of success a special report from the general officer commanding should be forwarded upon the lecturer's ability.

373, 543, 672, 689 to 691.

372, 580.

544, 582, 675.

592.

791, 908, 995, 996; Replies.

911, 912.

Apart, however, from the personal qualifications of the lecturers, the subjects of the lectures do not appear in general to be well selected. They are often too abstruse and scientific, while, on the other hand, the magic lantern illustrations do not appear to be generally appreciated by soldiers. Lectures on military subjects might, we think, with advantage be more extensively introduced; and we would especially call attention to the fact that lectures by officers appear to be more popular than others. We strongly recommend that officers should be invited and encouraged to render their assistance in affording to the soldier a gratification which is evidently appreciated by him.

Other entertainments preferred by soldiers.

588 to 590, 673, 674, 692, 791, 909; Replies.

On the whole, however, we consider from the evidence we have received that readings accompanied by music, are more attractive and popular with soldiers than even the most interesting lecture. We recommend, therefore, that they should be as much as possible encouraged, and be more generally introduced into the service. At present their organisation appears to be mainly left to the private exertions of the officers and soldiers of the regiment. Considering the evident attractions they present, we think that greater and more general encouragement should be given to them; and we further consider that a portion of the canteen funds might in every regiment be employed to aid in their development. We also think it of great importance that in every large garrison a well fitted lecture room, capable of accommodating a sufficient audience, should as soon as possible be specially set apart both for lectures and for other entertainments which may be provided for the troops.

2172, 2319.

Soldiers' Institutes.

Objects of Soldiers' Institutes.

Soldiers' Institutes or Homes, as distinguished from regimental recreation rooms, are establishments beyond the precincts of the barracks. They have been founded in certain large garrisons, and owe their origin almost entirely to private liberality. Even in cases in which Government aid has been afforded in the erection of the buildings, the institutes are under private management, and are not subject to official control. Some of them have been intended merely to supply the soldier with a club in the town, affording him the same kind of comfort and amusement as is provided for him by the canteen and recreation room within the barracks. In other cases religious have been combined with secular objects.

Secular Institutes.

Of the former, or purely secular class of institutes, the only examples now existing appear to be one at Chatham for the troops of the garrison, and the Guards' Institute

London, established for the benefit of the soldiers of the Guards and other regiments the metropolis, through the instrumentality of the officers of the brigade of Guards. overnment aid was granted towards the erection of both of these establishments. Similar stitutions at one time existed at Montreal, Halifax, Gibraltar, and, on a smaller scale, Parkhurst, Chichester, and St. Helier's in Jersey. From the answers, however, hich we have received to our inquiries it appears that most, if not all, of these tablishments have gradually been closed since the institution of regimental recreation oms within barracks. Lieutenant-General Sir Richard Airey states that the number subscribers to the Soldier's Home at Gibraltar, an establishment conducted on a very tensive scale, which at one time amounted to 2,300, "subsequently, as regimental recreation rooms became established in the different barracks, fell off to a few hundreds, and the funds thus became inadequate for the support of the Home."

Maj.-Gen. Murray, Lt.-Gen. Hamilton, Replies.

2222; Replies.

Replies, p. 149.

The evidence we have received shows clearly, in our opinion, that the advantage of soldiers' club of any kind is directly proportional to its proximity to the quarters in hich the men live. A room placed within the barracks, which he can frequent henever he pleases, and without restrictions as to dress, is greatly preferred by the ldier to any establishment at a distance, however liberally it may be conducted. ajor-General Freeman Murray states that "the number of non-commissioned officers and men of the Royal Engineers subscribing to the Soldiers' Institute at Chatham is 91, and the number subscribing to their recreation room within their barracks is 529." He also mentions that the number of subscribers to the Institute from the oyal Marines diminished very considerably as soon as they were furnished with a uitable recreation room within barracks. The evidence of the Duke of Cambridge equally decided upon this point. "There is no doubt," His Royal Highness says, that unless you have these recreation rooms in barracks they are of no use. If you have the recreation room away from the barracks, however good it may be, the men will not go to it" The circumstances of the Guards' Institute in London are probably ceptional, owing to the peculiar temptations of the metropolis; and though the tablishment has not in all respects answered the expectations of its founders, it appears have been productive of some good. But with the unmistakeable preference shown by oldiers for recreation rooms within barracks, we must express our decided conviction hat they are more suited to the wants of the Army than clubs or institutes beyond the arrack precincts; and we cannot recommend that the Government should incur xpenditure in attempting to organise establishments of the latter character, the advanges of which are in general little appreciated.

Recreation rooms more popular, and preferable.

Replies, p. 144.

2295.

2098, 2099, 2171.

Institutes of a religious character, supported by private benevolence, and combining the bjects of a temperance refreshment room with those of a mission hall, still exist at veral stations, although in some garrisons—such as Dublin, Woolwich, and Portsmouth —their want of success has led to their discontinuance. The answers we have received n the subject of existing establishments of this class at Aldershot, Dover, Sandgate, nd Edinburgh, will sufficiently indicate their general features and the principles on hich they are conducted. However laudable their objects, the conditions under which ey exist are too special to admit of their advantages extending to more than a limited lass among the soldiers of the Army. We consider that such institutions must, as at resent, be left exclusively to the administration of private benevolence; for, while iving every credit to the praiseworthy intentions of their promoters, we do not think hat such establishments should either be subjected to Government control or receive upport from the State.

Religious Institutes.

Sir J. Scarlett, Maj.-Gen. Russell, Maj.-Gen. Rumley, Col. Smith, Replies.

Royal Military Asylum, Chelsea.

The Royal Military Asylum at Chelsea, originally established in 1803 as a school for he orphan sons of soldiers, was entirely re-organised in 1846, and now consists of two ranches—the Normal School for training Army Schoolmasters, and the Model School, ommonly called, after its founder, the Duke of York's School, and still serving the riginal purposes of the institution.

Present organisation.

Royal Warrant, 21 Dec. 1846.

The general management of the affairs of the Asylum is vested in a body of Commissioners, some of whom discharge their duties *ex officio* in virtue of their official ppointments in connexion with the administration of the army, while others are specially ppointed. The Secretary of State for War and the Commander-in-Chief are *ex officio* President and Vice-President respectively of the Board of Commissioners. The control f all matters connected with the interior economy and discipline of the institution is in he hands of the Commissioners, with whom also rest the appointment and removal f the greater part of the subordinate officials. The supervision of the educational lepartment of the Asylum has, since 1861, rested with the Council of Military Educa-

Board of Commissioners.

Royal Warrant, 20 April 1861.

Powers of Council of

Military Education. Royal Warrant, 20 April 1861. 9, 74; Canon Moseley, Replies.

tion, who were in that year authorised by a Warrant from your Majesty to have free access at all times to the schools of the Asylum for the purpose of inspecting and reporting on them. The functions of the Council have, however, been entirely confined to matters connected with instruction, and have never extended to the discipline of the establishment.

General staff. Col. Muller, Replies.

The general staff of the Asylum consists of a Commandant, an Adjutant (who also acts as Secretary to the Board of Commissioners), a Quartermaster (discharging at the same time the duties of Paymaster), a Chaplain, and a Medical Officer. The Commandant is the military head, and as such has the immediate direction of the discipline and interior economy both of the Normal and Model schools, although for purposes of instruction the two establishments are separate, each of them having its own special staff of teachers.

The Normal School.

Origin and objects. Royal Warrant, 21 Nov. 1846.

The Normal School was established in 1846 for the purpose of supplying the regimental schools throughout Your Majesty's service with a staff of masters thoroughly trained in the art of teaching. Every candidate for the situation of Army Schoolmaster is at present required to pass through a course of training at this institution.

Conditions of admission. 70, 78, 79, 347; Mr. Reynolds, Col. Adams, Replies.

Admission to the school is obtained by a competitive examination held half-yearly open to both civilians and soldiers, between 20 and 25 years of age. Candidates from civil life must be either certificated schoolmasters, or pupil-teachers who have completed their apprenticeship. The rank of serjeant was originally a necessary qualification in the case of military candidates, but this qualification has been gradually lowered; firstly corporals, and subsequently privates in possession of a good-conduct badge, were accepted as competitors; and at the present time the examination is open to any soldier recommended by his commanding officer. The great majority of the candidates for admission are now soldiers. The school is further recruited by pupil-teachers from the Model School and monitors from the Hibernian School in Dublin, who, on attaining the age of 20, are permitted to compete with the other candidates for admission to the institution.

333.

1337.

79, 80.

Entrance examination.

The subjects of the entrance examination consist of reading, writing and spelling, English grammar, Scripture history, English history, geography, arithmetic, and Euclid.

Duration of course of training. 72, 73.

The course of training lasts, under ordinary circumstances, for two years. During the first year the students are under instruction in the Normal School; during the second year they are employed as teachers in the Model School, where they are trained in the art of teaching.

Subjects of instruction. Mr. Reynolds, Replies.

The subjects of instruction in the Normal School consist of arithmetic and mensuration, algebra, geometry, trigonometry and logarithms, industrial mechanics, English history, history of India and the British colonies, English grammar, geography, chemistry and physics, fortification, singing, drawing, reading, penmanship, and Scripture knowledge. Instruction is also given in the art of lecturing and in the performance of lecture experiments.

Staff of instructors. 75, 1356.

The special staff of instructors for the Normal School has hitherto consisted of a Head master and an Assistant master; but, in consequence of the decrease in the number of students, the services of the Assistant master have been recently dispensed with, and the ordinary education of the school is now conducted by a single master. Fortification is, however, taught by the Adjutant of the Asylum; religious instruction is given by the Chaplain; and singing and drawing are taught by two non-resident masters who also teach these subjects in the Model School.

Number of students. 76, 1344, 1345. 82, 83.

The authorised establishment of the school consists of 40 students, but owing to the small number of candidates who have of late years competed for admission the number of students has much decreased, and at present consists only of sixteen. Of these 13 are soldiers, and only three civilians. During their period of residence civilian students are provided with messing and uniform at the public expense; soldier students receive the same clothing and pay, subject to a similar deduction for messing, as if with the regiments.

Appointment as schoolmasters.

On completing their period of training, and successfully passing an examination, the students are appointed Army Schoolmasters, the civilians being required to enlist for a period of 12 years, and the soldiers being discharged from their regiments and re-enlisted for a similar term of service.

Inadequate results obtained by the Normal School.

The Normal School does not appear to us, at least of late years, to have fulfilled the expectations of its founders. The great diminution which has taken place in the number of the students of itself naturally suggests the question whether the results obtained by the institution are sufficient to justify its maintenance. The present reduced number

e no doubt in great part owing to the diminished estimation in which, as we have ated in a previous part of our Report, the position of Army Schoolmaster appears of te years to have been held, and the consequent reluctance on the part both of civilians id of soldiers to offer themselves as candidates for the appointment. The measures e have recommended will, it may be anticipated, effect an alteration in the existing ate of feeling, and, by rendering the schoolmaster's position more attractive, increase ie number of applicants for admission to the school. In this case one of the arguments or the abolition of the establishment would be removed, as the present disproportion :twee the expense of the institution and the number of pupils under instruction at would cease to exist. Apart, however, from this consideration the wider question has ngaged our attention, whether the system of training provided by the Normal School the best preparation for the duties of an Army Schoolmaster; and whether its advan- ges are so manifest as to necessitate the maintenance of a special training institution or the limited number of candidates required to provide for the vacancies annually ccurring in the staff of teachers in the service. We desire to give full credit to the bility with which, as is proved by the evidence we have received, the system of instruc- on at the Normal School has been carried out; but we are of opinion that greater dvantages than those resulting from the present system could be obtained without the naintenance of this institution. We consider that the establishment is on too small a cale, and not sufficiently complete in its organisation, to fulfil the various objects which training school is designed to meet. We must also express our opinion that a defect n the present system of the Normal School is the absence of sufficient instruction in the rt of teaching. The students are, indeed, after completing the first portion of their ourse, employed for 12 months as instructors in the Model School; but the experience hus obtained relates only to the teaching of children—for which purpose the time occu- ied appears to us unnecessarily long. Although this deficiency is to some extent emedied by the custom, usually adopted in practice, of employing young schoolmasters, n first entering the service, under an experienced teacher, no actual regulation has been hown to us which secures this system being invariably carried out.

1315; Col. Muller, Replies.

Considera- tion of the necessity of such an in- stitution.

654, 657, 659, 1315, 1521, 1522.

Sir F. Abbott, Mr. Langmead, Replies.

Defect in the present sys- tem of train- ing.

346, 569, 654 to 661, 1349 to 1351, 1376 to 1378; Mr. Reynolds, Replies.

Several of the witnesses whose opinions we have received appear to question the ecessity of maintaining the Normal School, while some strongly advocate its abolition. t has been suggested that reliance might be placed exclusively upon civil training nstitutions to afford a sufficient supply of qualified candidates for the situation of Army Schoolmaster. Even, however, if the increased encouragements we propose to offer should succeed in attracting civilian applicants in numbers sufficient to recruit the teach- ng staff of the Army entirely from this class, we should consider it highly inexpedient o exclude soldiers from the prospect of attaining the position of Army Schoolmaster. Witnesses of great authority, among them His Royal Highness the Duke of Cambridge, nave referred to the advantages of previous military experience and habits in an individual ppointed to the post of schoolmaster in a regiment. His Royal Highness says, "I "decidedly prefer a man being a schoolmaster who has first been a soldier, because he "understands discipline. It is desirable that there should be as little interference as "possible with the schoolmaster, but there should be perfect submission on his part if "the necessity arises; and that, I think, you can only instil into the mind of a man who "from early life has known what discipline is." Mr. Reynolds, the Head Master of the Normal School, speaks of the beneficial influence exercised by soldier students at that institution, in introducing among the civilians the feeling of military obedience, the want of which feeling he mentions as having been "the serious defect as Army Schoolmasters "of many otherwise excellent men." The same witness also expresses his opinion that "with reference to his future as an Army Schoolmaster the best soldier is, on the "whole, better than the best civilian." Not only does the soldier possess, instinctively as it were, the spirit of military discipline, but he has the further advantage of an acquaintance with the habits and feelings of soldiers, and is therefore more likely to be able to exercise influence over those he is called upon to instruct. And while recognising the superiority which the soldier appears in these respects to possess over the civilian as a military schoolmaster, we should also think it extremely undesirable to deprive the army of one of the few advantages which educational attainments offer to it. Indeed the strongest argument in favour of maintaining the Normal School seems to us to be that it affords facilities for soldiers to qualify themselves for the position of schoolmaster. But this argument loses its force if, as we believe to be possible, a scheme can be devised for supplying the army with trained schoolmasters, which, while offering every encourage- ment to civilian candidates, shall afford all reasonable facilities to soldiers in qualifying themselves for the appointments. We consider that the admixture of the two classes is

Opinions against the retention of the school.

Duke of Cambridge, 2296; Col. Muller, Col. Adams, Mr. McLeod, Chaplain-General, Replies.

Advantage of soldiers as schoolmas- ters.

2263.

1340.

1342.

Benefit of the school to soldiers.

1396 to 1398.

Admixture of soldier

and civilian candidates desirable.

desirable, and recommend that the endeavour should be made to attract candidates from both alike.

Civil training schools to be employed under certain circumstances for soldiers.

We have considered the question whether it might not be possible to have recourse generally to civil training institutions for the purpose of affording military candidates a fitting preparation for their duties. To make this an indispensable condition of appointment might prove an obstacle in the way of soldiers who may wish to qualify themselves for the position of schoolmasters; and we consequently do not recommend that soldier candidates for the appointment should necessarily be subjected to a course at a civil training school. At the same time, as it might be felt that soldier candidates would be at a disadvantage in competing with civilians for the post, we recommend that the opportunity of a previous course of instruction at a civil training institution should be afforded to such soldiers as may prove themselves eligible for this privilege, and may be desirous to avail themselves of it. We propose that, while reliance should be placed upon civil institutions for the supply of civilian applicants, soldiers should, as a general rule, be trained within the Army itself, and that inducements should be offered to Army Schoolmasters to interest themselves in assisting the efforts of those who may wish to become candidates for the appointments which they themselves hold.

And reliance to be placed on them for civilian candidates.

Abolition of Normal School.

We, therefore, consider that the Normal School should be abolished, a part of the saving which will result therefrom being applied to enable soldier candidates, if they desire it, to benefit by the advantages of civil training schools; and, in place of the existing arrangements, we propose the following detailed scheme for the training and appointment of Army Schoolmasters.

Proposed substitute for present system.

We recommend that appointments to the situation of Army Schoolmaster should be thrown open to public competition among civilians who have passed a period of not less than 12 months in some recognised training institution, and soldiers who have either been employed as school assistants for a similar period in an Army School, or have passed six months in the latter capacity and six months at a civil training school. The former class of candidates should be required to produce from the Principal of their training college certificates as to their moral character, and their competency to instruct both adults and children. Soldier candidates should be required to produce similar certificates as to their capacity for teaching from the Sub-Inspector of their late district and as to character from their commanding officer. To the latter qualification we think that the greatest importance should be attached, more especially as it seems that the recommendation at present required from commanding officers as a condition of admission to the Normal School has in some cases been given without due regard to the antecedents of the applicant. We therefore recommend that the certificate as to character should be stringently worded, and should in all cases be accompanied by a certified copy of the candidate's defaulter sheet. It has been suggested by some witnesses that the possession of the rank either of serjeant or corporal should be made a necessary qualification of admission to the examination; but, considering the difference in the rate of promotion in various corps, we are of opinion that the exaction of such a condition would press unequally upon candidates, while we believe that a certificate of character, if strictly enforced, will be found to answer every necessary purpose.

Qualifications of candidates.

In the case of civilians.

In the case of soldiers.

Col. Adams, Mr. Langmead, Replies; 333, 1446.

374, 1534; Col. Adams, Replies.

Conduct of examination.

We recommend that the examinations for appointment to the situation of Army Schoolmaster should comprise nearly the same subjects as those at present taught at the Normal School, and should be held half-yearly, under the supervision of the Director-General of Military Education. The same restrictions in regard to age and physical fitness as at present should be enforced. We further consider that pupil-teachers at the Model School at Chelsea and monitors at the Hibernian School should, as under the existing arrangements, be admitted to the competition, on attaining the age of 20, under the same conditions in regard to character and general qualifications as other candidates.

Subsequent training.

In place of entering the Normal School we recommend that candidates who successfully pass the examination should be appointed on probation for a period of six months, and should serve during that period under a schoolmaster of not less than five years standing, who, in the case of soldiers, should not be the master under whom the candidate has been trained. During this period they will acquire practical experience in the art of teaching adults, which, as we have already stated, is not invariably provided for by the present system. An arrangement such as we propose has been recommended by several witnesses. At the expiration of the six months probationary service a special report should be required from the Sub-Inspector of the district, entering into details as to the fitness of the probationer in every respect for the discharge of his duties. This report should be forwarded to the Inspector of Army Schools, be supported by him, and

346, 570, 658, 1376.

Mr. Belling, Schoolmaster A., Schoolmaster B., Mr. Reynolds, Mr. McLeod.

pproved by the Director-General of Military Education, before a permanent appointment schoolmaster is conferred. An adequate rate of pay should be allowed during the x months probationary service, but no claim for compensation should be admitted, in ie event of the probationer, on its expiration, being declared unfit to be admitted into ie Department.

Inducement to Army Schoolmasters to prepare candidates.

Mr Reynolds, Replies.

In order to encourage Army Schoolmasters in rendering every assistance to soldiers ho may wish to become candidates, we recommend that for every school assistant who successful at the competitive examination, the master under whom he has been trained ould be entitled to a gratuity of 10*l*., provided the candidate obtain the confirmation his appointment after the expiration of his six months probationary service.

Soldiers not to forfeit service on appointment.

564, 565, 1428, to 1430; Mr. Longmead, Mr. Reynolds, Replies.

It has been represented to us that, by the present regulations for the appointment of rmy Schoolmasters, a soldier on being appointed forfeits, in reckoning his service wards pension as a schoolmaster, half of his service prior to his admission to the Normal chool, and the whole of the period spent at that institution. We consider that this is regulation which presses unfairly upon soldiers, and one which must in many cases scourage them from becoming candidates. We therefore most strongly recommend iat no portion of his previous service should be forfeited by a soldier who presents mself for the examination, or subsequently acts as a probationary schoolmaster, whether e eventually receives a permanent appointment or not.

Necessity of making the conditions of appointment known to the Army.

1452; Mr. Reynolds, Replies.

It has also been represented to us that the conditions of appointment to the position f Army Schoolmaster are not at present sufficiently generally made known to the service. 'e therefore recommend that copies of the regulations on this subject, together with ie text-books required in preparing for the examination, should be supplied to the brary of every regiment, and that notice of each approaching examination, and of the onditions under which soldier candidates are permitted to present themselves, should e published in general and regimental orders throughout the service. It is not surrising that Commanding Officers should be indisposed to lose the services of men hose educational attainments would make them valuable in their regiments; but we ust that their cooperation may be fairly anticipated in furtherance of the education of ie Army, and we would suggest that their attention should be called to the importance oth of recommending none but deserving candidates, and of placing no obstacle in the ay of soldiers to whom the position of schoolmaster presents attractions, and who by eir character are fitted for the appointment. We also strongly recommend that, in all ases in which it is practicable, a soldier who has been successful in obtaining the post f schoolmaster should be reappointed to the regiment in which he had previously erved.

Co-operation of Commanding Officers desirable.

1550, 1551; Sir F. Abbott, Replies.

1430, 1431.

Results anticipated from the proposed changes.

The changes we propose in the system of training Army Schoolmasters will effect a aving of expenditure, not only by the abolition of the staff of the Normal School, but lso by the diminution of the ordinary period of training, during which candidates are aintained at the public expense. They will moreover during their course of training e utilized as instructors in Army Schools, thereby affording some return to the State. At the same time, as the competition with civilians, combined with the opportunity of aking advantage of civil training institutions, will secure a high educational standard on ihe part of the soldier candidates who succeed in obtaining the appointments, we believe hat the plan we propose will supply the Army with a staff of teachers, at least as fficient in the performance of their duties as at present, and in one important qualificaion—the art of teaching adults—possessed of greater experience than under the existing ystem.

Defective arrangements of the Normal School.

1360 to 1365; Chaplain-General, Mr. Reynolds, Mr. Longmead, Col. Adams, Canon Moseley, Replies.

The evidence we have received discloses several defects in the existing arrangements of the Normal School, more especially in regard to the accommodation provided for the students; but, as we recommend the abolition of the establishment, we have not thought t necessary to enter upon a consideration of these subjects.

The Model School.

Objects.

1278.

The Model School, or, as it is commonly called, the Duke of York's School, is intended for the gratuitous education of the orphan sons of soldiers. It originally alone constituted the Royal Military Asylum, but on the re-organisation of the establishment in 1846, and the foundation of the Normal School, a thorough reform was made in the boys' school, which was placed upon its present footing of a "Model School" for the regimental schools of the army.

Staff of instructors, &c.

1510, 1511.

The present establishment of the School, in addition to the general staff of the Asylum, consists of a Head Master and four resident Assistant Masters, with two non-resident

Masters for singing and drawing. The permanent staff of Masters are assisted by a portion of the students of the Normal School—employed in the Model School to learn the art of teaching—and by a certain number of pupil-teachers. The latter are appointed on passing an examination open to both soldiers and civilians between the ages of 17 and 19. There are at present 13 pupil-teachers. On reaching the age of 20 they compete with other candidates for admission to the Normal School. The establishment of the School further comprises a staff of non-commissioned officers (appointed from pensioners of the Army) and of female nurses, employed in the superintendence and care of the pupils.

79, 1512
1514, 1515.

Conditions of admission.
Col. Muller, Mr. McLeod, Replies.

The admission of boys to the School is determined by the Commissioners of the Asylum, on a consideration of the claims of the applicants, orphans having a priority of claim over those in whose case one of the parents is living. The privilege of admission to the School is also extended to children both of whose parents are living, provided the father is on foreign service. The limits of age for admission, which were formerly from 5 to 10, are at present from 7 to 12 years.

Number of pupils.
Col. Adams, Replies.

The number of pupils at the School was formerly 500, but owing to the necessity, on sanitary grounds, of affording increased space in the dormitories, the number has within the last two years been reduced to 458.

Organisation.
Col. Muller, Replies.

The organisation of the School is military. The boys are divided, for purposes of interior economy and discipline, into six companies, superintended by the Serjeant-Major and six Serjeants, under the direction of the Adjutant. In awarding punishment and in the treatment of offenders a military system is followed.

Instruction.
Mr. McLeod, Replies.

For purposes of instruction the pupils are divided into five classes or "schools," one of them constituting an Infant School. Each class is placed under the charge of a Master, the Head Master having the general control of the whole. The subjects of instruction comprise—religious knowledge, reading, writing and composition, arithmetic, Euclid and mensuration, geography, English grammar, English history, object lessons, singing, drawing, and natural history. The elder boys are, in addition, either trained as musicians in the band, or are taught the trades of tailoring and shoemaking.

Length of course.
1305, 1306.

Under ordinary circumstances boys are not kept at the School after the age of 14. An exception is, however, made in the case of those in the band, who are permitted to remain until 15 or 16. On quitting the institution those who are found physically fit and who volunteer for military service, are enlisted in the Army. The remainder are either delivered to their friends or apprenticed to trades. Although no restriction is put upon the pupils in their choice of a future career, the fact that they are all the sons of soldiers, and the military spirit of the institution, naturally give a military tone to their ideas, and the great majority of those who are not physically disqualified volunteer for the Army.

Disposal of the boys.
Returns, p. 167.

Advantages of the institution.

It is unnecessary for us to dilate upon the great advantages which such an institution as the Model School must, if properly conducted, confer upon Your Majesty's Service. Not only are a gratuitous education and maintenance afforded to the orphan children of soldiers, who would otherwise often be thrown helpless and destitute upon the world, but a body of young recruits is diffused through the ranks of the army, who carry with them into the service the groundworks of a sound and useful education, and a military spirit instilled into them from early childhood. The returns with which we have been supplied, and the evidence furnished both by regimental officers and from other sources, afford proof of the excellent character almost invariably borne, throughout their future career, by soldiers who have been brought up at the School.

Returns, p. 167; 421, 739, 796, 1004, 1518, 2306; Replies.

Satisfactory results of system of instruction.
Chaplain-General, Mr. Langmead, Sir F. Abbott, Col. Muller, Replies; 72, 1284.

The witnesses we have examined are unanimous in their testimony as to the highly satisfactory results of the theoretical instruction afforded to the pupils, and the excellence of the system of teaching originally introduced and still pursued by the present Head Master, of whose abilities and qualifications for his post every one acquainted with the school has spoken in the highest terms.

Unsatisfactory condition of the school in many other respects.

But although the educational state of the School appears to be excellent, we regret that we are unable to pass an equally favourable opinion upon its condition in many other respects; and we consider that numerous improvements are necessary in its mode of government, its organisation and discipline, and its general sanitary state.

Defective organisation.

We have already stated that while the supervision of the instruction at the School rests with the Director-General (who now represents the late Council) of Military Education, this officer has no control over the discipline or general arrangements of the institution, which still remain under the Board of Commissioners. The same division of authority runs throughout the organisation of the establishment. The military staff is entirely distinct from the staff of teachers; the Commandant, as head of the former, is directly

bject to the Commissioners, while the Head Master is responsible, and reports, to the rector-General. The Commandant is restricted from interfering in any way with the urse and method of instruction; and, on the other hand, the authority of the masters, d the exercise of their influence over the pupils, are rigidly confined to the class-room. at of school hours none of the masters have any responsibility for, or control over, the nduct or discipline of the boys. It is clear that practical inconveniences must be likely arise from this division of authority. Moreover it appears, from the evidence we have ceived, that the existing arrangements have led to a want of complete harmony between e civil and military staff, and that at least one instance has occurred in which the ead Master has not been treated with the respect to which his position entitles him. ich a state of things must necessarily, in our opinion, have a prejudicial effect upon e general discipline of the School.

1421 to 1423.

Col. Adams, Mr. McLeod, Replies. 1405 to 1407.

1539.

1326, 1327, 1540 to 1546, 1552.

1453, 1476, 1530.

In order to remedy the defects we have mentioned, we recommend that the Board of ommissioners should cease to have any connexion with the discipline or internal ministration of the institution, their duties being confined to the consideration of the ims of candidates for admission. The general control over both the discipline and the struction of the School should, in our opinion, be placed in the hands of the Director-eneral of Military Education, with whom should also rest the appointment and removal all individuals employed on the staff of the School. In order to ensure the maintenance a constant and systematic supervision over the state of the institution, we recommend at the Director-General should annually make a thorough inspection of the school, tending to every part of its interior economy, and should submit a detailed report ereon. We also think it desirable that some system of weekly inspection by regularly ppointed Visitors, similar to that existing at the Hibernian School, should be introduced.

Remedies proposed. School to be placed under Director-General.

Canon Moseley, Replies.

Annual inspection.

Within the School itself we recommend that the authority at present divided between e Commandant and the Head Master should be combined in a single individual, rectly responsible for the well-being of the establishment in all its departments. We nsider it of the greatest importance that in selecting an individual for this post the rictest attention should be paid to educational qualifications, and to capacity for perintending both discipline and instruction. When the necessary qualifications exist a military man, we think it advisable that the appointment should be filled by an ficer. In any case, we recommend that some limit in regard to age should be fixed for ie tenure of the appointment. We must express our opinion that a purely military stem of discipline, and an organisation by which the general supervision and the struction of the pupils are placed in separate hands, are ill adapted to the management boys of the age of the pupils at the School. Witnesses of experience speak of the sadvantage of confining the duties of the masters exclusively to those of tuition, both tending to weaken their individual authority, and as involving the loss of valuable d in maintaining discipline. We consider that in an establishment of this sort it is sirable to make the connexion between teacher and pupil as close as possible, and to ford every opportunity for the former to exercise his influence over the latter. We, herefore, recommend that the duties of imparting instruction and of maintaining discipline ould be combined in the same hands, and that the responsibility of the masters should xtend to the conduct of the pupils in the playground as much as in the school room. uch an arrangement will, we believe, contribute materially to an improvement in the iscipline of the School, which, it has been stated to us, is not at present in a satisfactory ate. The change which we recommend will, by utilising more fully the services of ie masters, enable some slight reduction to be made in the general staff of the School, nd will consequently diminish the annual cost of the establishment. At the same time, the event of the Normal School being abolished, the services of the students of that nstitution will be lost to the Model School, and a larger number of pupil-teachers will herefore be required.

Combination of disciplinary and instructional duties.

1566.

1299 to 1302, 1477.

Chaplain-General, Replies.

1458, 1473, 1476.

There is one point connected with the moral and spiritual welfare of the boys to which e would especially invite the attention of the authorities. It appears highly desirable hat when the boys go to their dormitories at night a brief period of perfect quiet hould be secured, so as to give opportunities for undisturbed private prayer. During his interval no talking or noise of any kind should be permitted; and it should be part f the recognised duty of some one in authority to see that this regulation is scrupulously bserved. We also recommend that the strictest attention should be paid to the religious nstruction of the pupils, and that care should be taken to adapt both this and the chapel ervices to the age and understanding of the boys.

Moral and religious supervision.

1567 to 1569.

1309, 1562.

With regard to the sanitary state of the School, it is certain that a few years since it vas in an extremely unsatisfactory condition, so much so, as to induce His Royal Highness the Commander-in-Chief, in 1868, to appoint a Committee of officers to inquire

Sanitary state.

1458 to 1461.

Appendix, p. 170. 1462, 1463. into it. In consequence of the Report of this Committee (which will be found at leng in the Appendix) several changes have been made, one of the most important being t provision of increased cubic space in the dormitories by the reduction of the number pupils from 500 to 458. This, with a more varied diet, and other alterations, w probably in course of time effect an improvement in the sanitary state of the Scho 1464, 1465. The recommendations of the Committee have, however, been only partially carried o Sir F. Abbott, Canon Moseley, Mr. McLeod, Replies; Hospital Returns. and numerous defects still remain, urgently calling for immediate remedy. From t evidence and returns which we have received, and from our own personal inspection the establishment, we must express our opinion that the health and *physique* of t pupils are not, even at the present time, in so satisfactory a state as could be desire Returns, pp. 168, 189. The hospital returns at Chelsea present a very unfavourable contrast with those of t Hibernian School in Dublin, the average daily per-centage of sick at the former, duri the last four years, having been fully double that at the latter institution. The retur Returns, pp. 167, 182. of the number of boys reported unfit for the Army on quitting the two institutions sh similar results. During the last ten years the proportion of boys declared unfit for t Army on quitting the Hibernian School has been 8·5 per cent., while at Chelsea it h amounted to upwards of 14 per cent., and in one year even reached 27 per cent. is, however, fair to add that these results may in part be accounted for by a differe standard of efficiency and a different system of returns being adopted at the t establishments.

Causes of unsatisfactory sanitary condition. Report of Committee of 1868; 2278, 2279; Mr. Reynolds, Replies. We do not think the lower sanitary tone observed at Chelsea can be attributed sole to situation, although doubtless the Hibernian School possesses great advantages in th respect; for the opinions expressed by competent medical authority, and others acquaint with the locality, do not lead us to believe that the site of the Royal Military Asylu can in itself be regarded as positively unhealthy. Our attention has been called various other causes which must, we think, exercise an unfavourable effect on the heal of the pupils. On this subject we wish particularly to call attention to the eviden Dr. Crosse, Sir F. Abbott, Replies. 1487, 1488. furnished to us by the Medical Officer of the School. Among the causes to which refer may be mentioned the want of sufficient cubic space in the dormitories; the i adequacy of the ventilation (notwithstanding recent improvements), more particularly the schoolrooms, workshops, and play-rooms, in which much time is spent by the boy the insufficiency of the arrangements for bathing; the absence of proper precautions 1495. ensuring personal cleanliness among the pupils, owing partly to the inadequacy of t 1546. supply of clean linen, and partly to the carelessness of the serjeants and nurses; a probably also, to some extent, the omission to study sufficiently the tastes of the boys 1490 to 1493; Duke of Cambridge, 2283; Sir F. Abbott, Mr. McLeod, Replies. regard to diet. But the most serious sanitary defect, and the one to which we a disposed mainly to attribute the unsatisfactory state of the health of the pupils, is t 1464. want of facilities for healthy recreation and exercise. The only playground to which t boys have access is a gravelled yard within the school walls; and on the rare occasio on which they are taken beyond the precincts of the School, it appears that the excursi is little more than a military parade, and that so much restraint is placed upon th movements as to deprive them of the opportunity of indulging in games and amusemen Such occasions, therefore, afford but slight relief to the confinement and monotony 1285, 1324, 1489; Chaplain-General, Sir F. Abbott, Canon Moseley, Mr. McLeod. the every-day school life of the pupils. It is mainly for this reason that we decided recommend the removal of the school into the country, a measure which has be strongly advocated by several witnesses; for, although there is nothing to prove that t present site is actually unhealthy, we do not consider that a situation in the metropo is well adapted for a school for young boys, entailing, as it does, a deprivation of t facilities for recreation so essential both to their happiness and their health. The remov of the school into the country would also obviate another disadvantage in its prese 1486; Dr. Crosse, Replies. position, arising from the danger of the introduction of infectious diseases among t pupils by strangers upon whose visits it is difficult in a town to put a restriction.

Increased opportunities of recreation recommended. Although, however, we recommend the removal of the establishment into the countr we consider that, even while it remains in its present locality, much may be done improve its sanitary condition. We wish to call attention to the necessity of regardi the health and physical welfare of the boys as of primary importance, and we think essential that a sufficient portion of each day should be devoted to play and out-do exercise. We are decidedly of opinion that largely increased means of recreation shou 2283; Dr. Crosse, Replies. be afforded to the pupils, by taking advantage both of open plots of ground in immedia proximity to the School, and of the vicinity of Battersea Park; and we most strong recommend that all excursions beyond the precincts of the School should have recreati distinctly for their object, and that the boys on arriving at their destination should freed from all unnecessary and irksome restrictions, and be permitted without restra to indulge in games and amusements.

In the internal arrangements of the School we also think that many improvements may be effected, with the view of increasing the healthiness and contributing to the comfort of the boys. We have in this case been again struck by the absence of sufficient provision for the recreation of the pupils, more especially in wet weather, and during winter evenings. The play-rooms in which on these occasions they are congregated are not only cheerless and ill-ventilated, but are much too confined to afford sufficient space for the pupils. We strongly recommend that increased and more suitable accommodation in this respect should be afforded. And with the view of extending as far as possible the means of recreation within the School walls, we would suggest that additional gymnastic apparatus should be provided, placed under cover to afford shelter in bad weather, and that the boys should be not only permitted but encouraged to indulge in gymnastic exercises, under proper supervision, during their play hours. We are also of opinion that a library and reading-room supplied with amusing and instructive books and periodicals, such as exists at the Hibernian School, should be provided for the use of all the elder pupils, and that the younger boys, who have not the privilege of admission to the room, should be allowed to obtain books from the library. In several other respects we think that the accommodation calls for improvement, and we strongly recommend that in the dormitories 600 cubic feet should be the minimum space allowed for each occupant. This amount is not at present afforded to more than 120 of the 258 boys, the remainder having only 500 feet. The abolition of the Normal School will render the building at present occupied by that establishment available for effecting, at a slight expense, this and other improvements in the accommodation of the pupils of the Model School. We recommend that further attention be directed to the ventilation of all the buildings, either by the use of small jets of gas continually burning near the ceiling (as at the Hibernian School), or otherwise; and that the most scrupulous care should be bestowed upon the personal cleanliness of the pupils. With the latter object, we wish to direct notice to the necessity of providing the boys more frequently with clean linen, and of enforcing the regular practice of bathing, which is at present discontinued in the winter, throughout the whole year. We would suggest that the ablution accommodation should be improved, and that an arrangement recommended by the medical officer, and similar to that adopted at the Hibernian School, should be introduced for the purpose of keeping the water at a moderate temperature in all seasons. We also consider that greater caution than at present should be exercised in the selection of the non-commissioned officers and nurses, upon whom so much responsibility necessarily devolves in regard to the general care of the boys.

Improvement of internal arrangements.

Dr. Crosse, Replies.

Col. Muller, Dr. Crosse, Replies.

2278, 2296.

1497, 1498.

In regard to diet we are of opinion that the quality of the food at present supplied is good, but we think that attention should be paid to the sufficiency, the suitability, and above all to the frequent variation of the diet; we would also suggest the introduction of drinking fountains in the play ground, an arrangement which has been adopted at the Hibernian School and is greatly appreciated by the pupils there.

Diet.

Sir F. Abbott, Replies.

In connexion with the sanitary state of the School we think it necessary to call attention to one branch of instruction, that in trades, to which we have hitherto only briefly referred. The only kind of industrial occupation taught to the pupils, with the exception of those selected for the band, consists of tailoring and shoemaking. Considering the large amount of time which is already spent upon in-door work in mental instruction, we are disposed to think that sedentary trades are not those best suited for the occupation of the pupils when relieved from the confinement of the school-room. The trade of shoemaking is particularly mentioned by the surgeon of the establishment as being prejudicial to the health of the boys and the development of their *physique*. We therefore recommend that instruction in this trade should be curtailed, while on the other hand we would suggest that extension should be given to the industrial instruction in the direction of more active occupations, such as carpentry, engineering, smith's work, and gardening. In accordance with the opinion expressed by the Surgeon of the establishment we think it desirable, out of regard to the health of the pupils, that no boy below 11 years of age should be employed in the tailor's or shoemaker's shop; nor should anyone be permitted to work for more than two hours continuously at either of these trades. We are further of opinion that instruction might with advantage be given in telegraphy, a knowledge of which at the present day presents so many openings to its possessor; while a short course of field-gun exercise (including the knotting and splicing of ropes), similar to that adopted at the Hibernian School, would probably prove both interesting and practically useful to the boys. We wish also to direct attention to the necessity, referred to by His Royal Highness the Duke of Cambridge, of effecting an improvement in the musical training of the boys. The pupils of many civil industrial schools are stated by His Royal Highness to evince in this respect a superiority over

Industrial training.

Sir F. Abbott, Replies.

Dr. Crosse, Replies.

Chaplain-General, Col. Adams, Replies; 1311, 1509, 2307 to 2309.

Dr. Crosse, Mr. McLeod, Replies.

2306.

those of the Duke of York's School, which we do not think ought to be found. The extension of the industrial instruction in the direction we have suggested would not only give the pupils while at the School greater and more varied interest in this portion of their training, but would also be a great benefit to those who on leaving the establishment are found unfit for military service. At present the only trades to which they are apprenticed are those of tailor and shoemaker, neither of which appears to be much in favour with the boys. We further consider that it would be advantageous to effect an alteration in the system of industrial employment by approximating to the plan now
2318. followed at many civil schools, of devoting a whole day to instruction in trades, alternately with school work, instead of, as at present, dividing each day between both kinds of occupation. It appears to us that by the adoption of such a system more regular progress would be made by the pupils, both in their scholastic education, and in their practical instruction.

Model recommended for industrial instruction.

In reference to the changes we recommend in the industrial training both at Chelsea and the Hibernian School, and to the introduction of a system of similar instruction in connexion with regimental schools (as advocated in a previous part of our Report), we are of opinion that great advantage would result from adopting as a model the system in force at one of the large civil industrial schools which have of late years been established. From our own inspection of one of these institutions—the Central London District School—we can have no hesitation in expressing our decided opinion that the method of industrial instruction there employed is more complete, more satisfactorily organised, and more successful in its results than that prevailing either at the Duke of York's or the Hibernian School.

Age of admission to and of quitting the School.

We have now expressed our opinion regarding the organisation and general arrangements of the School, and the system of instruction pursued. It remains to speak briefly of the conditions of admission to it. These, we think, so far as regards the consideration of the claims of the applicants, are founded upon sound and just principles, and we do not find it necessary to recommend any alteration in reference to them. It has, however, been represented to us by the Head Master that the regulations as to the age of admission are not altogether satisfactory. At present candidates are admitted between the ages of 7 and 12; and as pupils are, in the great majority of cases, obliged to leave
1504. the school at 14, the average period of residence does not exceed five years, while it is in some cases reduced to two. The shortness of the period of residence is stated to
1555 to 1558; Mr. McLeod, Replies. have a prejudicial effect on the education of the School, more especially as no educational qualification is exacted on admission, and many of the pupils enter at the higher limit of age with so slight an amount of knowledge that it is impossible in the time at disposal to educate them satisfactorily. This inconvenience might be met by requiring every candidate before admission to pass a qualifying examination, sufficient to prove
Canon Moseley, Replies. his possession of such an amount of knowledge as to enable him to profit by the course of instruction at the School. We cannot, however, recommend the exaction of any such test, which it appears to us would place an undue restriction upon the charitable objects of the institution. A reduction in the limits of age for admission would, without being liable to a similar objection, effect the same purpose; and we therefore recommend that the higher limit of age should be reduced to 10 years, at which it was until recently fixed. We do not recommend a reduction of the lower limit, as it has recently been found desirable, on sanitary grounds, to raise it from 5, at which it was previously fixed, to the present standard. Nor do we consider it advisable to propose any extension of the age for leaving the School, partly because such a change would diminish the number of annual vacancies for fresh candidates, and still more because difficulties in regard to
2307. discipline might arise from a wide discrepancy in the age of the pupils. While, therefore, retaining the present exceptions, we consider that the pupils should in general, as under the existing regulations, quit the School at the age of 14.

Disposal of the boys.

The only suggestion we have to make in reference to the close of the course of instruction is that, in order to offer every encouragement to the boys to enter the military service, the most unfettered
2305. freedom in regard to the choice of the regiment in which they wish to serve should be afforded to boys who volunteer for the Army; and that in the case of those who either do not voluntarily enlist, or are found physically unfit for the service, as wide a selection as possible should be permitted of the occupations to which they may wish to be apprenticed.

Royal Hibernian Military School.

Objects.

Lt.-Col. Wynyard, Replies.

The design of the Royal Hibernian Military School in Dublin is, in the main, the same as that of the Model School at Chelsea—to afford a gratuitous education to the sons of soldiers, orphans having a prior claim over others to admission. The majority of the

ldren admitted to it are the sons of Irish parents, although no condition as to ionality is attached to admission to the School. The Hibernian School, originally nded in 1769, was, like the sister establishment at Chelsea, entirely reorganised in 46, and its present constitution is regulated by a charter granted in that year. Charter, 14 Dec., 1846.

The general management of the School is vested in a Board of Governors, of whom Lord Lieutenant and the General Officer commanding the Forces in Ireland are pectively President and Vice-President. The other Governors likewise hold their ointments *ex officio*, the great majority of them being either Officers of the Staff or ld Officers of the regiments belonging to the garrison of Dublin. From the general ly of Governors a Committee of seven is each year appointed, who meet once a month, l upon whom the administration of the affairs of the institution more immediately volves. No question of importance, however, can be decided without a meeting of the neral Board. In addition to the control exercised by the Committee, one of the neral Board of Governors is each fortnight appointed Visitor of the School, and during tour of duty is required personally to inspect the establishment each week. Governing Body. Lieut.-Col. Wynyard, Replies.

The general staff of the establishment consists of a Commandant, an Adjutant (who is o Secretary to the Board of Governors), a Quartermaster, a Surgeon, a Protestant aplain, and an officiating Roman Catholic clergyman. The instructional staff consists a Head Master, three assistant masters, and a non-resident singing master. The sters are assisted in their duties by monitors, who correspond to the pupil-teachers at elsea, with this exception, that the latter consist of individuals previously unconnected h the establishment, whereas the former are appointed exclusively from pupils who, reaching the age for ordinarily quitting the School, volunteer to remain for the purpose being trained as monitors. After about a year's probation they are, on the recommendation of the Head Master, permanently appointed by the Commandant to the post, ich they retain until the age of 20, when they may compete for admission to the rmal School at Chelsea. There are at present 12 monitors. The establishment of the hool further comprises a number of non-commissioned officers and nurses employed the supervision and care of the pupils. Staff and establishment.

The Commandant, Adjutant, and Surgeon are appointed by the General Officer commanding the Forces in Ireland, with the sanction of the Commander-in-Chief; the pointment of the other officials rests with the General Board of Governors. Appointment of Staff.

The conditions of admission are in principle the same as at the Duke of York's hool, orphans having prior claims over other candidates. The consideration of the ims of the various applicants rests with the Committee of Governors. The limits of e for admission are from 7 to 12. Conditions of admission.

The organisation and system of discipline, as at Chelsea, are military, and as far as ssible resemble those of a regiment. The pupils, 410 in number, are for purposes of litary training and discipline distributed in six companies, each of which is under the arge of a serjeant assistant. The power of inflicting punishments, and of granting wards for good conduct, both of which are in a minor degree similar to those adopted in e Army, rests with the Commandant. Organisation and discipline.

For purposes of instruction the pupils are arranged in four divisions, each under the arge of its own master, the Head master exercising a general supervision over the ucation of the whole School, and periodically examining the junior divisions. The bjects of instruction consist of reading, writing and dictation, arithmetic, algebra, mentration, elementary mechanics, geography, English grammar, English history, singing, d Sacred history. In practical military exercises, in addition to drill, instruction is ven in gunnery (which includes, besides field-gun exercise, the knotting and splicing ropes), gymnastics, and swimming. A number of the boys are also trained as musins in the band, while others learn the trades of tailoring and shoemaking, and a small unber, not exceeding eight or ten, are taught carpentry. The whole clothing of the tablishment is made up by the pupils, of whom 112 are employed as tailors. Instruction. Mr. Gibbons, Replies. Practical training. Lt.-Col. Wynyard, Replies. Industrial instruction.

The pupils are not permitted to remain at the school after the age of 14, the only ception being in favour of those who are candidates for the office of monitor. The ethod adopted in regard to the disposal of the boys on quitting the school is the same at the Duke of York's School. As at the latter establishment the great majority mounting to nearly 80 per cent.) of those declared fit for military service volunteer for ie army. Their subsequent careers, no less than in the case of the Duke of York's hool, afford satisfactory evidence of the value of their early education and training. Those at present serving in the army, 983 in number, almost invariably bear an xcellent character, while upwards of 25 per cent. are non-commissioned officers. We ust moreover observe that the proportion of non-commissioned officers among soldiers ho have been educated at both the Duke of York's and the Hibernian Schools is even a Disposal of boys on quitting the school. Lt.-Col. Wynyard, Lt.-Col. Speedy, Replies. Returns, pp. 181, 184.

more satisfactory result than it at first sight appears; as owing to the great majority the boys being enlisted as musicians, and kept in the bands of regiments, their prospect promotion is much smaller than that of men serving in the ranks. This has been notic by several of our witnesses, and may probably in some cases act as a discouragement the pupils to enlist. We would suggest that, if practicable, the door of ordinary a vancement should be more generally opened to the pupils of these two institutions aft their enlistment; more especially as we believe that their education and early milita training would peculiarly fit them for the duties of non-commissioned officers.

Lt.-Col. Wynyard, Lt.-Col. Speedy, Mr. Gibbons, Mr. Langmead.

Changes recommended.

Lt.-Col. Wynyard, Replies.

From the above brief outline of the constitution of the Hibernian School—for ful information regarding which we refer to the detailed account furnished by the Co mandant—it will be seen that its organisation is in its general principles nearly ide tical with that of the Model School at Chelsea. The recommendations which we ha made in regard to one establishment will therefore almost equally apply to the other.

General superintendence of the school.

War Office Letter, 8 Feb. 1860.

9; Lt.-Col. Wynyard, Replies.

The authority of the Council of Military Education over the Hibernian School appe to have been even more purely nominal than that exercised by them over the Ro Military Asylum; for although, on Army Schools being placed under their direction 1860, the inspection of the school was enumerated among the duties devolving up them, the supervision of the instruction almost equally with that of the general admin tration of the establishment seems to have remained in the hands of the local governi body. We think it desirable that the general control over every department of t School should rest with the Director-General of Military Education, and that t functions of the Governors, as we have recommended with regard to the Commission of Chelsea, should be confined to business connected with finance and the admission pupils.

Constitution of Governing Body.

Lord Strathnairn, Replies.

Lt.-Gen. Colomb, Mr. Gibbons, Replies.

It has been represented to us by the Vice-President of the Board of Governors th the constitution of this body is faulty, and we are disposed to concur in this opini The large number of which the Board consists must tend to make its action cumbro and unwieldy; and although this evil is to some extent remedied by the appointment a small Sub-Committee for the transaction of ordinary business, the members of t smaller body vary each year. A large number of the Governors only hold their positi for a short period, during the presence of their regiments in Dublin, and can therefo hardly be expected to take the same interest in the welfare of the institution as if th had a permanent connexion with it. We think it would be desirable to reduce co siderably the number of the Governors, while at the same time we recommend that, changes in the constitution of the Board, its members should be made less varying, a greater independence should be given to their deliberations.

Admission of candidates.

Lord Strathnairn, Replies.

In regard to the mode of determining the claims of candidates for admission, we thi that a change might with advantage be introduced. It appears that the selection candidates from the general list of applicants rests in the first instance with the Co mandant, by whom their names are submitted to the Governors. Although from t evidence before us we feel bound to express our conviction that this selection is made strictly impartial grounds, we think it undesirable, on general principles, that such responsibility should devolve on an officer immediately connected with the establishme We therefore recommend that the duty both of selecting candidates from the gene list, and of finally determining between the respective claims of individuals, should entrusted exclusively to the Governors. We also think that, in order to avoid even t suspicion of religious partiality, the religion of a candidate should not be known to t authorities who decide upon his claim to admission. We further recommend that t higher limit of age for admission should be reduced from 12 to 10, for the reasons whi have induced us to make a similar recommendation in regard to Chelsea.

Internal organisation.

Mr. Gibbons, Replies.

In the internal organisation of the School, we are of opinion that changes should introduced similar to those we have already suggested for the Model School: we reco mend that the military system of discipline should be modified by extending the authori of the instructional staff; and that in the appointment of the head of the establishme the most careful attention should be paid to educational qualifications.

System of instruction.

Lt.-Col. Wynyard, Mr. Gibbons, Replies.

Extension of industrial training.

Lt.-Gen. Colomb, Replies.

In regard to the system of teaching and the subjects taught, we have no improveme to suggest; they seem well adapted to boys of the age and class of life of the pupi and from the statements furnished to us, and the reports of examiners who have inspect the School, we believe that the results of the method pursued may be regarded as high satisfactory. We would, however, suggest that, as we have already recommended regard to the Model School, a more extended and better regulated system of industr instruction should be introduced; carpentry is already taught to a small number of t pupils, but we think that instruction should be also afforded in other occupations whi

have previously enumerated. It was brought to our notice, when visiting the school, at the boys employed as tailors and shoemakers are kept for three hours and a half a time continuously occupied at their work. As this must be likely to prove prejudicial to their health, we recommend that no boy should be permitted to work for more than two hours at a time at a sedentary trade.

Sanitary condition.

We have previously expressed our opinion, founded upon the Returns and evidence communicated to us, that the sanitary state of the Hibernian School is more satisfactory than that of the Duke of York's School. We could not, however, fail to be impressed, on the occasion of our visit to the establishment, with the great prevalence of one particular type of disease—that of scald head—which appeared by no means to be confined to the younger boys recently admitted to the school, but to extend in an almost equal degree to the older pupils. We consider that the attention of the medical authorities should be particularly directed to this subject. The prevalence of such a disease must, we think, to some extent arise from want of sufficient care in selecting and apportioning food in quality and amount to each individual; and we recommend that due precautions should be taken to provide the boys with suitable, nourishing, and sufficiently varied diet, as we have already recommended in the case of the Duke of York's School.

Returns, pp. 169, 182.

Indeed, an inspection of the diet tables of the two institutions appears to us to show that the diet provided at the Hibernian School is less varied, and probably less suited to the wants of boys, than that which, in accordance with a scale recently introduced, is now given at Chelsea. In regard to the quality of the breakfasts, especially, and the greater number of days on which meat is allowed for dinner, the Chelsea scale appears to be superior. Our attention was also called to the number of boys at the Hibernian School who appear to suffer from colds and throat affections; and we think it desirable that attention should be directed to the warmth of the clothing supplied, more especially as the situation of the School is much exposed. We would invite particular notice to the communications furnished to us by the Surgeon of the School, both on this subject and on that of the other prevalent form of disease to which we have referred; and we recommend that careful consideration should be given to the measures proposed by him for mitigating the effects of the exposure to which, from the situation of the School, the boys are liable.

Dr. Templeton, Replies and Memo.

Accommodation.

The internal arrangements of the School are, in their general character, similar to those of the Duke of York's School, though in some respects the accommodation provided is decidedly superior. This is more particularly the case in a new wing of the buildings, erected within the last few years, which contains a portion of the dormitories, and in the accommodation provided for washing and bathing. We have already expressed our opinion that the arrangements in the latter respect might with great advantage be copied at Chelsea. The older part of the buildings, however, are in many ways defective; the rooms used as dormitories seem ill suited for their purpose, although apparently great pains have been taken to improve them as far as possible, and to provide them with a satisfactory system of ventilation. The boys' play-room is badly lighted and ventilated, and is too confined to hold the whole number of boys with comfort; we decidedly recommend that it should be improved in the mode suggested by the Surgeon of the School, as to enlarge the internal space, and to admit more air and light to it. We also wish to call particular attention to the want of sufficient shelter in the play-ground for the boys in wet weather; this is represented as a great deficiency by the Commandant, whose recommendation in favour of the enlargement of the present small shed, which is incapable of containing any large number of boys, we desire strongly to support. The arrangements for gymnastics might with advantage be still further extended, gymnastic exercises being well adapted to secure health; and, in addition, we strongly recommend that a covered gymnasium should be erected. The sitting-room provided for the monitors, and the quarters occupied by the assistant masters (the latter of which are extremely inconvenient in their interior arrangements), furnish other instances in which improvement is desirable in the existing accommodation.

Dr. Templeton, Replies.

Lt.-Col. Wynyard, Replies.

Means of recreation, &c.

In other respects we are of opinion that the means provided for the comfort and recreation of the boys are satisfactory. The provision of a comfortable and cheerful library and reading room, open to the boys of the two higher classes—the erection of drinking fountains in the day room and play-ground—and the free facilities afforded for indulging during play-hours in gymnastic exercises, are in our opinion deserving of imitation at the Duke of York's School. But the great advantage which the Hibernian School possesses over the establishment at Chelsea consists in its locality; it is situated in an airy and open space in the Phœnix Park, which affords the amplest opportunities for recreation and healthy exercise. The facilities thus provided for indulging without restraint in out-door amusements must necessarily have a highly beneficial effect both

2285, 2286.

upon the temperament and upon the physical development of the young boys, and they contrast most favourably with the monotonous confinement within the school walls, to which, with but rare interruptions, the pupils of the Royal Military Asylum are condemned.

School of Musketry at Hythe.

Objects.
1852.
Col. Haliday, Replies.

The School of Musketry at Hythe was established in 1853, with the object of supplying a central school of instruction in the new system of musketry practice adopted at that time, in consequence of the introduction of rifled arms into the service. At present the establishment serves a double purpose:—it is at once a Normal School to which a certain proportion of officers, non-commissioned officers, and privates are annually sent from various branches of the service to be trained in the established system of musketry, and which supplies the regular army with a staff of regimental instructors; and, in addition, it constitutes a department exercising functions of general supervision and inspection over the musketry practice of the army, and ensuring uniformity in the mode in which the authorised regulations are carried out.

Staff.

The staff of the school consists of a Commandant (who is also Inspector-General of Musketry), a Deputy-Assistant-Adjutant-General, one Chief Instructor (a Field Officer), two Captain Instructors, two Subaltern Instructors, a Quartermaster (who also acts as Adjutant), a Surgeon, and a number of non-commissioned officers and privates employed partly as instructors and partly on duties incidental to the establishment.

Department of Inspection.
District Inspectors.

The Commandant and the Deputy-Assistant-Adjutant-General, though discharging duties connected with the school, are more especially the head-quarter staff of the department which exercises general superintendence over the system of musketry throughout the service. This department further consists of a number of District Inspectors of Musketry, officers for the most part of the rank of captain, who are stationed in various large military garrisons, and supervise the mode in which the musketry regulations are carried out by the regiments quartered within their respective districts. For the purposes of inspection the United Kingdom is divided into six, the colonies into five, and India into ten districts. It is the duty of the District Inspectors to enforce uniformity of system throughout the service, to secure compliance with the established musketry regulations, to call the attention of commanding officers of regiments to any deviations from the authorised routine, and to examine the returns periodically furnished by the regiments under their superintendence. These returns, together with their own reports, they forward direct to the Inspector-General of Musketry at Hythe.

Their duties.
1930, 1936, 2007 to 2014.
1625, 1626.

Regimental Instructors.

In order to carry out the system of musketry uniformly throughout the service, there is attached to each battalion of infantry, and to the corps of Royal Engineers, a paid musketry instructor, who, as a necessary condition of his appointment, must have gone through a course of training, and obtained a certificate of qualification, at the Central School at Hythe. To cavalry regiments no permanent instructor is attached, but an officer, who must also have passed through the prescribed course of training, is deputed to conduct the musketry instruction of each regiment during the period of the year for which it is carried on, and while so employed receives an addition to his daily pay.

Annual musketry course in regiments.

Every battalion of infantry, and, as a rule, every regiment of cavalry, as well as the corps of Royal Engineers, passes annually through a regular course of musketry instruction. This course, though varying in its details in the different branches of the service is in principle the same in all—comprising preliminary drill, with the view of habituating the soldier to the proper use of his rifle, theoretical instruction, and terminating with ball practice. Recruits on first joining go through a more extended course than that to which the trained soldier at a later period of his service is subjected.

Periodical courses of training at Hythe.
Col. Haliday, Replies.
1662.
1588.

The officers who regimentally conduct the musketry instruction throughout the service are, as we have stated, trained in the duties they perform at the Central School at Hythe. At this establishment four separate courses of instruction are carried on annually, each course lasting two months. During every course nearly 300 individuals are generally under instruction. Of these the proportions from the various ranks are, about 60 officers, 160 non-commissioned officers, and 80 privates. Among the officers, besides those of the various branches of the regular land forces, are included a certain proportion of officers of the Royal Navy and Marines, and of the Militia and Volunteers; the great majority of the non-commissioned officers and privates belong to the regular Army.

Nature of the instruction.

The course of training at the school consists of practical and theoretical instruction in the mode of conducting the established system of musketry practice, and of imparting to others the knowledge thus acquired. With this is combined, in the case of officers, a voluntary course of lectures intended to afford a more scientific acquaintance with the theory of projectiles, and the history and progressive improvement of small arms

Throughout the course the officers and non-commissioned officers are subjected to a constant series of examinations, designed to test both their theoretical acquaintance with the subjects taught at the school, and their power of communicating instruction to others. According to the proficiency thus shown, combined with the results of a final examination at the end of the course, they receive certificates of qualification as instructors, the certificates granted to officers being of three classes, representing various degrees of merit. 1632. 1632, 1633.

The School of Musketry at Hythe, owing to the two-fold purpose which it fulfils—at once of a special training institution, and of a department exercising general functions of inspection and supervision—is so intimately connected with the system of Musketry instruction established throughout the service, that we have found ourselves necessarily compelled to extend our inquiries in some degree to the latter subject while investigating the constitution and management of the school itself. In doing so we have thought it desirable to elicit, as far as possible, on both topics the opinion of officers representing all grades, and all branches of the service. We have therefore obtained evidence from His Royal Highness the Commander-in-Chief, from all the general officers commanding districts throughout the United Kingdom, from numerous commanding officers of high reputation, from distinguished representatives both of the Militia and Volunteer Forces, from the Inspector-General and District Inspectors of musketry, and from several regimental musketry instructors, some of the latter being officers of long service and experience, while others had recently passed through the school at Hythe with distinction. We have also been favoured with the valuable evidence of Colonel Lane Fox, the officer to whom the origination of the School of Musketry was mainly due, and who was deputed by the late Viscount Hardinge, when Commander-in-Chief, to draw up the code of instruction which was first introduced into the service. Connexion between Hythe and the general system of musketry instruction. Evidence obtained. Replies to Questions, pp. 193 to 213. 1850 to 1852.

The first question which engaged our attention was whether the maintenance of a Central School of Musketry was necessary, or whether reliance could be placed upon a system of regimental instruction to provide the Army with a thoroughly qualified staff of instructors. The witnesses whose opinions we have received unanimously acknowledge that a central school was necessary on the first adoption of a rifled arm as the general weapon of the service, and the consequent introduction of a carefully devised and elaborate system of instruction in the use of the new arm. But many commanding officers, and other witnesses whose experience entitles their opinions to weight, while confessing that the school of Hythe was originally a necessity and bearing testimony to the advantages which have resulted from its institution, maintain that the system of musketry instruction has now so completely become incorporated with the drill of the Army, and is so thoroughly understood, that the time has arrived when a special establishment of this character might be dispensed with. They consider that a regimental system of instruction is adequate to supply each corps with its duly qualified instructor, and urge that, if this measure were adopted, commanding officers of regiments would feel themselves more immediately responsible for, and would therefore take greater interest in, the conduct of the instruction in their respective corps. In support of this opinion they point to the instance of adjutants, whose duties are represented as more arduous and responsible than those of musketry instructors, and whose efficiency, it is urged, bears testimony to the adequacy of a regimental system of training. The possibility of training competent instructors within regiments is also maintained by several other witnesses, although they do not advocate the abolition of the school at Hythe. On the other hand, in the opinion of the majority of the officers with whose views we have been furnished, the maintenance of a central school is regarded as absolutely essential, not merely for the purpose of providing regiments with trained instructors, but in order to ensure that uniformity in the system of instruction without which the present high standard of efficiency in musketry practice could not be maintained throughout the service. Several other officers also consider that the maintenance of a central school, even if not absolutely necessary for the objects referred to above, is still desirable for the purpose of affording an authority capable of pronouncing an opinion on the various progressive improvements in fire-arms, and of investigating the method in which they may be made applicable to military purposes. We therefore agree with the opinion strongly expressed by His Royal Highness the Commander-in-Chief, and the majority of officers of rank and experience, that a central school cannot be dispensed with without detriment to the efficiency of the musketry training of Your Majesty's troops. Their superiority in this respect over the soldiers of foreign armies is stated at present to be very marked, and we should view with regret any change which might endanger the continued progress of a system so successfully inaugurated, and hitherto followed by such satisfactory results. Consideration of the necessity of a Central School of Musketry. Sir G. Buller, Col. Knox, Col. Harding, Col. Glyn, Col. Gloster, Col. Thomas, Col. Hawley, Lt.-Col. Bowles, Lt.-Col. Pearson, Lord Bury, Capt. Adair, Lieut. Scotland; 422, 792, 1688, 1769, 1808, 1809, 1817. 438 to 442, 794, 862, 1048, 1749, 1758, 1801, 1802, 1833. Duke of Cambridge, 2297; Lord Strathnairn, Sir C. Staveley, Sir J. Garvock, Lord W. Paulet, Maj.-Gen. Russell, Maj.-Gen. Campbell, Maj.-Gen. Borton, Maj.-Gen. Rumley, Maj.-Gen. Murray, Maj.-Gen. Farren, Col. Armstrong, Col. Shute, 1262 Col. Weare, Col. Anderson, Col. Elrington, 743; Col. Haliday, 1572 Col. Stephenson, 1898, &c. 2003. 1601, 1941, 2006, 2209, 2303.

Situation of the school.
Maj.-Gen. Rumley; Col. Shute, 1267, 1268; Col. Lane Fox, 1870, 1883; Col. Stephenson, 1908; Col. Newdigate, 2126; Lt.-Col. Buller, Capt. Blundell, Lieut. Douglas.

Having expressed our opinion as to the necessity for the maintenance of a Central School of Musketry, the next question which presents itself is whether the present situation at Hythe is that most suitable for such an establishment. Several of our witnesses have suggested the transfer of the school to other stations, among which Aldershot is particularly advocated; and undoubtedly many advantages would result from this change of locality. It appears indisputable that the school at Hythe has hitherto existed too much as a department by itself, unconnected with the general system of the Army, and exempted from that periodical inspection to which every regiment in Your Majesty's service is subjected, and which in every institution is the chief guarantee for its satisfactory management. It also appears from the statements of a witness, whose evidence, from the important share he took in the original establishment

1877, 1878.

of the school, must be regarded as unaffected by prejudice, that a reluctance to adopt suggestions for improvements from without was, at least in former years, displayed by the authorities of the school. These defects would probably be remedied by the removal of the establishment to Aldershot, where it would be brought more under the general observation both of the Army and the public, and would be placed under the immediate supervision of the general officer commanding at that station. Its proximity to the metropolis, and the publicity given to experiments, would likewise offer greater inducements than at present to inventors to place themselves in communication with the authorities of the school, and to submit to their judicature such improvements as they had to suggest in fire-arms. But apart from these general advantages, it has been

Col. Newdigate, 2127 to 2129; Lt.-Col. Buller, Replies.

strongly represented to us that the direct benefits of the institution to the service at large would be widely extended by its being placed at a station where a large body of troops is constantly quartered. From the periodical passage of regiments through the camp a great proportion of the Army stationed in the United Kingdom, as well as a number of Militia regiments, would within a short period be brought under the influence

1579.

of the school; the annual expense of sending officers and detachments of troops to the establishment would be saved; and, above all, facilities would present themselves for combining instruction in musketry with that in the construction of field works and other

2130.

similar operations, thus enabling Aldershot to serve the purpose of a general camp of instruction in the various duties devolving upon a soldier on active service. While these advantages would attend the removal of the establishment to Aldershot, it has been

1647, 2300.

pointed out to us by His Royal Highness the Commander-in-Chief, and by the Commandant of the school, that proximity to a camp would offer many inducements to idleness on the part of those under instruction, and be prejudicial to study. We therefore consider that it is advisable, at least for the present, to maintain the School of Musketry as a separate institution, not liable to the interference with its special object

1579 to 1581, 1648 to 1650, 1926 to 1929, 2084.

to which it might be exposed at a large camp. The convenience of the present situation in affording a number of ranges, and the expense which would be entailed in providing accommodation for the school at a new station, are further reasons for inducing us to abstain from recommending a change of locality. Although, however, we think it desirable to retain the school of musketry in its present situation, we must express our decided opinion that the establishment should be subjected to the same kind of supervision as all other departments of Your Majesty's service; and we therefore strongly recommend that it should form part of the command of the South Eastern District, and that the general officer commanding the district should make a half-yearly inspection of the establishment, reporting upon everything connected with its efficiency, discipline, interior economy, and general administration.

Objections to present system of musketry inspection.
1689, 1690, 1729 to 1735, 1808, 1817, 1831, 2029, 2044.

We consider that the present constitution of the establishment, comprising as it does the duties of a department of inspection with those of a training school, is open to grave objection. The evidence we have received shows clearly that the system of supervision exercised by the school over regiments is viewed with considerable jealousy by commanding officers, and tends to create the impression in their minds that they are made less directly responsible for the musketry training of their regiments than for the efficiency in other portions of drill and military duties. The various District Inspectors whose duty it is to superintend the musketry practice of regiments, form a department distinct from the general staff of the Army; they are under the direct authority of, and

1625 to 1628, 1936, 1989.

in immediate communication with, the Inspector-General at Hythe, to whom they transmit their reports without forwarding them through the general officers commanding their respective districts; they also communicate directly with commanding officers

1930, 2007 to 2014.

regiments, calling their attention to any irregularities or deviations from the established system of instruction they may discover. The position in which he is placed gives an appearance of independent authority to a District Inspector, and his duties, unless

1735, 1789, 1790, 1874, 1933, 1994, 2022, 2023, 2044.

great tact and discretion are displayed in their performance, are liable to bring him in

greeable collision with regimental officers. Moreover although, as pointed out by Royal Highness the Duke of Cambridge, communications from the Inspector-General Musketry carry with them the authority of the Commander-in-Chief as distinctly as ers issued by any other department, yet practically the result is that the system of sketry inspection is regarded generally throughout the service as something distinct n, and independent of, the general control exercised over other portions of drill, and requently viewed by commanding officers as interfering with their responsibility for efficiency of their regiments. 2300. 049; Col. Thomas, Replies. 1689, 1690, 1745, 1746, 1782, 1784.

We have carefully considered the question whether the appointment of District pectors could be abolished without detriment to the efficiency of the system of sketry instruction, an opinion maintained by several officers of experience. A great of their duties is at present caused by the competition which exists between ments in musketry practice, and by the system of giving pecuniary rewards for oting. In order to check irregularities, which would render the comparison between ments illusory, an elaborate system of returns is required, the examination of which, addition to personal supervision over the practice of various regiments, entails much our on a District Inspector. Even, however, if, as we think desirable, modifications uld be introduced in the arrangements to which we have referred, we still consider some kind of district inspection would be necessary, at least for the present, to rd against the introduction of slight deviations from the prescribed regulations, which ht materially impair the shooting of the Army. The time has not yet, in our opinion, ved when perfect uniformity of system could be relied upon without the safeguard frequent inspection. Sir A. Cunyngham, Maj.-Gen. Farren, Col. Jenyns, Col. Harding, Col. Gloster, Col. Hawley, Col. Thomas, &c. 1792, 1872, 1987, 1988. Ld. Strathnairn, Lord W. Paulet, Sir G. Buller, Sir J. Garvock, Sir C. Staveley, M.-Gen. Russell, Maj.-Gen. Campbell, Maj.-Gen. Borton, M.-Gen. Rumley, Maj.-Gen. Murray, &c., Replies; 1610, 1872.

In order, however, to obviate the anomalies and difficulties which result from the sting arrangements, we are decidedly of opinion that it would be advisable entirely divest the Central School at Hythe of inspectional duties. We recommend that the pector-General of Musketry should be an officer attached to the Adjutant-General's partment of the Head-quarter Staff of the Army at the Horse Guards; and that the pection of musketry in the various military districts should be similarly entrusted to cers on the Adjutant-General's Staff of the respective districts. For this purpose it probably be necessary in most cases to add to the Adjutant-General's Department ach district an officer specially qualified to undertake the duties of musketry inspection. Changes proposed in the present system. 1691 to 1693, 1736, 1771 to 1779, 1884, 1917, 2051 to 2058. 2134.

The arrangement we propose, which has been advocated by several important witnesses, make the officers charged with musketry inspection a component part of the General ff of the Army, will place them more directly under the authority of general officers manding districts, and will, we believe, have the effect of putting their relations h commanding officers of regiments on a more satisfactory footing than at present. Col. Haliday, Col. Thomas, Col. Hawley, Col. Fox, Capt. Drake, Capt. Thompson. 1730 to 1736, 1784, 2018, 2044, 2054, 2055.

By thus divesting the establishment at Hythe of all duties of general inspection, and fining its functions exclusively to those of a normal school, we consider that a reduction y be made in its staff, which even at present appears to us disproportionate to the nber of individuals under instruction. This reduction may be carried still further if, we strongly recommend, the school should be regarded solely as a training institution officers and non-commissioned officers in the duties devolving upon them in the truction of their regiments. At present a considerable number of privates are sent each course, an arrangement which is represented both by the Commandant, and by er witnesses acquainted with the school, as inconsistent with the proper objects of the titution, and as entailing considerable expense on the public, with no corresponding vantage either to the soldier himself or to the service at large. We recommend that number of privates attending each course should be reduced to a minimum, and that se sent to it should be carefully selected for their intelligence and capacity to profit the instruction, a precaution which at present appears, from the statement of the mmandant, not to be invariably adopted. A certain number of privates may be uired for fatigues, guards, and other duties incidental to a military establishment; t we would observe that these duties are much increased by the presence of privates, d that every reduction in the number of the latter will make it more easy to rely on the permanent staff of the establishment for the performance of the strictly cessary duties. Reduction of staff at Hythe. 1663, 1664. 1900, 2027. Col. Haliday, 1574 to 1578; Capt. Thompson, 1957; Capt. Drake, 2027; Lt.-Col. Bridges, Capt. Madden, Capt. Carleton, Capt. G. Smith. 1574. 2314.

With regard to the course of instruction at Hythe, we must observe that although it s been eminently successful in its practical objects of providing the Army with a ghly qualified staff of instructors, there are points in regard to the internal management the school which seem to call for improvement. We think it desirable that the method theoretical teaching should be improved, and the discipline be more assimilated to at of a well regulated regiment. Proposed improvements in the course of instruction. Col. Lowry, Col. Knox, Lt.-Col. Bridges, Lt.-Col. Buller, Capt. Carleton, Lieut. Wyndham, Lieut. Douglas, Replies: 1652, 1699, 2033, 2034, 2040, 2059, 2072, 2109, 2110, 2117.

Length of the course.

1652, 1958, 2107.

Maj. Fairtlough, Capt. Madden, Capt. Carleton, Capt. G. Smith, Lt. Wyndham, Replies: Capt. Drake, 2033, 2041.

With regard to the length of the course, the evidence we have received is somewh conflicting as to the time requisite to impart the necessary amount of knowledge, and test the qualifications of an instructor. Some of our witnesses appear to consider t the present period of two months is not more than is absolutely requisite for this purpo while others express a very decided opinion that the course might be considera curtailed, more especially if the instruction is confined to strictly necessary subje Without pronouncing a decided judgment between these opposite opinions, we consi that a reduction of the period, if practicable, would have the great advantage of diminish the length of time for which officers are required to be absent from their regiments.

Defects in theoretical instruction.

2040, 2042.

Sir J. Scarlett, Sir A. Cunynghame. Col. Anderson, Lt.-Col. Buller, Maj. Fairtlough, Replies; 1000, 2027, 2066, 2116.

It has been represented to us as a serious defect in the teaching at Hythe that theoretical instruction there given in the more scientific parts of the course, and p mulgated to the Army in text books compiled at the establishment, is in several respe erroneous, and has failed to keep pace with the progress of scientific research on subject of fire-arms. We cannot think it satisfactory that an establishment, which intended to preside over and to lead the system of musketry instruction in the serv should be exposed to such criticisms in regard to the doctrines it enunciates. This cumstance, as well as other arguments adduced in the evidence before us, makes it our opinion, extremely desirable that an officer of high scientific attainments, and thoroug versed in the theory of gunnery and projectiles, should be included in the staff of school. To this condition we attach the greatest importance, as we consider that establishment should be not only a place for acquiring mechanical training and a ver acquaintance with the contents of a text-book, but should constitute a school of exp mental inquiry and scientific research on the subject of all new inventions in regard fire-arms. We further recommend that, in order to obviate the criticisms passed u the present theoretical instruction, both the text-book in use at Hythe, and the prescri code of Musketry Regulations, should be carefully revised; at the same time we th that the latter Regulations should be simplified and considerably reduced in length.

Maj. Fairtlough, Capt. Drake, Capt. Carleton, Replies; 2056, 2062.

Suggestions for alterations in the present musketry system.

Maj.-Gen. Rumley, Col. Lane Fox, Capt. Blundell, Replies; 1048, 1613, 1949, 1986, 2138, 2139.

1720 to 1722, 1762.

1987, 1988.

1611, 2050, 2309.

Maj.-Gen. Farren, Col. Lowry, Col. Thomas, Col. Fox, Capt. Madden, Capt. Drake; 1875, 1876, 2057.

1987.

1705 to 1708, 2042; Replies.

Duke of Cambridge, 2309; Sir A. Cunynghame, Col. Shute, Col. Weare, Col. Baker, Col. Hawley, 1719; Col. Haliday, 1656, 1660; Capt. Drake, 2059; &c.

In regard to the arrangements for carrying out in regiments the annual course musketry instruction, numerous suggestions have been made to us by individual witnes Into a consideration of many of these we do not wish to enter, and would therefore r for detailed information regarding them to the answers received in reply to the questi issued by us. Without, however, going into details we think it desirable to remark u a few of the subjects brought to our notice. We wish to point out that the present syst of competition between regiments, caused by the annual publication of the "figure merit" of each regiment, appears to be open to many objections; the conditions of competition are often unequal, owing to the different circumstances as regards clim weather, ranges, and ammunition, under which the musketry practice takes place various regiments; and, notwithstanding the vigilance of inspectors, irregularities quently occur in practice which, in consequence of the mode of determining the "fig of merit," render the comparison between different regiments illusory. The pres arrangement also entails a multiplicity of returns, and a larger staff of inspectors t would otherwise be necessary. On the other hand, the competition no doubt acts stimulus to regiments and promotes excellence of shooting. It appears to us that e if it should not be thought desirable to abolish the system entirely—a measure advoca by some important witnesses—considerable modifications are called for in the exist arrangements under which it is conducted. The returns at present required from r ments are also stated by several witnesses to be more numerous and complicated t is necessary or desirable; and we recommend that their simplification and reductio number should be carried even to a further extent than has recently been done; object would be materially facilitated in the event of the competition between regim being abolished. The value of the lectures at present delivered by Musketry Instruc is much questioned by several witnesses, and we are of opinion that they should rendered more intelligible to the ordinary capacity of recruits. We further consid highly advisable that, in accordance with the opinion expressed by His Royal High the Duke of Cambridge and numerous other witnesses, the quantity of ball ammuni annually allowed for the use of the troops should be increased, more especially the object of encouraging match-shooting. The excellence attained by the member the Volunteer Force in shooting is very generally attributed to the opportunities t possess for practice, and we think it extremely desirable that similar facilities sh be afforded to the soldiers of Your Majesty's regular Army.

Combination of musketry instruction with instruction in other subjects.

Before concluding our remarks upon Hythe and the system of musketry instruc adopted in the service, we desire to invite earnest attention to recommendations w have been made by several officers—in some cases without any suggestion from us—h during the course of our previous inquiry into the education of officers, and in the evid

e have recently received—in favour of combining instruction in musketry with prepara- Col. Stephenson, Col. Newdigate, Lieut.-Col. Ewart, Capt. Thompson, Capt. Blundell; 2136, 2137.
on for many other important duties devolving upon a soldier on active service. Had we
nsidered it advisable to recommend the transfer of the School of Musketry to Aldershot,
e should certainly have proposed to incorporate instruction in the simple portions of
ld engineering with the present course of training at Hythe. The evidence of witnesses Capt. Thompson, Replies, and 1976, 1995 to 1997; Capt. Drake, 2033, 2041, 2067, 2069, 2073.
ell acquainted with the School of Musketry shows that the time at disposal would be
nple to allow of such an extension of the course of instruction. But having found
rselves precluded by other considerations from proposing a change in the locality of
e school, we feel that such an arrangement could hardly be adopted. Hythe does not
fer the same facilities for instruction in the duties to which we have referred as would be 2067, 2176.
forded at Aldershot. The same objection does not apply in the case of regiments, more
rticularly when they are quartered, as is now so frequently the case, in large camps and
rrisons. Although some of our witnesses consider that the time of a Musketry
structor is already sufficiently occupied, the evidence shows that his duties do not 1646, 1711, 1785, 1945.
tend over the whole year; and several experienced officers, including His Royal High- Duke of Cambridge, 2304; Sir C. Staveley, Sir G. Buller, Col. Hawley, Col. Stephenson, Lt.-Col. Ewart, Capt. Thompson, Capt. Blundell; 1700, 1919, 1946, 2146.
ss the Duke of Cambridge, are of opinion that he might, at least during the season
hen the annual course of musketry is not going on, be with advantage employed on
her duties. We had occasion in our previous Report to point out the great benefit that
uld arise from attaching to each regiment an officer thoroughly qualified to convey to
l ranks useful and practical instruction connected with operations in the field. Since
bmitting that Report the opinions we expressed have received a striking confirmation.
m the successful results of a course of regimental instruction experimentally adopted 2141, 2153, 2179 to 2187.
uring the past winter in one of the battalions of Your Majesty's Foot Guards. The
idence with which we have been furnished shows the great interest taken both by 2142, 2154, 2196.
fficers and soldiers in the instruction afforded to them; and we must express our
nviction that the same feeling would be found to exist in other regiments if similar
cilities for practical instruction were generally made available. The machinery for it 1974, 1975, 1978, 2145, 2155 to 2163, 2174 to 2177, 2182.
ready exists, without adding to the establishment of regiments, in the existing staff
f regimental Musketry Instructors. With this view we recommend that, should a system
f regimental instruction be introduced, as advocated in our previous Report, officers
ppointed to the post of regimental instructor should be required not only to have
ndergone a course of musketry training at Hythe, but should also possess the further
ualifications, specified for the appointment in our former Report, of certificates from the First Report, p. 47.
aff College and from the School of Military Engineering at Chatham.

Having now completed the consideration of the various subjects referred to us in Summary of recommendations.
e instructions received from Your Majesty, we beg, in conclusion, to append the
llowing brief summary of the main recommendations contained in our present
eport:—

(1.) In regard to the superintendence of Army Schools, that the duties of inspection
Ireland should be assimilated to those in Great Britain, the office of Assistant Inspector
the former country being abolished, and the Superintending Schoolmasters in both Report, pp. vi., vii.
ountries becoming Sub-Inspectors, under a single Inspector; that the number of
nnual examinations of schools should be diminished; and that the Indian should be
malgamated with the Imperial School system.

(2.) In regard to children's schools, that the payment of fees for the children of Report, p. x.
fficers, non-commissioned officers, and soldiers serving in the Army should be
bolished; and that an organised system of industrial instruction for children of both p. xi.
xes should be introduced.

(3.) In regard to adult schools, that attendance at school should be compulsory on Report, p. xiv.
ecruits until they acquire a certain amount of rudimentary education; that school
ertificates should, except in very special cases, be made, in time of peace, an indis- p. xvi.
ensable condition of promotion; and that the utmost encouragement possible should p. xvii.
e given to the formation of special classes.

(4.) In regard to the status of schoolmasters and schoolmistresses, that the rates of
ay and pension granted to them should be augmented; that the advantages of their Report, p. xxi. to xxiii.
osition should be generally increased; and that certain recent regulations should be
epealed, which appear to press unfairly upon schoolmasters or to lower the dignity of p. xx.
eir office.

(5.) In regard to recreation rooms, libraries, lectures, and soldiers' institutes, that the
ystem of regimental recreation rooms should be decidedly maintained in preference to Report, p. xxvii.
hat of institutes beyond the precincts of the barracks; that fuller development should
e given to the present system of recreation rooms, by the general provision of adequate pp. xxiv., xxv.

accommodation for them, and by the application of a portion of the canteen funds to
p. xxvi. purposes of recreation; and that suitable accommodation for lecture halls should be provided in large garrisons.

(6.) In regard to the Normal School at Chelsea, that the establishment should be abolished; and that, in place of the present system for training Army Schoolmasters,
Report, p. xxx. civilian candidates for the appointment should be obtained from civil training institutions, while military candidates should, as a general rule, be trained in regimental schools, with the opportunity afforded to them of a short course at a civil training school.

(7.) In regard to the Model School at Chelsea, that the establishment should be
Report, p. xxxiii. placed, both in regard to discipline and instruction, under the immediate control of the Director-General of Military Education; that alterations should be made in its internal
p. xxxiii. organisation, with the object of placing the supervision over both discipline and instruction in the same hands, and of extending the authority of the instructors; that an
pp. xxxv., xxxvi. improved and extended system of industrial training should be adopted; that the School
pp. xxxiv., xxxv. should be removed into the country; and that, in the meantime, improvements should be effected in its sanitary state, and in the accommodation and means of recreation provided for the pupils.

Report, p. xxxviii. (8.) In regard to the Hibernian School, that a diminution should be made in the number, and alterations in the constitution, of the governing body; and that improvements should be effected in the organisation, sanitary state, and accommodation of the
pp. xxxviii., xxxix. establishment, similar, in principle, to those recommended in the case of the Model School.

(9.) In regard to the School of Musketry at Hythe and the system of musketry
Report, p. xliii. instruction, that the establishment should be divested of all functions of inspection, and should be considered as a Normal School for the training only of officers and non-commissioned officers as instructors; that the inspection of musketry should be made a portion of the duties of the Adjutant-General's staff; that various improvements should
pp. xliii., xliv. be adopted in the method of instruction and the general management of the school
p. xlii. at Hythe, and that the establishment should be subject to periodical inspection; that certain alterations should be introduced in the general system of musketry throughout
p. xliv. the service, (including a thorough revision and abbreviation of the present regulations on the subject); and, finally, should a system of regimental instruction be adopted, that
p. xlv. with the present duties of regimental Musketry Instructors should be combined those of giving instruction in other practical military duties.

ALL WHICH IS HUMBLY SUBMITTED TO YOUR MAJESTY.

DUFFERIN AND CLANDEBOYE.
EUSTACE G. CECIL.
NORTHBROOK.
DE ROS, General.
CHARLES RUSSELL.
D. A. CAMERON, Lieut.-General.
H. MONTAGU BUTLER.
F. EARDLEY-WILMOT, Major-General.
D. LYSONS, Major-General.
CHARLES STUART PARKER.
H. C. FLETCHER, Lieut.-Colonel.
CHARLES C. CHESNEY, Lieut-Colonel.

JOHN W. HOZIER, Captain, Scots Greys,
Secretary.

July 14th, 1870.

PROPOSED FORMS OF CERTIFICATES OF EDUCATION, REFERRED TO AT PAGE XVI. OF REPORT.

FIRST CLASS CERTIFICATE.

FRONT.

V. R.

FIRST CLASS

CERTIFICATE OF EDUCATION,

AWARDED TO

N°._____

_____Regiment.

_____187___.

_____

To be sewn inside the Pocket Ledger.

BACK.

N°._____

of the_____Reg^{t}. of_____

having been examined under the supervision of_____, by the Inspector of Army Schools, and having shown the requisite proficiency in the ordinary subjects, and also in that of ( ) taken up voluntarily, I hereby award him a Certificate of the First Class.

_____

Com^{g}.____ Reg^{t}.

PROPOSED FORMS OF CERTIFICATES OF EDUCATION, REFERRED TO AT PAGE XVI. OF REPORT.

SECOND (OR THIRD) CLASS CERTIFICATE.

FRONT.

V. R.

SECOND (OR THIRD) CLASS

CERTIFICATE OF EDUCATION,

AWARDED TO

N°._____

_____ Regiment.

_____187___.

_____

To be sewn inside the Pocket Ledger.

BACK.

N°._____

of the_____Reg^{t}. of_____

having been examined under the supervision

of_____, by the

Inspector of Army Schools, and having shown

the requisite proficiency, I hereby award him

this Certificate of the Second (or Third) Class.

_____

Com^{g}._____Reg^{t}.

FOURTH CLASS CERTIFICATE.

FRONT.

V. R.

FOURTH CLASS

CERTIFICATE OF EDUCATION,

AWARDED TO

N°. _____

_____ Regiment.

_____ 187__.

_____

To be sewn inside the Pocket Ledger.

BACK.

N°. _____

of the _____ Reg^{t}. of _____

having been examined under the supervision

of _____, by a

Sub-Inspector of Army Schools, and having

shown the requisite proficiency, I hereby award

him this Certificate of the Fourth Class.

_____

Com^{g}. ____ Reg^{t}.

ALPHABETICAL LIST OF WITNESSES WHO HAVE FURNISHED EVIDENCE, ORAL OR WRITTEN, TO THE COMMISSION; WITH THE PRINCIPAL SUBJECTS OF SUCH EVIDENCE.

Name and Office.	Principal Subjects.	Date.	Evidence.	Digest of Evidence.
A., Regimental Schoolmaster - -	Position, &c. of schoolmasters; lectures; India.	24 Feb. 1870 -	Page 23	Page lvii
Abbott, Major-General Sir F., C.B., late Member of Council of Military Education.	Royal Military Asylum - -	- - -	153	—
Adair, Captain A. S., Adjutant 2nd Middlesex Rifle Militia.	Musketry instruction - -	5 March 1870 -	209	220
Adams, Brevet-Colonel E., Secretary and Adjutant Royal Military Asylum.	Royal Military Asylum - -	1 March 1870 -	152	—
Airey, Lieutenant-General Sir Richard, G.C.B., Commanding at Gibraltar.	Soldiers' institutes - - -	12 April 1870 -	149	—
Anderson, Brevet-Colonel D., Commanding 2nd Battalion, 22nd Foot.	Musketry instruction - -	20 March 1870 -	201	216
Annesley, Brevet-Major W. R., 97th Foot, District Inspector of Musketry, Dublin.	Musketry instruction - -	- - -	207	218
Armstrong, Brevet-Colonel J. W., C.B., Deputy-Adjutant-General, Ireland.	Schools; schoolmasters; recreation rooms.	- - -	102	112
	Musketry instruction - -	- - -	199	214
B., Regimental Schoolmaster - -	Schoolmasters; schools; lectures -	24 Feb. 1870 -	28	lvii
Baker, Brevet-Colonel V., Commanding 10th Hussars.	Schools; schoolmasters; recreation rooms.	- - -	105	114
	Musketry instruction - -	- - -	200	214
Belling, John, Esq., B.A., Superintending Schoolmaster.	Army schools; School Staff; inspection.	22 Feb. 1870 -	14	lvi
Blundell, Captain H. B. H., Grenadier Guards.	Musketry instruction - -	- - -	208	218
Borton, Major-General A., C.B., Commanding at the Curragh.	Musketry instruction - -	19 March 1870 -	199	214
Bowles, Lieutenant-Colonel Vere H., Commanding 63rd Foot.	Musketry instruction - -	20 March 1870 -	202	216
Bridges, Lieutenant-Colonel E. S., Grenadier Guards, late Instructor of Musketry.	Musketry instruction - -	17 March 1870 -	206	218
Buller, Lieutenant-General Sir George G.C.B., Commanding South-western District.	Musketry instruction - -	21 March 1870 -	196	214
Buller, Lieutenant-Colonel R. J. M., Grenadier Guards, late Instructor of Musketry.	Musketry instruction - -	- - -	206	218
Bury, Lieutenant-Colonel Viscount, Commanding Civil Service Rifle Volunteers.	Musketry instruction - -	- - -	205	218
C., Regimental Schoolmistress - -	Schoolmistresses; Girls' school; Infant school.	15 March 1870 -	45 116	lix —
Cambridge, Field Marshal His Royal Highness the Duke of, K.G., &c., Commanding-in-Chief.	Adult schools; schoolmasters; recreation rooms; Royal Military Asylum; musketry instruction.	7 April 1870 -	89	lxiii
Cameron, Brevet-Colonel W. G., C.B., 4th Foot.	Schools; schoolmasters; recreation rooms.	9 March 1870 -	106	114
Campbell, Major-General G., C.B., Commanding South-western District of Ireland.	Musketry instruction - -	20 March 1870 -	199	214
Carey, Major-General G. J., C.B., Commanding 2nd Infantry Brigade, Aldershot.	Schools; schoolmasters; recreation rooms.	2 March 1870 -	101	112
Carleton, Captain W. F., 60th Rifles, late Instructor of Musketry.	Musketry instruction - -	28 March 1870 -	209	218
Carson, Thomas, Regimental Schoolmaster, Royal Engineers.	Recreation rooms - - -	24 March 1870 -	87	lxiii
Christie, Lieutenant J. E., Adjutant, 42nd Highlanders.	Army schools; Musketry instruction; recreation rooms.	1 March 1870 -	41	lix
Clarke, Lieutenant-Colonel Robert, Commanding 7th Dragoon Guards.	Schools; schoolmasters; recreation rooms.	15 March 1870 -	104	114
Colomb, Lieutenant-General George, formerly Commandant, Royal Hibernian School.	Royal Hibernian School - -	7 March 1870 -	186	—

Name and Office.	Principal Subjects.	Date.	Evidence.	Digest of Evidence.
			Page	Page
Cooper, Lieutenant-Colonel W. S., Commanding 70th Regiment.	Musketry instruction - -	20 March 1870 -	203	216
Creagh, Lieutenant A. M. (42nd Highlanders), Instructor of Musketry.	Musketry instruction - -	28 March 1870 -	211	220
Crosse, Deputy Inspector-General of Hospitals J. B. St. C., Medical Officer to the Royal Military Asylum.	Model School; Royal Military Asylum.	10 March 1870 -	160	—
Cunynghame, Major-General Sir A. A. T., K.C.B., Commanding Northern Division of Ireland.	Musketry instruction - -	- - -	196	214
Cureton, Brevet-Colonel E. B., Commandant, Cavalry Depôt.	Schools; schoolmasters; recreation rooms.	2 March 1870 -	105	114
D., Regimental Schoolmistress - -	Schoolmistresses; Girls' school; Infant school.	15 March 1870 -	48 116	lix —
Douglas, Lieutenant G. M. (33rd Foot), Instructor of Musketry.	Musketry instruction - -	26 March 1870 -	211	220
Drake, Captain J. M. C. (Royal Engineers), Instructor of Musketry.	Hythe; Musketry instruction and Inspection; recreation rooms.	24 March 1870 18 March 1870	79 207	lxii 218
Eaton, Colonel G. T., Commanding 17th Brigade, Royal Artillery.	Schools; schoolmasters; recreation rooms.	5 March 1870 -	103	112
Egerton, Brevet-Colonel C. R., Deputy Adjutant-General to the Forces.	Schools; schoolmasters; recreation rooms.	26 March 1870 -	102	112
Elcho, Lieutenant-Colonel Lord, Commanding London Scottish Rifle Volunteers.	Musketry instruction - -	- - -	205	218
Elliot, Lieutenant J. M., Instructor of Musketry (94th Foot).	Hythe - - - -	24 March 1870 -	83	lxiii
Elrington, Brevet-Colonel F. R., Commanding 4th Battalion, Rifle Brigade.	Schoolmasters; Army education -	1 March 1870 -	33	lviii
Ewart, Lieutenant-Colonel C. B., C.B., Commanding Royal Engineer, London District.	Field engineering; Recreation rooms -	24 March 1870 -	84	lxiii
Eyre, Lieutenant-General H. - -	Schools; schoolmasters; recreation rooms.	3 March 1870 -	99	112
Fairtlough, Major S., 22nd Foot, late District Inspector of Musketry.	Musketry instruction - -	26 March 1870 -	206	218
Farren, Major-General R. T., C.B., Commanding at Colchester.	Musketry instruction - -	- - -	198	214
Feilding, Brevet-Colonel Hon. W. H., Coldstream Guards.	Soldiers' institutes - - -	18 April 1870 -	147	—
Fiennes, Lieutenant-Colonel the Hon. Ivo de V., Commanding, 9th Lancers.	Schools; schoolmasters; recreation rooms	- - -	104	114
Fox, Brevet-Colonel A. Lane, late Grenadier Guards.	Musketry instruction - -	22 March 1870 - 14 March 1870 -	72 205	lxii 218
Franks, Lieutenant W. J., 15th Foot, Instructor of Musketry.	Musketry instruction - -	11 May 1870 -	210	220
Fremantle, Lieutenant-Colonel A., Coldstream Guards.	Soldiers' institutes - - -	25 March 1870 -	147	—
Garvock, Major-General Sir John, K.C.B., Commanding Northern District.	Musketry instruction - -	- - -	197	214
Gatey, Lieutenant W., 100th Foot, Instructor of Musketry.	Musketry instruction - -	- - -	213	220
Gibbons, J. H., Esq., Head Master, Royal Hibernian School.	Royal Hibernian School - -	10 March 1870 -	185	—
Gleig, Brevet-Colonel A. C., (Royal Artillery), Inspector of Army Schools.	Army Schools - - -	22 Feb. 1870 - 4 March 1870 -	9 117	lvi —
Gleig, Rev. G. R., Chaplain-General to the Forces.	Religious teaching; schoolmasters; Royal Military Asylum - - Royal Hibernian School - -	15 March 1870 - - - - - - -	51 116 186	lx 155 —
Gloster, Brevet-Colonel E. T., Commanding 97th Foot.	Schools; schoolmasters; recreation rooms. Musketry instruction - -	4 March 1870 - 25 March 1870 -	110 204	111 216
Glyn, Brevet-Colonel J. R., C.B., Commanding 2nd Battalion, Rifle Brigade.	Musketry instruction - -	18 March 1870 -	204	216
Grant, Lieutenant-General Sir J. Hope, G.C.B., Quartermaster-General.	Schools; schoolmasters; recreation rooms.	9 March 1870 -	98	112
Guy, Major-General P. M. N., C.B., Lieutenant-Governor of Jersey.	Soldiers' institutes - - -	8 April 1870 -	149	—
Haliday, Brevet-Colonel W. R., Commandant, School of Musketry, and Inspector-General of Musketry.	School of Musketry; Musketry instruction.	22 March 1870 -	62 194 222	lxi 214 —

Name and Office.	Principal Subjects.	Date.	Evidence.	Digest of Evidence.
			Page	Page
HAMILTON, Lieutenant-General F. W., C.B., Commanding Brigade of Guards.	Soldiers' institutes - - -	29 March 1870 -	146	—
HAMLEY, Brevet-Colonel E. B., C.B. (Royal Artillery), Member of Council of Military Education.	Libraries and recreation rooms -	24 Feb. 1870 -	32	lviii
HARDING, Brevet-Colonel F. PYM, C.B., Commanding 1st Battalion, 22nd Foot.	Musketry instruction - -	19 March 1870 -	201	216
HAWLEY, Brevet-Colonel R. B., Commanding 4th Battalion, 60th Rifles.	School of Musketry; Musketry instruction.	22 March 1870 -	67	lxi
	Army schools; schoolmasters; recreation rooms.	4 March 1870 -	109	114
			202	216
	Musketry instruction - -	21 March 1870 -	224	—
HUTCHINSON, Lieutenant A. R., 23rd Foot, Instructor of Musketry.	Musketry instruction - -	- - -	211	220
JENYNS, Brevet-Colonel SOAME G., C.B., Commanding 13th Hussars.	Schools; schoolmasters; recreation rooms.	10 March 1870 -	105	114
	Musketry instruction - -	- - -	200	214
KNOX, Brevet-Colonel T. E., C.B., Commanding 2nd Battalion, 9th Foot.	Musketry instruction - -	22 March 1870 -	200	216
LANGMEAD, Rev. G. W., M.A., Chaplain, Royal Military Asylum.	Royal Military Asylum - -	- - -	153	—
LEGGE, Captain Hon. H., Coldstream Guards, late Instructor of Musketry.	Musketry instruction - -	28 March 1870 -	208	218
LOWRY, Brevet-Colonel R. W., Commanding 47th Foot.	Musketry instruction - -	- - -	201	216
MCBLAIN, Quartermaster J., Scots Fusilier Guards.	Soldiers' institutes - - -	28 March 1870 -	149	—
MCDONALD, Brevet-Colonel A. M., Commanding 7th Depôt Battalion, Winchester.	Schools; schoolmasters; recreation rooms.	- - -	111	114
MCKAY, Regimental Serjeant-Major WILLIAM, 33rd Foot.	Army schools - - -	1 March 1870 -	41	lix
MCLEOD, Brevet-Colonel J. C., Commanding 42nd Highlanders.	Schools; schoolmasters; recreation rooms.	25 Feb. 1870 -	109	114
MCLEOD, WALTER, Esq., Head Master, Model [Duke of York's] School, Chelsea.	Model School; Normal School; Candidates for schoolmasters; Army schools.	15 March 1870 -	58	lxi
			118	—
			158	—
MADDEN, Captain J. W., Adjutant, Royal Sussex Militia, (late Captain Instructor of Musketry, 21st Depôt Battalion).	Musketry instruction - -	4 March 1870 -	210	220
MEIN, Lieutenant-Colonel F. R., C.B., Commanding 94th Foot.	Musketry instruction - -	- - -	203	216
METHUEN, Captain the Hon. P. S., Adjutant, 2nd Battalion, Scots Fusilier Guards.	Field-engineering - - -	24 March 1870 -	86	lxiii
MORETON, Regimental Serjeant-Major ANDREW, 6th Dragoons.	Army schools; status of schoolmasters.	1 March 1870 -	39	lviii
MOSELEY, Rev. Canon, F.R.S., Member of Council of Military Education.	Royal Military Asylum - -	- - -	154	—
MOSTYN, Lieutenant-Colonel Hon. S., Commanding 2nd Battalion, 23rd Foot.	Schools; schoolmasters; recreation rooms.	12 March 1870 -	109	114
MULLER, Brevet-Colonel E. A. G., Commandant, Royal Military Asylum.	Royal Military Asylum - -	28 Feb. 1870 -	151	—
MURRAY, Major-General FREEMAN, Commanding Chatham District.	Schools; schoolmasters; recreation rooms.	17 March 1870 -	101	112
	Soldiers' institutes - - -	29 March 1870 -	144	—
	Musketry instruction - -	- - -	197	214
NAYLOR, Mr. CHARLES, Second Master, Model School, Royal Military Asylum.	Royal Military Asylum - -	- - -	161	—
NEWDIGATE, Brevet-Colonel E., Assistant Adjutant-General, Aldershot.	School of Musketry; musketry instruction.	24 March 1870 -	83	lxiii
NUGENT, Lieutenant-Colonel A., Commanding Scots Greys.	Schools; schoolmasters; recreation rooms.	26 Feb. 1870 -	104	114
OAKES, Brevet-Colonel T., C.B., Commanding 12th Lancers.	Schools; schoolmasters; recreation rooms.	- - -	105	114
PAULET, Lieutenant-General Lord WILLIAM, K.C.B., Adjutant-General.	Schools; schoolmasters; recreation rooms.	- - -	99	112
	Musketry instruction - -	- - -	196	214
PEACOCKE, Brevet-Colonel G. J., Commanding 1st Battalion, 16th Foot.	Musketry instruction - -	19 March 1870 -	200	216
PEARSON, Lieutenant-Colonel C. K., Commanding 2nd Battalion, 3rd Buffs.	Education of soldiers; schools; recreation rooms; musketry instruction.	24 Feb. 1870 -	19	lvii

Name and Office.	Principal Subjects.	Date.	Evidence.	Digest of Evidence.
			Page	Page
PHILLPOTTS, Colonel A. T., Commanding Royal Horse Artillery, Woolwich.	Schools; schoolmasters; recreation rooms.	14 March 1870 -	103	112
POCKLINGTON, Brevet-Colonel E. H. F., Member of Council of Military Education.	Army Schools - - -	3 Feb. 1870 -	1	lv
		22 Feb. 1870 -	7	
PRESTON, Ensign J. J., Rifle Brigade, Instructor of Musketry.	Musketry instruction - -	- - -	213	220
RADCLIFFE, Colonel R. P., Commanding Royal Artillery in Ireland.	Schools; schoolmasters; recreation rooms.	- - -	102	112
RANDOLPH, Brevet-Colonel C. W., Commanding 3rd Battalion, Grenadier Guards.	Schools; schoolmasters; recreation rooms.	24 Feb. 1870 -	105	114
REYNOLDS, W. J., Esq., M.A., Master of the Normal School, Chelsea.	Candidates for appointment as Schoolmaster, Normal School, Chelsea.	15 March 1870 -	53	lx
			155	—
ROBERTSON, Brevet-Colonel A. C., Commanding 2nd Battalion, 8th Foot.	Schools; schoolmasters; recreation rooms.	5 March 1870 -	106	114
RUMLEY, Major-General R., Commanding in North Britain.	Soldiers' institutes - - -	- - -	150	—
	Musketry instruction - -	- - -	199	214
RUSSELL, Major-General D., C.B., Commanding South-Eastern District.	Schools; schoolmasters; recreation rooms.	9 March 1870 -	100	112
	Soldiers' institutes - - -	30 March 1870 -	150	—
	Musketry instruction - -	21 March 1870 -	197	214
SCARLETT, Lieutenant-General Hon. Sir J. YORKE, G.C.B., Commanding at Aldershot.	Schools; schoolmasters; recreation rooms.	- - -	98	112
	Soldiers' institutes - - -	- - -	150	—
	Musketry instruction - -	- - -	196	214
SCOTLAND, Lieutenant D., Adjutant, 7th Dragoon Guards.	Schoolmasters; Army schools and education; Hythe.	1 March 1870 -	36	lviii
SEYMOUR, Lieutenant-Colonel W. F., Coldstream Guards.	Soldiers' institutes - - -	28 March 1870 -	148	—
SHUTE, Brevet-Colonel C. CAMERON, C.B., Commanding 4th Dragoon Guards.	Army schools; schoolmasters -	15 March 1870 -	50	lx
	Recreation rooms - - -	- - -	103	112
	Musketry instruction - -	- - -	199	214
SMITH, Captain GERARD, Instructor of Musketry, 2nd Battalion, Scots Fusilier Guards.	Musketry instruction - -	25 March 1870 -	208	218
SMITH, Brevet-Colonel J. W. S., C.B., Commanding 1st Depôt Battalion, Chatham.	Schools; schoolmasters; recreation rooms.	- - -	111	114
	Soldiers' institutes - - -	13 April 1870 -	150	—
	Musketry instruction - -	23 March 1870 -	204	218
SMYTH, Colonel J. HALL, C.B., Commanding Royal Artillery, Aldershot.	Schools; schoolmasters; recreation rooms.	- - -	103	112
SPEEDY, Lieutenant-Colonel T. B., Secretary and Adjutant, Royal Hibernian School.	Royal Hibernian School - -	- - -	184	—
SPROT, Lieutenant-Colonel J., Commanding 91st Highlanders.	Schools; schoolmasters recreation rooms.	5 March 1870 -	110	114
STAVELEY, Major-General Sir C. W. D., K.C.B., Commanding Western District.	Musketry instruction - -	17 March 1870 -	197	214
STEPHENSON, Brevet-Colonel F. C. A., C.B., Commanding Scots Fusilier Guards.	Musketry instruction - -	22 March 1870 -	74	lxii
			200	214
STRATHNAIRN, General Lord, G.C.B., &c., Commanding Forces in Ireland.	Schools for soldiers; schoolmasters; recreation rooms.	- - -	97	112
	Royal Hibernian School - -	- - -	183	—
	Musketry instruction - -	- - -	195	214
TEMPLETON, ROBERT, M.D. (Deputy Inspector-General) Surgeon, Royal Hibernian School.	Royal Hibernian School - -	- - -	186	—
		3 May 1870 -	187	—
THOMAS, Brevet-Colonel J. W., C.B., Commanding 67th Foot.	Musketry instruction - -	22 March 1870 -	70	lxii
			203	216
THOMPSON, Captain D. (67th Foot), District Inspector of Musketry at Aldershot.	Musketry instruction - -	24 March 1870 -	75	lxii
			207	218
THOMSON, Lieutenant-Colonel J. S., Commanding 54th Foot.	Musketry instruction - -	- - -	202	216
WEARE, Brevet-Colonel H. E., C.B., Commanding 50th Foot.	Musketry instruction - -	28 March 1870 -	201	216
WOOD, Lieutenant GEORGE W. (56th Foot), Instructor of Musketry.	Musketry instruction - -	- - -	212	220
WYNDHAM, Lieutenant C. J. (83rd Foot), Instructor of Musketry.	Musketry instruction - -	6 May 1870 -	212	220
WYNYARD, Lieutenant-Colonel H., Commandant, Royal Hibernian School.	Royal Hibernian School - -	14 March 1870 -	175	—

ANALYSIS OF THE ORAL EVIDENCE TAKEN BEFORE THE COMMISSION.

NOTE.—Unless the context clearly point to a contrary meaning, in this analysis—
"Chelsea" signifies the Royal Military Asylum at Chelsea.
"Hythe" „ the School of Musketry at Hythe.

POCKLINGTON, BREVET-COLONEL E. H. F., Member of the Council of Military Education.

Army schools generally.

Has charge of army schools, 2. The Council does not superintend Military Asylum or Hibernian School, 9; but exercises control over all army schools, 10; which are conducted under general and uniform regulations, 11, 118, 119. It has only a nominal control over inspectors and schools in India, 137–139; but witness advocates amalgamation of Indian and Imperial systems, 197. Every regiment of cavalry and infantry, and every brigade of artillery has its school; detachments have detachment schools; for a detachment school there must be 12 children or 16 adults, 4, 178. As a rule the schools are in healthy situations, 68, and well supplied with school furniture and materials, 69; they are not self-supporting, 179. The commanding officer is responsible for the management and teaching of his regimental school, 156, 157; and any irregularity reported by the inspector would be notified to him, 155. Inspecting generals do not report to the Council, 158. Commanding officers cannot alter school regulations; but they give Council every assistance, 159, 160.

Children's schools.

The children's schools are very successful, 3, 117. The attendance of children is compulsory, and their educational status far beyond that of village or national schools, 25; there are 20,000 children under instruction, 4, 18, 19; 8,574 grown boys and girls, and 5,400 infants, 20; the distinction between whom is settled by the schoolmaster and schoolmistress, 21–23; according to intelligence and ability, 120–123. Children of pensioners and of those connected with garrison employ may attend, 26, 27; about 3,000 such attend, 28; and are included in the 20,000, 29, 30. In an average regiment 25 to 30 infants and 35 grown children would be a fair attendance; there are 200 or 300 at Woolwich, 58, 59. Details payments for the various classes of children, 124 (about 1,400*l.* in all, 175–177); not a fifteenth of the expenditure, 125; which is about 34,000*l.*, 127; but fluctuates greatly, 178. The children are supposed to be over two years old, 6. Very young infants are kept occupied by amusements, 171. After eight boys cannot stay in infant school, 123. In boys' schools, monitors are selected from the ranks, and called soldier-assistants, 57. Monitresses can stay till 17; pupil teachers till 21; girls may then become third class schoolmistresses, and make the best, 56. In the infants' and children's schools are taught English, grammar, geography, reading, writing, and arithmetic, 42–44, 47, 53, 133; with singing, 45. In the industrial schools the girls are taught to work (sewing and cutting out, 49–51), and there is a capitation grant of 5*s.* a head yearly, in all 1,650*l.*, 180, to procure materials, 46, 48; cooking not taught, 52, nor washing, nor household work, 134. Boys are not taught any industry, 54, 133. The children's school opens every morning with prayers, and twice a week the chaplain of each denomination gives religious instruction, 64; religious predilections being attended to, 65. There is Sunday school, and the children go to church with the schoolmaster, 66. Playgrounds are attached where practicable, 67. Schoolmasters and schoolmistresses have absolute power to maintain discipline; any complaint they carry to commanding officer, 166; they have a little power of punishment, 167; but corporal punishment is not allowed, 168, 169; beyond an occasional cuff, 170. Ladies are not permitted to interfere with schoolmistress, 172.

Adult schools.

In adult schools are taught reading, writing, arithmetic, English history, and geography, 61; in a chapel-school, or barrack room, 62, 63. Adult schools not satisfactory, and will not be so unless attendance of recruits be made compulsory, 3, 130. Special classes are on the increase in regiments, 3; and witness has decidedly a good opinion of them, 185. Attendance of adults is optional, 7, 31. Cannot state number of adult pupils, 13–17, 32. The average attendance may be 30 a day, including recruits 36, 131; or 5 per cent. on the strength, 132; and special classes have about 25 in each, 36, 37. Special classes are relieved from all duty except guards, and undergo compulsory continuous instruction, 38–41. Doubts if a commanding officer can compel a soldier to attend school, 33, 34; even under 32nd article of war, 60; though he may have means of indirect encouragement, 35. Witness would compel every recruit to attend school until the schoolmaster should certify his power to read, write, and do a certain amount of arithmetic, 181, 183, 198, 199; does not think this would interfere with drill, 182. Would make a school certificate indispensable for promotion to non-commissioned officer, 184; but would certainly not give increased pay for holding it, 195.

POCKLINGTON, BREV.-COL. E. H. F.—*cont.*

Inspection and superintendence.

Colonel Gleig has general superintendence of schools in Great Britain; Mr. Vicars in Ireland, 108, 109. Their duties: all school certificates are granted by Colonel Gleig, 110, 111, 174. Their pay is 600*l.* a year, and Colonel Gleig has half-pay, 112. They are appointed by Secretary of State, 113, and are in constant communication with the Council, which is much guided by their opinion, 114. Most of the examinations are by the 12 superintending schoolmasters, 115, who have 8*s.* a day (and allowances) after 10 years' service, rank as ensign and are commissioned, 87, 88, they do not mess with the officers, and are stationed in large garrisons, 89. They supervise all the schools in England, 90, 91. Mr. Vicars (assistant inspector) examines in Ireland, 92. There is a superintending schoolmaster in Canada, 135, 136, and local inspectors for Malta and Gibraltar, 136. Every scholar's progress is recorded in an "examination book," 105; a school certificate is only obtained by a special examination and does not give any privilege, 106, 107. Adult schools are examined twice a year by regimental schoolmaster, once yearly by superintending schoolmaster, 140–142. Detachment schools are not examined, 143. Thinks there is too much examination, 196.

School staff.

Candidates for appointment as schoolmaster are admitted by competition to the normal School at Chelsea, where they study for a year and then pass to the model school to learn teaching, 70, 71, and, after a year there, pass out as army schoolmasters, 72. The model school is the Duke of York's school with 500 or 600 boys whom the masters are taught to instruct, 73. The Council only attends there to see how their masters instruct, 74. Normal school is taught by two masters, of whom the junior will probably be reduced, 75. In normal school there are now not more than a dozen students, but eight in model school under instruction, 76, 77. Civilian teachers always bring certificates of character, and are taken from 20 to 25 years old, but pupil teachers at 6*d.* a day are taken from 17 to 19, and 13 are in model school training for schoolmasters, 78, 79, having previously been through normal school, 80. Candidates from the army are on the increase, 152, 153. The Chelsea education has not been lowered, 154. Attributes the falling off in civilian candidates to their not receiving pay while training, and having to pay 4*l.* a year for a policy of assurance, 82. Students from regiments receive their pay less 6*d.* a day stopped for rations, 83. Schoolmasters at normal school learn fortification but not French, 161–163, or drawing, 164, 165.

POCKLINGTON, BREV.-COL. E. H. F.—*cont.*

There are 272 schoolmasters, 218 schoolmistresses, 282 detachment schoolmistresses, pupil teachers, and monitresses, besides detachment schoolmasters, 12. There are 11 first class masters at 8*s.* a day, and 29 second class masters at 6*s.* 6*d.* a day, 92. A first class schoolmaster formerly ranked as a warrant officer, a grade unknown out of India and difficult to manage, 148, 149. A schoolmaster moves with his regiment, 173. Schoolmasters are under military discipline and in the regiment rank next after serjeant-major, 85, 86, 188, 189, which is a very appropriate position, 147, 187, 190; they wear a blue uniform, 87; and are very well paid, 3*s.* a day on appointment rising to 6*s.* 6*d.* a day after 14 years' service, 81, 192. Is strongly opposed to raising their status, 191. Would not allow them to teach officers' children, except in the regimental schools, 193. Quotes the General Order of 1864 requiring schoolmasters' kits to be inspected quarterly, 194.

A detachment schoolmaster has 6*d.* a day; a detachment schoolmistress 10*l.* to 18*l.* a year, 5. Detachment schoolmasters exist according to circumstances, and are selected from soldiers, 93. They report to regimental schoolmaster, 144–146.

School-assistant is a soldier appointed by commanding officer to help regimental schoolmaster, on his recommendation, 95–97, 102–104; when those under instruction exceed sixty, 98; at the rate of one assistant for every 40 in excess, 99; has known eight assistants in a school, 100; average two to four, 101. There must be 500 school-assistants, 150; cannot say how many of them will become schoolmasters, 151. Instead of present system of appointing school-assistants at 3*d.* a day according to the numbers on the books would appoint two at 6*d.* and 4*d.* a day to hold office for two years certain, 186.

GLEIG, BREVET-COLONEL A. C., R.A., Inspector of Army Schools.

Inspects army schools in Great Britain, 200. Details his own duties, 202; and those of the assistant-inspector in Ireland, 203, 205. Is not aware of any reason for the difference of system, 204; prefers the system in England, as more concentrative, 205. Believes the inspector could take charge of the schools in Ireland, on the English system of supervision by superintending schoolmasters, 206, 207, who are commissioned officers, 208. Witness' time is fully occupied, 209; he grants certificates in Ireland, 210. No one man could visit every school in Great Britain and Ireland every year, 211. Does not consider the results of army schools adequate to the expense, 212; the improvement needed is to render adult attendance more regular, 213. After a recruit has learned part of his drill, would make school attendance compulsory until he obtains a third-class certificate, 214, 215, 275–278; letting the commanding officer fix the hours for school, 216, 217. Would insist upon recruits attaining a certain standard of instruction, 265. A soldier could attend school without losing his military work, 267–272. Would make all non-commissioned officers attend until they reached a certain qualification, and men enlisted hereafter might be forced to attend, 218, but would not extend compulsion to men now in the service, 219. Old soldiers would be dissatisfied, if school attendance were compulsory, 266. The opposition in regiments to men attending school has died out, 243, 244. It is of great advantage to the school where men are allowed to be absent from parade if they attend school, 220. Would render more practical the qualifications for certificates, 221, 222. Promotion to non-commissioned officers should not depend mainly on the school report, 245. If a good soldier were illiterate would promote him, and them make him attend school until he obtained a certificate, 246–248. In the French army-schools many things are undertaken to be taught which we do not teach; but there are many very ignorant men in the French army, 251.

Children's schools are on the whole good. The children in them change continually, 223. Their average is above that of village schools, 224, 241. Civilians about camps and barracks seek after the schools for their children, 242. Would like superintending schoolmasters to examine detachment schools as well as head-quarter schools, 225. There are about 30 detachment schools in Great Britain, 227. Describes the system of religious teaching, 289, which works without any obstacle; 292. Bible lessons not compulsory, if parents object, 290; which a very trifling proportion do, 291. If the schoolmaster is of same persuasion as the chaplain, he takes instructions from the latter as to the Bible reading to be given, 293; though all the clergy do not exercise the authority, 294. Superintending schoolmasters rank as ensigns, 285, and are paid 7*s.*, rising to 8*s.*, a day, 288; and all schoolmasters have a chance of attaining the rank, 287. Schoolmaster is employed six hours a day with adults and children, 273, 274. Army feeling has changed of late years in the schoolmaster's favour, 280. Schoolmasters are quite on a level with those in civil schools, 282, 283. The prohibition of private teaching is a grievance with old schoolmasters; but not with younger ones, who entered under the rule, which witness would not at all rescind, 252, 253, 261. Objects to the inspection of schoolmasters' kits, 254. Schoolmasters are a sensitive body of men, 256. There are now less civilian candidates than formerly, 233, which is a disadvantage, 234. Nearly all come from the army, 279. Present schoolmasters are of less education than their predecessors, 257, 281; attributable to alteration in clothing and to prohibition against private pupils, 258, 259. The best of the soldiers may not be inclined to become schoolmasters, 262–264. After certain service would put a schoolmaster on a par with serjeant-major, and take off his arm the chevrons to which he objects, 228–231, 235. The pay is high enough, 232. Does not fear that improvement in schoolmasters' status would lead to presumption or ill discipline, 284. Would require soldier-assistant to remain at work for a year certain, guarding him against loss of regimental rank, 238–240. Recreation rooms give great comfort and satisfaction to the men, 236. Does not think much of the lectures by schoolmasters, 237.

GLEIG, BREV.-COL. A. C., R.A.—*cont.*

BELLING, JOHN, Esq., B.A., Superintending Schoolmaster.

Is in charge of half the Aldershot district, 295, comprising nine schools, 300. Describes his 20 years service as schoolmaster and superintending schoolmaster, 296–299. Army education is worse than before Crimean war, 337, 341. Commanding officers take more interest than formerly, but men are less excused from parade, 342, 343; possibly from having more military duties, 344. Some schoolrooms are small, 319.

Children's schools.

The children's schools are good, and superior to those in civil life, 302: attributable to regular attendance, 389, being almost compulsory, 392. Would remit the fees for regimental children, 374, as causing them to be kept from school, 390, 391. Sons of civilians are not admitted, 360, without permission of commanding officer, 361. Certificates should be granted to children, 320. Would reduce the industrial grant, which works badly, and is looked upon by parents as a clothing fund, to 2*s.* 6*d.* each child, and give every schoolmistress 6*l.* a year more, 366.

Adult schools.

In adult schools attendance so irregular that result is nil, 302. From a certain date would compel all uneducated recruits to attend school, 303–305, 385, 386, 394, 395; until they attain a third-class certificate, 309, 393; but would make attendance voluntary for old soldiers, 306–308. Certificates should be invariably required before promotion, 310, 311; which with special classes would not exclude good men, 312–314, nor be unpopular with them, 316. Special classes are popular, 315. Would divide adult schools into a lower school for uncertificated men; and an upper school for certificated men (voluntarily attending) and non-commissioned officers not qualified for next promotion (attendance compulsory), 317. Third-class certificates should qualify for corporal, second class for serjeant, first class for staff serjeant; one extra subject is enough. Certificates should be noted on soldier's record and discharge, 320.

School staff.

Schoolmasters formerly abused the right of giving private lessons, 357, 358; the prohibition has worked well; if removed, private lessons should be strictly limited to after certain hours, 355, 357. Schoolmasters have very little spare time, 356. They should receive as formerly, 359, 361, the extra fees paid by officers and others, 354, 359. Would increase their pay and pension, 374, and improve their status, 321–323, by giving their present rank on first joining, without the chevrons, 324, 334, which do no good, 335; after six years should become warrant officers, 325–327, 336. Would restore former regulations in their entirety, and make messing at serjeants' mess optional, 328–331. Scarcely any are recruited from outside, 332; the regulations have scared away all men of a good class, 333. The masters from Chelsea are often physically incapable of the hardwork of teaching; soldier-assistants mostly make egotistical masters of imperfect education; soldier-assistants should

Belling, John, Esq., B.A.—*cont.*

be made more permanent, 345, 346. Civilians cannot enter Chelsea unless certificated schoolmasters or pupil-teachers, 347. The scarcity of candidates for schoolmaster arises from unpopularity of the service, 382–384. Would make every schoolmaster work six hours for five days a week, 317. As regards lectures given by schoolmasters, credit should rather be given for the quality of the lecture than for the number of lectures, 369–373.

Schoolmistresses pass an easy examination, and are supposed (unless certificated) to have been employed in an army school, 387, 388. They should have higher pay, 348, 349. Single schoolmistresses are allowed too much for lodgings and fuel and light, 366; should have quarters if possible, or half the lodging money, 367. Girls of 15 should be eligible for pupil-teachers, and at 12 for monitresses, 368.

Inspection. Superintending schoolmaster's pay is the same as schoolmaster's formerly, 374; and he loses by promotion if his wife be a schoolmistress, 375, 379, 380. When private pupils and extra fees were allowed, witness could make twice what he now can, 377. Superintending masters should be called sub-inspectors, and be on the footing of Pay Sub-department of Control, 378, 396. At present there is no increase of salary, 381. Examinations should be reduced both in number and volume. Superintending schoolmasters should be relieved from reporting to commanding officer the details of each visit, 350, 351; which would allow of more supervision. Inspection involves very hard work, 352. Would let the superintending schoolmaster decide who should have certificates, 353.

Pearson, Lt.-Colonel C. K., 3rd Buffs.

Education of soldiers. Since establishment of trained schoolmasters, conduct of soldiers has improved, 464, 465; and non-commissioned officers are better educated, 466, 467. Would make school attendance optional for recruits (who are hard (worked, but compulsory afterwards until the men obtain third-class certificates, 406–408, 473; which would not prejudice recruiting, 474. As a rule, a certificate is required for promotion, 409–412; and it would be against the spirit of regulation to make a man a corporal who could neither read nor write, 423–427. A first-class certificate is difficult to obtain, 415; but there is time for a man to obtain a higher certificate between promotions to corporal and serjeant, 453–455. Is satisfied with his regimental school, 413, 414, and its inspection by superintending schoolmaster, 418. Special classes are good, when not used as a shirk from work, 416.

Children's schools. In infant schools the industrial grant needs more supervision, 447–450; especially by the ladies of the regiment, 475, 476. It provides about enough materials, 462, 463. The superintending schoolmaster goes round, 451; and regimental schoolmaster examines, when the commanding officer thinks fit, 452. Children's schools are valued in the service, 457.

Schoolmasters. Regimental schoolmasters are appointed by Council, without consulting commanding officer, 468–470. The "warrant" schoolmasters were superior to the present class; but their rank might clash with the serjeant-major, though that difficulty must be overcome if the warrant-rank be necessary to secure good men, 401–405, 480–482. The present schoolmasters are competent to teach what is ordered, 481, 486; but are less highly educated than their predecessors, 485. The existing grievance of schoolmasters is with their uniform; knows no other, 428–432, 435–437; except the examination of kit, which is unnecessary, 433, 434. But if they entered in expectation of warrant-rank it is a grievance not to have it, 443, 444. If schoolmaster is to rank as a non-commissioned officer he should be obliged to be a member of serjeants' mess, 445. Schoolmaster would prefer a grievance to adjutant or commanding officer, 477, 478. They are not looked down upon, 471; and are generally civilians, 472; but do not mix sufficiently with their pupils, 400, 471. Some schoolmasters are useful in Readings, 490. Does not object to schoolmasters giving private instruction, under proper control, 458. Commanding officer can recommend, under certain restrictions, any private for examination at Chelsea, 483, 484. Objects to soldiers as assistant teachers, 417, 446.

Garrison libraries and recreation rooms answer well, but need more light and fuel, 420. Should be established wherever possible, 459; not under same roof as canteen, 460. Lectures are not well attended, 487–489. Questions whether Hythe School of Musketry is of any use now, 422. Musketry instruction could be learnt in the regiment under the adjutant, 438, 442. Soldiers' children insufficiently fed and not quite strong; few enlist, 456. Boys enlisting from Duke of York's School are good, and fairly educated, 421.

Pearson, Lieut.-Col. C. K.—*cont.*

A., Mr., Regimental Schoolmaster.

Is satisfied with his present pay, but his position is uninfluential; there is no increase of rank throughout service; inspection of kit is most degrading; and the pension very unsatisfactory, 496–500. Lodging money has been reduced, but that is not a major grievance, 571–574. The treatment of schoolmasters on board ship is a general grievance, 575–577. The schoolmasters who now enter are not physically qualified, 501, 502. A better class would be attracted, were former regulations reverted to, 503, 535. The employment is increasingly unpopular, and dissatisfaction widespread, 536–539. The stripes are honourable for a non-commissioned officer, but after seven years' service a schoolmaster should not be so reckoned; if then unfit for promotion, he should be discharged, 504, 506; having a superior grade to the serjeant major would not cause ill-feeling, 507–511. Messing with the serjeants should be optional, 505. By volunteering for Chelsea a non-commissioned officer loses half his service and all his training time, 564, 565. Prospects of a non-commissioned officer are superior to schoolmaster's, 553, 554. Position would be better if pay were 4*s.* a day to start with and slower increase afterwards, 555, 556. Witness' wife being a schoolmistress, he would lose by promotion to superintending schoolmaster, 558–563. Pension is 6*d.* a day over serjeant-major's after 21 years' service, 557. The training in method at Chelsea is excellent, 566–568. To learn how to deal with adults, young schoolmasters should work under old ones for a time, 569, 570. Schoolmasters are individually popular, and have moral influence, 529. Objects to their being required to teach in, Sunday school, as they have to teach all the week round, 530, 531. Examination work and compulsory lecturing make schoolmasters' work needlessly heavy; mortality and pulmonary complaints have been excessive, 532, 533. Medical examination should be strict and extraneous work done away with, 534. Lectures are expected from all schoolmasters, and sometimes involve expense; attaches value to lectures, 543–550. Schooolmaster has nothing to do with infant schools, 542. Schoolmasters should not examine their own schools, 512. The system of superintending schoolmasters works well, 540, 541. A schoolmaster should not give more than one lecture in a week to the same regiment, 578–580. Some lectures are unworthy the name, 582. All schoolmasters should not be required to lecture, 592. Objects to lecturing after tattoo, 584–587. Good lectures are well attended, and thinks they give a taste for healthy reading, 583, 584. Readings are better attended than lectures, because of the music and singing, 588, 589. Lectures and readings may well go hand-in-hand, 591. Subjects of lectures should not be limited, 594, 595. Officers rarely lecture, 596. Schoolmasters have work enough without private tuition; but, if allowed to give it, the permission should be strictly guarded, 523–528. Classification returns of education, as now made, are fallacious; men without a third-class certificate should be returned as uneducated, 596, 597. Would make attendance of a recruit compulsory, after dismissal from drill until he obtained certificate, 513–515, 615, 616. Promotion to depend on higher certificates coupled with regimental ability, 516. Special classes are excellent; but selection of men to attend should rest more with schoolmaster, instead of colour-serjeants, 517–522, 551 552. Industrial grant of 5*s.* per child is too large and is misunderstood, 597, 598. Schoolmistresses, pupil-teachers, and monitresses are underpaid, 597. The Indian school system is far worse than the home system; there is no supervision, schoolmasters are relatively badly paid, &c.; but school assistants are selected by the schoolmaster (which is better) and are better off, 601–614.

B., Mr., Regimental Schoolmaster.

Before joining was articled to a civil engineer, 620. Inducements held out by regulations have not been fulfilled, 621. Status unsatisfactory, 622. Dissatisfied with pension, 623, 705. Messing with serjeants should be optional, 626–628. Schoolmaster and serjeant-major should rank according to date of appointment, 629–632. Soldiers have no antipathy to a schoolmaster who un-

B., Mr.—*cont.*
derstands them, 679, 680; but officers might give him more encouragement, 681. Schoolmasters should not be required to attend Sunday school, 682, 698; they rarely do so, 699, 700. Schoolmasters' grievances are: stripes on the arm, 683; inferior quarters, too small pay when commencing service, 684; the indignity of having kit inspected, 685; and treatment in troopships, 687, 688. There should not be school on Saturdays, 701, 702. Believes he would lose if promoted to superintending schoolmaster, 704. Recent orders have nullified his warrant rank, 706–712; which should be real and not nominal after 10 years' service, 713, 714. It would be a gain, in all ways, that schoolmasters should be allowed, under proper regulations, to give private tuition, 641, 642. Thinks superintending schoolmasters need not supervise old schoolmasters as much as young ones, 643–646. Schoolmasters should have more chance of obtaining commissions, otherwise than as superintending schoolmasters, 714*a*. The Chelsea training is useless: practice under an older army schoolmaster is the only effectual training, 654–661. Lectures are not a success, the duty being often forced on men who are unfit for it, 671–673; good lectures are, however, well attended, 675. Readings with music are successful, 674, and tend more to elevate the mind, 692. Multiplication of lectures leads to false returns, 689–691. Lectures or readings after tattoo objectionable, 693–697. Recruits should not be sent to school until dismissed drill, 633. First entry to school should be optional; but if a soldier commence school he should be forced to attend till he obtain a certificate; few would refuse, 634–640. Would abolish extra subjects for certificates, 647. Special classes are the only means of imparting instruction, 648; but schoolmaster should have more to do with selecting men for them, 649-654. Half the industrial grant would suffice, and the other half should be added to pay of schoolmistresses, 662, who, with pupil-teachers and monitresses, are underpaid, 663–667. Children's and infant schools are well conducted, and the children in advance of those from civil life, 669. Soldiers' children are the healthiest and strongest to be found anywhere, 670. If fees for soldiers' children were abolished, a quarterly report from schoolmaster would suffice; it would be good to abolish the fees, 676, which are useless and amount to little, 677, 678.

Hamley, Brevet-Colonel E.B., C.B. (Royal Artillery), Member of the Council of Military Education.

Manages libraries and recreation rooms, 715, and is, on the whole, satisfied with them, 715*a*. When a new library is established books in proportion to the number of men should be granted; the allowance for artillery and engineers is insufficient, 716, 717. No library reports come from India; books for libraries average 2*s.* 6*d.* a volume; subscribers to recreation rooms average $\frac{8}{18}$ of the troops, 718.

Elrington, Brevet-Colonel F. R., Commanding 4th Battalion, Rifle Brigade.

Does not think warrant-rank for schoolmasters worked satisfactorily, 722. They should rank after the serjeant-major, 723, 763–765; they have been at times disrespectful to their commanding officers, 723. Would not change their present status, 724, 725. A high class man is not needed; preferred the former schoolmaster-serjeants, 726. Is satisfied with his schoolmaster, 762. Regiments are now so weak that there is little school attendance, 741; the men do not like it, 742. Has an evening school (voluntary) in his battalion, which is better attended, 746. Would not attempt to carry education regimentally higher than the rudiments, 751. Attendance of recruits is not now compulsory, 752. Some attend daily, 753. Not more than four or five per cent. of the men are unable to sign their names, 754. Recruits should be made to attend school while under drill, until attaining a certain standard, 727, 728. Objects to compulsory education beyond reading and writing; all beyond should be voluntary, 766–770. Would not require high certificates for promotion to non-commissioned officer, tact being more necessary than learning, 729–735; but a third-class might fairly be insisted upon from corporals, 749. A pay serjeant can do without fractions, 755–757. Would not have extra subjects for certificates, 771. Non-commissioned officers are difficult to get and have deteriorated in the last 20 years; lance corporals should have 1*d.* a day extra pay, 736, 737, 748. Education has not deteriorated since Crimean war, but quality of non-commissioned officers has, 758–761. Boys from Duke of York's school are generally good, 739. Would maintain Hythe as a central standard for musketry instruction, 743–745.

Elrington, Brev.-Col. F. R.—*cont.*

Scotland, Lieutenant D., Adjutant 7th Dragoon Guards.

Education has improved since Crimean War, 826 827; from the normal schoolmasters being superior to the former schoolmaster-serjeants, 828, 829; but there has been a slight falling off of late in the schoolmasters, 830, 831. Sees neither good nor harm from a schoolmaster having warrant rank, provided the serjeant-major continue supreme at mess; otherwise the two can scarcely come into collision, 778–782, 800–803. Schoolmasters' grievances are inspection of kits, chevrons, quarters, and low pay on first appointment, 783, 832, 833. Schoolmasters are worse off than an ordinary London mechanic for quarters, 804; a competent schoolmaster occupies quite a different position from a non-commissioned officer, 805. It would be possible to give him the necessary material advantages, without conferring rank above the serjeant-major, 806-808. A married schoolmaster ought to have two rooms and a kitchen, 809, 810. No reasonable single schoolmaster could object to mess with the serjeants, who are as good as himself, 834–836. Does not see why serjeants should not be trained for schoolmaster, 837–839. Sees no objection to schoolmasters giving private lessons, 787. Schoolmasters are a useful body and agree with commanding officers, 789, 790. Recreation rooms work well, only more games are needed, 797, 798. Reading room and canteen should be apart, 799. Penny readings take greatly, lectures less, 791. In mounted regiments would not compel school attendance until after a year's service, 784, 785, 812–816; and would then exact it until a certificate was gained, 817–822. Would make a third-class certificate a *sine quâ non* for corporals, and a second-class for serjeants, 786; subject to special exceptions, 788, 823. Sees no difficulty in certain hours being set apart for school, the choice of hours being left to commanding officer, 858–861. Has found difficulty in obtaining educated men for corporals, 811. Has no special classes in the regiment, except for recruits, 824, 825. The regiment endeavours to train its men for regimental artificers, 856. Thinks highly of men from Hibernian and Duke of York's schools; their education is above the average, 795, 796. Boys' school is well conducted, but would keep the boys at work till 4 p.m. if there were a larger teaching staff, 840–846. There is room for improvement in regard to religious instruction, 847, 848. The infant school works well and is very necessary. The officers' wives supervise it, 849–853. Boys do not learn trades till after leaving school, 854, 855. They practise gymnastics, but voluntarily, 857. Objects to Hythe: all that is taught there could be better taught in the regiment, 792–794. Musketry instructors perform their duty properly, 863, and their lectures are useful (if not too dry), 865, 866; but regiments could train their own instructors, 862.

Moreton, Regimental Serjeant-Major Andrew, Inniskilling Dragoons.

Army schools.

The regimental school is very well conducted, 871. The present rank suffices to secure good candidates, but thinks warrant rank might be given to schoolmasters after eight or ten years' service, 873–875; though it might cause some inconvenience at the serjeants' mess; there would not be jealousy, as schoolmasters are a class quite apart, 876–884. Soldiers whose children attend the school are satisfied with it, 887, 902. The school interferes with recruits' drill, 888; would keep recruits from school until they had learned drill, 889; but make attendance compulsory afterwards until the soldier obtained a third-class certificate, 890; though a cavalry soldier could not attend more than two days a week, 896–899. The schoolmaster's kit should not be examined, 891. The nominal rank of a non-combatant would be immaterial at mess, so long as the serjeant-major was recognised as presiding, 892–895. Schoolmasters are not popular; they are thought to give themselves airs, 900–902. The boys in cavalry regiments do not see much of the men during school hours, 903; it would be better if they could be more separate at other times, 904–906. The girls mix less with the men, 907. The boys value magic lantern lectures, the men not at all, 908, but they appreciate

MORETON, REGIMENTAL SERJ.-MAJ. A.—*cont.*

penny readings, 909, especially when the officers read, 911, 912. Lectures on military subjects interest the soldiers very much, 910. Sunday school arrangements for the children are good, 913. The boys have no playground but the barrack square, 914, 915. Children taught no trade, except sewing for the girls, 916. The assistant-farrier could make a horse-shoe, 917–921.

McKAY, SERJEANT-MAJOR WILLIAM, 33rd Regiment.

Would pass all soldiers through the school, after learning drill, 925–928. Should not object to the schoolmaster having warrant rank, 929–933; but serjeant-major must preside, without question of rank, at mess, 934–941. Intends to send his children to the regimental school when old enough, 942–945. Children's and adults schools work well, 947, 948, 954, 955. Would require a third-class certificate before promotion to the first stripe, and a second-class afterwards, 949, 950. Schoolmasters are not well liked; but cannot assign a reason, 951–953. Boys taught in regimental school turn out well, 957, 958; it would be an advantage if they mixed less with the men, 956.

CHRISTIE, LIEUTENANT J. E., Adjutant 42nd Royal Highlanders.

Regimental school well attended; average 100·51; schoolmaster good, 960–965. Would make every man attend school after dismissal from drill, 966, 967. Disapproves of certificates altogether, 968; which stop emulation and application, 969–971, 1008. As a class, schoolmasters are good, 972, 973. Would not give them warrant-rank, 974–978. Quite satisfied with children's school, 979; children could be taught shoe-making or tailoring, 981. There are not many children in the regiment, 982, 983. All, except grown boys, are taught industrial work, 984–986. System of inspection is good, 987. Approves of certain hours (fixed by commanding officer) being set apart for adult school, 989. Chaplain is often in the school, 990. The ladies and officers take much interest in the schools, 991. There is a voluntary evening special class, with six for average attendance, 992, 993; out of about 20 on the books, 994. Magic lantern lectures rather lame; men care more for those on practical military subjects, 995, 996. Musketry could be learnt in regiments; but would retain Hythe to test fire-arms and projectiles, 999–1002, 1048. Would make commanding officer responsible for good shooting, and abolish figure of merit, 1048, 1049. Approves of men from Duke of York's and Hibernian schools, 1003, 1004. Not aware of schoolmaster being discontented; and his pay is quite sufficient, 1005–1007. A serjeant could easily replace the schoolmaster, 1007. Three instances have happened since the regiment came home of promoting men without rudimentary education, 1009. Would not insist on education as a preliminary to rank of lance-corporal, 1010–1012. Sees his way to obtaining industrial teaching for boys, if old enough, 1013. Library well attended; recreation room always full; canteen a long way off; music allowed; arrangement answers well, 997, 998. The subscription to recreation room is sufficient, 1014. Recruits use it more than old soldiers, 1015. Canteen should not be near recreation room, 1016. It is quite possible the industrial grant may be looked on as a children's clothing fund, 1017–1019. Sees no objection to schoolmaster giving private tuition, or doing what he pleases in his own hours, 1020, 1024–1027. Officers in India send their children to regimental school, 1020, 1021. Schoolmaster not a very hard worked man, 1028. There is a school at Aldershot for officers' children, 1029; to mix officers' and soldiers' children is not desirable at home, 1030. A few non-commissioned officers attend school when extra subjects are taught, 1031. Thinks inspection of kit might be dispensed with from first and second class schoolmasters, 1032–1040. Schoolmaster receives his pay from the paymaster, 1041, 1042. Thinks a well-conducted schoolmaster is highly regarded, 1043, 1044. Sees no harm in children mixing with the men; there is very little bad language, 1045, 1046. If needless sentries and orderlies were abolished, school efficiency would be increased, 1047.

C., MRS., Regimental Schoolmistress.

Receives 30*l.* a year, and being married to the schoolmaster, nothing else, 1052–1056. 36*l.* a year is the least a woman can live respectably on, 1057, 1058. A single schoolmistress has 8*s.* 6*d.* a week for lodging money which is a liberal allowance, 1059–1062. Does not think a married schoolmistress should be classed as a woman of the regiment, 1064. The question arises in travelling by sea and land, 1066–1068; where a married schoolmistress is in a worse position than a single one, 1069, 1070. Complains also of liability to be discharged without notice; was placed on unemployed list without pay, when she landed from India, 1073, 1074. The pension is 1*s.* a day after 12 years' service (if medically unfit), or 2*s.* a day after 24 years' service, the pension being fairer than the pay, 1078–1083. Has five children, and the quarters are two very small rooms without a kitchen, 1084–1088; being worse in camp than the quarters of staff serjeants, 1089, 1090. In India the schoolmistress was treated differently from the serjeants' wives, in her capacity as teacher, 1100–1105. Schoolmistresses have not deteriorated, 1106, 1108, but are more soldiers' daughters than formerly, 1107; and the change in the regulations has caused them to be treated with less respect, 1109, 1110. As a rule married schoolmistresses are wives of schoolmasters or non-commissioned officers, 1125, 1126. Is liable to have to help in Sunday school, which is considered a hardship (but is rarely called on to do so), 1133–1136; after the week's labour teachers should not have teaching on Sundays, 1172. In India a civil schoolmistress has four to six times as much as a married army schoolmistress, 1154–1158. A single schoolmistress has two rooms, 1159. Schoolmistress if allowed to arrange for rations would be much convenienced, 1160–1162. Is satisfied with the girls' and infant schools, 1091; but infants come too young, and it should rest with schoolmistress to receive those under three or not, 1092–1097. One girl might take charge of the very small infants, if there were a separate room for them, 1123, 1124, 1139, 1142. Not aware at what age infants are taken in civil schools, 1127, 1128. A separate nursery for the young infants would be convenient for the women of the regiment, and for the instruction of the others, 1148–1150. A pupil-teacher or intelligent woman of the regiment should be in charge, 1151, 1152. Industrial grant too large merely for materials, 1099. Has only one monitress to assist her with 40 children, which is insufficient help, 1111–1114, 1137, 1138; as the children have to be divided into so many classes, 1115. Twice every morning loses her monitress, who goes to the schoolmaster for tuition, 1143–1147. Monitresses and pupil-teachers are underpaid, 1098. Decent pupil-teachers of proper age cannot be obtained for the pay offered, 1129, 1130. The children of outsiders are irregular in their attendance, 1116–1119. Boys pass at 8 from infant school to the schoolmaster; girls go to the grown girls' school when they can read words of two syllables, 1120–1122. Does not know that the children run much among the men, 1163–1165. Does not think soldiers would often use bad language before children, 1175, 1176. Ladies sometimes visit the school, which elevates it in the eyes of parents, 1166, 1167. Chaplain never visits infant school, 1168, 1169. Sees no means of teaching washing, 1173. Mending clothes, &c. allowed every Friday, 1174. Saturday morning school may well be dispensed with; it is always irregularly attended, 1131, 1132; and girls would learn cleaning, &c. at home, 1170, 1171.

D., MRS., Regimental Schoolmistress.

Is a Crimean widow, 1178, with children, 1181. Has quarters, 1179; as respectably as possible in a camp, 1180. Could not live on her salary, 1182; a single woman could live respectably on 36*l.*, 1183, 1184. Monitresses are badly paid, 1185, 1187; some have fair abilities, 1186. Travels second class as an unmarried schoolmistress, 1188–1190. Schools well conducted, 1191; inspection satisfactory, 1192; commanding officer and ladies of the regiment assist, 1193, 1194. Chaplain does not visit witness' school; he collects all the grown children into another school every Friday for religious instruction, 1195, 1235; witness is not then present, 1236. For the sake of teaching, too many babies come to school, 1196–1199. Saturday should be a holiday, 1200; only the babies come on that day, 1201. Washing could not be taught, 1202. A nursery for young children in such a place as Aldershot would be excellent, 1203. Fears soldiers do not avoid using bad language before children, 1204, for the children use it, 1205. Little girls, as well as boys, go about among the men in camp 1206; and are pets, 1207. Children sometimes clean, 1208; and generally obedient, 1209. If not, complains to commanding officer, 1210; not to parents, 1211. Does not attend Sunday school, 1212–1214. Industrial grant too small to satisfy parents, who look on it as a

D., Mrs.—*cont.*
clothing fund, 1215, 1216. Has avoided interference from children's parents, 1217. The grant is issued only to girls and to boys in infant school, 1233. One monitress resigned from inadequate pay, 1218. Could not get a good pupil-teacher for the pay offered, 1219. School does not suffer by monitress going to schoolmaster for instruction, 1220–1222. Has been refused rations at government rate, 1223, 1224, 1228, 1229. Would alter hours of attendance, 1225–1227, 1230–1232.

Shute, Brevet-Colonel C. Cameron, C.B., 4th Dragoon Gaurds.

Takes great interest in Army Schools, 1243, which have increased the desire for instruction, 1242. Has a very good schoolmaster, 1244 (who seems satisfied) and a good schoolmistress, 1245. Would make schoolmasters less military, 1274; but it would be very inconvenient to give them any rank, which would remove them from strict discipline, 1246–1248, 1274. Warrant officers were therefore done away with in the cavalry, 1256. Would rather increase their pay, 1249. Chevrons and the sword make them too military, their uniform should be more akin to chaplains, 1250. Sees no object in examining kits, 1251. None are so comfortable on board ship as on shore, 1252. Would rather not make a soldier a schoolmaster in his own regiment; a civilian should be as good a schoolmaster as a soldier, 1253; but there were advantages in the way of discipline in the old serjeant-schoolmasters, 1254. Considers schoolmasters responsible for conduct of children out of school, 1255, 1273; though parents must be responsible in a great degree, 1270—1272. The schools are carefully inspected, 1257. Schoolmaster's giving private lessons would improve his capabilities, if it did not interfere with his duties, 1258, 1259. For misconduct a schoolmaster should be dismissed, not reduced, 1275. Would send all recruits to school, after being dismissed from preliminary drill, and would not object to set apart a fixed number of hours daily, 1260. Boys from Duke of York's School have turned out well, 1261. The School of Musketry could not be spared, 1262; but might be better at Aldershot than Hythe, 1267, 1268. The distance of Shoeburyness would be an inconvenience, 1269. Sees no reason why young children of officers should not be taught by schoolmasters and schoolmistress, 1263, 1264. For recreation rooms buildings are wanting, fencing and singlestick are the greatest attractions, 1265; and magic lanterns the least. Manly exercises should be encouraged for military reasons. Recreations in barracks are the best preventive of drunkenness, 1266. Would add French and German to subjects on the back of first-class certificates, 1275*a*.

Gleig, Rev. G. R., M.A., Chaplain-General to the Forces.

From 1846 to 1858 was Inspector-General of regimental schools, 1277. Schoolmasters take their instruction from chaplains as to religious teaching, 1288–1290. At chaplain's option there is sometimes a special religious service for the children in the schoolroom, 1291–1294, 1297, 1298; sees no difficulty in lay co-operation, 1295, 1296. The chaplain only comes in contact with infant school in giving special religous instruction, 1321–1323. The control exercised by chaplains over schools is sufficient, 1279; it is social and moral, 1287. Army schools are very superior to those in civil life, 1280; but fears present schoolmasters are inferior to their predecessors, 1281. The system of schoolmasters works well; but making the chevrons retrospective was a mistake, 1316. Would deprive schoolmasters of chevron, sash, and sword, 1317–1320. Examination of kits is a grievance, 1328. Normal school might be improved, 1282, by giving teachers more power, 1283; and especially headmaster, 1299, 1300, 1326; the fault lies in power being too much concentrated in military officers, 1301, 1302. It was a misfortune to rescind the order requiring serjeants to salute the masters, 1326, 1327. Duke of York's School is on a good footing, and fortunate in its master, 1284; but the situation is unhealthy, and school should be removed to country, 1285, 1324. In normal school, most of the Church of England students have been confirmed, 1303. In model school there is a confirmation annually, after carefully conducted examination, 1304. Boys brought up there are as intelligent at 14 as country boys at 18, 1305. Their religious service is the ordinary church service, 1307, which might be shortened for children; and sermon should be most simple, 1309. There is evening Sunday school, 1308. More trades might be taught in the Duke of York's School, 1311; trades are better taught at Hibernian school than at Chelsea, 1313. There are too many public-houses around the training school, 1314; but questions the policy of keeping it up, 1315. All students should wear the same dress, 1330, 1331. Hibernian School is healthy; but there are difficulties in the education, 1325. Children in barracks are not contaminated by the soldiers and are more orderly than in civil life, 1310.

Gleig, Rev. G. R., M.A.—*cont.*

Reynolds, W. J., Esq., M.A., Head Master of the Normal School at Chelsea.

Schoolmasters. Considers that successful candidates for schoolmaster have intellectually improved of late years, 1335, 1336, 1354, 1355. Very few candidates are civilians, 1337–1339. Soldiers do not amalgamate well with civilian candidates, 1399; their uniform is a hindrance, 1400; but a mixture of civilians and soldiers is an advantage, 1340, 1341, 1398; the best soldier makes a better schoolmaster than the best civilian, 1342. The discouragements are low pay, reduction to ranks, &c. If schoolmasters have been reduced to ranks there will not be many more applicants, 1343. Soldiers are hindered from coming forward by the loss of service and by want of encouragement, 1428–1431; and the conditions of entry to Chelsea are not well known in the army, 1452. Knows nothing of previous history of candidates, 1446*a*. There has not yet been difficulty in keeping up the supply of schoolmasters, 1388. Masters waste their time in the model school: should have practical instruction in teaching at Wellington Barracks and Woolwich, 1376–1379. Very few schoolmasters misbehave, 1352, 1353.

Normal School, Chelsea. All the superintending schoolmasters have passed through witness' hands except one, 1404. Does not see how the same scholastic powers in teachers could be obtained without the normal school, 1391–1396. The educational establishment is under council, not commissioners, 1423. Witness is in no respect under the head master of the Duke of York's School; position of both towards commandant is unsatisfactory, 1405, and inconvenient, 1406. The commandant has no authority in school, and witness none out of school, 1407, 1408, 1421, 1422; the masters of the normal and model schools do not collide, 1409. The pupil teachers from model school are in the way in the normal school, 1410, 1411. Witness has no assistant in the daily routine of study, 1356, nor requires any, 1357. Had formerly two assistants, 1508. Is inspected half yearly by the inspector under the council, 1359. There are now but 16 students; there have been 40, 1344, 1345. They fell off after the change in the regulations, 1346. The tests for schoolmasters are satisfactory, 1347; but it is a defect that there is no opportunity of acquiring the art of teaching, 1348–1351. For instruction goes through the subjects put down, 1371. Has not suggested any alteration in the course, 1373; chemistry, algebra, mechanics, and geography are the most popular subjects, 1374; thinks these subjects widen the students' minds, 1375. After a lecture students can say what they like, 1366, 1367. Witness teaches till 4 o'clock, but has work afterwards, 1443. Students have too much to do, to have time for much reading, 1444, 1445. Has not time to teach actual surveying; but includes practical trigonometry in his course, 1424–1427; students pass a qualifying and competitive examination, 1380. Students must attend church twice on Sundays, 1402. Chaplain instructs in religious knowledge, 1403. The Sunday School is looked upon as a grievance, 1432–1434. Accommodation for the students is very bad, 1360-1362. Some dormitories have been given up to the boys, 1368, 1369. Their messing is good, 1364, also health, 1417–1419; would have one distinctive dress for all students, 1401. The discipline is strict, 1413; but is administered by commandant without reference to witness, 1414–1416, 1450. Students play at football, fives and cricket, but are badly off for indoor amusements, 1370. Has no difficulty in maintaining discipline, 1381. Is saluted on the principle of an undergraduate saluting a censor, 1382, 1383. Drunkenness is not common, 1447; but has increased, from all the students being paid at once, 1384, 1385, and having to go out for provisions. Would not move the school, 1386, 1387. From the bad accommodation, students are induced to frequent a public house, 1363, 1449, where they have engaged a room, 1453, 1454. The hours out are 7½ to 10 p.m., 1448. Drunkenness would probably involve removal from the school, but witness would pass over a first offence, 1435–1438. There are few cases of immorality,

Reynolds, W. J.—*cont.*
1439–1443. Bad language at mess would scarcely be tolerated, 1455. There have recently been cases of dishonesty, 1451. Has nothing to do with schoolmistresses, 1389.

McLeod, Walter, Esq., Head Master of the Model School, Royal Military Asylum.

Model School. Has been Head Master for 23 years, 1457. Is assisted by 4 masters, 1511, and 13 pupil teachers, 1512; who all become army schoolmasters, 1514–1516. About two-thirds of the boys enter the army, 1517; and turn out well, 1518. Boys, when they first come, seem very healthy, 1519, 1520. Education of boys begins at seven; formerly, at five years of age, 1500–1503; they stay about five years, 1504. Subjects taught are suitable, and they get a fair education for their class in life, 1505–1507; but would have more trades taught, 1508, 1509. Would either admit boys earlier than at seven or have some educational test, 1555–1558. The chaplain instructs merely in catechism, Sunday-school exercises, and religious services in chapel, 1559; which might be shortened, 1562, 1563; witness is not responsible to him as to daily instruction in Scripture, 1560, 1561. Condition of school unsatisfactory, especially discipline, 1458; but its material state has improved since a Committee reported on it 18 months ago, 1459–1463, 1470; but all their recommendations were not carried out by the military authorities of the school, 1464–1466, and they did not go into discipline or education, 1471, 1472. The Commandant does not always carry out the regulations, 1468. Is not at all satisfied with his position towards Chelsea authorities, 1539. Relates disagreeable conflict with the military servants in 1866 and subsequent years; the serjeants neglected to attend to the boys' cleanliness, 1540–1554. Discipline out of school bad; no reverence at chapel or prayers, 1473, nor quiet at bed time, 1567–1569; military staff do not maintain discipline, 1476, which would be better without them, 1566; superintendence of boys out of school should be entrusted to the masters, 1477–1479. Witness punishes for misbehaviour in school with a cane, 1480; would discard the birch altogether, 1482; has very little difficulty in maintaining discipline in school, 1483. Food and sanitary condition of boys at present satisfactory, 1484, 1494; a good many always with sore heads, 1485. Boys' friends should only be admitted once a month, 1486. Schoolrooms, though improved, are still defective, 1487, 1488. Would remove school to the country, 1489. Boys have not sufficient play, 1490–1493, nor are kept as clean as they ought to be, 1495, by the nurses, 1496; among whom is much drunkenness, 1497, not always followed by dismissal, 1498. Each boy has now a separate bed, 1499, 1500.

Normal school. Is not satisfied with Normal School, 1521; it might be abolished, 1522. Candidates have fallen off, from reduced pay and allowances, 1523. Their passing to the model school to learn teaching is indispensable, 1524, 1527. The tone has gone down, 1528; from the diminution of civilians, 1529, and the probability that it is not the best soldiers who come, 1530, 1531.

Admission of schoolmasters. Witness details how he would admit schoolmasters, 1534, increasing civilian element, 1535, which is incomparably superior to the military element, 1536–1538.

Haliday, Brevet-Colonel W. R., Commandant of the School of Musketry at Hythe, and Inspector-General of Musketry.

Hythe. Considers Hythe essential as a normal school to maintain the musketry standard, 1572, 1573, 1597, 1601; but would only train instructors in musketry there and not pass privates through it, 1574–1578. The staff should be increased rather than decreased, 1661–1670. There are five officers and 24 non-commissioned officers employed in teaching, and the work is very arduous, 1662, 1663; duties detailed, 1664, 1665, 1668. The supply of trained instructors is not equal to the demands of Militia and Volunteers, 1602, 1603. Applications to come to Hythe exceed the vacancies, 1604. The drills could not be simplified, 1666; there are four daily, 1667. Eighty per cent. of the officers-students qualify for instructors; less than half of the serjeants, 1669, 1676; but the number of pupils is not more than sufficient to produce the instructors required, 1672; a certain proportion fail to qualify, 1674, 1675. Lectures are certainly necessary, 1677–1680. Non-commissioned officers sent to Hythe ought to be selected for intelligence, 1620, 1621; they are satisfactory, 1622. Knows no suitable place more central than Hythe, 1579–1581. Aldershot not suitable, 1647, 1648. Ten ranges are requisite, 1649, of 800 yards, 1650. Shooting in the Army is not, on the whole, inferior to what it ought to be, 1582; but efficiency in regiments depends on inspection, 1583, 1584, the interest taken in musketry by the officers, 1585, 1586, and the exertions of the instructor, 1587. Considers the system of certificates, after examination (independently of regimental authorities, 1610), most important, 1608, 1609, 1612. Doubts if an officer could often instruct himself sufficiently for a Hythe certificate, 1651; the present examination occupies several weeks, 1652. Matches between regiments are allowed, 1657–1660, and the competition of regiments is a valuable stimulus, 1611, as well as extra pay to marksmen, 1614; for which a central supervision is indispensable, 1615–1619. The figure of merit is not a certain criterion, 1613. Each Hythe course takes 60 officers, and there are four courses yearly, 1588–1590. There is deficiency of barrack accommodation, 1591, 1605. The men are never under canvas, 1606, the place being unsuitable for it, 1607. The sanitary condition is very good, 1592. Does not know the grades of the sailors who attend, 1593, 1594. Prefers men for guard, orderly, and fatigue duties being supplied by some regiment in the neighbourhood, 1595, 1596. Returns from regiments of musketry practice have been simplified as much as possible, 1623–1626; witness points out to regiments inaccuracies in their returns, 1627, 1628. Cannot tell how many trained officers or men there are in regiments, 1629–1631. The certificate of a serjeant shows him to be a good instructor, 1633. Considers that a battalion musketry instructor could not undertake other duties, and the recruits occupy him throughout the year, 1644; duties during the course, 1634–1637, which lasts 21 weeks, 1646. Regimental instructors have their fair leave, 1682, 1683. The District Inspector's time is fully occupied, 1638, 1639. He reports monthly to the General in command, 1643; but can only see portions of regiments at practice, 1654. The one at the Cape cannot perform his duties, 1655. Musketry instruction should be by companies, 1640, 1641; the system is applicable to cavalry, 1642. A serjeant instructor would not suffice for recruits, 1645, 1684–1686. The ammunition suffices for annual practice; but men might be allowed to purchase extra quantities cheaply, 1656. Has no control over the instruction in India, 1653.

Hawley, Brevet-Colonel R. B., Commanding 4th Battalion, 60th Rifles.

Musketry instruction. Considers that the army has reached its maximum of good shooting, 1727; there has been the greatest improvement since Hythe was established; the school was necessary, 1728. Would now abolish Hythe 1688, 1689, 1757, and throw musketry instruction more on colonels of regiments, 1690, 1758, maintaining the standard by inspection by one officer at the Horse Guards of rank of assistant adjutant-general, 1691–1694, 1701–1703, 1759, 1760; whose position would give him greater weight than District Inspectors have, 1736, 1755. District inspectors do not completely guard against registers being improperly kept, 1720–1722; their rank being too low relatively with colonels of regiments, 1729–1735, 1754. Commanding officers complain that they are interfered with in musketry instruction, 1744–1747. Without Hythe, colonels would have to select their own musketry instructors as they now do their Adjutants, 1748–1750. Instruction in the new arm will be easier than in the present, 1695–1697; has not been at Hythe, 1699. Shooting depends on practice and would prefer simple explanations to the lectures on theory, 1704–1708; but the officer's lecture is more profitable than the serjeant's, 1709. Correctness of firing depends much on the company officers, 1751; who, witness believes, take great interest in it, 1763, 1764. Uniformity will be kept up anyway, 1752. Musketry is practical, not mechanical, 1756. The musketry course is not popular with officers, 1765; but is necessary, 1766. It is a defect that all classes are not taught to fire kneeling, 1737, 1738. In firing when lying down, the position should be left to the soldier, 1739–1742. More blank cartridge is required for field-days, 1743. Rewards for marksmen are fairly distributed, but men should receive their money daily, 1723, and it should depend on opinion of commanding officer, 1767. The number should not be limited, 1725. Instructors of musketry have more leave than other

HAWLEY, BREV.-COL. R. B.—*cont.*
officers, 1711–1713; but are content with their position, 1714. Adjutants are now obliged to go to Hythe, 1715. Witness does not interfere with the musketry course, 1716, 1717. Would give each colonel certain ammunition for disposal, 1718; at present none is allowed for match shooting, 1719. Would have a captain as adjutant and musketry instructor, with a subaltern as assistant, 1700, 1710, relieving the adjutant every three years, 1726.

THOMAS, BREVET-COLONEL J. W., C.B., Commanding 67th Regiment.

Musketry instruction.
Would abolish Hythe, 1769; and maintain similarity of practice by inspection under an Inspector-General (superior in rank to colonels of regiments, 1836) and his deputies, 1770–1775, 1778–1784, 1837, effecting a money saving, 1777. Army shooting is fair; but might be improved, 1776. During instruction instructor of musketry is fully occupied, 1786, 1787; and is then the hardest worked man in the regiment, 1794. Has the same leave as other officers, 1795. They give a regular course of lectures, 1798, which all the men do not understand, 1799; but witness would not alter them, 1800. District Inspectors report direct to Inspector-General, 1788–1789, an anomalous position, 1790; they should be field officers, 1791; the office might be made a sinecure, 1792, 1793. The commanding officer could have no difficulty in selecting a musketry instructor, 1801, 1802, 1839–1842, and the system would be uniform, 1833, 1836. The responsibility of a commanding officer for musketry instruction is only theoretical: in practice, he does not interfere, 1805–1813, 1819–1824, and there is a delicacy in regard to the inspector, 1826. If the term of army service be shortened, duties of musketry instructor will be increased, 1814. Considers that musketry ought to be an ordinary regimental course, and not a special subject, 1815–1817, 1825, 1827: and that the colonel should really be responsible for everything, 1838. The major would be the man to superintend it, 1828–1830. The regulated course of instruction is good, 1818; but it is taken out of the commanding officer's control, 1831, 1832. Would examine an officer for post of musketry instructor, 1843–1845, and dismiss him if unsatisfactory, 1846. Has always had officers volunteering for Hythe, 1847, 1848.

FOX, BREVET-COLONEL A. LANE, late Grenadier Guards.

Musketry instruction.
Drew up [in 1854] the system of musketry instruction first adopted, 1851, after studying continental systems, 1852. Musketry instruction ought to be better conducted with a central school than without, 1855, 1863; but musketry might be satisfactorily taught under regimental system, 1856. Instructors would have to qualify as adjutants do, 1858–1862, by a course of instruction, not mere reading up, 1879, 1880. Considers that men in regiments should go through a more thorough course as recruits, the annual instruction being curtailed, 1865–1868, 1893–1895. Instruction should be by entire regiments, that commanding officer might superintend, 1870, 1871. The returns on paper are excessive; but some system of inspection is necessary, 1872–1876. There has been jealousy of outside interference as to Hythe, 1877, 1878. Prefers Aldershot to Hythe for a central school, 1882, 1883. Inspectors might be under generals commanding districts, 1884, 1885. Shooting when lying down ought to be practised, 1890–1892. It is good to let recruits fire a little before instruction, and then show them how they improve under the course, 1896.

STEPHENSON, BREVET-COLONEL F. C. A., C.B., Commanding Scots Fusilier Guards.

Musketry instruction.
Would maintain Hythe, 1898, in order that future instructors should pass through it, 1899–1902; but it might advantageously be moved to Aldershot, 1908. Does not see how one chief inspector could perform the duties of the district inspectors; has found no trouble in the present system, 1904–1907, 1909; but an inspector-general at Horse Guards, with assistants under him, would be an improvement, 1910–1918. If instructor of musketry's present work were shortened, he would be an excellent man on whom to engraft other duties, 1919–1921.

THOMPSON, CAPTAIN D. (67th Foot), District Inspector of Musketry at Aldershot.

Musketry instruction.
Has been district inspector 11 years, 1923. Would maintain a permanent school of musketry, 1924; without which there could not be uniformity, 1940–1943; and without uniformity shooting would deteriorate, 1985. Any place with sufficient ranges would do for it, 1925, 1977, 1978; doubts if there are ranges enough at Aldershot, 1926–1929. Would not send rank and file to Hythe, only officers and higher non-commissioned officers, 1957. The school of musketry should rather be a school of arms and rudimentary fortification, 1995, 1996; with a slightly lengthened course, 1997. In his duties acts through Adjutant-General of his division; records facts, not opinions, 1930, 1931. Collision with commanding officers is scarcely possible, 1932–1935, 1966, 1967; his duties are directly under the general commanding the division, 1936; who always takes action on his reports, 1940; his reports to Inspector-General of musketry would be communicated, if anything were wrong, to Adjutant-General at Horse Guards, 1937, 1938; but mere remarks pass through witness to the regiment, 2007–2014. In former times some inspectors have mistaken their position, 1993, 1994. It would be good to remove district inspectors from their regiments and give them rank as field officers, 1968. An Assistant Adjutant-General at the Horse Guards in charge of musketry, with deputies in the districts, might be more satisfactory, 2018. Doubts if brigade-majors would have aptitude for duties of district inspectors, 1990–1992. Instructors of musketry could not be trained as adjutants are, 1944, 2006. They might have other duties added, 1945, 1946. Would have the instructor in musketry to be assistant adjutant, and instructor in arms generally, 1974–1976, 1998, but separately responsible, 1999–2002. Instructors before obtaining certificates are tested in lecturing, 1969–1971. There are not too many lectures, 1972, 1973. Competition of regiments a doubtful gain, 1947; and of companies, 1981, 1982; the returns being liable to foul-play, 1948–1956. Rewards would still keep up good shooting, 1986. Without regimental competition, returns and staff might be diminished, 1987, 1988. Approves the present system of firing, 1958–1965. Our shooting is superior to that of foreign armies, 2003, 2004, and attributable to special training, 2005. Would not allow latitude to commanding officers, 2019–2021. Musketry instruction is not now unpopular with commanding officers; but was four years ago, 2015–2017, 2022, 2023.

DRAKE, CAPTAIN J. M. C. (Royal Engineers), Instructor of Musketry.

Hythe.
Would retain Hythe with alterations, 2026, and reduced staff; as a normal school to teach future instructors only, which is necessary for uniformity, 2027, 2028, 2051, 2080–2083. The Hythe course is too long, and minute, 2033–2039, 2072; and savours too much of school, 2040. Three weeks or a month ought to suffice, 2041. All field officers should pass through Hythe, in batches by themselves; also all adjutants, serjeants-major, and brigade-majors, 2059. Serjeants should be trained at Hythe, because they will be wanted as instructors, 2077–2079. Theory of projectiles should be taught at Hythe, 2066. It might be a school of arms generally, if time enough were allowed, 2068, 2069. A simple course of field-engineering could easily be added to Hythe course, 2073. Prefers Hythe as a site to Aldershot, 2084. Would not have inspection, except regimentally by the colonels, 2029–2031; who would all have passed through Hythe, 2083. Would abolish inspectors and inspector-general, 2043; and leave "remarks" on musketry returns to Adjutant-General, 2044; whose deputy would collate them, 2052. For local inspection, as far as required, would trust to brigade-majors, all of whom should have passed Hythe, 2045. There is cheating, because instructors are watched, 2046–2049.

Musketry instruction.
Approves competition of battalions, 2050. Musketry should be part of the general drill, 2054, 2055; and officers obliged to make themselves acquainted with a musketry handbook, 2056. Returns could be simplified, 2057, 2058. The lectures in the book are unintelligible, 2042. More ammunition should be allowed for practice; a cup given for competition in each garrison; assistant-instructors should have forage, 2059. A good instructor need not be a good shot, 2070, 2071. Musketry instructors are already too hard-worked to teach field-fortification, 2074–2076. Witness has 500 or 600 recruits at Chatham to instruct; but has time for other things, 2063–2065.

Recreation rooms.
Recreation rooms answer, so far as witness knows, 2085; but should be attached to canteen, and supported entirely from canteen profits, 2086–2089, 2097, 2100; under one committee

DRAKE, CAPT. J. M. C.—*cont.*
of officers, 2101. Would admit female friends to the canteen, 2090–2093. Coals enough for comfort are not supplied, 2094–2096. Would not have a soldier's institute outside in addition, 2098; but would provide as much amusement as possible and good beer inside, 2099.

ELLIOT, LIEUT. J. M. (94th Foot), Musketry Instructor.

Musketry instruction. Obtained at Hythe last year a first class extra certificate, 2104. The course is too short, 2107, 2108, 2116. Liked it, except too much catechising, 2109. Thinks the platoon exercise desirable, 2111–2115, 2120, 2121; except for officers of long service, 2117. The lectures were interesting, but had better be read up at leisure, 2119.

NEWDIGATE, BREVET-COLONEL E., Assistant Adjutant-General at Aldershot.

Musketry instruction. Thinks by arranging the times for using the ranges the school of musketry could be accommodated at Aldershot, 2123–2125; which would be the best place, 2126, 2129. It should be a training school, 2128. There is plenty of ground for ranges at Woolmer, 2132. Adjutant-General's staff could not take inspection in musketry without assistance, 2134. The officer instructing in musketry could instruct also in field engineering, 2136, 2137. Disapproves of battalions competing, 2138, 2139.

STEWART, LIEUT.-COLONEL C. B., C.B. (Commanding Royal Engineer, London District).

Field engineering. Describes instruction in field engineering given in 1852 at Chatham, and recently at the Tower to the Guards, 2141, 2158; in the latter all ranks took great interest, 2142, 2152, 2154. Found the men very intelligent, 2153. Musketry instructor could also teach field-fortification, 2144–2147, 2177, if he had been through a short course at Chatham, 2175, 2176. There should be regulations for issuing tools, 2148. Same instruction could be given throughout army, 2155; and is particularly desirable, 2159, 2174. Some small compensation for wear of clothes should be granted, 2157. There would, in war, only be engineers enough to superintend, 2160, 2161; and that not wholly, 2162, 2163.

Recreation rooms. Has lately built new recreation rooms at Windsor, 2164–2166. Has not heard serious complaint as to want of fuel, 2167. Thinks it would be good to apply the profits of the canteen (which are large) to support of recreation rooms, 2168–2170. Institutes should be within barracks, 2171; and available for lectures, theatricals, or dancing, 2172, 2173.

METHUEN, CAPTAIN THE HONOURABLE P. S., Adjutant, 2nd Battalion, Scots Fusilier Guards.

Field engineering. Instruction in field-engineering was beneficial to health, 2180, 2197–2199; should be extended to whole army, 2182, 2183, as part of drill, without extra pay, but with compensation for clothing, 2184, 2195; recruits being instructed on first joining, 2191. Men were much interested, 2185, 2196; also officers, 2189; were picked men, 2187. Were examined in theodolite, 2186. The serjeants thus instructed could teach others, 2190, 2193. The average time for each class was 21 days, 2200, 2201. Materials ought not to have cost 140*l.*, 2205, 2206; they were not worn out, 2207–2210. Fuel complained of as insufficient for recreation room, 2202 should have old allowance, 2203, 2204.

CARSON, MR. THOMAS, Regimental Schoolmaster, Royal Engineers.

Recreation rooms. Success of recreation rooms unequivocal. Would deplore their union under one roof with canteen; though both might well be under one committee of management, the canteen profits supporting the recreation rooms, and the latter being free to all. Recreation rooms should have the privileges of schools, as to baggage. Contribution to the library is insufficient, 2216, 2218, 2226; would make over recreation room subscription to library, 2217. No matter how tempting the recreation room inside the barracks, men will seek amusement outside, 2219–2222, 2235, 2236. Recreation rooms were well lighted and warmed, 2223; but larger rooms may require more fuel, 2224. Success depends on being well warmed and lighted, 2225. Would not allow beer, 2227. Men receive friends, male and female, in reading room, 2228–2230. Schoolmasters feel a stigma in being excluded

CARSON, MR. THOMAS—*cont.*
from management of recreation rooms, 2231–2234. Articles sold should be sold on account of canteen, and at canteen prices, 2237, 2238. Recreation rooms and library open till half-past 10; billiards a great attraction, 2240–2243.

CAMBRIDGE, FIELD-MARSHAL HIS ROYAL HIGHNESS THE DUKE OF, K.G., &c., Commanding-in-Chief.

Adult schools. Would encourage soldiers to attend school; but not compel them, if the Commanding Officer were satisfied of their incapacity to learn, 2244–2253; leaving arrangements, as far as possible, to Commanding Officer, 2254, 2255, 2257, 2316. In summer there would be little school, 2256. It is desirable that men promoted to serjeant, &c. should have educational certificates; but would not make the rule absolute, 2258, leaving the promotion to the Commanding Officer unfettered, 2259–2261. Approves highly of special classes, 2311; would excuse men attending them from evening parades, 2312; but not from certain other duties, 2313.

Schoolmasters. Warrant-rank for schoolmasters worked badly; the altered system has worked admirably, 2262, 2317. Likes best a schoolmaster who has first been a soldier, 2263, 2276. Examination of kit is not necessary, 2264. Uniform gives the schoolmaster authority, 2265. Pay is too low, 2267. Schoolmaster should not be interfered with when it can be avoided; but must be submissive when it cannot, 2268; should be under Mutiny Act, and never superior to serjeant-major, 2269, 2317. Objects to reducing a schoolmaster to the ranks; but it is more indulgent than dismissal; in minor cases, fines might be inflicted, 2270–2273, or loss of service, 2274. Reduction is a less hardship to those who formerly were soldiers, 2275.

Recreation rooms. On the whole thinks it a disadvantage to have recreation room and canteen in juxta-position, 2277. A steady non-commissioned officer should be permanently in charge of canteen. A captain in each regiment should have an allowance, equal to the adjutant's, for superintending canteen and recreation room and taking charge of their funds, 2288–2290, and the appropriation thereof, 2291. Would not allow beer and spirits to be served in recreation room, 2292; but would permit food and smoking, 2294, 2295. To be attended, a recreation room must be in the barracks, 2295. At large stations there should be a good room for lectures and entertainments, 2319.

Chelsea. Would not remove Duke of York's School to the country; premises need a little extension; but site is very healthy, 2278. London is a very healthy place, 2279. The boys get no continuous holidays, 2280, 2281. Premises are in bad condition; but are under Office of Works, 2282. Boys should play more in Battersea Park, 2283. There is excellent playground at the Hibernian School, and the boys are a great contrast, 2284–2286. Doubts if Chelsea boys behave badly on entering church, 2286, 2287. Sorry to hear the school was dirty, 2288. Duke of York's and Hibernian Schools ought to be under military authority and the boys should be required to enter army or navy unless physically unfit; music should be more encouraged; they turn out well, 2305–2307; the boys might do their own tailoring, and, in a degree, repairs to buildings, 2308, 2309. Industrial work should be encouraged, 2318. Would abolish Normal School and give its premises to Duke of York's School, 2296.

Musketry instruction. Considers a School of Musketry absolutely necessary, 2297; it is useful to send there, as now, a few selected privates. Hythe has raised the whole character of non-commissioned officers and men. The drill taught there to all officers is of great advantage to the service, though unpopular, 2298, 2299, 2314, 2315. The school should not be in a garrison, musketry instruction being a thing apart. Hythe is directly under Horse Guards, and an order from Hythe is virtually from the Adjutant-General. Inspectors are on staff of army like Brigade Majors, and give orders by virtue of the General's authority, 2300. Where Colonel and officers do not take an interest in the shooting, the regiment shoots badly, 2302. Would not make the slightest alteration in the musketry system. Should be sorry to see musketry instructors taught by Commanding Officers, 2303. When musketry instruction is not going on, the instructor might have other duties, 2304. In musketry more ammunition should be allowed, and competition between regiments encouraged, 2309, 2310.

CONTENTS OF APPENDIX.

APPENDIX I.—ARMY SCHOOLS, LIBRARIES, RECREATION ROOMS, AND LECTURES.

Page

A.—Questions and replies on the subject:
Questions issued by the Commission - - 97
Answers received from—
General Lord Strathnairn, G.C.B. - - 97
Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B. - - - - - 98
Lieut.-General Sir J. Hope Grant, G.C.B. - 98
Lieut.-General Lord W. Paulet, K.C.B. - 99
Lieut.-General H. Eyre - - - 99
Major-General D. Russell, C.B. - - 100
Major-General Freeman Murray - - 101
Major-General G. J. Carey, C.B. - - 101
Brevet-Colonel C. R. Egerton - - 102
Brevet-Colonel J. W. Armstrong, C.B. - 102
Colonel R. P. Radcliffe, Royal Artillery - 102
Colonel A. T. Phillpotts, Royal Horse Artillery - - - - - - 103
Colonel J. Hall Smyth, C.B., Royal Artillery 103
Colonel G. T. Eaton, Royal Artillery - 103
Brevet-Colonel C. Cameron Shute, C.B., 4th Dragoon Guards - - - - 103
Lieut.-Colonel R. Clarke, 7th Dragoon Guards - - - - - - 104
Lieut.-Colonel A. Nugent, Scots Greys - 104
Lieut.-Colonel the Hon. I. de V. Fiennes, 9th Lancers - - - - 104
Brevet-Colonel V. Baker, 10th Hussars - 105
Brevet-Colonel Oakes, C.B., 12th Lancers - 105
Brevet-Colonel Soame G. Jenyns, C.B., 13th Hussars - - - - - 105
Brevet-Colonel E. B. Cureton, Cavalry Depôt 105
Brevet-Colonel C. W. Randolph, Grenadier Guards - - - - - 105
Brevet-Colonel W. G. Cameron, C.B., 4th Regiment - - - - - 106
Brevet-Colonel A. C. Robertson, 8th Regiment - - - - - 106
Lieut.-Colonel the Hon. S. Mostyn, 23rd Royal Welsh Fusiliers - - - 109
Brevet-Colonel J. C. McLeod, 42nd Highlanders - - - - - 109
Brevet-Colonel R. B. Hawley, 60th Rifles - 109
Lieut.-Colonel J. Sprot, 91st Highlanders - 110
Brevet-Colonel E. T. Gloster, 97th Regiment 110
Brevet-Colonel J. W. S. Smith, C.B., 1st Depôt Battalion - - - - 111
Brevet-Colonel A. M. McDonald, 7th Depôt Battalion - - - - - 111

B.—Tabular summary of answers to questions on the subject of Army Schools, Libraries, Recreation Rooms, and Lectures - - - - 112

C.—Replies to questions addressed to Army Schoolmistresses:
Questions issued by the Commission - - 116
Answers received from—
Mrs. C., Regimental Schoolmistress - - 116
Mrs. D., Regimental Schoolmistress - - 116

D.—Memoranda relating to Army Schools:
(i.)—Memorandum by the Rev. G. R. Gleig, M.A., Chaplain-General to the Forces - - 116
(ii.)—Memorandum by Brevet-Colonel A. C. Gleig, Inspector of Army Schools - - 117
(iii.)—Memorandum by Walter McLeod, Esq., Head Master of the Model School, Chelsea - - - - - 118

E.—State of education in the Army:
Table showing the state of education in the Army on the 1st January 1869 - - - 119

Appendix I.—*continued.*

Page

F.—Documents connected with the establishment of Army Schools:
(i.)—Letter of His Royal Highness the Duke of York to Viscount Palmerston, Secretary-at-War, recommending the establishment of regimental schools (1811) - - - 120
(ii.)—War Office Circular announcing the establishment of regimental schools (1811) - 120

G.—Documents connected with the appointment and pay of Army Schoolmasters:
(i.)—Royal Warrant creating the rank of Schoolmaster Serjeant (1846) - - - 120
(ii.)—Royal Warrant constituting three classes of Army Schoolmasters (1854) - - 120
(iii.)—Warrant issued to first class schoolmasters 121
(iv.)—Royal Warrant regulating the present position and pay of Army Schoolmasters (1863) 121

H.—Papers connected with Army Schools, handed in by Colonel Pocklington:
(i.)—Forms of reports, &c., connected with regimental schools - - - - - 122
(ii.)—Specimens of time tables in use in regimental schools - - - - - 130
Boys' school, Depôt Brigade, Royal Artillery - - - - - 130
Adult school, 1st Battalion, Grenadier Guards - - - - - 131
Children's afternoon school, 1st Battalion, Grenadier Guards - - 131
Children's morning school, 1st Battalion, Grenadier Guards - - - 132
Children's school, Royal Engineers, Aldershot - - - - 133
Adult school, Royal Engineers, Aldershot - - - - - 133
Adult school, Depôt Brigade, Royal Artillery - - - - 134
Infant school, Depôt Brigade, Royal Artillery - - - - 134
Children's school, 2nd Battalion, 7th Royal Fusiliers - - - 134
Adult school, 2nd Battalion, 7th Royal Fusiliers - - - - 135
Infant schools, Aldershot - - 135

J.—Papers connected with Libraries and Recreation Rooms, handed in by Colonel Hamley:
(i.)—List of army libraries, with statement of accounts from the 1st April 1868 to 31st March 1869 - - - - 136
(ii.)—Army libraries in India in 1869 - - 138
(iii.)—Statement showing the average cost per volume of the books purchased for garrison libraries during 1868 and 1869 - 139
(iv.)—Number of army libraries on the 31st December 1869 - - - - 139
(v.)—Number of regimental recreation rooms on the 31st December 1869 - - - 139
(vi.)—List of regimental recreation rooms, with statement of accounts, from the 1st April 1868 to 31st March 1869 - - 140
(vii.)—Forms of reports connected with recreation rooms and libraries - - - 142

APPENDIX II.—SOLDIERS' INSTITUTES.

Questions and replies on the subject:
Questions issued by the Commission - - 144
Answers received from—
Major-General Freeman Murray - - 144
Lieut.-General F. W. Hamilton, C.B. - 146
Lieut.-Colonel A. Fremantle, Coldstream Guards - - - - - 147

Appendix II.—*continued.*

Page

Answers received from—
Brevet-Colonel the Hon. W. H. Feilding, Coldstream Guards - - - 147
Lieut.-Colonel W. F. Seymour, Coldstream Guards - - - - - 148
Quartermaster J. McBlain, Scots Fusilier Guards - - - - - 149
Lieut.-General Sir Richard Airey, G.C.B. - 149
Major-General Guy, C.B. - - - 149
Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B. - - - 150
Major-General D. Russell, C.B. - - 150
Brevet-Colonel J. W. S. Smith, C.B. - 150
Major-General R. Rumley - - 150

Appendix III.—Royal Military Asylum, Chelsea.

A.—Questions and replies on the subject :
Questions issued by the Commission - - 151
Answers received from—
Brevet-Colonel E. A. G. Muller, Commandant 151
Brevet-Colonel E. Adams, Secretary and Adjutant - - - - - 152
Rev. G. W. Langmead, M.A., Chaplain - 153
Major-General Sir F. Abbott, C.B. - - 153
Rev. Canon Moseley, F.R.S. - - 154
Rev. G. R. Gleig, M.A., Chaplain General to the Forces - - - - 155
W. J. Reynolds, Esq., M.A., Head Master of the Normal School - - - 155
Walter McLeod, Esq., Head Master of the Model School - - - - 158
J. B. St. C. Crosse, Esq., Deputy Inspector-General of Hospitals - - - 160

B.—Paper submitted to the Commission :
Memorandum by Mr. Charles Naylor, Second Master of the Model School - - - 161

C.—Royal Warrants relating to the Royal Military Asylum :
(i.) — Royal Warrant establishing the Normal School (1846) - - - - 162
(ii.)—Royal Warrant reorganizing the Royal Military Asylum (1846) - - - 162
(iii.)—Royal Warrant regulating the Royal Military Asylum (1861) - - - 163

D.—Admission of candidates to the Normal School, &c. :
Regulations for the appointment of Army Schoolmasters, and for the admission of pupil teachers into the Model School - - - - 164

E.—Returns, &c. relating to Royal Military Asylum :
(i.)—Normal School :
(*a.*) Forms of reports connected with the Normal School, handed in by Colonel Pocklington - - - - - 165
(*b.*) Return showing the number of candidates examined for, and the number admitted to, the Normal School as students from 1860 to 1870, distinguishing soldiers from civilians - - - - 166
(*c.*) Return of the number of trained schoolmasters who have passed out of the Normal School in each year, from the 1st January 1860 to 1st January 1870 - - - 166
(ii.)—Model School :
(*a.*) Return showing the average strength of each year, from the 1st January 1860 to the 1st January 1870, the number of boys discharged in each year, and percentage of those reported fit and unfit respectively for the Army, and the ultimate disposal of each class - - - - - 167
(*b.*) Return showing the number, present rank, and character of individuals serving in the Army on the 1st January 1869, who were educated at the Royal Military Asylum 167
(*c.*) Result of the examination of soldiers and civilians, candidates for admission as pupil teachers to the Model School - - 167

Appendix III.—*continued.*

Page

Returns, &c. relating to Royal Military Asylum—*cont.*
(iii.)—Sanitary returns, &c. relating to the Model School :
(*a.*) Return showing the number and percentage of boys in hospital on the 1st day of each month during the year 1869, with the diseases from which they were suffering - - - - - 167
(*b.*) Return showing the number of admissions to hospital, with the diseases for the years 1866, 1867, 1868, and 1869, also the "average strength," average "daily sick," and "per-centage" for the same periods - 168
(*c.*) Scale of diets issued to the boys - - 169
(*d.*) Hospital diets - - - - 169

F.—Report of an Inquiry into the Sanitary State of the Model School in 1868 - - - 170

Appendix IV.—Royal Hibernian Military School.

A.—Questions and replies on the subject :
Questions issued by the Commission - - 175
Answers received from—
Lieut.-Colonel Wynyard, Commandant of the School - - - - - 175
Enclosures accompanying Lieut.-Colonel Wynyard's answers :
(A.)—List of Governors - - - 178
(B.)—Staff of establishment - - - 178
(C.)—Form of petition for admission - 178
(D.)—Notice to applicants for admission - 179
(E.)—School time-tables and course of instruction - - - - 179
(F.)—Regulations for good conduct marks - 180
(G.)—Rules for "Crimean Banquet Fund Prizes" - - - - 181
(H.)—Distribution of Royal Hibernian Military School boys now serving in the Army - - - - 181
(J.)—Dietary table - - - - 182
(K.)—Return of boys fit and unfit for the Army on discharge - - - 182
(L.)—General time-table - - - 182
(M.)—List of teaching staff - - - 183
Answers received from—
General Lord Strathnairn, G.C.B. - - 183
Lieut.-Colonel T. B. Speedy, Secretary and Adjutant, with Enclosure showing the branches of the Army in which former pupils are serving - - - - 184
J. H. Gibbons, Esq., Head Master - - 185
Lieut.-General George Colomb, formerly Commandant of the School - - - 186
Rev. G. R. Gleig, M.A., Chaplain-General to the Forces - - - - - 186
R. Templeton, Esq., M.D., Deputy Inspector-General of Hospitals - - - 186

B.—Memorandum by the Surgeon of the School - 187

C.—Sanitary returns :
(i.)—Hospital report for the first day of each month, 1866 - - - - 188
(ii.) „ „ „ 1867 - 188
(iii.) „ „ „ 1868 - 189
(iv.) „ „ „ 1869 - 189
(v.)—Return showing the number of admissions to hospital, with the diseases, for the years 1866, 1867, 1868, and 1869, also the "average strength," average "daily sick," and "per-centage," for the same periods - 189

D.—Charter of the Royal Hibernian Military School, dated 14th December 1846 - - - 190

Appendix V.—School of Musketry, Hythe, and System of Musketry Instruction.

A.—Questions and replies on the subject :
Questions issued by the Commission - - 193
Answers received from—
Brevet-Colonel W. R. Haliday, Commandant of the School - - - - 194
General Lord Strathnairn, G.C.B. - - 195
Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B. - - - - - 196
Lieut.-General Sir G. Buller, G.C.B. - 196
Lieut.-General Lord W. Paulet, K.C.B. - 196
Major-General Sir A. A. T. Cunynghame, K.C.B. - - - - - 196

Appendix V.—*continued.*

Page

Answers received from—
Major-General Sir John Garvock, K.C.B. - 197
Major-General Sir C. W. D. Staveley, K.C.B. 197
Major-General D. Russell, C.B. - - 197
Major-General Freeman Murray - - 197
Major-General R. T. Farren, C.B. - - 198
Major-General R. Rumley - - - 199
Major-General G. Campbell, C.B. - - 199
Major-General A. Borton, C.B. - - 199
Brevet-Colonel J. W. Armstrong, C.B. - 199
Brevet-Colonel C. Cameron Shute, C.B., 4th Dragoon Guards - - - - 199
Brevet-Colonel V. Baker, 10th Hussars - 200
Brevet-Colonel S. G. Jenyns, C.B., 13th Hussars - - - - - 200
Brevet-Colonel F. C. A. Stephenson, C.B., Scots Fusilier Guards - - - 200
Brevet-Colonel T. E. Knox, C.B., 2nd Battalion, 9th Regiment - - - - 200
Brevet-Colonel G. J. Peacocke, 1st Battalion, 16th Regiment - - - - 200
Brevet-Colonel F. Pym Harding, C.B., 1st Battalion, 22nd Regiment - - 201
Brevet-Colonel D. Anderson, 2nd Battalion, 22nd Regiment - - - - 201
Brevet-Colonel R. W. Lowry, 47th Regiment 201
Brevet-Colonel H. E. Weare, C.B, 50th Regiment - - - - - 201
Lieut.-Colonel J. S. Thomson, 54th Regiment 202
Brevet-Colonel R. B. Hawley, 4th Battalion, 60th Rifles - - - - 202
Lieut.-Colonel V. H. Bowles, 63rd Regiment 202
Brevet-Colonel J. W. Thomas, C.B., 67th Regiment - - - - - 203
Lieut.-Colonel W. S. Cooper, 70th Regiment 203
Lieut.-Colonel F. R. Mein, C.B., 94th Regiment - - - - - 203
Brevet-Colonel E. T. Gloster, 97th Regiment 204
Brevet-Colonel J. R. Glyn, C.B., 2nd Battalion, Rifle Brigade - - - 204
Brevet-Colonel J. W. S. Smith, C.B., 1st Depôt Battalion - - - - 204
Lieut.-Colonel Lord Elcho, M.P., Commanding the London Scottish Rifle Volunteers - 205
Lieut.-Colonel Viscount Bury, M.P., Commanding the Civil Service Rifle Volunteers 205
Brevet-Colonel A. Lane Fox, Unattached - 205
Lieut.-Colonel R. J. Buller, Grenadier Guards, late Instructor of Musketry - - 206
Lieut.-Colonel E. S. Bridges, Grenadier Guards, late Instructor of Musketry - 206
Major S. Fairtlough, 22nd Regiment, late District Inspector of Musketry - - 206
Brevet-Major Annesley, 97th Regiment, District Inspector of Musketry, Dublin - 207
Captain Thompson, 67th Regiment, District Inspector of Musketry, Aldershot - - 207
Captain J. M. C. Drake, Instructor of Musketry, Royal Engineers - - - 207

Appendix V.—*continued.*

Page

Answers received from—
Captain H. B. H. Blundell, Grenadier Guards 208
Captain the Hon. H. Legge, Coldstream Guards, late Instructor of Musketry - 208
Captain Gerard Smith, Instructor of Musketry, 2nd Battalion, Scots Fusilier Guards 208
Captain W. F. Carleton, 60th Rifles, late Instructor of Musketry to the Rifle Depôt Battalion, Winchester - - - - 209
Captain A. S. Adair, Adjutant, 2nd Middlesex Rifle Militia - - - 209
Captain J. W. Madden, Adjutant, Royal Sussex Militia - - - - - 210
Lieutenant W. J. Franks, Instructor of Musketry, 2nd Battalion, 15th Regiment - 210
Lieutenant A. R. Hutchinson, Instructor of Musketry, 1st Battalion, 23rd Royal Welsh Fusiliers - - - - - - 211
Lieutenant G. M. Douglas, Instructor of Musketry, 33rd Regiment - - - 211
Lieutenant A. M. Creagh, Instructor of Musketry, 42nd Royal Highlanders - - 211
Lieutenant G. W. Wood, Instructor of Musketry, 56th Regiment - - - 212
Lieutenant C. J. Wyndham, Instructor of Musketry, 83rd Regiment - - - 212
Lieutenant W. Gatey, Instructor of Musketry, 100th Regiment - - - - - 213
Ensign J. J. Preston, Instructor of Musketry, 4th Battalion, Rifle Brigade - - - 213

B.—Tabular summary of answers to questions on the subject of the School of Musketry, &c. - 214

C.—Papers submitted to the Commission:
(i.)—Memorandum by Brevet-Colonel Haliday supplementary to his evidence - - 222
(ii.)—Paper handed in by Captain Drake, Royal Engineers, suggesting detailed alterations in the Musketry Regulations - - 223
(iii.)—Paper forwarded by Brevet-Colonel Hawley, 4th Battalion, 60th Rifles, supplementary to his evidence - - - - 224

D.—Return relating to the School of Musketry, Hythe, showing the number of officers, non-commissioned officers, and men who have been admitted to the School since its foundation, with the numbers of the several classes of certificates awarded 225

Appendix VI.—Regimental Instruction in Field Engineering.

Estimates of the requisite materials, furnished by the Commandant of the School of Military Engineering:
Estimate No. I. - - - - 226
Estimate No. II. - - - - 227
Estimate No. III. - - - - 228

MINUTES OF EVIDENCE

TAKEN BEFORE

THE ROYAL COMMISSION ON MILITARY EDUCATION.

Thursday, 3rd February 1870.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	REV. DR. BUTLER.
LORD NORTHBROOK.	MAJOR-GENERAL EARDLEY WILMOT.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.	LIEUT.-COLONEL CHESNEY.

BREVET-COLONEL E. H. F. POCKLINGTON examined.

Col. Pocklington.

3 Feb. 1870.

Army schools.

1. (*Chairman.*) You are a member of the Council of Military Education?—Yes.

2. Do you preside over any particular department within the Council?—Yes; I have particular charge of the schools of the army generally throughout our colonies and at home.

3. Will you favour the Commission with a general statement with regard to those schools, their present condition, their efficiency, their constitution, and the management under which they exist at present?—It is a very large subject to dilate upon, but if there is any particular branch upon which you wish me to speak I will do so. As regards the working of the schools, I think with respect to the children's schools they are very successful. I am sorry to say that I do not conceive (and I think that it is the opinion of the Council) that our adult schools are in so satisfactory a state as could be desired. At present the attendance is voluntary, and unless recruits upon first joining are compelled to attend school I fear little improvement will take place. The commanding officers of regiments have, in consequence of the reports of the Council, seen the advantage latterly of special classes, and where there were only at one time three or four corps in which special classes were established, they are now very much on the increase. I think commanding officers see the necessity of encouraging these special classes, as being a good source from which to select non-commissioned officers. The attendances of the adults have been sometimes only twice or three times a month, and of course very little good, as regards education, can result when the attendance is so limited as that.

4. Can you give us a list of the schools which exist at present?—I cannot give you a precise detail, but every regiment in the service, cavalry and infantry, every brigade of artillery, and every depôt battalion, has its school. Neither is there a battery of artillery, company of engineers, or detachment of troops scarcely, that has not its detachment school. In fact, throughout the army, scholastic instruction is general. At the present moment there must be as many as 20,000 children educated in our schools. The Council furnishes a report on the army schools every two years. By the last report (1867) it appears that 19,025 children were under instruction, and I presume since that period there must have been an addition of 2,000. Throughout our colonies there is not a regiment or detachment which has not a school. There should, as a rule, be fully 12 children to attend before a detachment schoolmistress is appointed, and there should be 16 to 18 adults requiring instruction before a detachment schoolmaster is sanctioned; but no detachment school is formed unless an application is made to the Adjutant-General, who refers it for the Council's consideration before final approval.

5. I understand that to every regiment, and to every detachment of a regiment, in every part of the British dominions where troops are quartered, there is a school, provided 12 children can be mustered?—Yes. If there are adults we generally attach a detachment schoolmaster, who receives 6*d.* a day, and a detachment schoolmistress receives from 10*l.* to 18*l.* per annum, according to the number of children whom she instructs.

6. What are the regulations as to the age?—The children are supposed to be over two years of age. The matter has been referred to us, as to the age, and we have always thought proper to leave this decision to the commanding officer, the idea being that whenever the infants are able to take care of themselves they should be allowed to go to school, and we have thought that the age of between two and three years was sufficient.

7. Of course with regard to adults there is no limit of age?—No, it is quite optional with them.

8. In addition to these schools to which you have already alluded, are there any other schools of a similar character?—No; there are only the regimental schools and the detachment schools.

9. Are there not the Chelsea and the Hibernian schools?—Yes; but we have no control over the Royal Military Asylum or the Hibernian school, except to visit the former institution twice a year to superintend the final examination of students who are about to be appointed army schoolmasters, and to report upon the state of the boys' school as noticed at the above examination. The general superintendence of the two institutions, I believe, rests with their respective Commissioners.

10. Then the only army schools over which you exercise control are the regimental and detachment schools?—The Council exercise control over all "army schools" of every denomination, regimental as well as detachment.

11. Are the schools conducted under any general system?—Yes, there are regulations applicable to the whole of the schools of the British army, and to all who are instructed in them. In the second Report of the Council of Military Education the whole of the regulations are embodied.

12. Can you tell us the actual number of schools of the description to which you have referred, which are at present in operation?—I cannot state exactly what the number of schools is, because they are perpetually fluctuating, and they increase in number according as the regiments are detached. Corps at home now are much scattered, and the formation of detachment schools

Col. Pocklington.

3 Feb. 1870.

Army schools.

is being perpetually called for; the removal of corps again causes these schools to be abolished. Some idea of the extent of our army school system may be formed when I state that our instructional staff consists of 272 trained schoolmasters, 218 trained schoolmistresses, 282 detachment schoolmistresses, pupil-teachers, and monitresses, besides detachment schoolmasters, but the exact number of the latter I cannot state.

13. How many pupils do you calculate are under instruction at this moment, distinguishing between adult pupils and children?—I could not state the number of adult pupils, because they perpetually change.

14. Can you give us an average?—I think not. There is a constant difference between the numbers which we have on the school books and the numbers which attend school. It is difficult to answer the question as regards the adults; the attendance is only voluntary, and there are a great number of men whose names are put upon the school books, but who only attend perhaps twice or three times a month, or once a week. We can only tell by our monthly returns what the average attendances are; they fluctuate very much; in the summer time they cannot attend school so often as in the winter season.

15. Then you do not have returns of the number of attendances each day in school?—No, it is the average attendances during the month.

16. That can only be arrived at by noticing the attendances each day?—That is done in the regiment.

17. You mean to say that those returns are not furnished to you?—No.

18. Can you give us an approximate guess as to the number of persons under instruction?—I can state the number of the children. I should say that there are fully 20,000 children. In our report in 1867 the number of adults mentioned was 37,840, and I should say that there is a considerable increase now.

19. You mean, I suppose, that that was the collective number of children?—Yes; the number of children was 19,025 in 1867.

20. (*Lord E. Cecil.*) How many of each sex were there?—In 1867 there were of grown boys 4,960, of grown girls 3,614; the total of these is 8,574. Of infant boys there were 5,051, and of infant girls 5,400, making a total of 10,451.

21. (*Chairman.*) What is the line of demarcation between the infants and what you call the grown children?—There is no particular age mentioned; but it is according to their size, ability, and capability of passing from one school to another; that is decided by the schoolmaster and schoolmistress, and they are removed accordingly. The schoolmaster to a certain extent educates the grown children; the grown girls are, every afternoon, under the schoolmistress.

22. In the class of grown girls there may be children of 13 or 14?—Yes, and of a lower age; I should think of eight years of age.

23. In fact you describe as a grown child a child who is not an infant?—Yes. They are transferred by the united opinion of the schoolmaster and schoolmistress.

24. You represent that this number have been educated; but I suppose that in reality it merely indicates the total number of attendances?—These are the actual number of children attending the schools. It is compulsory upon the children to attend. Every commanding officer makes the children of every soldier attend school.

25. Therefore we may consider that all these children who have been educated at these schools have been in attendance every day for the appointed number of hours, unless interrupted by ill-health, or causes of that description?—Yes. Of course the mothers will keep them at home sometimes; but as far as it is in the power of the commanding officer to enforce the attendance, they attend. I believe the educational status of our army schools to be far beyond that of village, or the National schools.

26. Do any other children, except those connected with the soldiers, attend those schools?—Yes, the children of pensioners, and those who are connected with troops in garrison, have the privilege of attending.

27. But their attendance is not compulsory?—No. Our monthly report shows the fees which they have to pay on attendances; but it is a privilege given to old soldiers and those connected with garrison employ. The children of officers' servants are allowed to attend at a certain rate.

28. Can you give us the per-centage of pupils of this description?—I think that there are about 3,000.

29. Are they included in the numbers which you have already given us?—Yes.

30. (*Lord E. Cecil.*) Are they included in the 20,000?—Yes.

31. (*Chairman.*) The attendance of adults is not compulsory?—No.

32. And you cannot give us any very accurate information as to what that attendance is?—I can not.

33. (*Lt.-Col. Chesney.*) Has not the commanding officer power to make the attendance compulsory?—No, I think not; he is not so empowered.

34. (*Chairman.*) The commanding officer could not officially order a man to attend school?—He could do so, but should the man decline to attend, I doubt the possibility of his bringing the soldier to trial for disobedience of orders.

35. Has he any indirect means of inducing men to attend?—There is the encouragement held out to them of eventually improving their condition by becoming non-commissioned officers, and there is a recommendation from the Council in our Reports to form special classes in the regiment, which if made general, would tend to great advantage in the service.

36. Can you give us a rough approximation as to the number of men in a regiment who attend school?—Scarcely, as perhaps there might be 200 or 300 mens' names (if a regiment was together) on the school books; but out of that number there would not probably be an average attendance daily of more than 30 men.

37. Do you think that the Commission may fairly assume that at present about 30 men out of each regiment, allowing of course for exceptional circumstances in different regiments, attend school?—Yes, and more than that in corps where special classes have been established; in special classes the number would be about 25.

38. What is the nature of the special classes?—They are selected either so many men in a company or so many men in a regiment, about 25 or 30, and they are kept off all duty with the exception of taking their guard on a Saturday, and it is then compulsory for them to attend school so many hours a day; for perhaps five hours a day.

39. (*Sir D. A. Cameron.*) Are they excused from fatigue parties?—Yes; they are taken off every duty, I think, guards excepted.

40. (*Chairman.*) Do these special classes attend in the same school-room as the adult pupils do?—Yes, but chiefly, I believe, at times when the other men cannot attend.

41. Is there anything special in the instruction communicated to these classes?—No; but it is a regular and constant instruction, and after passing through such a systematic course, they would be able to qualify themselves for a "school certificate."

42. What is taught in the infant and children's schools?—I have caused "time tables" and a synopsis of instruction given, to be drawn up for the information of the Commission with reference to three different schools, one at Aldershot, one at Dublin, and one at Woolwich, which is a fair criterion of the rest.

43. Can you state shortly what are the subjects of instruction?—They are taught to read, write, transcribe, to write from dictation. They are instructed also in arithmetic, grammar, &c.

44. (*Sir D. A. Cameron.*) I suppose that they learn geography?—Yes; and they are taught dictation

-lling, composition, grammar, transcribing, English
story, and other subjects fitted to their positions.

45. (*Chairman.*) Is there singing?—Yes.

46. Are the girls taught work?—Yes, in the indus-
al school, and there is every encouragement for
m, as they get a capitation grant of 5*s.* per head
purchase the materials for instruction in various
ds of needlework, according to the average number
attendances during the year.

47. In this particular school the subjects which you
ve enumerated are all that are taught?—Yes.

48. Is there any other regimental school, such as
industrial school, in addition to that school?—
.

49. What is the nature of the industrial school to
ich you have alluded?—It is a portion of the girls'
ool where they are taught sewing.

50. I suppose that it is plain sewing which they
e taught?—Yes, and they sew very neatly.

51. (*Lt.-Col. Chesney.*) Are they not also, as in
sewing class of civil schools, taught cutting out?
Yes.

52. (*Chairman.*) Are they taught cooking?—No,
t to my knowledge.

53. What are the subjects which are taught in the
ys' school?—Just the same as in the girls' school.

54. Are the boys taught any industry?—No.

55. How high do they go in arithmetic?—It de-
nds very much upon the individual.

56. Until what age do the boys and girls generally
ay in the schools? Do they stay until the age of 17
18?—No. Many clever and intelligent girls are
commended as monitresses upon a scale of 4*l.* a
ar, and they can hold that position till they are 17;
d after 17 they can pass an examination to fit them
r the position of pupil-teachers; they can remain
that position until the age of 21, when if they are
sirous of becoming schoolmistresses, they are re-
amined, and are appointed 3rd class army school-
istresses. We rather prefer young girls who come
in that way; they make the best schoolmis-
esses.

57. Is there any similar regulation in the boys'
hool with respect to monitors?—No, the monitors
e all selected from the ranks; they are called
oldier assistants, and they are employed according to
ie requirements.

58. Can you tell us the average size of what you
ould call an ordinary regimental school?—The
hools vary very much. In cavalry regiments there
re fewer attendances than in infantry; and depôt
attalions and brigades of artillery again have larger
hools. I consider that about 25 to 30 in the infant
chool, and about 35 in the grown school, would be
very fair attendance of children in a regimental
chool. At Woolwich the number is very large; there
re some 200 or 300 children.

59. They would not be the children of one regi-
nent, would they?—No. Woolwich being a head-
quarter establishment for the Royal Artillery, &c., a
arger proportion of married families are accumulated
here.

60. The 32nd Article of War states, "Any non-
commissioned officer or soldier, who, without due
cause, or without leave from his commanding officer,
shall absent himself from the garrison or regimental
school when duly ordered to attend there, shall be
liable to be tried before a court-martial for dis-
obedience of orders, or be subject to such punish-
ment as it may be competent for his commanding
officer to award." I suppose, from your reply to
my previous question, that Article is almost a dead
letter?—It is; it is a point which has never been
sufficiently decided, and I think that no commanding
officer would like to bring a soldier to trial who did not
attend school. If he puts his name down to attend
school the commanding officer can then order him to
attend, but not otherwise.

61. Will you describe to us what is taught in the
adult schools?—Reading, arithmetic, writing, tran-
scribing, English history, mental arithmetic, and
geography.

62. In what localities is the instruction conducted?
—There is always either a chapel school, or a room
appropriated in the barracks.

63. And for detachments, what room is there?—
There is a barrack room.

64. What regulations are there with regard to the
religious instruction of the children?—The school is
opened every morning by prayers, and twice during
every week the chaplain of the forces, or the clergy-
man of any out-station who is paid, gives them
religious instruction, each denomination, Presbyterian,
Roman Catholic, and Protestant.

65. Are religious predilections attended to?—Yes.

66. Is there a Sunday school?—That is part of the
regulations. They go to church regularly with the
schoolmaster, and the clergyman attends if there is
time to do so, but I do not know that that is always
carried out.

67. Are there play-grounds attached?—Yes,
wherever it is practicable to appropriate places for
them.

68. And are the localities where they are in-
structed, where barrack school-rooms are specially
built, generally healthy, and airy, and satisfactory in
that respect?—They are generally so, but in some of
our old barracks they are compelled to take whatever
space is available.

69. Are the schools well supplied with school
furniture, such as desks and tables, and so on?—Yes;
and every regiment at home or abroad has a proper
supply of school materials, books, &c. to meet all
requirements.

Army school-masters.

70. How are the schoolmasters appointed?—They
go through a training. There are two examinations
yearly for entrance into the normal school for soldier
candidates and civilian candidates. The civilians
make application to the Council of Military Educa-
tion, and are informed what certificates it is necessary
for them to produce. If they are satisfactory, they
are ordered to attend one of the half-yearly examina-
tions, and they have to undergo a competitive ex-
amination for admittance, according to the number of
vacancies in the normal school. There are two
divisions in that school, the first and the second
divisions. They remain six months in each division,
and after undergoing certain examinations pass into
the model school, and are instructed in the art of
teaching.

71. Where is this normal school situated?—At
the Royal Military Asylum, Chelsea.

72. There is only one?—Yes; but it comprises
the model as well as the normal school. The stu-
dents remain for a year in that normal school, and
then they pass a final examination, and go into the
model school. The model school is under a very
able man, who instructs them in the art of teaching
boys, &c. These students remain a year undergoing
this initiation, and then pass out as army school-
masters.

73. Is the model school, as distinguished from the
normal school, a military school?—Yes, the model
school is the Duke of York's school. There are 500
or 600 boys there, and the schoolmasters are taught to
instruct these boys.

74. Is the Duke of York's school under you?—I
cannot say that it is exactly under us. We only
attend there to see how our masters instruct, and
observe the state of the schools generally.

75. The normal school is superintended by how
many masters?—At the present moment there are
two masters; but, owing to the diminution of stu-
dents in that school under instruction, the Council
have recommended that the junior master should be
removed.

76. At the present time are there more than a
dozen candidates for teachers?—Not in the normal
school. But in the model school we have eight
students; five in the first division, and three in the
second.

Col. Pocklington.

3 Feb. 1870.

Army schoolmasters.

77. They being themselves under instruction?—Yes.

78. Are your civilian teachers, generally speaking, of a respectable station in society?—Yes, we always insist upon having characters with them. Generally speaking, they have received certificates as National school teachers. They pass out of the National schools at 18, but we do not take them under 20 years of age.

79. What is the other limit?—25. When the Council noticed that there was a falling off of the civil element coming in, we had to consider the necessity of providing for our casualties in schoolmasters, and we made application for the entrance of pupil-teachers into the model school. We have now 13 of those. They are eligible between 17 and 19, and they come in there as pupil-teachers, receiving 6*d.* a day; they remain as pupil-teachers and instructors in the model school until the age of 20, and then they have the privilege of competing with other candidates for entrance into the normal school, to be trained for the position of schoolmaster.

80. This latter class do not go into the normal school at all?—Yes, they have to pass through the normal school the same as any outside candidate.

81. Are the schoolmasters properly paid?—I think that they are very well paid. An army schoolmaster receives on first appointment 3*s.* a day, and his pay increases every two years by 6*d.* per diem, if recommended for good conduct and efficiency, until his services arrive at the maximum of 14 years, when the full extent of pay is reached, viz., 6*s.* 6*d.*

82. Then how comes it that there is such a falling off of candidates?—I think there are two reasons which prevent many civilian candidates from entering. The first is, that for the two years that they remain under instruction in the Royal Military Asylum they receive no pay, but only free rations and a certain amount of clothing. The second is, that, to ensure their ultimate entrance into the army as schoolmasters, they are required to enter into a policy of assurance to the amount of 50*l.*, and to pay a premium of 4*l.* annually for the two years they are under training. Very many civilian applicants have a difficulty in doing this.

83. (*Lt.-Col. Chesney.*) Do the students from regiments not receive pay?—Yes, they receive the pay of their rank, minus 6*d.*, which is deducted for rations.

84. (*Chairman.*) How much is the pay of army schoolmasters a year?—They first commence at 54*l.* 15*s.* per annum, and after 14 years their pay reaches, by biennial increases, to 118*l.* 12*s.* 6*d.*

85. Are they under military discipline?—Yes, when they are in the asylum.

86. And afterwards when they become regimental schoolmasters?—Yes; they rank next after the serjeant-major in the regiment.

87. Do they wear a uniform?—Yes, a blue uniform with chevrons; first-class masters excepted as respects chevrons; but this does not apply to the 12 superintending schoolmasters; they receive 8*s.* a day over 10 years' service, and the rank of an ensign.

88. (*Lord E. Cecil.*) When you say rank, do they get a commission?—Yes, and receive allowances according to their relative rank.

89. (*Chairman.*) They do not mess with the officers?—No; their means would not admit of that; moreover, they are not specially appointed to regiments, but are stationed in large garrisons.

90. What are the duties of these superintending schoolmasters?—They examine every year the schools in their respective districts, and visit repeatedly the regimental schools of the garrison in which they are located. Out-stations are only inspected by superintending schoolmasters by "direct authority," so as to obviate any unnecessary travelling expenses.

91. Does their superintendence extend over all the schools in the kingdom?—Yes, in England, as it has lately been divided into districts. At present Ireland is not similarly apportioned.

92. Are they sufficient in number to be able to undertake the supervision of all the schools of the kingdom?—Yes, in England certainly. Mr. Vicars, who is Assistant Inspector of Army Schools in Ireland, takes a large portion of the school examinations in that country, as the district system has not as yet been applied there. We have, moreover, 11 first-class masters, with pay at 8*s.* a day. There are 29 second-class masters with pay at 6*s.* 6*d.* per day; so that the second-class schoolmaster's pay is equal to that which an army schoolmaster can only gain after 14 years.

93. In addition to the staff which you have already described, are there what are called 'detachment' schoolmasters?—Yes, but they only exist where circumstances require them to be appointed. All that I have mentioned are on our permanent staff. The detachment schoolmasters are generally selected from privates, or non-commissioned officers, and they are appointed according as they are capable of giving instruction.

94. Then you do not import any foreign element?—No, our schoolmaster is the only man who is connected with the education of the regiment.

95. Is the function of the third-class master confined to detachment schools?—I presume you allude to a "school assistant," whose functions consist in assisting the regimental schoolmaster in giving instruction to the regiment at head-quarters. He is appointed according to the numbers in the school book, by the commanding officer of the regiment.

96. He is a soldier?—Yes, and I think that an improvement could be made in that appointment which would be economical.

97. (*Lord E. Cecil.*) Does he always pass an examination?—No, but he is appointed by the commanding officer, consequent upon his known superior attainments and capabilities of superintending instruction.

98. (*Chairman.*) Under what circumstances is a schoolmaster entitled to apply for an assistant?—When the number on the school books exceeds 60 including adults and grown children.

99. Under what circumstances can he apply for an additional assistant?—For every 40 in excess.

100. What is the greatest number of assistants which to your knowledge are attached to any one school?—I have known eight assistants, besides two trained schoolmasters.

101. What is the staff of what may be called an ordinary regimental school?—I think that from two to three assistants at the most would be sufficient. In 17 regiments at Aldershot, I believe the average number did not reach four assistants.

102. These assistants are selected by the commanding officer?—Yes, upon the recommendation of the schoolmaster.

103. Are they required to pass any examination?—None.

104. So that it is at the recommendation of these two authorities that the assistant is selected?—Yes. It is natural to expect that the schoolmaster will get the best assistant that he can, so as to produce the best effect upon his school, and the commanding officer appoints accordingly.

105. Are not the pupils in the adult school, and in the special classes, subjected to any special examination?—The school is examined. Everybody that attends an army school has a small book, which is called an examination book. Every scholar is tested in this book as to his attainments, and his subsequent progress is then recorded therein on each successive examination of the school.

106. Does he receive a certificate?—He can only obtain a school certificate by undergoing a special examination.

107. Does it entitle him to any privilege?—None.

108. We will now revert to the general system of superintendence. As I understand you, there is one officer in England, and another in Ireland, who have

he general superintendence of these schools?—Yes, hey have the general supervision of these schools.

109. What are the names of those two gentlemen?—Colonel Gleig, for Great Britain, and Mr. Vicars or Ireland.

110. What are their duties?—They are supposed o visit each school in their respective divisions once very year, and are responsible to the Council in a reat degree for the satisfactory working of such chools. They are supposed to have also a thorough nowledge of the instructional staff in the schools hey visit. Formerly the assistant inspectors were mpowered to grant school certificates to non-commissioned officers and soldiers of corps stationed in their ivisions; but this has been altered recently, and Colonel Gleig has now the entire control of school ertificates throughout Great Britain and Ireland. It vas found that school certificates were given rather oosely, but Colonel Gleig has laid down a very good ystem, and no man can receive a certificate without oing through a rigid and proper examination.

111. Have these gentlemen any other duties, except that of examination and reporting?—They have o make special returns to the Council, the forms of which I have here, and likewise a summary of them o the commanding officer of the regiment.

112. What is their pay?—I think that Colonel Gleig now receives 600*l.* a year and his half pay of 1*s.* 8*d.* per diem, and Mr. Vicars receives 600*l.* a year.

113. How are they appointed?—By the Secretary of State for War, through the recommendation of the Council and the Commander-in-Chief.

114. I suppose that they are in constant communication with the Council of Military Education?—Yes, nd they report annually to the Council their opinions s to the working of the schools individually or collectively. These reports are published in the Council's "biennial reports," and we are guided a great deal by heir opinions and recommendations.

115. (*Lt.-Col. Chesney.*) Has there not been some recent change in the system of inspection of the schools, as regards the employment of the inspectors in that work?—Yes; the superintending schoolmasters now take the chief portion of the examination of the schools, and the inspectors are supposed only to examine such as have not been examined by the superintending schoolmasters.

116. (*Lord E. Cecil.*) You have spoken of detachment schools; how long have they been in force?—The Council took over the schools in 1860, and they were in existence before that period.

117. You said that the girls' schools went on well; does that apply to boys' schools as well?—Yes.

118. As to the regulations which are issued to every regiment, are they uniform?—Yes, they are printed, and every regiment has them.

119. Are there any regulations which are decided upon by the schoolmasters themselves?—No, that is a point upon which the Council are very particular.

120. You have spoken of infants and adults, and, if I understood you, you rather implied that there was a certain standard of education which was optional with the schoolmaster which made an infant into an adult; can you elucidate that a little more?—I presume you allude to the transfer of a child from the infant to the grown children's school. The intelligence and ability of the child is the chief test as to its fitness for removal from one to the other.

121. Is there any standard of examination which it is necessary for a boy or girl to pass before he or she is considered an adult?—No regulation is laid down by the Council to be acted upon as a fixed test for a child to be "rated" as an "adult."

122. I refer to grown children?—There are three recognized grades in army schools—the infant, the grown child, and the adult; but there is no special examination standard adopted.

123. As I understand you, it is entirely optional with the schoolmaster?—Yes, to pass a child from the infant to the grown children's school; but boys after 9 years of age cannot remain in the former school.

124. What amount do the out-children (if I may use such an expression) pay for their schooling?—Children of soldiers, deceased soldiers, militia staff, warders of military prisons, barrack serjeants, and pensioners in garrison or regimental employ pay 2*d.* a month; for two children it is 1½*d.*, and for three or more 1*d.* a month. For officers' children, if educated at the schools, it is 5*s.* a month for one child, and 2*s.* 6*d.* for every additional child of the same family. Civilians pay 5*s.* Pensioners when not in garrison or regimental employ, officers' (private) servants, canteen keepers, coast guardsmen, and foremen labourers, and others employed in the garrison and duties connected therewith, pay 3*d.* per week; children of soldiers serving abroad, who have been left at home on the embarkation of their fathers, free.

125. How far does the money so contributed go to meet the total expenditure of the army schools?—I suppose not a fifteenth part of the amount expended on the army schools.

126. What is the amount of the money so contributed annually?—I cannot state that. We furnish these reports annually, and they are checked in the pay list. I will ask whether it is possible to furnish that information.

127. What is the total expenditure, according to the last year's estimates, for the army schools?—I think that for our regimental schools the estimated amount was about 34,000*l.* The total educational estimate was 40,000*l.*; but I think that included the Hibernian School and the Royal Military Asylum.

128. Supposing that 20,000 children were educated, the expenditure in the net would be about 1*l.* 15*s.* a head per child?—But the estimate includes the education of adults.

129. Will you state what the infants cost, and what the adults cost?—I will endeavour to give that information.

130. Are not recruits obliged to attend school before being dismissed drill?—Not at present. I believe that it is the wish of commanding officers that they had the power to compel men to do so. I consider that all recruits should be required to attend school until they got a certificate from the schoolmaster that they understood how to read and write and do ordinary sums in arithmetic. There is no direct power to require a recruit to attend school.

131. You have said that in an ordinary regiment there are about 30 attendances per day, I suppose that includes recruits?—Yes.

132. That would make a total of about five per cent. supposing the regiment to consist of 600 men?—Yes, about that number. There is a much larger number upon the school books, but you only get about 30.

133. I understood you to say that neither school girls nor boys were taught anything beyond the usual subjects of elementary education?—No.

134. And that the girls were not taught household work, nor washing, nor cooking, nor anything of that sort?—They are taught thoroughly the use of their needle, but they are not taught washing nor cooking; I suppose that their mothers make them do that at home.

135. How is the inspection abroad and in the colonies managed?—In America we had two superintending schoolmasters until the last year, when the reduction of the force has left only one superintending schoolmaster.

136. That is to say, one for the whole dominion of Canada?—Yes; we have local inspectors at Malta and Gibraltar, each receiving pay at 3*s.* per diem.

137. You have nothing to do with army schools in India?—No; the India Office have not conformed to the desire of the Council to amalgamate their schools or schoolmasters with ours, and it is a pending question which has been going on now for many years.

138. Then you cannot speak as to the system which has been pursued in India with regard to army schools?—Yes; there are local inspectors,—one in each presidency,—but they are paid by the Indian

Col. Pocklington.

3 Feb. 1870.

Army schools.

government; they report to us every year the state of their schools, but we have no direct power over them.

139. You have a nominal authority over them, but not a real authority?—Just so. I think that they are progressing very well, and they conform as much as possible to our home regulations.

140. Are there any examinations in the various adult schools conducted from time to time?—Yes, twice a year by the schoolmaster of the regiment, and once a year by the superintending schoolmaster of the district.

141. How are those examinations conducted?—The examining schoolmaster judges of the progress of the pupils from their examination books, and according to his own discretion he sets them any particular lesson to show their state of advancement.

142. Are the results of those examinations reported to the central office?—Yes, they are sent to the Council and to the commanding officer of the regiment.

143. Does that occur in the detachment schools?—No. Detachment schools are not examined; it is not considered necessary.

144. What means have you of knowing the progress of the children in those schools?—If you allude to detachment schools, as these detachments seldom remain any lengthened period from the regimental head-quarters, it is to be presumed that the children of such detachment schools will be examined at least once a year.

145. Would the detachment schoolmaster report to the schoolmaster of the regiment or to the head office in London?—He would report direct to the schoolmaster of the regiment.

146. But still there is such a supervision over them that the schoolmaster is obliged to report?—Yes; and there is always the possibility of the inspector's visit at an uncertain period.

Status of schoolmasters.

147. With regard to the position of the schoolmasters, have you ever heard of any complaints in the army upon the subject of their position?—I have been shown in a newspaper certain observations with regard to schoolmasters, endeavouring to make out that they were in an inferior position; but I am of opinion that their status in a regiment next after the sergeant-major is very appropriate, not only as a safeguard in the way of discipline, but as insuring for themselves due respect from those over whose education they preside. I think that there is a general feeling of regard on the part of commanding officers for the schoolmasters. I never heard any positive complaint. I have no information upon that point, except what I have read in a newspaper.

148. (*Lt.-Col. Chesney.*) With regard to the position of schoolmasters, did not a first-class army schoolmaster formerly rank as a warrant officer?—He did, and that was the very thing which was objected to; we have no such thing in the military service as a warrant officer.

149. Out of India?—Out of India; and it would be a grade which it would be very difficult to manage.

150. In a rough way, what number of school assistants do you suppose that there are in the army; there are, I suppose, some hundreds?—Yes, I suppose that there must be 500.

151. Out of the 500, can you state how many seriously turn their attention to becoming schoolmasters by going to Chelsea?—That we do not know.

152. Are there not very few from the regiments?—They are on the increase. For instance, in the present class undergoing examination we have nine soldiers and one civilian candidate.

153. If the position of a schoolmaster were really one which was coveted by the soldiers, does not it strike you that out of the 500 assistants there would be a great many more than nine coming forward?—I think that as education in the regiment progresses we shall have more candidates for the position of schoolmaster.

154. Have you in any way lowered the education at Chelsea?—No; it is the same.

155. (*Maj.-Gen. Wilmot.*) Supposing that the report of the inspectors is unfavourable on the inspection of a school, to whom do the Council make any representation?—It would be made to the commanding officer, and it would depend upon whether it was connected with the schoolmaster, or with the attendance of the children, but the Council would communicate directly to the colonel of the regiment.

156. Is the commanding officer of the regiment considered responsible in any way for the good conduct of the school?—Yes, for the good management and regularity of the schools.

157. And for the teaching too?—Yes, he ought to look to it. He gives his opinion upon the working of the school in his monthly report.

158. When a general officer makes an annual inspection does he make any report upon the school?—I think that in his confidential report mention is made of the school, but the general officer does not communicate at all direct with us. If there was anything connected with the schoolmasters he would naturally do so; we should have those reports.

159. Has the commanding officer any power to alter the school regulations?—No. The general supervision of the school is under him, but the management is under the Council. I think that I can safely say that the commanding officers give the Council every assistance.

160. Does the converse hold true, that the Council give every assistance to the commanding officers?—Yes, unquestionably. We always look to the commanding officer to aid and assist us. I think that the Council are very desirous also of co-operating with him, and listening to any suggestions he may wish to offer for the well-being of his schools.

161. (*Sir D. A. Cameron.*) Are the schoolmasters at the normal school trained in French, or the elementary parts of field surveying?—They are not taught French, but they are instructed in the outlines of fortification.

162. Are they capable of giving the instruction if they are required to do so?—Yes, partially; they have to undergo a certain examination in it at the normal school.

163. In what subjects?—Just in plain field fortification; they get a slight knowledge of it. The maximum marks for fortification is 75.

164. But they are not instructed in military drawing or landscape drawing?—No.

165. Or in drawing of any kind?—No; they can practise it privately if they have an aptitude for it.

166. (*Dr. Butler.*) How far is the schoolmaster absolute in maintaining discipline in the school among the young children?—He and the schoolmistress are absolute in their several departments and if they have any complaint to make they make it to the commanding officer.

167. Is that after the children have been punished or before they have been punished?—They have little power; we have had complaints of children being punished by being rapped over the knuckles we have shut our eyes to it unless the punishment has been very severe, but it is supposed not to be tolerated.

168. (*Lt.-Col. Chesney.*) Is it not permitted upon the hand?—If any punishment has ever been given I presume it has been on the hand.

169. (*Lord E. Cecil.*) Is it not permitted with a birch?—No; no corporal punishment is permitted.

170. (*Dr. Butler.*) Can you state what is the extreme punishment which a schoolmaster feels himself justified in inflicting?—I think a cuff occasionally. The Commission are perhaps about to examine some superintending schoolmasters, who will give them much better information upon that subject than I can.

171. You have mentioned that some of the children are from 2 to 3 years of age, which of course means that they are not taught anything. Is there

nd to be any difficulty in separating these real ants from the mass of the scholars?—No; they not be kept entirely separate. There seems to be inclination to take in the children as soon as they take care of themselves, so as to liberate them m their mothers, and they are given little things to y with, so that they are to a certain degree kept upied.

172. Are ladies ever allowed to visit these schools? We are very glad to see commanding and other icers' wives taking an interest in the regimental school, but we cannot allow any interference with the schoolmistress.

173. Does the schoolmaster follow the regiment when it moves?—Yes, he is part and parcel of the regiment.

174. Do you know in what way the inspectors, Colonel Gleig and his colleague, conduct the examinations; is it by written questions or otherwise?—They see work done, and examine individuals if they think proper, they look at the examination book, and see at what point the pupils have arrived since the last examination, and what has been done latterly.

Col. Pocklington.

3 Feb. 1870.

Army schools.

The witness withdrew.

Adjourned.

Tuesday, 22nd February 1870.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.	MAJOR-GENERAL EARDLEY WILMOT.
LORD NORTHBROOK.	C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.	LIEUT.-COL. CHESNEY.

BREVET-COLONEL E. H. F. POCKLINGTON further examined.

Col. Pocklington.

22 Feb. 1870.

Army schools.

175. (*Chairman.*) The last time we had the pleasure seeing you, you were kind enough to say that you uld prepare some written statements, and statistics? -I am afraid that I cannot give Lord Eustace Cecil e statistics which he wishes. I have made a calcuion of the amount of the children's school fees; ey amount to 1,400*l.* That, I think, covers what is lled the capitation grant for the industrial school aterials of the children. On going through the rerns we have ascertained that the fees only amount about 1,400*l.*, that is to say, the fees of children th of soldiers, of pensioners, and the other children tending the schools connected with the garrisons and e camps.

176. (*Lord E. Cecil.*) Is that for the United ingdom?—It is the entire amount at home and road.

177. For the United Kingdom and the Colonies?—or the United Kingdom and the Colonies.

178. What is the exact proportion of the total exenditure for these schools?—We can scarcely arrive that; the estimate covers a certain amount, and I ink that the estimate for general education is about 4,000*l.*, but we are not able to give the Commission return of the actual cost of our schools, because they uctuate so much. When a detachment of a regiment sent out, if they have sufficient adult soldiers and hildren, a school is established. If there are not fficient children to have a schoolmistress, a schoolaster only is appointed, but if there are sufficient hildren for a woman to overlook and instruct, a etachment schoolmistress is appointed. Under those ircumstances the amount fluctuates very much, and in onsequence of there having been so many detachents recently throughout the country, both in Ireland nd Great Britain, we have constant demands for a chool to be established.

179. The point which I wish to ascertain is how ar these schools are self-supporting?—They are not elf-supporting, with the exception that the amount f school fees covers the capitation grant to children or industrial school material to make up; they are nstructed in sewing, and they make up the material.

180. (*Lt.-Col. Chesney.*) I see that the amount n the estimate is 1,650*l.* for industrial material?—I thought that it was about 1,500*l.*

181. (*Chairman.*) Are you in favour or not of endering the attendance of recruits at school comulsory?—Decidedly so. I think that all recruits hould be required to attend school until they can read nd write, and do some ordinary sums in arithmetic, and I think that the criterion should be a certificate from the schoolmaster to the captain of the company that they have acquired that knowledge.

182. Would that interfere with their drill?—No; I do not think that it would, because the drill is the most important thing in the first instance to make a man capable of bearing arms as a soldier, and the next thing is his accomplishment as a soldier. There are certain hours in the day, say an hour in the morning or an hour in the afternoon, when a man might attend school. The time of recruits is however very much taken up with drill.

183. You would not render the attendance of the rest of the men in the regiment, who were no longer recruits, compulsory?—I would not start with that at the present moment and insist upon every man attending school, but all recruits who have joined recently, and who may hereafter join, I think should be compelled to attend school. There are some old soldiers who might be sent to school, but they are incapable of learning anything.

184. Would you make school certificates an indispensable qualification for the promotion of privates to the rank of non-commissioned officers?—I think so, as a rule. The commanding officers of regiments now, I think, have a strong bias towards encouraging the men to gain certificates in order to obtain promotion. That I think will improve every year; as the special classes are formed the men will be better educated, and I think that there will be a greater stimulus to take out certificates; it is already considerably on the increase.

185. You have a good opinion of the special classes in regiments?—Decidedly.

186. Would you employ soldier assistants as teachers?—Yes; but not according to the present rule, the present rule is very defective. I think that it is open to great abuse, and that a number of men are put upon the list as assistants receiving their 3*d.* a day which the actual school attendances do not require. The Council have been for a long time anxious to make an alteration in that rule; but it is rather difficult do so. At present the number of assistants is calculated according to the number upon the school books, and, as I have before stated, the numbers on the school books are not a criterion, inasmuch as some men only attend once or twice a month, consequently if there are 250 or 260 men upon the school books, one assistant for every 40 men is allowed. The assistants are employed according to that amount. Now it is evident that a school where the attendances do not exceed 35 does not require so many

Soldier assistants.

Col. Pocklington.

22 Feb. 1870.

Army schools.

as five or six assistants at 3*d.* a day; and I should propose that two soldiers (non-commissioned officers or privates) should be permanently rated as school assistants, and employed permanently as such in every corps or brigade of artillery — the senior to receive 6*d.*, in addition to the pay of his rank, and the junior to receive 4*d.* per diem—each to remain at least two years in that capacity, and not to be changed simultaneously. Should the promotion of either be absolutely required for other duties before the lapse of his two years' employment as school assistant, I think that such should be allowed, but that a special report thereof should be made to the Adjutant-General. It would be hard when you have permanent assistants, to prevent these men having the advantage of bettering themselves as non-commissioned officers in higher grades. I should propose that the service of either of these permanent assistants should be made available in cases of a division of a regiment into wings or detachments of not less than three companies, when they could have charge of the detachment schools. No increase of pay I think ought to be given to the assistant in receipt of 6*d.* per diem for school duties, but I think that the junior assistant in receipt of 4*d.* ought to have his pay increased to 6*d.*, when so detached and in charge of a school. Should any unforeseen necessity arise for extra instructors over and above the before-mentioned two permanent school assistants, the officer commanding the corps or brigade, might appoint as now, a soldier-assistant, with pay at 3*d.* per diem for such special days only, as the increased attendance justified such additional employment. This fact should be entered in the monthly school report to the Director-General of Military Education, specifying the numbers attending, and the dates on which such extra assistance was needed. I consider that in the majority of corps, two permanent instructors, in addition to the trained schoolmaster, would suffice to meet the general requirements of average attendances, and such as the ordinary school accommodation would admit of. In my opinion the present plan is open to objection, as the average on the school books is not a fair test of the absolute requirement of assistant instructors to meet the wants of the average attendances. Of course when schools are closed these permanent instructors' services can be made available on other regimental employment, but their pay I think should continue the same.

Status of schoolmasters.

187. Do you think that the complaints of the schoolmasters with regard to their present status are well founded?—I have not heard exactly what they are, but I should say decidedly not. I am very strongly of opinion that the status of the schoolmasters is equal to the necessities and requirements of the service. I have not heard what their complaints are particularly, or I might meet them with observations. I think that the ability displayed by those who are serving is quite sufficient to conduct the educational requisites in regimental schools. Any increase of status would in my opinion only lead to constant complaints as to presumption or arrogance of position and breaches of discipline as heretofore. In the first instance when the schoolmasters were appointed in the army and attached to the regiments they rather exceeded their position, and in fact were the cause of breaches of discipline, on the part of others, by setting a bad example.

188. Do you consider them as ranking above or below the senior grades of non-commissioned officers?—Above. There is only one non-commissioned officer in the regiment senior to them, namely, the serjeant-major.

189. The schoolmasters are below the serjeant-major?—They are next below the serjeant-major, and they are above the quartermaster-serjeant.

190. And you think that that is the best place for them?—Decidedly; and I should be very sorry to see them put higher, because I think that it would be prejudicial to the interests of the service. Many of these men are young soldiers, and to be suddenly elevated to the rank of all but an officer I think would not be conducive to their interests or well-being. The general opinion given by the commanding officers is highly favourable towards the present status of the schoolmasters.

191. And you would clearly retain their position as partaking in no degree of the rank of an officer?—Decidedly. The reports of the commanding officers as a general rule are highly favourable as to the efficiency of the schoolmasters attached to their corps. They are stated to be zealous, respectful in their demeanour, amenable to discipline, and contented, and they appear to obtain for themselves a proper respect from the non-commissioned officers and men of their corps. Their position next to the serjeant-major in a regiment is compatible with their interests. I am of opinion that the wearing of chevrons should be maintained. I believe that our army schoolmasters are in reality quite satisfied with their position, and that it is only the agitation from without of designing persons that has given rise to any presumed feeling to the contrary. As confirmatory of the strong impression which I have formed in the above particular, and of the prejudicial effects which might be entailed on the service by raising the schoolmasters' status and giving them what is called the position of warrant officers, I beg to be allowed to hand in copies of Lord Hardinge's correspondence with Mr. Herbert on the subject, showing his opinion and that of Sir George Wetherall on the unusual and nondescript grade of warrant officers in the British army:—

(*The witness delivered in the following letters*):—

"Horse Guards,
"Sir, 3rd February 1854.

"I HAVE had the honour to receive your letter of the 23rd December, relating to the improvements you propose in the salaries and rank of regimental schoolmasters.

"I concur with you that the improvement in the pay which you propose for the schoolmasters will be advantageous, and I am glad to hear that you intend to take a vote in the army estimates for this year.

"With regard to the rank of regimental schoolmasters, the intermediate rank which you propose to introduce between the officer and non-commissioned officer will involve many points of detail requiring much consideration in the practical working of such a novelty.

"At present our regimental system, which has to adapt itself to every climate in the world, is less complicated than that of any other European army. Its simplicity consists in having fewer non-combatants than any other army; and I should request, if you have no objection, that this question should be suspended for a short time, when more consideration after inquiry can be given to its details.

"I have the honour to be,
"Sir,
"Your most obedient humble servant,
"(Signed) HARDINGE.

"The Right Hon. Sidney Herbert, M.P.,
"&c. &c. &c."

"Horse Guards,
"MY DEAR MR. HERBERT, 12th May 1854.

"IN reference to your letter of the 24th April I concur with General Wetherall in his objection to schoolmasters with the rank of warrant officers. His reasons are well founded from past experience.

"I should deprecate the revival of a rank of this nondescript kind. I can recollect how difficult it was to know how to treat this class. If he was disposed to resist anything and to be troublesome, our means of repression were embarrassing.

"If he was a man of merit and highly respected, he lived in an isolated and painful position. His social position was awkward. He would neither live with those above him or below him; and I need not describe the situations in which the service and the individual both suffered.

"You have, however, stated to me that you do not ntemplate the revival of any such officer as a class, at it is to be limited to 10 or 12 warrant school- asters at great garrisons and stations, and not to go rther, or to be applied to regiments and troops oving from place to place, &c., in short, that your oposal is to enable you to have the means of re- arding some 10 or 12 men of merit, and of giving ıcouragement to the remainder.

"Under these circumstances, the objection taken ill be relinquished, and the Military Departments will ford every assistance in their power to make the xperiment a successful one.

"I am,
"My dear Mr. Herbert,
"Yours very sincerely,
"(Signed) HARDINGE.

Right Hon. Sidney Herbert."

"*Minute.*

"This letter removes the difficulty as to the first- ass schoolmasters.

"Let the new regulations now be printed in half ıargin, and let a warrant be prepared embodying the anges.

"The first-class are to be warrant officers. Their umber in no case to exceed 12. Perhaps the number ad better be stated in the warrant, merely as a number ltimately to be attained, as we have not yet enough ıen deserving of such promotion.

"SIDNEY HERBERT."

192. Do you think that the pay of the school- ıasters is sufficient?—Yes; their pay is very good.

193. You think that they ought not to be allowed o give lessons to the children of officers?—No. If hey are to give lessons to the children of officers, fficers' children must attend their schools. It is quite s much as they can possibly get through to do their rdinary and proper duties, and it is natural to sup- ose that if they gave instruction to officers' children t would take away from their efficiency as school- asters in their proper sphere.

194. I think that a complaint was alluded to on the ast occasion when we had the pleasure of seeing you, hat a schoolmaster was obliged to have his kit in- pected, and that in that respect he was treated like a ıon-commissioned officer. Have you any observations o make upon that point?—The General Order of the 28th of May 1864 contains the following paragraph—

"A case having been recently brought to the notice of the Field Marshal Commanding-in-chief, in which a regimental schoolmaster died in debt to the public, he sale of the man's effects producing 12*s.* 9*d.* only, nd the books with which he was furnished at the Normal school being entirely missing, His Royal Highness desires that, in future, the kits, books, &c. of schoolmasters may be inspected once a quarter by the adjutants of the regiments to which they are attached."

Col. Pocklington.

22 Feb. 1870.

Army schools.

195. Are you in favour of giving increased pay to soldiers who hold certificates of education?—Certainly not.

196. Are you satisfied with the present system of examination?—Yes, with the exception that I think there is almost too much examination. I have a memorandum showing the different inspections which take place. There are visits by the inspector and assistant inspector to each head-quarter regimental school, and they examine such persons as have not been previously examined by a superintending schoolmaster during the year. (That will be seen by reference to Forms A, B, C, E, and K). The local inspector at Malta and Gibraltar performs the duties as above detailed, uniting the duties of inspector and superintending schoolmaster. The superintending schoolmaster inspects and examines such schools within his district as the Council may detail, say once a year, but, if in a garrison, the superintending schoolmaster constantly visits the regimental schools of such garrison unattended by expense. (Vide Forms A, B, C, E, and L). The regimental schoolmasters examine their respective schools half yearly (irrespectively of any other examination), forwarding Form D to the Council of Military Education and the district inspector. The examinations by regimental schoolmasters are not, in my opinion, absolutely necessary. I imagine that they were originally framed owing to such practice being in use in national schools. I think, therefore, that such examinations might be dispensed with, they are apt to be extended over many days; and I think that the schoolmaster's time might be more valuably applied in affording general instruction to special classes, &c., &c.

Appendix, p. 122.

197. Are you in favour of the amalgamation of the Indian with the Imperial school system?—I am. The Council have been recommending that amalgamation for a number of years. The Indian schools are to a great extent working with us, but there is not that amalgamation which would be desirable, inasmuch as many of the schoolmasters and schoolmistresses are educated in India and are examined there, and we know nothing of what takes place until they come home, and then they are only provisional schoolmasters and schoolmistresses, and the schoolmasters have to be re-enlisted to work according to our system.

198. (*Lt.-Col. Chesney.*) You advise that recruits should continue at school until they attain a certain educational condition?—Yes.

199. Supposing that a man ceases to be a recruit before he has passed out, what would you do?—I should continue him at school, and by the order being compulsory, the commanding officer could insist upon his going to school; and if he failed to obey his instructions until he had educated himself to a certain extent, he could then, under the 32nd Article of War, be brought to trial.

The witness withdrew.

BREVET-COLONEL A. C. GLEIG, Royal Artillery, examined.

Col. A. C. Gleig.

Army schools.

200. (*Chairman.*) You are inspector of army schools?—I am inspector of army schools in Great Britain, that is to say, my title is inspector of army schools, but the inspections do not extend beyond Great Britain.

201. Under you there used to be two inspectors, and now there is, I think, only one?—In former days there were three assistant inspectors; one of the assistant inspectors left the service, and then I was appointed inspector; but the assistant inspector who still remains is not under me in any way at all; he makes his inspections in Ireland and I make my inspections in Great Britain, but I have certain duties connected with Ireland which I will explain to the Commission.

202. Will you state the exact nature of your duties?—You are aware that there are superintending schoolmasters at certain stations. I have to visit every station at which a superintending schoolmaster is posted at least once in a year, and practically I do so more frequently. I also have to visit every regiment which is at a station where there is no superintending schoolmaster posted. I go both to the stations of superintendents and to out-stations; and at the out-stations I go to every regiment, visit the schools, and consult the commanding officers about them. I receive periodically reports of the examinations of all the schools in Great Britain; which examinations are made by the superintending schoolmasters. The superintending schoolmasters examine at the stations where they themselves are posted, and they also go to out-stations. I have to report once a year to the Council of Military Education upon what I have seen, and upon the character of the reports which I have received from the superintending schoolmasters, and so forth. That is an outline of what I have to

Col. A. C. Gleig.
22 Feb. 1870.
Army schools.

do in Great Britain only. But besides that I have to furnish the questions for examination, and to look over the papers of all the men in Great Britain and Ireland who want to obtain what we call school certificates. The examinations are not conducted by me personally; they are conducted where there is a superintending master by the superintending master, and where there is not one they are conducted by an officer detailed for the purpose, upon questions furnished by me. The papers of the men examined are looked over and marked by a superintending schoolmaster whom I name, and then I look over them and communicate to the commanding officers what certificates the men should get. Besides these details my letter of instructions desires me to advise the Council generally upon matters connected with army schools.

203. With regard to the gentleman who performs duties in Ireland analogous to yours, but who is not subordinate to you, I suppose that we may take the description of what you do as descriptive of the functions which he performs?—No, because he has nothing to do with granting certificates. His duties are not similar either to mine or to those of the superintending masters. There are two superintending masters in Ireland. There are a certain number of schools in Ireland which do not belong to the districts where these two gentlemen are posted, and those schools are examined and reported upon by the assistant inspector, but he has no power of granting a certificate.

204. Is there any reason for having a different system in England and in Ireland?—I am not aware of any, except that an assistant inspector is there and you must make some use of him.

205. Of the two systems, which do you consider to be the best, the Irish system or the English system?—I think that the English system is the best, because it places the schools under one head. In Ireland there are two superintending masters, besides the assistant inspector. The duties of the superintending masters in Ireland are precisely analogous to those which they perform in Great Britain; but the assistant inspector has duties of his own in Ireland. The assistant inspector's duties in Ireland are to examine those schools periodically which are not periodically examined by the superintending masters, and to visit, without examining, the schools that are examined by them; but he has no authority to grant certificates.

206. Would the machinery which now exists in England be sufficient to embrace the army schools in Ireland?—Do you mean to ask whether we could dispense with the assistant inspector in Ireland?

207. Yes?—I am hardly in a position to speak upon that point. I think we could, with our staff of superintending masters; but I have made no inspection in Ireland. Considering the number of schools in Great Britain and Ireland altogether, and considering how we manage our affairs in this part of the kingdom, I think that the present staff of superintending schoolmasters and myself could conduct the whole thing. In Great Britain there are 11 superintendents of schools, and in Ireland there are two.

208. Is there anybody between you and the superintendents?—Nobody. But these superintendents are commissioned officers, although they have all been schoolmasters.

209. I suppose that your whole time is occupied?—My time is fully occupied.

210. You grant certificates in Ireland?—I do.

211. Therefore it is merely a question whether the duties of visiting the schools in Ireland could not be performed by you?—Of course I could not undertake the charge of Ireland as well as Great Britain, and visit every school every year; but I do not think that there would be any necessity for doing that, if the schools were regularly visited by the superintending masters. No one man could perform that duty.

212. Will you inform us whether on the whole you are satisfied with the operation of the army schools in Great Britain and Ireland?—I do not think that the results are what they might be if some changes were made. I do not think that the results at present are adequate to the expense, but I think that they might be made so.

213. What suggestions have you to offer for their improvement?—The same suggestions as are applicable to all schools throughout the kingdom, namely, that steps should be taken to make the attendance of the pupils much more regular than it is, in adult schools especially.

214. Would you render it compulsory?—Yes, under certain limitations.

215. What would be these limitations?—I should allow a recruit to get through a certain portion of his drill and to get accustomed to the barrack room atmosphere, and to learn his barrack room duties, and at a certain stage of his proficiency I would order him to go to school, and I would make him remain there until he had obtained a third class certificate of qualifications, and I would apply that to every man unless a man was pronounced to be quite unfit to obtain a certificate at all.

216. Would you have definite hours set apart in the regiment for school?—I do not think that it would do to name one hour for all the regiments.

217. But do you think that a certain number of hours should be allotted for school, and that no other duties should interfere with those hours?—Certainly, allowing the commanding officer to choose the hours which were most convenient to himself. That is essential.

218. With regard to the soldiers who are not recruits at this moment, would you impose any compulsory qualification?—I think that all non-commissioned officers until they reached a certain standard of qualification should be compelled to attend school. It is a question of policy, rather than of school organization, whether you would make the other men attend. All men who enlist hereafter, I think you might force to attend if you thought it desirable.

219. But you are not prepared to recommend that the attendance of the actual soldier should be rendered compulsory?—No, not of the men who are now enlisted, but hereafter.

220. In substitution of compulsion is there any inducement which you can suggest to secure the attendance of the men?—The school hours are now fixed at the time of parade in some corps, and leave is given to the men to absent themselves from parade in order to attend school. You could hardly order a commanding officer to do that, but it is of great advantage to the school when he does it.

221. Have you any suggestion to make with regard to the subjects of examination which carry a certificate with them?—Yes, I think that some alterations should be made in that respect, and I know that the Council of Military Education are of the same opinion, and we lately arrived at a conclusion about it.

222. Perhaps you will communicate that conclusion to us?—For the lowest class of certificate a man is required to know a little arithmetic, and to read certain easy books, and to write from dictation. I think that the writing from dictation should be not merely from an ordinary book, but from the easier parts of a regimental order book. This would teach men spelling of a useful kind to them, and it would make commanding officers think that there was more practical use in the system than there is now. Then I think that for second-class certificates the order in which the arithmetical subjects are arranged should be changed; and to obtain that certificate I would require a man to be able to write regimental orders tolerably well. In the first-class certificate I am only disposed to make the following alteration:—At present, in addition to arithmetic and reading and writing from dictation, and so forth, we require a man to take up two extra subjects; a list of the subjects is given. I think it very much better to require a man to take up only one subject, for this reason, that among men such as our men are you would be much more likely to get that subject thoroughly understood if it were limited to one, and

o because then many commanding officers would be
cly to insist upon a first-class certificate for the
gher ranks, which is not the case now. They say, "we
not care about the extra subjects;" but if you made
nly one extra subject, I am sure that some would
ce the men to study it. I should have preferred
intermediate certificate between the second and
first, but it has been ruled at the Horse Guards
t that would not be convenient.

223. Are you satisfied with what are called the
own-up children's schools; have you any suggestions
make with regard to them?—They vary very much.
on the whole, I think that they are as good as you
expect them to be in the army. It is astonishing
w the children in a regiment change. It often sur-
ses me how very short a time children remain in
given school, and that operates very much against
eir progress, but it is unavoidable.

224. Do you think that the regimental schools for
own-up children and the infant schools are as good
the ordinary village schools?—Yes, I should say
t the average of them are as good as the average
village schools which I have seen, and that some
them are very much better.

225. Are you satisfied with the system of inspec-
n and superintendence over which you preside?—
should not like to say, at this moment, that I
uld suggest no improvement in it, but it has only
en in operation since last October. I think that
the public were not afraid of the expense (of
urse all travelling involves expense) it would be a
ry good thing to require the superintending masters,
whom I spoke, to examine detachment schools as
ll as head quarter schools. The schools which they
w examine are only head quarter schools. For in-
nce, a man stationed at Manchester will go to
reston to examine a school which is there, because
is a head quarter school, and the school of an entire
ttalion; but there is a school at Weedon, and there
a school at Ashton, and there are other very con-
lerable schools which are for the whole wing of a
giment, but they are never examined.

226. How many children on the average would
ere be in these detachment schools?—The number
ries very much; the detachment school at Bir-
ingham had I know the other day about 22, and
Weedon there were about 29.

227. Do you know how many detachment schools
ere are?—I cannot state positively, but I should say
out 30 in Great Britain. When I speak of a school
mean an adult school and a children's school. I
ill not say within five whether I am right or wrong
to the number. I have hardly yet looked over my
ew district.

228. With regard to the ordinary schoolmasters do
ou consider that their status is such as it should be?
-I should like to see it changed in some particulars.
robably the Commission is aware that the status of
ie schoolmasters is not now what it once was; it has
en altered considerably.

229. The schoolmasters think that it has been
tered for the worse?—Yes, there is no doubt that
eir position in the service has been lowered. I
ink that that is a pity unless an absolute necessity
an be shown for it, because it degrades the office and
wers the whole system.

230. Independently of anything which exists, or
hich has been done, what status would you be dis-
osed to assign to the schoolmaster of a regiment?—
he change which I should like to see made is this
whether I should invent it if I did not know all that
ad gone before I cannot tell you), that after a certain
umber of years' service a schoolmaster who was
onsidered worth keeping on at all should have his
atus improved. I would give him higher rank,
nd I should take off his arm the chevrons which they
ll object to.

231. You would not take them off until he had
ttained a certain status?—No. I think it only right
hat a youngster joining from Chelsea, who knows
othing of soldiering, should not be placed on a par
with the sergeant-major, the senior non-commissioned officer of the regiment. But after a certain number of years' service, if a man had proved himself worth keeping, I would put him in the same rank as a sergeant-major, and I would gratify his feelings as regards the chevrons.

Status of schoolmasters.

232. Would you increase his pay?—No. I think that his pay is quite high enough: it is 6*d.* a day lower than I myself originally recommended, but I think it quite high enough.

233. Do you think that that pay, and these advantages, command as good men as it is necessary to have?—We do not get quite the same sort of men that we once got. We now, I think, principally recruit from the army. At one time the position of army schoolmaster was very much sought after by civilians, but now it is not.

234. Do you think that an advantage or a disadvantage?—I think that it is a disadvantage. In the first place it shows that the department is not so highly esteemed as it once was, and that in itself is a disadvantage. Some of the best schoolmasters that I have ever seen were men who had been in the ranks, but some of the worst schoolmasters that I have ever seen were also men who had been in the ranks. I do not think it follows that a man is better from having been the one or the other. From all that I have heard I have no doubt that the mere fact of putting the chevrons on the schoolmaster's arm, making him in fact a rank and file non-commissioned officer, has had a great effect in deterring civilians from coming in.

235. But still you would retain their chevrons?—Yes, I would at first.

Recreation rooms and lectures.

236. With regard to the recreation rooms, have you any suggestions to make?—Only that wherever there are not already good rooms appointed for the purpose you should provide them. There is no doubt that where you have comfortable rooms they give a great deal of comfort and satisfaction to the men.

237. With respect to the lectures, do you think that anything more could be done in that direction?—I have nothing officially to do with the lectures. I have occasionally attended schoolmasters' lectures to see what they were like; some of them are very good, and some of them are very bad. I do not think so much of them myself as some people do.

Army schools.

238. What is the system of the promotion of school assistants?—It varies; there is nothing laid down by order. As a general rule a commanding officer does not object to make a private who is assisting in a school a lance corporal, but as a general rule he will not allow him to remain after he has obtained full rank, and very many commanding officers will not allow him to remain after he has obtained lance rank. The cases are very rare in which commanding officers will allow a man to remain after he has obtained full rank; and there is no doubt that their very frequent change tells very much against our schools.

239. How would you remedy that?—By ordering that a man should remain for a certain period; a year is quite long enough.

240. (*Lt.-Col. Chesney.*) In that case should you not guard against a man losing by it regimentally?—Yes, as a matter of detail you must of course do that, or otherwise you will not get men to come forward.

241. (*Lord E. Cecil.*) I gather from your evidence that you consider that on the whole the working of the army schools is satisfactory. Do you consider them superior to the ordinary village civilian schools?—Of course I can only speak of such schools as I have seen. I think they are. I can give you to a certain extent an illustration of it, namely, that at the examinations conducted at Aldershot by the local society in connexion with the Society of Arts in London, the children in our schools contending for prizes and certificates have completely beaten the children of the village schools. Of course that only applies to that particular locality; but so far it would support my opinion.

242. It is quite within your experience that these schools are sought after by the civilian population

Col. A. C. Gleig.

22 Feb. 1870.

Army schools.

who have to do with barracks or camps?—Certainly in many cases.

243. Do you think that sufficient importance is generally attached by commanding officers to the attendance of the men at school?—I think that the number of commanding officers now who put any obstacle in the way is very few indeed. At one time it was different, but there is no doubt that now commanding officers look upon the maintenance of school as they look upon any other duty, namely, that it is a thing to be done. Still there are a great many commanding officers who do not lay themselves out to foster the school in an especial manner. At one time it was quite a common thing for the serjeant-major (a very influential person in the regiment) rather to put down the school, and to let every duty which he could get in the way. That is no longer the case as a rule, and I know many adjutants who encourage the schools by all the means in their power. But there are great difficulties in the way of making suitable arrangements.

244. On the whole you think that the opposition amongst the leading authorities in regiments is not so great as it used to be?—It certainly is not. I do not think that there is any opposition now, but several commanding officers do not care about school. Very often a man has no taste for it, and does not care about it.

245. In the appointment of inferior non-commissioned officers (corporals for instance) do you give direct encouragement in all regiments to a man who has been at school, as against a man who has not been at school?—Of course, a man who has been at school and has learnt something there, will know more than one who has not. Every commanding officer will like to have the best non-commissioned officers that he can. Very often a man is a bad scholar but a good soldier, and I should take such a man and make him go to school. I therefore do not think that promotion in the army ought to be made to depend mainly upon the report from the school.

246. But do you not think that there ought to be a qualification that a man should be able to read and write before he is appointed as a non-commissioned officer?—I think that if a man is a smart soldier and is a deserving man he should be made a non-commissioned officer, and should be compelled to attend school until he has reached a certain standard; that would be for the first grade, and then when his turn came I would put him into the next grade, and make him go on attending school until he got a certificate for that grade.

247. Do you not think that a non-commissioned officer is rather put into a humiliating position if he has to attend school and to learn to read and write, and is placed in the command of others who are better informed in those matters than himself?—Not if he is a thoroughly good soldier. I do not think that a man's capacity to command depends upon whether he can read and write. No doubt there are many duties which you cannot perform without knowing reading and writing, but I think that a man might be an excellent soldier, though he could not read and write. Of course there are certain positions, such as a pay sergeant's, and so on, where a really good elementary education is necessary.

248. You do not think that the men under the command of such a non-commissioned officer would despise his ignorance?—I think not. I can only speak upon that point from my experience as a regimental officer, which is now a thing of 12 or 14 years ago.

249. Have you any knowledge of foreign army schools?—Not from observation, only from what I have read. I know something of the system of the French army schools.

250. Have you had any means of comparing them with the English system?—I have not. I know something of the details of instruction in the French schools.

251. Taking into consideration that the foreign armies are principally raised by conscription, do you think that the amount of education in the foreign schools is superior to that in our army?—I can only give an opinion with regard to the French schools, because that is the only system about which I think that I have read very particularly. There is no doubt that there are much more competent witnesses to speak upon that subject than I am. They undertake to teach many things in the French army schools which we do not teach. I can answer for this, that having served with the French army, I have seen many very ignorant men amongst them.

252. I think that you have mentioned one or two of the small grievances which are complained of by schoolmasters; are there any others which ever come to your notice?—Yes. I know that it is considered a great grievance that they are no longer permitted to give private instruction. I believe that that is one of their greatest grievances. When the present school system was first started private instruction was allowed to be given, and I believe that one principal inducement to enter our service which was held out to a good many men in the first instance was that they would be allowed to give private lessons (I am speaking now of some years ago). But we found in some instances that the schoolmasters devoted themselves almost entirely to their private pupils, and came into school so fagged that they were useless to us, and we issued an order which put a stop to that. That, I believe, is a great grievance to some of the old schoolmasters; it is not so to the younger men, because they have all joined under the present system.

253. And you are not disposed to rescind that order?—Not in the least.

254. As to the inspection of their kits and their treatment on board ship, are you disposed to sympathise with them?—Yes. I think that because some bad fellow has made away with his kit, it is a great pity that the whole body of schoolmasters should be made to show their kits once a fortnight or once a month. I should never have thought of ordering such a thing myself.

255. Their treatment on board ship is also complained of?—Yes. The Council of Education were I believe at one time in communication with the Quartermaster General upon the subject, but did not see that anything could be done about it.

256. Do you think that schoolmasters generally are a more sensitive body of men than other professional men?—Schoolmasters have the reputation throughout the country, both in and out of the army, of being peculiarly sensitive, and perhaps have an equivocal position, being not quite one thing, nor yet quite another. I think that there is less of that feeling amongst our schoolmasters than there was at one time and that although they do not like their position they now accept it. There is no striving to be something which they are not, which there was sometimes in schoolmasters.

257. Still you quite admit, that from one cause or another, the class of people who apply for a schoolmaster's position has deteriorated?—I would rather say has changed. I do not consider that a man because he is a soldier is inferior to anybody else. They are certainly not men of the same education as those whom we had formerly. I do not like to say anything against a body of men who are working very hard and very well, but they are certainly not the same class of men who came in at first.

258. And you have no very good reason to assign for that deterioration?—I think that the alteration in the clothing had a considerable effect, and I think that it is very likely that now it has become known that they cannot take private pupils that has had some influence upon them.

259. I rather refer to reasons of pay, because one can hardly suppose that having chevrons on the arm would be the only cause to deter people from entering the profession?—I think it very likely that it would deter persons. I am assured that the loss of private tuition has had a great effect. The older schoolmasters who have come to us have been

satisfied, and those who would otherwise become schoolmasters are kept out of the service simply because they find that a certain number of men are disappointed with it.

260. (*Lt.-Col. Chesney.*) Speaking of pay, are you are that it is said by the junior schoolmasters that by find themselves practically not so well off as a colour-sergeant of a company?—I never heard it said, it may be so.

261. With regard to the private lessons, do not you nk that that might be left, under certain restrictions, the commanding officer, in the same way as, in a tional school, the schoolmaster is allowed by the nagers in certain cases to take private pupils?—om what I know I think that it is much better not do so.

262. Colonel Pocklington said that he thought ere were over 500 school assistants employed. Is t it remarkable, as showing the unpopularity of the vice, that only 23 of those should come up in two ars for examination at Chelsea?—It shows that many n prefer soldiering to being a schoolmaster, but I not see that it shows that particular service to be popular.

263. Is it not the fact that there is no special traction at present to the educated soldier towards at particular branch?—It certainly shows that the sition of a schoolmaster does not attract some of e best educated men whom we have, but then that y be because a man does not care to devote his e to that sort of thing, not because he looks upon as an unworthy position to hold, but because it is t according to his taste to follow that line of life.

264. Perhaps it may show that he thinks that he ay do better in another way in the regiment?—hat I daresay tells in many cases. There is a large mber of soldiers who do not want promotion at all.

265. (*Maj.-Gen. Wilmot*). You have spoken of difficulty with regard to a man being made a non-mmissioned officer, who was still an uneducated an. Would not that difficulty be entirely got over a system was established by which all recruits ust be instructed?—Yes; one of the great evils of ie want of system now is that men come and go, nd not only attend very irregularly, but do not stay ng enough to learn sufficient to be of any use to iem. I would have a rule of this sort that when nce a man's name is upon the school books he must ttend regularly so many days a week, until he aches a certain standard, or is pronounced so dull by ature that he cannot reach it at all.

266. Would it not be quite possible to introduce system both for the recruit and for the soldier, mething like the half-time of the national schools, y which a man could learn his military work and ould be instructed at the same time?—I think that nany old soldiers would be dissatisfied with it.

267. I leave out the old soldiers. Would the nstruction which a man got at all interfere with his ilitary work?—No, you might probably get as many nen as would fill the schoolroom without interfering vith the due performance of other duties.

268. As a general rule would not a man learn etter by the half-time system?—Yes; it does not equire so much time for the adults as for the hildren; the adult is getting his wits sharpened utside.

269. Two hours a day in schooling would not take im much away from his other duties?—No; but it s not essential that an adult should go to school in rder to be made a very sharp fellow, although no doubt it would improve him very much.

270. If it is essential that he should go to school, t is essential to devise some plan by which he should ot lose his work as a soldier?—Of course. There s no doubt that with a little arrangement that could e done.

271. There need be no difficulty in it at all?—Not he least.

272. (*Lt.-Col. Chesney.*) If the school would not old the number of recruits and of men remaining after they were recruits, which would you make give way?—I would have two periods of school in the day.

273. (*Maj.-Gen. Wilmot.*) What do you consider to be the average time that a schoolmaster is employed during the day?—In this country he is usually employed six hours a day.

274. That is with adults and with children?—Yes.

275. (*Mr. Parker.*) How many hours compulsory attendance would you recommend for a recruit?—Supposing that you made a recruit attend three times a week for two hours a day, I have no doubt that you would do a great deal with him in the course of four months, but then you must ensure his regular attendance.

276. You would make other duty give way to that number of hours of compulsory attendance?—Yes, but I would not send a man to school at once, I would let him be a recruit at first for a month or two.

277. You prefer to have a steady attendance during a short period in order to qualify him, rather than to have an interrupted attendance over a longer period?—Undoubtedly, regularity of attendance is more than half the battle, I am quite sure of that.

278. So that as soon as an ignorant recruit knew the rudiments of his drill as a soldier, the most important point would be to give him his reading and writing?—Yes, I would send him to school and let him attend it regularly until he could get a third class certificate.

Status of schoolmasters.

279. (*Dr. Butler.*) With regard to the masters, can you give evidence as to what proportion come from the army, and what proportion are civilians?—I could not do so without looking at the returns. I believe that latterly all the new men have come from the army, that is to say, within the last two or three years; I am told so.

280. Do you know whether it was felt before the change which was made, that a civilian master stood at a disadvantage as compared with one who came from the army?—Long ago that used to be felt, but it has certainly not been felt of late years; for the last eight or nine years there has been a very great change in the feeling of the whole army towards the schoolmaster, in his favour.

281. And yet you cannot help fearing that the masters as a body have rather deteriorated?—Yes, we do not get so many of a superior class as we used to have.

282. Are you able to compare the masters in the army with the masters in civil schools?—Yes, to a certain limited extent.

283. Is there any material difference?—I should say that our men are quite on a level, taking one with another, with those in civil schools. Some civilians are very nice gentle and refined persons, and some are very much the reverse, and no doubt you will find the same thing amongst our own men; but, I should say that they are quite equal to them on the whole.

284. It has been urged that if the status of the masters was in any marked manner improved, it might be likely to lead to presumption on their part, and to want of discipline; what is your opinion in that respect?—I know that there is a feeling of that sort, but I am not myself the least afraid of it. I believe that that feeling has arisen from the circumstance that when the school body was first organised a few irregular and ill disciplined fellows got in and gave great annoyance in that way, but the great body of the men are not at all of that kind, and I am not in the least afraid that now it would have any effect, except the very best.

285. The few superintending masters rank as commissioned officers, do they not?—Yes; they rank as ensigns.

286. From what class of men do they generally come?—They were all army schoolmasters before they were promoted.

287. So that it is in fact a distinct promotion to which a master looks forward as something on which he may fairly reckon?—No, not as something on

Col. A. C. Gleig.
22 Feb. 1870.
Army schools.

which he may fairly reckon, because the number is so small; but it is something of which he has a chance just the same as in other departments of the army.

288. What is the pay of a superintending master?—7*s.* a day, and it is increased after five years' service to 8*s.* a day.

289. Can you state briefly the principle on which religious instruction is given?—Yes, I know very well how it is given. There is no religious instruction given by the schoolmaster to the men unless some special class for the purpose is formed, but the children's school opens with prayer and a Bible lesson, the Bible lesson being given by the regimental schoolmaster. The Bible lesson consists in this, that the master takes a passage from scripture and reads it, and explains it to see that the children take in the meaning of what he has read, and he then draws such moral lesson from it as he thinks it will bear. The catechism and all special dogmatic teaching is not allowed during that time, but twice a week the school duties are suspended in order that the chaplains of the troops and the ministers of places of worship which the children attend may attend and give instruction; and on those two days the Bible lesson by the schoolmaster is omitted. During the schoolmaster's lesson on other days no clergyman is present; but the chaplain of the troops, if the schoolmaster is a Church of England man, or a Presbyterian minister who attends the troops, if he is a member of the Scotch Church, is allowed to give him directions as to the portions of Scripture which he shall take for his lessons, with a view of making his instruction fit into that which the minister himself is about to give. The schoolmaster will not draw from the lesson all which the minister no doubt will draw from it when he gets the children together, but still, as he must select something, the chaplain of the persuasion to which the schoolmaster belongs is allowed to say, "you shall select such and such "portions of scripture."

290. Are all the children obliged to attend the lessons in Scripture?—No, those whose parents object are not required to attend them.

291. That proportion I presume is very trifling?—Yes.

292. Speaking generally, so far as army schools are concerned, would you say that this system of religious instruction works without any serious obstacle?—Without any obstacle at all.

293. Is the master, if he belongs to the Church of England, obliged to take his instructions from the clergyman?—Yes, the order is that he shall do so.

294. (*Maj.-Gen. Wilmot.*) That is as to the week-day reading?—Yes; there are printed regulations to that effect. The clergy do not all exercise the authority which is given to them, but there it is.

The witness withdrew.

J. Belling, Esq.
Army schools.

JOHN BELLING, ESQ., B.A., examined.

295. (*Chairman.*) You are a superintending schoolmaster in charge of half the district of Aldershot?—Yes.

296. In what grade did you originally enter the service?—As schoolmaster.

297. How long have you been a superintending schoolmaster?—Between five and six years.

298. And how long were you a schoolmaster?—I have been a schoolmaster and a superintending schoolmaster more than 20 years altogether; that is to say, since Christmas 1849.

299. During the earlier part of your career were you attached to a regiment?—I was attached to the 27th Inniskillings for about three years, and after that to a garrison. I was promoted to have charge of the garrison at Ballincollig from 1852 to 1854, and the Cavalry Depôt at Newbridge during the Crimean War, and of the garrison of Fermoy (consisting of three, and afterwards of two, depôt battalions, with a small force of cavalry or Royal artillery), from 1856 to 1864. In 1864 I was appointed to my present office.

300. How many schools are within your jurisdiction?—Nine at the present time.

301. Including the detachment schools?—There are no detachment schools, with the exception of the school for children at Sandhurst, which has been recently added to my district, but has not yet been visited.

302. What is your opinion of the working of these army schools, with reference to the two branches; we will take the infant and the children's schools first?—The children receive a good plain education, and they are able to compete successfully with schools of a similar class in civil life. In fact, at Aldershot we have proved that the best scholars in our schools can beat all comers from the civilian schools in the district in open competition in the examinations under the Society of Arts; and on the whole the children's schools are good. With reference to the adults, the attendance is so irregular that the results are almost nil.

303. How would you remedy that defect?—By compelling all ignorant soldiers to attend school, that is to say, commencing from a certain period, I would compel all uneducated recruits to do so, and would insist that they should remain at school.

304. You would not at the present moment compel attendance by every soldier of the army who was ignorant?—It would fill the schools to overflowing.

305. Would there be any objection besides that?—There might be a military objection.

306. (*Lt.-Col. Chesney.*) Take a man who had been 15 years in the service?—I think that that man had better be left alone.

307. (*Chairman.*) How would you deal with that class?—I would encourage those men to attend voluntarily.

308. What kind of encouragement could be given to them?—I do not know what encouragement such a man could receive which would be to his benefit whilst in the service, but he might be encouraged and persuaded to attend on account of the benefit which the education would be to him after he left the service.

309. You would make the attendance of the recruits compulsory up to what point?—A third-class certificate of education—reading, writing, and the first four rules of arithmetic. Drummers and band boys should be exempted from school when in receipt of a second-class certificate.

310. Would you make the other certificates a necessary preliminary to promotion?—Decidedly.

311. Invariably?—Invariably.

312. You do not think that that would exclude persons whom on other grounds it would be very desirable to promote?—Not in a short time, with the aid of the special classes, in a year or two, for instance. If the plan were in work for two years there would be a sufficient number in each regiment holding certificates, from whom the commanding officer could choose his non-commissioned officers.

313. Do you think that it might not happen that there were others in the regiment even more suitable, from a commanding officer's point of view, but not possessing certificates?—It is possible, but they might be pushed on by the aid of the special classes.

314. You think that there would be no practical difficulty in inducing such persons to attend those special classes and to qualify?—None whatever.

315. Would it be unpopular or popular?—The special classes are popular.

316. Would the necessitating the possession of this certificate be popular?—Decidedly so, to the better class of men; not perhaps to many old non-commissioned officers at present, who are unable to gain a certificate.

17. Have you any other suggestion to make with rd to the conduct of the schools?—I have. I ose, in addition to recruits being compelled to d school until they receive a third-class certifi-, that non-commissioned officers not in receipt of certificate necessary to qualify them for the next of promotion, should be compelled to attend ol, and that the adult school should be divided two parts; one to be called the lower school for men learning to read and write, for men not in ession of a third-class certificate; and the other to alled the upper school, to be held at a different , for men who are in possession of a third-class ificate, which would qualify them for the rank of oral, and who are anxious to improve themselves to gain a superior position, and also for non-com-sioned officers who are not in possession of the ssary certificate. The non-commissioned officers ld be compelled to attend, but the private soldiers ld attend voluntarily. It would likewise be a good g that the hours should be fixed for regiments at e; from two to half-past three for the lower school, from half-past three to five for the upper school, ome, would answer well for infantry corps; or from to half-past five for the second attendance, leaving an hour between. I propose that each schoolmaster ughout the service should have six hours' daily for five days in the week, leaving out the Satur-. Some schoolmasters work for four, some for and a half, and some for eight hours. I think they should all have six hours' work, namely, e hours for the children in the morning, and e hours for the schools in the afternoon or the ning; I think that there should be an hour and a for the upper school as well as the lower. It ht be necessary to have a school for the higher ses in the evening, but I would still confine it to six hours a day.

18. Would those attendances at school interfere h the drilling of the recruit?—That might be nged. The commanding officer must be consulted to that, or otherwise, whatever hour the school-ter mentioned, the adjutant or some one would e a cause of complaint.

19. Have you any further suggestion to make with ard to the schools themselves? Are the buildings per buildings?—The buildings as a rule are good; e are small. In the barracks at Aldershot the oolrooms are exceedingly small, especially in the alry barracks.

20. Would you have more extra subjects for the t-class certificate than one?—I think that one sub-t would be sufficient. I should like to see that certifi-e divided. I propose that the third-class certificate uld qualify for the rank of corporal, the second for t of sergeant, and the first for that of staff sergeant; t I should like to see the first divided. It is neces-y that the colour-sergeants should know something fractions, but I think that one extra subject would sufficient for all purposes. There is no difficulty getting men who have a second class certificate to rk up the arithmetic for a first-class certificate; t there is a difficulty in getting them to work up extra subjects. Certificates of education should the basis of educational classification in the army. ssession of a certificate should be noted on a dier's record of service, and on his parchment tificate of discharge. Certificates of education uld also be granted to children.

21. With regard to the masters, do you consider t their present status is the one which they ought occupy?—I do not.

22. You think that it ought to be improved?—s, decidedly.

23. You think that a higher rank ought to be ven to them?—Yes, to those who are worthy of it.

24. I suppose that from that point of view you uld draw this distinction, that on first admission to service they should probably remain in the rank ich is now assigned to them?—Yes, without the evrons. On first appointment schoolmasters should rank with the sergeant-major as second-class schoolmasters now do.

325. And that after they have proved themselves worthy of promotion they should be promoted to a higher grade than that to which they are now eligible?—Yes, I propose that after a period of six years they should be promoted.

326. In what grade would you put them?—In the rank of warrant officer.

327. Would you put them above the sergeant-major?—Yes, in the same rank as the present first-class schoolmasters.

328. With regard to their messing and arrangements of that kind, an unmarried schoolmaster is compelled to mess with the sergeants, is he not?—Yes, that is the rule now.

329. And the schoolmasters complain of that?—Some do.

330. Do you think that that is objectionable?—I think that it is objectionable. I would have it optional as heretofore.

331. Would you restore the former regulations?—Yes, in their entirety.

332. At present scarcely any persons are recruited from outside the service for the post of schoolmaster?—They are not.

333. That would not be the case if the regulations were altered?—Just so. There has been a material alteration in the regulations of late years. Candidates for the office of schoolmaster now must either be soldiers, or certificated masters, or pupil teachers; all other civilians are entirely excluded. Formerly they obtained men who had been assistants in private schools and persons who had obtained a higher degree of education than could be obtained in national schools; and I have no doubt they could get such again, after restoring the regulations to their former state. I do not suppose that they could get them immediately; they were scared away. According to the present regulations they first took sergeants, and then corporals, and then privates, with good characters, who had been employed as school assistants; and then privates in possession of one good-conduct badge; and then privates without a character who had been even tried by court-martial; they cannot get certificated masters or pupil teachers. As an instance of that, several months ago, when the Council made an alteration with reference to the admission of persons at Chelsea, lads of 17 were admitted as pupil teachers. I received several circulars from the Council during the Midsummer holidays. It appears that they could get no candidates. In a town in Worcestershire, where I was spending the vacation, there were three schools conducted by trained masters. I called upon the whole of them and saw those schools, and I gave the masters a copy of this circular and explained to them the benefits of a military life, and asked them whether they knew any men who would be suitable for and willing to accept the office of army schoolmaster. One was trained at Cheltenham; another I think, at Battersea; and another came from the British school in the Borough Road. They were in no way connected. One and all said that they had heard so much about the treatment which the trained masters who had joined the army had received that they would not recommend any friend to go. One said that he would not send a dog there. They told me of one person in a neighbouring town, whose character was rather shaky, who was applying for a workhouse school, and they said that if he did not get that he would possibly condescend to come to the army. I heard nothing more about it.

334. You would relieve all the schoolmasters from wearing the chevron?—Yes.

335. Even when they first enter?—Yes, it does no good.

336. Would you give them a warrant when they enter?—No; I would not do so until after a period of probation. I would not do so until six years. The time is rather long, and it might be shortened if found to answer.

337. Do you think that the education of the army

J. Belling, Esq.

22 Feb. 1870.

Army schools. Status of schoolmasters.

is worse than it was?—It has varied, it has gone up and down.

338. The natural conclusion would be that if this deterioration in the teaching matériel has taken place, the education would deteriorate?—It is considerably worse than it was before the Crimean war; there were then trained masters in some cavalry and in most infantry regiments at home, and the education was then better than it has been since.

339. You have no hesitation in saying that the education in the army is worse than it was before the Crimean war?—I have no hesitation whatever in saying so.

340. Are there fewer men attending the schools?—Yes, the attendance now is more irregular, and the qualifications are less now than they were at that time. I can certainly speak to one case with which I was acquainted at that time. I will take the 27th Inniskillings; out of eight companies more than 400 men attended school, in fact all the men in the regiment, with the exception of a few old soldiers who were too old to learn and could not be prevailed upon to attend school. All these men when I left the regiment in 1852 could read and write, and had a good knowledge of arithmetic, history, geography, and some other subjects. There were not 50 men in the regiment who were totally ignorant. They may have been a better class of men than they get now, and I think that they were. They were recruited principally from the north of Ireland, and they were a more intelligent class of men than they get now.

341. It is possible that this deterioration in the educational proficiency of the army, may be accounted for by other causes than by the deterioration in the teaching element?—Decidedly. There was not then a master to each regiment, but now there is a master to each regiment, and depôt battalion, and if the masters and the teaching power, and the men and the attendance were the same, the army ought to be educated by this time.

342. Do the commanding officers look upon these establishments with greater favour now than they used to do?—I cannot say that they do as a whole.

343. Are they on the whole unfavourable to them?—No; they take more interest in schools than they did formerly, but formerly men were in the afternoon excused as a rule from parade in order to attend school, whereas now it is the exception.

344. Why is it now the exception?—It is possibly on account of the great number of duties a soldier has to perform now which he had not to perform formerly, fatigues and gymnasium, and rifle drill, and many other duties. The adjutants of regiments say that they cannot spare the men as they did formerly.

Normal school, Chelsea.

345. Have you any observations to make with regard to the school at Chelsea, do you know anything about it?—I do not know how it is carried on now, except from what I see of the schoolmasters who come from there.

346. What do you think of them?—A great many of the men who come from there now are physically incapable of performing the work; teaching is very hard work. The training at Chelsea, so far as it goes, is no doubt good, but the fact of learning to teach children entirely under civilian masters is not sufficient to qualify men to come into the army, and to take charge of an adult school; they require some further training. I think that, should the rank be raised, persons would be induced to offer themselves as schoolmasters, who would bring their education with them; they should in my opinion remain for a short time at Chelsea to learn teaching, and to learn a few technical subjects, and I think that they should remain for at least six months under an experienced master before they are posted to a regiment. The private soldiers who now mostly go into Chelsea are school assistants, who are not generally possessed of very great qualifications; they work up for the entrance examination, they get in and pass through the course, and they come out imperfectly educated men. They are too narrowly educated. The consequence is that they are able to teach, but they have not sufficient educ tion to have respect to the soldiers' ignorance; th are egotistical, and the soldier has no respect for the and the consequence is that their teaching is of lit use. The men that I have seen for the last two three years are like that. School assistants changed too frequently. One or more in each regim should be permanent until promoted to the rank sergeant. An average daily attendance in either the schools (upper, lower, or grown children's) every 12 pupils should entitle the schoolmaster to t services of an assistant. The senior assistant in ea school should receive 6*d* a day.

347. Is it the fact that no civilian can obt admission to Chelsea?—No, unless he is a certificat schoolmaster or a pupil teacher. No one of a bet class can do so. Recently lads of 17 years of age ha been admitted as pupil teachers, a plan which w doubtless work well if the right sort of persons taken. Drummer boys and private soldiers are n in my opinion, as a rule, composed of the pro material.

348. With regard to the mistresses, what have y to say?—I think that their pay should be increased

349. Upon the whole, do the remarks which y have made with regard to the present class of m teachers apply to the female?—Not so much.

350. Are you satisfied with the system of spection?—I think that it might be greatly altered.

351. In what direction?—The examinations too voluminous; there are too many examinatio the work is overdone. If men were compelled to att as I propose, and if we had a separate attenda for men in possession of third-class certificates, (t is to say, the upper school,) I would propose t the schoolmasters' examinations should be entir abolished. Otherwise if we cannot have those t schools, and if matters are to go on pretty much a present, I should propose that the schoolmast should have only one annual examination, instead two examinations, as at present. But if the sch were conducted on the system which I propose should recommend that there should be no examinat by the schoolmaster except on the entrance of a pu but that the inspector (superintending schoolmast should examine the schools twice a year, instea once, that is to say, before the Midsummer and Chr mas holidays. This examination in the first pl should be for certificates. On the first day of exa nation all men in the upper school, that is to say, men in receipt of a third-class certificate should examined for a higher certificate; a report should t be made of the proportion,—at least one third them should be expected to gain those certific in six months. The next day the upper classes the lower school should be examined for a third-c certificate, and it should be expected that at least third of the whole of that school (the lower) sho gain a third-class certificate. The lower classes think, should not be examined on paper as at pres but the school should be examined in its work order, and a practical person could then tell be whether the work of the schoolmaster was prop done than by seeing a little work on paper. T would considerably lessen the examiner's work, many of the forms now in use might be dispen with. The Form A. for adults might be dispen with, as being too complicated; it would not t be necessary if certificates were made the basis of examination. Form B., which is somewhat simi might be retained for the children, as there wo be no harm in examining the whole of them tw a year on paper, and Form C. might be retained the infant and industrial children's schools. Forn is an abstract of the report sent for the informatio commanding officers, but Form H. is certainly ov done. That is the letter which the superintend schoolmaster has to send to the commanding offi after each visit, and he must send it in within hours. Three or four schools are sometimes visi by him in a day, and as he has no clerk, it t

veral hours, and sometimes half a day, to fill up ese letters. If a school is going on well it is a re repetition. That letter should only be required en there is something important to report, and thus ost one-fourth of the time of the superintending hoolmaster would be saved for other purposes. He ght send a copy of the half-yearly report to the com- nding officer, but in fact that half-yearly report ght be dispensed with if the examinations took ce half-yearly, immediately before the holidays. ly the front page of that report would be neces- , because that report would be merely a repetition the half-yearly examination report, as it is now nost a repetition of the annual report.

352. Then you attach greater importance to the ertainment of results, than to the continual super- sion of the school by the inspecting schoolmasters? The supervision would be greater. The superin- nding schoolmaster should visit some of the schools re frequently than at present, but his time should not taken up in making out those reports, which give tle or no information to the commanding officer, cepting the fact that he has visited the school, nich is already made known by an entry in the visitors, ok, and also by sending the commanding officer an stract of all his visits at the end of the half year. ie visits would be increased in number, and there ould be a better supervision. When I had the whole the 18 schools I was at work 12 hours a day, from onday morning to Saturday night, and I invariably rked until half-past nine at night, which was very rd work. I was appointed to the post, and I was termined that I would perform the duty. I was ere nearly four years before another superintending hoolmaster was sent to the place, and now we have ght or nine hours' work a day invariably.

353. Are you content with your relations with the spector?—Yes. There is one matter with reference the examination for the certificates which I should e to mention. The superintending schoolmaster now es all that work, in fact, he sets the questions from form supplied to him by Colonel Gleig, he conducts e examination, he reads the papers, and marks them, d sends them with a list of the names upon form L the inspector, and the inspector then decides who all have a certificate; and he sends the names to e commanding officer sometimes within a month; d sometimes, I believe, when the inspector is very sy the names of those men who are to have certifi- tes are not made known for two or three months. It ould facilitate matters if the officer entrusted with e examination for these certificates were empowered decide upon those men who should have certificates; would save a great deal of the inspector's time, d it would be of great importance.

354. Do you think that the schoolmasters ought to allowed to teach in their leisure hours the children officers, or of other persons?—As that has been ohibited so long, if the schoolmasters' pay were a tle increased I would not recommend that; but I n decidedly of opinion that the schoolmaster should ceive the fees paid by officers and others, who pay a higher rate than the soldiers in general, for their ildren who attend the regimental school.

355. Why would you object to his employing his isure hours in extra teaching?—The prohibition on e whole has worked well. It is rather against the inion of my whole lifetime to prohibit a school- aster from working during his private hours. If he ere permitted to do so, it should be upon the under- anding that it should be after certain hours, and not tween hours.

356. What does a schoolmaster do now? Six hours nd a half a day is not a very severe day's work; what ould he naturally do with his leisure hours?—In e winter season many masters spend a great portion f their time in getting up lectures, and there is riting to do connected with the master's department hich he is not allowed to do in the school hours, nd then of course he has to improve his own mind, and a master who does his duty conscientiously has not much spare time.

357. Would not the giving of lessons to persons in a higher sphere of life be in itself a means of education to a schoolmaster?—I have no doubt that it would if it were confined within certain limits, and the limits should be well defined, because the practice of giving private tuition was very much abused.

358. In what way?—If the masters were allowed to give private tuition between the hours of 12 and 2 some would leave their schools at 12 and work until 2, and come back and do their work conscientiously; but many, and especially those who were not strong, could not do that without some risk, and if they go away at 12 and come back at 2 they are unfit for their ordinary work, and you see them lagging and sitting when they should be standing, because they have exhausted themselves in the middle of the day; so that if they were allowed to have private pupils it should be after a certain hour, such as six o'clock at night.

359. So that the strength of the day should be given to their public employment?—Yes, but if officers' children attend the school with others and pay fees, those fees should decidedly be the perquisite of the schoolmaster; they are now paid to the Government, formerly the schoolmaster received those fees. I propose that officers should pay 1*s.* per week for a single child, and 6*d.* per week for each additional one.

360. Is there any limit to the admission of external pupils?—There is no limit to the admission of the sons of officers, but outside pupils, that is to say, the sons of civilians, are not allowed to be admitted to the school.

361. (*Lt.-Col. Chesney.*) Are not the children of those persons who are connected with the Government service admitted to the school?—They require the permission of the commanding officer. There is no limit to the number of children of foremen of works, and canteen keepers, and persons paying 3*d.* a week, except that such is only limited by the commanding officer; if he found that there were too many of those children, and that the school was swamped with them, he would recommend that some of them should go to another school. That 3*d.* a week is now received by the Government, but it was formerly paid to the schoolmaster.

362. (*Chairman.*) Have you anything to say with regard to the industrial portion of the schools?—I would reduce the industrial grant, I always thought that that was a great mistake; it works badly.

363. In what way?—The parents of the children look upon it as a clothing fund, and if they do not get 5*s.* worth of clothing they come and abuse the schoolmaster, and the schoolmistress, and sometimes the colonel, and very often the colonel's lady. In the 57th regiment last year the colonel's lady very kindly distributed the clothing made up during the previous year as rewards to the most deserving children. Some children, who were not entitled to rewards, had pocket-handkerchiefs given to them; but, by direction of their parents, several of these children soon returned to the school and threw the handkerchiefs down before the colonel's wife saying that their parents would not allow them to keep those articles if they could have nothing better. One handkerchief was brought back torn into strips by direction of the the mother of the child to whom it was given.

364. Then the system, in order to encourage work, is that the material is supplied by the government?—Yes, at the rate of 5*s.* a head; 1,000*l.* I believe is granted annually.

365. 5*s.* to each child?—Yes.

366. (*Lt.-Col. Chesney.*) Is not the amount 1,650*l.*?—I was not aware that it was so much. More money on the average is granted to the industrial school for pins and needles and patch work, and things which might be obtained for a few shillings, than is granted to the schoolmaster for pens, ink, blotting paper, copy books, and everything necessary to carry

J. Belling, Esq.

22 Feb. 1870.

Army schools.

on a large school for grown children and adults. Too much money is granted for the industrial work, 2*s.* 6*d.* would be quite sufficient, in fact, I think that 2*s.* or even 1*s.* would be sufficient with care, but 2*s.* 6*d.* would be quite sufficient for every purpose, and I think that money enough would be saved to pay all the schoolmistresses 6*l.* a year extra. If not there is another amount which might be saved; the single schoolmistresses receive 8*s.* 6*d.* a week for lodging and fuel allowance, which is too much; it is out of proportion to their pay. When that amount was first established I heard married schoolmasters complain that their wives were not paid equal to the persons who had just been trained and who were appointed as their assistants.

367. (*Chairman.*) What was the difference in the pay itself?—A third-class mistress received 24*l.* a year, a second-class mistress 30*l.*, and a first-class mistress 36*l.* It might have been a second-class mistress, or it might have been a third-class mistress, who had trained the other, and a young one would come in at the same rate of pay, which would be nearly doubled bythe lodging money. I was also of opinion that that was unfair. On my mentioning the matter to Colonel Gleig, last year, he told me that that lodging money was given by the Council to the single schoolmistresses, because they considered the pay too small; then I said that was unfair to the married ones. The single schoolmistresses should be provided with quarters, if possible, and if not, one half of the amount of the lodging money would be sufficient, their increase of pay would make up for that.

368. It would equalize the scale?—Yes; and it would tend to satisfy those who are now dissatisfied. With reference to pupil teachers, no one can be a pupil teacher until arriving at the age of 17; that is too old; a young woman only gets £6 a year when she is 17. I would recommend that a young woman of 15, who passes a satisfactory examination upon the subjects laid down, should be appointed as a pupil teacher, and that her pay should increase gradually up to £18, as at present, and that monitresses who are now appointed at 13 without passing any defined examination should be appointed at 12, provided that they passed the examination. At present girls are frequently appointed at 13 years of age, without any inquiry being made as to their qualifications. A short time ago I found that a girl had been appointed by the Council who could not spell, and she was immediately struck off on my bringing the fact to their notice: the girl was appointed without an examination. Although the daughter of a pensioner, she had not been attending an army school, but had been attending a private school, and of course she was considered by the schoolmistress to be a highly educated person, but she could not spell at all. Monitresses should be appointed at an earlier age, and if qualified they might be appointed at 12 years of age, but now if they were 12 years and 11 months they cannot be appointed, however intelligent they are.

Lectures.

369. Have you any other observations to make?—Lectures are given by schoolmasters in great numbers. Many of them complained when that duty was imposed upon them by the Council without any corresponding advantages, just at the time when private pupils were taken away from them, but still as a rule masters lecture with great willingness, and many of them lecture well. During the winter of 1868–69 the superintendent and schoolmasters at Aldershot gave 179 lectures, and 35 entertainments of reading and music. During the same period 12 lectures and 25 readings were given by officers, assisted, as far as the readings were concerned, by ladies of the regiments, and there were other entertainments given by various people, amounting to 326 altogether, during the winter season, but the lectures were principally given by the schoolmasters.

370. I suppose that sometimes the lectures are rather bad?—Sometimes they are very good.

371. Generally speaking they are very good, but sometimes are they not bad?—Sometimes they are very indifferent.

372. Is there no means of regulating that?—The only means of regulating it would be by the authorities thinking more of quality than quantity. It appears that now more is thought of the number of lectures given than of the kind. I sometime ago heard that one schoolmaster told another that he did not take the trouble to get up his lectures, he said "I just look over the slides as I am taking my tea." That master exhibits those slides to the children and of course to any men who will attend, and he is returned as having given a lecture, and he gets the same credit from the authorities as other masters who have given good lectures.

373. Is there no means of testing a man's fitness to give a lecture before he has given it?—All the masters are supposed to lecture whether they can or not; they do the best they can, and those who have no inclination for it get off lecturing as easily as they possibly can. At Aldershot we have a system of each schoolmaster going about, and giving his lecture to the different regiments in the division; so that if he gets up a lecture he gives the same lecture eight or nine times, which induces him to give more time to his lecture because he gets credit for having given eight or nine lectures.

374. Have you any further observations to make?—The fees paid by regimental children are so small that I think they might be remitted—children now pay a penny, three-half pence, or two-pence per month. If all these arrangements were made the great thing would be to satisfy the schoolmasters. If the regulations are altered, and if we go back to the old regulations, and take off the chevrons and introduce a better class of men at Chelsea, and do not allow any one under the rank of sergeant to compete, there are still other things to be done. As a rule, the schoolmaster is contented with his pay, but still a small amount might be added to it. The schoolmaster now commences at 3*s.* a day, which is a small sum; they might commence at 4*s.* a day; and instead of commencing at 3*s.* and increasing biennially 6*d.* a day until they reach a maximum of 6*s.* 6*d.*, they might commence at 4*s.* and increase triennially 6*d.* a day up to a maximum of 7*s*; the average would be about 6*l.* a year additional for each schoolmaster. The money for that increase might be saved by reducing the number of masters and staff at Chelsea and the Hibernian school. The pension of the schoolmaster should also be increased to a maximum of 4*s.* 6*d.* a day. Again, with reference to my own position, my pay is the same as that which a schoolmaster obtained many years ago.

375. (*Lt.-Col. Chesney.*) The pay would be actually less in the case of a master promoted, whose wife was a mistress, inasmuch as if he was promoted she would lose her pay?—Yes.

376. (*Chairman.*) What is your pay?—8*s.* a day.

377. How much a year is that?—146*l.* a year, after 20 years' service. I received nearly the same pay in 1854 when I was appointed a first-class schoolmaster, and then I could get my 100*l.* a year easily by private pupils by preparing the young men who had left grammar schools to enter college. I could always get my 5*s.* a lesson, and I was making 100*l.* a year at the time when the circular was issued prohibiting all instruction to private pupils. I also received the fees for children, who paid 3*d.* a week; and officers who sent their children to school likewise paid me, so that the pay is now somewhat about half what it was then.

378. Are you entitled to a pension?—We cannot demand a pension until after 30 years' service, and then we can demand full pay, namely, 8*s.* a day. If we are invalided at 20 years' service, five years of which have been as superintending master, we can claim 5*s.* 6*d.* a day. I would propose that the superintending masters should be put on the footing of the Pay-Sub-Department of Control, which would give them a little more pay. They now do the work of the assistant inspectors; they do all the work of inspection, except what is done by Colonel Gleig; and a

of money equal to that paid to the assistant in-tors would pay the superintending masters the a amount, and there would be a saving of some dreds a year.

379. (*Lt.-Col. Chesney.*) With reference to the , is any allowance made for a schoolmaster who is noted to be a superintending schoolmaster who s his wife's allowance as a schoolmistress ?—None ttever ; her name is struck off the list of school-tresses.

380. Then he is a poorer man than before ?—He is.

381. There is no rise in your income now as super-nding master, is there ?—None whatever.

382. Is sufficient care taken in the army to explain school assistants the advantages which they might by training for schoolmasters ; are they as a body re that they might come up to Chelsea and be mined ?—I have not the least doubt of it.

383. Then you attribute the small number of men ng up, namely, only about 10 a year, to the un-ularity of the service ?—Yes.

384. They could do better regimentally ? — They sider that they could do better.

385. If you had not sufficient room in your school all your men, would you keep back the recruits l teach the men who had passed their drill, or uld you retain the recruits and turn out the other n ?—I would prefer keeping the men who had been ght for some time. In the event of there not being fficient school room a portion of the men might end at another part of the day (between 9 and 12), en they could be spared, if there were very few ldren. In some regiments the schoolmaster has y few children, and he and his assistants could, in h case, well attend to 20 or 30 men, with the ldren.

386. Do you think it of importance to teach a recruit soon as he joins ?—I think so. I think that if he sent to school at once, he does not find it so great hardship as after two or three months. Formerly recruit was compelled to attend school for two hours day, whether uneducated or otherwise. A recruit s not so much drill as formerly ; he has now, I be-ve, about three or four hours a day, and formerly had six hours a day ; that is to say, in infantry giments.

387. Is there now a sufficient guarantee that the hoolmistresses who are employed are efficient; is e examination strict enough ?—The examination is sy ; the test is that they can read and write and can a little arithmetic, and that they have a fair know-dge of the outlines of Scripture history, English istory, geography, and grammar.

388. Is any previous training required ?—Mistresses e not now trained at the training institutions. The ersons who are now appointed are those who have een assisting in an army school. There is no par-cular time named for their being so employed, but ractically I believe they are expected to have been ix months in an army school, but a certificated istress is appointed at once.

389. (*Mr. Parker.*) Do you attribute the good results in the children's schools to the regularity of attendance ?—In a great measure.

390. Has the payment of the fee any effect upon the attendance ?—It has an effect, and a most important effect, both with the children of soldiers, and with the children of officers. When a child is sick during the half or more of the month, the parents will often keep that child from the school for the remaining week or ten days in order to save the expense.

391. Is that the case even with officers ?—Officers have to pay 5*s.* a month for a pupil, and they are obliged to pay the same when the school is closed at the Christmas and Midsummer holidays, when they cannot send their children to school, and they have to pay for five weeks' schooling two months' fees. At Aldershot a great many have withdrawn their children from the school, and given them an extra holiday rather than pay the money; they would have no objection to the schoolmaster receiving it, but it is paid to the Government, and they object to pay the Government for what they do not get.

392. Do you see any difficulty with respect to the compulsory attendance of the children ?—The children are, as a rule, compelled to attend school. The commanding officer is empowered to deprive their parents of privileges if they do not attend.

393. And you think it desirable that recruits should be compelled to attend ?—Yes, if not qualified to take a third-class certificate.

394. For how many hours during the week ?—An hour and a half a day for five days in the week, namely, seven and a half hours.

395. And so far as is necessary for that purpose you think that they should be relieved from drill ?—I think that the drill hours should be arranged as far as possible so as not to interfere with the particular hour set apart for school purposes.

396. (*Chairman.*) Are there any further observations which you wish to make ?—There is one point which I have not mentioned, namely, with reference to my present title — it is "superintending schoolmaster." When the title was first given, it was intended that the person holding the office should superintend the school, but now his duties are entirely of an inspectional nature. There is a great deal in a name, and the name might be changed with advantage to "assistant inspector" or "sub-inspector." I propose that there should be three grades with the rank, pay, and allowances of the three grades in the Sub-Pay Department of Control; namely, deputy inspector, assistant inspector, and sub-inspector ; and the superintending schoolmasters of above five years' service in their present office I think should be appointed to the second grade ; but beyond that, if any appointments were made, I think that they should be by a selection of only those persons who had shown that they were well qualified for their duties ; and that they were men who were possessed of superior intelligence or education fit to assist the inspector, or with whom the inspector could consult when necessary. In my opinion only such men, if they can be found in the department, should get the higher appointment of deputy inspector.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 24th February 1870.

PRESENT :

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD E. CECIL, M.P.
LT.-GEN. SIR D. A. CAMERON, K.C.B.
REV. DR. BUTLER.
MAJ.-GEN. EARDLEY WILMOT.
C. S. PARKER, ESQ., M.P.
LT.-COL. CHESNEY.

LIEUT.-COLONEL C. K. PEARSON, 3rd Buffs, examined.

397. (*Chairman.*) You, of course, have had considerable experience of the working of the army schools ?—Yes.

398. There is one in your regiment ?—Yes.

399. One of the principal points which has attracted the attention of the Commission is the alleged in-

Lt.-Col. Pearson.

24 Feb. 1870.

Status of schoolmasters.

feriority of the schoolmasters who have been employed under the new regulations, as compared with those who were attached to regiments before those regulations were in force?—Your Lordship is not alluding, I presume, to the non-commissioned officers of many years ago, that is to say, the non-commissioned officers of regiments who taught at that time; you mean the present race as compared with the warrant schoolmasters.

400. Yes. Do you confirm that opinion?—I do not think that the schoolmasters mix sufficiently with the pupils. I think that they are very good as schoolmasters, but I think that they would do a great deal more if they mixed more with the pupils, and took more interest in what was going on in the regiment apart from the school; they are quite capable of doing so. There are games, and penny readings, and amusements of different kinds in which they might and, I think, *should* take part. As a rule, I do not think that the schoolmasters mix sufficiently with the soldiers in that way.

401. It has been represented to us that the former class of schoolmaster, who occupied a higher position in the regiment, was altogether a superior person?—Yes, I think that he was, according to my experience.

402. Do you consider that there was any objection to the introduction into a regiment of persons holding that sort of hybrid rank?—You mean the rank of warrant officer.

403. Yes. As a commanding officer would you think that prejudicial to the service?—I would rather see the present rank maintained, namely, the first-class staff sergeant than the warrant officer in a regiment, though I certainly consider that the former schoolmasters who happened to hold that rank (whether it was because they held that rank, or not, I cannot say) were better than those whom I have come across lately.

404. So that for educational purposes a schoolmaster holding a warrant was superior to the present type?—Yes, I should say so.

405. But from another point of view, as commanding a regiment, you prefer the present arrangement?—I do. I think that the old rank clashed, perhaps inconveniently, with the sergeant-major, who is the head of all the non-commissioned officers, but I presume that that difficulty might be got over. Of course one must sacrifice a good deal if necessary to get a good man, a man who is thoroughly capable of teaching.

406. I suppose that you would consider that the education of the soldier, up to a certain point, is a matter of great importance?—Most certainly.

Army schools.

407. Would you have any objection to having a specified number of hours set apart for the education of recruits, and attendance rendered obligatory, provided that the choice of those hours was left to you as commanding officer?—I should object to recruits being compelled to go to school at all *as recruits*. When a man joins he is drilled for four months, and then he is passed into the ranks; he *must* be passed into the ranks in four months' time. A man has from three to four hours' drill every day, and of course he has a great many things to clean, such as his appointments, and those sort of things, and he takes a much longer time to do that than a drilled soldier will take. A great many men come into the army in order that they may have a little more time to themselves than they would have in civil life. If you compelled them to go to school for four months I do not think that they would get a third-class certificate in that time, unless, of course, they were previously educated, and I think it would result, in many instances, in disgusting them with the school rather than otherwise.

408. Would you make the attendance at school by recruits optional?—Yes, I would make it optional with recruits, and afterwards I would compel them to go to school until they had got third-class certificates.

409. Would you render a second and a third-class certificate necessary for promotion to the higher grades?—Certainly, *as a rule*.

410. That is not the case now, is it?—In my regiment we always do so. Speaking of the army generally I cannot very well answer the question.

411. It would never occur to you, as commanding officer, to desire the promotion of a smart and handy man in preference to a man perhaps possessing all the necessary qualifications, although not quite so smart, but who had the additional advantage of being educated?—There are so many duties which such a man has to perform that he could not perform them thoroughly unless he was educated.

412. And in the case of such a person as I have alluded to, I suppose that if a qualification was rendered necessary he would qualify himself?—Yes. I only go by what I have done in my own regiment. The rule is that a man is only promoted when he holds the necessary certificate. Sometimes a commanding officer may feel himself compelled to promote a man who has not the necessary certificate, and then the man is compelled to go to school until he has it.

413. Are you generally satisfied with the conduct of the school?—Yes, I think so.

414. Have you any suggestions to make as to any alteration in the subjects which are taught?—I think not.

415. Would you give two extra subjects, or one extra subject for a first-class certificate? It has been suggested to us that one would be better than two?—I think that it is a difficult thing now to get a first-class certificate; it is very much more difficult now than it formerly was.

416. Have you anything to remark with regard to the special classes?—I think that they are very good things sometimes; it is not always that you can form them. In a garrison, for instance, where the duties are hard, if you form special classes I think that men very often volunteer for them simply to avoid military duty.

417. Do you think that the system of employing soldiers as assistant teachers answers?—I do not. I think that, as a rule, they are broken-down non-commissioned officers, and you cannot get other people to volunteer for the position.

418. Are you satisfied with the mode in which the schools are inspected by the superintending schoolmasters?—Yes.

419. With regard to the inspection by the inspectors, what have you to say?—I have only come across one instance of a school being inspected by the inspector, namely, at Bristol; that is since I have been in command, for two and a half years. We got a letter from a gentleman in Ireland, saying that he was coming, but he never came. We were very much detached at the time; we were in nine different barracks, and our head-quarter school was very small, so that the inspector might have thought it unnecessary to come.

420. Have you any suggestion to make with regard to the working of the garrison libraries and the recreation rooms?—No. I think that they answer extremely well as they are. They are, however, insufficiently lighted, and there is not enough coal allowed to heat them in winter.

421. Have you had any opportunities of observing the results of the education at the Duke of York's School upon the men in your regiment?—A number have joined us, and I think that, as a rule, they have turned out very good boys, and are very fairly educated for their age.

422. I will ask you a few questions with regard to the School of Musketry at Hythe. Do you think that it is advisable to continue that institution?—I was never at Hythe. I was not educated there, but I think it is a question whether that institution is of any use now; the system of instruction is so thoroughly understood throughout the army, that I do not think it is more of a speciality than teaching any other drill; in fact, any non-commissioned officer would tell you that it is much easier to teach musketry than to teach elementary drill.

423. (*Lord E. Cecil.*) You said, I think, that the

rule in your regiment with respect to non-commissioned officers was, that on obtaining a third-class certificate privates were eligible for corporals, and that on obtaining a second-class certificate they were eligible for sergeants?—Yes; we generally give a man a trial as lance corporal in the first instance. A man is made to show a specimen of his writing in the orderly room, and to read a short passage in a book. I think that nobody would make a man lance-corporal unless he could read and write. A school certificate is not required for a lance-corporal, but before a man can be promoted to be corporal he must have a third-class certificate.

424. Have you ever known of cases in which privates have been promoted to be corporals without knowing how to read and write?—Formerly it was the case, I believe, but it is not so now; formerly such a man was sometimes made a corporal of pioneers or drill instructor.

425. Do you think that it would be any great interference with the discretion of the commanding officer if there was a general order that non-commissioned officers should be obliged before promotion to obtain the certificates which you have stated?—It is implied by the Queen's Regulations that a corporal must be educated, and that a sergeant must have higher qualifications.

426. There is an actual order to that effect?—Yes. It is not stated in the Queen's Regulations what certificates the different grades are to hold, but it is, I think, implied that a corporal should have at least a third-class certificate, and a sergeant at least a second-class certificate.

427. Then, a commanding officer who appointed a corporal who did not know how to read and write, would be acting against the spirit of those Regulations?—Most certainly.

428. I suppose that in the course of your experience you have had some opportunity of noticing the exact position of the schoolmasters in regiments?—Yes.

429. Will you state whether, as a body, you think that they are aggrieved by the present regulations?—They are in an inferior position to that which they filled when they were warrant officers. I think that the present grievance is with respect to the uniform, which is not quite so smart as it used to be. They have a plain blue dress with red cord on it, instead of gold; it makes them look more like non-commissioned officers than officers, whereas formerly they looked more like officers than like non-commissioned officers; but with the exception of that, I have never heard an expression of a grievance.

430. Do you think that they feel at all their peculiar social position as compared with the other non-commissioned officers in the regiment?—I think not.

431. For instance, do you think that they feel any grievance from the order which obliges them to mess with the sergeants?—I think not. I think that it is a great convenience. If they were restored to their former rank of warrant officers I cannot speak as to what would be their feeling with regard to messing with an inferior grade. They are first-class staff-sergeants, and of course the schoolmaster is junior to the sergeant-major, who is the head of the non-commissioned officers.

432. And you think that the schoolmaster has no objection to ranking after the sergeant-major?—Not the least, as far as I am aware.

433. It has been stated to the Commission that the inspection of kits, and the fact of the schoolmasters being treated as other non-commissioned officers in that respect is rather looked upon as a grievance; what is your opinion on that point?—You do not look at a superior non-commissioned officer's kit, but you are compelled by the regulation to have the kit of the schoolmaster examined; the adjutant does it once a quarter.

434. Do you think that that is a grievance?—I do; I do not see the necessity for it.

435. As to the position of the schoolmasters on board ship, and their being obliged to associate more or less with the privates, have you ever heard any grievance of that kind complained of?—No.

Lt.-Col. Pearson.

24 Feb. 1870.

436. On the whole, as I understand you, you think that those schoolmasters of whom you have had an opportunity of forming an opinion are not very discontented with the present regulations?—I have never heard so, but I cannot say positively whether they are or not. I have heard complaints with regard to the uniform; that is the only grievance which has ever been brought to my notice.

Status of schoolmasters.

437. Have you heard of any grievance, for instance, with respect to the smallness of their pay?—No.

438. You said as regards the School of Musketry, that you thought the instruction could be quite as well carried out in a regiment; have you ever turned your attention to any means of providing for the education of instructors upon that supposition?—I think an officer can educate himself from the text books which we have quite well enough to teach musketry to a regiment. You do not specially educate an adjutant, and I think that his duties are of a far higher kind than musketry. Of course I do not undervalue musketry in the least, but it is now so generally and uniformly practised in the army that I do not see that it is any longer a specialty.

School of Musketry, Hythe.

439. Do you think that each captain might obtain sufficient instruction to teach his own company?—The actual drill of the regiment is best conducted by the adjutant and his staff; the company officers conduct the practice, but the instructor of musketry goes down to the practice ground perhaps more as an umpire than anything else. The adjutant teaches the platoon exercise; he is the first man who teaches the recruit the use of his rifle, so why not let him complete the instruction?

440. You do not think that the amount of additional labour which would be thrown upon the adjutant, in the event of the musketry instructorship being abolished, would be too much?—There must be a musketry instructor, call him by what name you will. Many regiments have assistant adjutants,—(an officer who is preparing himself to fill the vacancy when it occurs),—and I think that they might very well conduct the musketry instruction under the adjutant.

441. How would you train those officers if the School of Musketry at Hythe were done away with?—They would train themselves in their own regiment, there is nothing mysterious about it.

442. Then you would not require that there should be any examination for the post?—Of course the commanding officer is responsible for the musketry as well as for everything else; and I do not think that the commanding officer would appoint an officer as musketry instructor unless he was well qualified for the position any more than he would appoint an adjutant who was not qualified.

443. (*Lt.-Col. Chesney.*) It being known that a good many schoolmasters now in the service entered under the idea that they were to be warrant officers, with special privileges, is it not apparent that to those men it is a grievance that they should not attain that rank?—If they entered under those conditions I think that it is.

Status of schoolmasters.

444. I refer to the regulations of 1857?—I have been asked whether I know of any instance which has occurred; I do not know of any such instance.

445. Speaking of the attendance of the schoolmaster at the sergeants' mess, would not the grievance of the schoolmaster of which you have spoken be removed if his attendance was optional; it is only lately that it has been made compulsory?—I think that generally the schoolmasters are married men, and therefore don't live at the mess, and only use it to read the papers, or in the same way as the married sergeants. If the schoolmaster is to rank as a non-commissioned officer I consider that he should be obliged to be a member of the sergeants' mess.

446. Do you think that it would be a practical difficulty in regimental promotion, if the commanding officer was bound to give the school assistant his turn

Lt.-Col. Pearson.

24 Feb. 1870.

Army schools.

in promotion?—Yes; they are generally men who have been broken non-commissioned officers, and who want to get into favour again; those are the men who generally come forward. If education was compulsory of course more men would attend, and as it does not require very much training to be able to teach a man enough to get a third-class certificate, the non-commissioned officers, I consider, might teach that as well as they teach drill.

447. Perhaps you can inform the Commission upon one point which has been brought before them. You are, I think, acquainted with the working of the infant schools?—Yes, we have an infant school.

448. It has been said that the amount of the grant for materials which has been given to those schools is rather large, and that in some cases it prevents their taking any other work; can you inform us of your experience upon that point?—I do not think that. Of course you cannot expect every child to attend always, but if you have a fair attendance what you can get for the grant is about enough to employ the children all the year round.

449. That is to say of itself, and irrespectively of other work being found for them?—Yes. Of course a great many of the children are beginners. In my regiment a great many of them are beginners, and there are very few, except the children of old soldiers, who are old enough to be good sewers; so that there may be delay in that way.

450. Generally, can you make any suggestions as to regimental infant schools; do you consider them to be in a satisfactory state?—With respect to the industrial grant I think that more supervision is required. The ladies of the regiment, who often take part in regimental charities in which the soldiers' wives are concerned, might *unofficially* assist the commanding officer in judiciously expending the grant.

451. What examination have the infants in an ordinary regiment; what check is there upon the schoolmistress?—The superintending schoolmaster goes round.

452. Does the regimental schoolmaster interfere at all at present with the infant school?—He examines when the commanding officer thinks fit.

453. (*Maj.-Gen. Wilmot.*) About what is the average length of time that a non-commissioned officer is waiting for promotion, say, from a corporal to a sergeant; is it three or four years?—It is sometimes quicker, and sometimes even longer than that.

454. Do you think that there is sufficient time for him to get a certificate, such as Lord Eustace Cecil was speaking of, between the two steps?—Yes.

455. So that as far as that is concerned it would not be a hardship upon the man?—No; sometimes if a regiment is very much detached there is not the same opportunity as at head quarters.

456. Have you many children of the soldiers who enlist in the regiment?—We have not; and I have heard that medical officers, as a rule, think that they are not quite up to the mark in a medical point of view; that they are insufficiently fed, and not strong enough, chiefly from that cause.

457. Do you think that the schools for the children are valued in the service?—Most undoubtedly they are.

458. Do you see any objection to a schoolmaster, under proper regulations and control by the commanding officer, giving private instruction?—None whatever; as long, of course, as it is under control; it must not interfere with his public duties in the school.

Recreation rooms.

459. You have spoken of recreation rooms; are you of opinion that they should be established at every station?—Yes; wherever it is possible.

460. Do you think that they should be in connexion with the canteen, or entirely distinct from it?—Entirely distinct. I think that they should not be under the same roof. At Aldershot, and at most other places where we can do so, we have singers in the canteen, and of course the noise of one thing or another would very much disturb men who wished to read.

461. Do you think that the proximity of a canteen is rather a temptation to drive away men from the recreation room?—I do not know. Sometimes men go to one place and sometimes to another. The habits of soldiers are sometimes very queer, and if a man is under stoppages, for clothing or from other causes, he will altogether shirk the canteen for a month and will go to the recreation room for amusement.

462. The grant of which you have spoken is simply for work to be made up, and not school materials, in the way of boards and letters, and so on?—No; it is for calico and cloth, and so on, to make dresses.

463. Do you think that there is a sufficient supply for the instruction of the young children?—Yes; I think that there is about enough.

464. (*Sir D. A. Cameron.*) Do you think that there has been a general improvement in the conduct of the soldier, as well as in his education, since the establishment of trained schoolmasters?—Yes; I think so.

465. Do you think that there has been a very considerable improvement?—I cannot give statistics or anything of that sort. By a certain class of soldiers the schools are very much prized.

466. Do you think that you get better non-commissioned officers?—You get better educated non-commissioned officers now than formerly.

467. But are they more useful and efficient; does the fact of their being educated men make them perform their duties more efficiently?—Yes, provided they have the other qualifications for command.

468. (*Dr. Butler.*) With whom rests the appointment of the schoolmaster in a regiment?—With the Council of Military Education.

469. Has the commanding officer any sort of control?—He has so far control that if the schoolmaster misbehaved himself in any way he could have him removed.

470. But he would not be consulted in the original appointment of the schoolmaster?—No.

471. What would you say, generally, as to the feeling with which the privates regard the schoolmaster; is he looked up to or is he looked down upon by them?—I do not think that he is looked down upon. I think that if the schoolmasters mixed more with the men in their games and amusements there would be a more kindly feeling between them. I do not think for one moment that the schoolmaster is looked down upon. Of course he is valued according to his method of instruction and his aptitude for it.

472. In the majority of cases I believe he has been a civilian?—I believe that generally he is a civilian. Non-commissioned officers can be educated as candidates. I only know one instance from my own regiment (where a man passed a very high examination), but he was physically unfit (that was in the West Indies) and therefore he could not take up the appointment.

473. Supposing that attendance at school was made compulsory upon the recruits after they had joined their regiments, for a certain number of months, do you think that it would deter them from entering the army; would it be unpopular to do so?—I think not; but, as I previously stated, I don't advocate the compulsory attendance at school of recruits.

474. Supposing that it was understood by the young men who were likely to enlist in the Army that they would have to spend a considerable number of hours for some months, or even years, in a school-room, would it be practically found by the recruiting sergeants as a serious difficulty?—I do not think so. I do not believe that the men would think about it one way or the other.

475. I understood you to say that there was a great advantage where ladies connected with the officers of a regiment were able to visit the infant schools?—Yes, but they must do it unofficially.

476. Supposing that there are no ladies to visit the schools, who visits them? Under whose control are the infant schools?—Like everything else, they are under the control of the commanding officer; but as regards the sewing, and that sort of thing, of course they get very little inspection indeed, and a great deal would have to be left to the schoolmistress, and I have known two or three instances where they have made a very good thing of the industrial grant. Of course if a lady takes the matter in hand it is not so.

477. You mentioned that no complaints had reached your ears on the part of the masters, except with regard to the uniform; may I ask what kind of opportunities the masters would have of addressing a complaint?—They would have the same opportunity as anybody else, if they thought that they had a complaint or a grievance. A statement made by a schoolmaster would come direct to the orderly room to the adjutant, or perhaps to the commanding officer. Men having such a grievance may talk it over with other schoolmasters when they have opportunities of doing so, but such a complaint would not be likely to reach the commanding officer's ears in this way.

478. If they felt aggrieved by any feature in their position, would it be to the adjutant, in the first place, that they would apply?—That would be the rule. There is no objection whatever to their going direct to the commanding officer, if not against the commanding officers' orders on the subject.

479. Are you aware whether a difficulty is found in securing a sufficient supply of competent men for masters?—I am not in a position to know. If we wanted a schoolmaster we should simply apply to the Council of Military Education for one, and we should not know of their difficulties in getting supplies.

480. Have you any reason to think that commanding officers generally are dissatisfied with the quality of the schoolmasters with whom they are supplied?—Not more than I have said before, namely, that I think the old style of schoolmasters was better than the present. I think that the present style of men are competent for their position so far as that they can teach what they are required to teach.

481. Would you have any reason to fear that men of a somewhat higher calibre would cause difficulties in respect of discipline, by presumption, for example?—I do not know. I think that if you gave them the position of a warrant officer it would be, as it used to be, a peculiar and inconvenient one.

482. (*Lt.-Col. Chesney.*) It places them distinctly above all the non-commissioned officers?—Yes. *Lt.-Col. Pearson.*

483. You have the power of recommending any private in your regiment to be examined at Chelsea, have you not?—Yes. There are certain restrictions. A man must, I think, have his good conduct badges. I do not exactly remember the restrictions at this moment. 24 Feb. 1870. Army schools.

484. He must have a certificate from the commanding officer?—Yes.

485. (*Maj.-Gen. Wilmot.*) As respects the powers of teaching or knowledge, do you think that the present class of schoolmasters are inferior to the old class?—I think that what they have to teach, they teach very well, but they are not so highly educated; they are not so gifted.

486. Are they quite up to the point in what they have to teach?—I think so.

487. (*Lt.-Col. Chesney.*) Looking upon the schoolmaster as he is now, a mere non-commissioned officer, is there not something inconsistent in sending him round to other regiments to give lectures?—I think that as a rule those lectures are thinly attended. My schoolmaster gave a series of lectures a short time ago to the regiments in Aldershot. In the engineers, only two men attended, and about 40 in another regiment; I think the 7th. Our men do not attend very much. These lectures are accompanied with illustrations by the magic lantern, and you must put out the fire, and that creates cold, which the men do not like. Lectures.

488. I suppose that the attendance upon the lectures varies very much, according to the lecturer and the subject?—Yes.

489. (*Lord E. Cecil.*) I see that it is stated at page 116 of the fifth report of the Council of Military Education, that there were attending at lectures at Aldershot numbers varying from 38 to 2,000; do you know of any room at Aldershot which would hold 2,000 persons?—No; I think that that must be a mistake.

490. (*Lt.-Col. Chesney.*) From your acquaintance with the so-called Readings, can you tell us whether or not the schoolmasters make themselves useful in that respect?—In our own regiment the schoolmaster does not do so. There is a schoolmaster at Aldershot, whom I know, who makes himself very useful in other regiments, and he is invited to do it.

The witness withdrew.

Mr. A. (Regimental Schoolmaster) examined. *Regimental Schoolmaster A.*

491. (*Chairman.*) You are a regimental schoolmaster?—Yes.

492. How long have you been in the service?—Twenty-two years next April.

493. Did you come in under the old regulations?—I did; I joined as a sergeant in the Coldstream Guards.

494. Did you go to the Training School?—I did, at Chelsea.

495. How long were you there?—I was there 21 months. Two years is the regular term, but they wanted some schoolmasters, and I was selected, with four others, to go out three months before our term had expired.

496. Have you any suggestions to make with regard to your own position and the position of your colleagues? Are you satisfied with it?—No.

497. What complaints have you to make?—The position is a very uninfluential one. We have the position of staff sergeants, but that position remains the same during the whole 21 years of our service, and that is very unsatisfactory to the whole body. Again, we are subject to a regulation to which no staff sergeant is subject, and this regulation is a most degrading one; that is to say, we are not credited with sufficient self-respect to provide ourselves with those necessaries which are requisite for our health and our comfort. We are obliged to be under the supervision of some one to see that we provide those necessaries. No sergeant is subjected to this regulation; that is to say, the inspection of his kit. In some regiments even a corporal is credited with sufficient self-respect to provide all these articles which he actually requires, but not so with a schoolmaster. Status of schoolmasters.

498. Is there anything else of which you have to complain?—Yes; the pension is very unsatisfactory; indeed, in proportion to the rate of pay, our pension is the smallest of any rank in the service.

499. Are you satisfied with your pay?—In my present position I am quite satisfied with it.

500. What is your pay?—6*s.* 6*d.* a day, but I have outlived the lower rates of pay.

501. Do you think that the present schoolmasters who have entered the service within the last few years are inferior to the former schoolmasters?—Does your lordship mean in reference to education or to physical capabilities?

502. General capabilities for teaching the men?—I have had experience of five, and of those five I think that only one will ever make a thorough schoolmaster, that is to say, from his physical ability. Teaching in a school is very hard work, and I think that in the course of a few years those men must

Regimental Schoolmaster A.

24 Feb. 1870.

Status of schoolmasters.

succumb. I think that if they do their duty well those men cannot stand it.

503. Are you prepared to say that under the former regulations, or under regulations more favourable to the schoolmaster, we should attract to the service a better class of men?—Quite so. I think that if we reverted to the old regulations a much better class of men, both in physique, educational attainments, and character would be induced to come forward, but at present we get the refuse of what the National schools do not want; they come to us. Again, we get men of a fair amount of education who are dissatisfied with their position in regiments, and who take that opportunity of getting out of it. In many cases the regimental authorities are very glad to get rid of these men; and in connexion with this there is a great grievance which every schoolmaster has to complain of, namely, that the shortcomings and the bad conduct of these men are visited upon us, the old as well as the young. With reference to the showing of the kit, the order was promulgated on account of a young man who died very suddenly having his kit taken from him; his brother, I think, took away a great number of his books under the impression that they belonged to him, and not with any felonious intent. The consequence was that when this man's kit was sold there was not a sufficient sum realized by the kit to pay for the man's funeral expenses. I believe that a charge of 12*s.* 6*d.* was sent in either to the War Office or to the Horse Guards (I am not exactly sure which), and directly afterwards a circular order came out which affected the whole body, that every schoolmaster was to show his kit. I think that neither the stripes which we wear, nor, indeed, any other circumstance, was so keenly felt by schoolmasters as being degrading as that was.

504. Do you object to the stripes?—I wore stripes as a sergeant in the Coldstream Guards, and, of course, these stripes are an indication of the position from which I rose, namely, that of private soldier. But, with respect to many men who joined as schoolmasters, they have not such an indication, simply because those men never were private soldiers, and I think that you will allow that those men who joined formerly as schoolmasters held a social position superior to that of the generality of soldiers on joining a regiment. Therefore this is a false indication in reference to those schoolmasters. I worked very hard to get the stripes off my arm, and to get a higher position, and for many years, of course, I endured a great number of things, and spent very nearly all my money in getting books, and so on, to fit myself for Chelsea, thinking that I should obtain a position above that of a non-commissioned officer; but, although I gained that position, and thought that in a few years more it would gradually be getting better, all at once an order came out which reduced me to the same position that I was in before I attempted to do anything. I do not think that the stripes are a degradation. I think that they are an honourable badge for a combatant; but I think that no schoolmaster, after a certain number of years' service, should be reckoned as a non-commissioned officer.

505. The unmarried schoolmasters mess with the sergeants?—Yes, under compulsion. I think that it should be optional with them. Among our body we find many men of retired and studious habits, and the noise which is incident to the mess is repugnant to them, and many of them would rather mess in their own quarters.

506. I suppose that you would not suggest that a young schoolmaster on first joining should be placed in a position superior to that of the sergeant-major of the regiment?—No; I think that he should undergo a probation of at least seven years before any other position was given to him. If at the end of that time he was not considered by the authorities equal to the position which they intended to confer upon him, let him be discharged.

507. I suppose that no man attains the rank of sergeant-major unless he possesses very considerable qualities, and has educational attainments, and also a considerable amount of professional capacity, and is of very good character?—I think not.

508. Would not the sergeant-majors of the army feel themselves aggrieved if they found that a young schoolmaster, who entered the army in a grade inferior to themselves, was to be promoted over their heads?—Does your Lordship mean after seven years' service on the part of the schoolmaster?

509. Yes?—I do not think so. The two bodies are widely dissimilar, the one is combatant, and the other is to all intents and purposes civil. I do not think that there would be the slightest clashing, and I do not think that it would engender any feeling of jealousy on the part of the sergeant-major. In India a warrant officer is attached to every European regiment, an apothecary, and during nearly nine years' service there I neither saw nor heard of any clashing between the two ranks. Any sensible schoolmaster, whether warrant officer or not, would admit the superiority of the sergeant-major in everything connected with the discipline of the regiment.

510. Did any feeling of that sort declare itself formerly when schoolmasters got a warrant?—No.

511. And you would, I suppose, have known of it if it had existed?—Undoubtedly. I was in the service as a sergeant at that time.

512. Are you satisfied with the inspection?—I am not. No man is a correct judge of his own cause, and at present a schoolmaster is the judge of his own school, and of course that is worthless; his judgment is expressed upon paper, and is obtained by disorganising the school for about three weeks, and with a great deal of trouble on the part of the schoolmaster, and then it is literally worthless, because it is a man's own opinion of his own school. I think that all the examinations should be made by the inspector or superintending schoolmasters, with the exception of the first examination, that is to say, when the man first attends school. That must of course be in the hands of the schoolmaster; but any other examinations, I think, should be made by another authority.

513. Do you think that it would be advisable to make the attendance of the men compulsory?—I think not for the soldiers now serving generally, but only for the recruits. By compelling every future recruit to attend, the education of the army is a matter of time. The machinery possessed by the Government is ample if opportunity were given for fully using it.

514. We have had very authoritative evidence which deprecates the attendance of a man while he is a recruit?—I quite agree with that evidence; but as soon as that man is dismissed from drill, I think that he should commence to attend school until he obtains a third-class certificate.

515. Would you render that attendance compulsory?—I would.

516. Would you render promotion dependant upon the possession of the higher certificates, that is to say, of the second and first-class certificates?—I would, of course, coupled with regimental ability.

517. What have you to say with regard to the special classes?—I think that they are an excellent means of educating men, especially for certain purposes.

518. Do you think that they could be improved in any way?—Greatly.

519. In what manner?—By allowing the schoolmaster to have the selection educationally of the men who attend.

520. Would you give the schoolmaster the power of preventing a man from attending?—No; that, I think, should be in the power of the commanding officer. At present the selection of the men is made by the colour-sergeants, and they are not in all cases good judges of those men who will make good non-commissioned officers in an educational point of view.

521. Does not the selection practically rest with

commanding officer?—Virtually it does not, but minally it does.

522. Many commanding officers do not interfere?—ey give their sanction. Some commanding officers e great interest in education, and forward it by ry means in their power, and support the schoolsters, but others consider the schoolmaster a bore, d think that his office is of no good whatever.

523. Would you think it desirable that a schoolster should be allowed to give private tuition?—I nk not.

524. Why?—Simply because if a man does his ty in a school his energies are quite exhausted at end of his day's work.

525. How many hours do you consider to be a day's rk for a schoolmaster?—From six and a half to en hours. If I instance myself, my work is not er until 20 minutes after 8, and I commence at 9 in morning.

526. On what account is your work prolonged?—elong to a hard-working corps; the men are out ry nearly all day at work, and they have no portunity of attending until night; the consequence that I have established an evening class from lf-past 6 till 8, at which the majority of these men end.

527. But I suppose that, that being an exceptional e, one may conceive that schoolmasters, whose ties only occupy them six and a half hours, would capable of the same exertions as you have volunily undertaken?—Yes. I think that there would no objection to a man's undertaking a certain ount of private tuition after a certain hour, say 6 lock, or perhaps half-past 6.

528. But on the whole you think that the discharge their duty by the schoolmasters is quite sufficient? Quite sufficient; indeed, if I recommended such a ng, it should be not altogether for the benefit of schoolmaster, but for the convenience of many icers and others who wish to employ the schoolster in this capacity. On foreign stations it is a ficult thing to get tuition, and the only means which icers have of getting tuition for their children is nply by way of the schoolmaster, and therefore I nk that under those circumstances it would be ghly necessary to allow the schoolmaster to engage a certain amount of private tuition. But the persion should be strictly guarded.

529. Do you think that the schoolmasters, as a ss, are popular with the men, and exercise any oral influence among them?—I think that they ercise a great moral influence with them. If the dy of schoolmasters is spoken of you may hear them oken of badly, but if you ask any man of any parular regiment, or any number of men of a particular giment, "What sort of man is your schoolmaster?" u will get the answer that he is a remarkably good an.

530. Are you at all in communication with the aplain?—Not very much; we are supposed, if the aplain requires us to do so, to attend the Sunday hool, and to teach in it.

531. Do you consider that objectionable, or a hardip?—I do not consider it a hardship, but I decidedly ink it objectionable, simply because chaplains could ovide out of the station a sufficient number of ficers and their ladies who would assist them, and ould, perhaps, instruct quite as well and probably ith more spirit than the schoolmaster, who has been nployed in the same office for the whole six days the week. The chaplains in my district evidently ink the same, for they are considerate enough not ask the attendance of the schoolmasters.

532. (*Dr. Butler.*) Do you think that the amount work required of the schoolmaster is at all in cess of what it ought to be?—Not as regards tual teaching, but with respect to the examination ork and the compulsory lecturing, I certainly think at a schoolmaster's work is from these causes made necessarily heavy.

533. Have you noticed many men break down in health under it?—Yes; I have known several break down. It may be from these causes. Pulmonary complaints and mortality have been excessive amongst schoolmasters.

Regimental Schoolmaster A.

24 Feb. 1870.

Army schools.

534. Is there any distinct suggestion which you can offer with a view to improve that state of things?—I think that men should be subject to a very strict medical examination before they are allowed to enter as schoolmasters, and that the extraneous work should be done away with.

535. Do you believe that if the old regulations were reverted to, it would be found that there was a decidedly greater desire to become an army schoolmaster?—I certainly do.

536. But at present you think the profession is unpopular?—Quite so, it is very unpopular.

537. Is it increasingly so?—It is increasingly so.

538. Have you any special means of gathering the feeling throughout your profession, and of judging of it?—I have, because I happen to be at a station where there are many schoolmasters, there are 16 at the least, and I think that they are tolerably at one, in fact, I am perfectly sure that they are at one in reference to their opinion of their position and prospects.

539. In short, there is a widespread feeling of discontent with their present position?—There is.

540. Do you think that the relation of the schoolmasters to the superintending masters is satisfactory?—Yes.

541. You think their system of superintendence works well?—Yes.

542. What is the relation of the schoolmaster to the infant schools?—None whatever; he has nothing at all to do with them.

543. Is it the case that lectures are required from the majority of schoolmasters?—They are not actually required by order, but they are expected from every schoolmaster. Lectures.

544. Can you state what would be a fair average as to the number of lectures given by one master in the course of a year?—Some masters have no taste for lecturing, others think that the lectures are an excellent means of breaking in on the ignorance of the men, and giving them ideas, and inducing them to use the libraries which are provided for them; and those masters who have this feeling generally take lecturing as almost a necessity, and give a great deal of time and thought to it. Although 30 or 40 lectures are sometimes registered against a man's name, I think that the explanation which I am about to give will satisfy you that those 30 or 40 lectures may, in reality, have been simply repetitions; and that, perhaps, two or three lectures only have been really got up, but have been repeated so many times to different regiments; and thus, of course, a person unacquainted with this system would suppose that 30 or 40 separate lectures had been given.

545. What is the kind of lectures which are found to be most attractive?—I, myself, have found lectures on battles and sieges, and lectures on natural history, and lectures on travels, to be most fully attended.

546. Do these lectures frequently lead to conversations afterwards, between the lecturer and the pupils, on the subjects of the lectures?—Yes, I think that they do, simply because a good lecturer will refer men to books from which they can get extended information on the subject of the lecture.

547. On the whole you attach decided value to the system of lectures?—I certainly do. They are valuable to both men and masters, for it must be admitted that in preparing good lectures the latter must from his researches obtain information which will be of service to him as a teacher. If, on the other hand, a schoolmaster simply exhibits the illustrations with a few words on each he brings contempt both upon the system and his own reputation.

548. Do the lectures in many cases involve expense to the lecturer?—They do sometimes involve expense.

549. And that is entirely borne by the lecturer

Regimental Schoolmaster A.

24 Feb. 1870.

himself?—If there is any expense involved, it is entirely borne by the lecturer himself; but it is not in all cases, nor in many cases, that expense is really involved.

Lectures.

550. (*Lt.-Col. Chesney.*) You, I believe, get no books allowed you as a lecturer?—If the books are in the garrison library you can get them, and, I believe that there is an order that the books which you actually want shall be supplied, but I have, myself, bought a book at the expense of 5*s.* or 6*s.* to aid me in giving a lecture. I, however, wish it to be understood that that is quite an exceptional case.

Army schools.

551. (*Sir D. A. Cameron.*) Did I rightly understand you to say that the schoolmaster ought to have the selection of the men for the special classes, because he is a better judge of those who make good non-commissioned officers than the colour-sergeants?—No, I did not mean that; I say that the men who are selected should be sent to the schoolmaster, and that he should judge whether their acquirements are such, or likely to be such from his tuition, as would make them good non-commissioned officers. Physique and regimental efficiency should be kept out of the schoolmaster's hands altogether.

552. Then you would not exclude the colour-sergeant from your notice altogether?—Certainly not. He is the proper man to bring forward his young soldiers with a view to their promotion.

Status of schoolmasters.

553. (*Lt.-Col. Chesney.*) It appears from facts befcre us, that in two years only 23 men from the whole army have gone up for examination at Chelsea; can you explain to the Commission the reason of so very small a number out of the whole mass of soldiers going up?—Yes, I will endeavour to do so; it is simply because the prospects of a man as a non-commissioned officer are far superior to those of a schoolmaster.

554. In what respects?—In promotion.

555. Is the present pay of a schoolmaster on appointment, namely, 3*s.* a day, sufficient to enable him to maintain his position?—It is insufficient for his position.

556. Would it be better for a man entering a regiment as schoolmaster if he began with 4*s.* and received the subsequent increases more slowly?—It would.

557. What are the prospects of a schoolmaster entering the service at present as to pension?—It is 6*d.* a day in addition to the pension of a sergeant-major after 21 years' service.

558. Is your wife an army schoolmistress?—Yes.

559. If you receive promotion to the position of superintending schoolmaster she must cease to act as a schoolmistress?—Yes.

560. Would any allowance be made to her for that circumstance?—That would depend upon the length of her service. If she were eligible for a pension, that is to say, if she were too sick to perform her duties, she would receive a pension, notwithstanding the intention of the Council or of the authorities to give her husband the position of a superintending schoolmaster.

561. But if not previously invalided she would be left outside altogether?—Yes.

562. Then it comes to this, that if you were promoted your income would be actually lessened unless your wife had been invalided as a schoolmistress?—It would.

563. The present income of a superintending schoolmaster not being so much as the joint pay of yourself and wife?—Yes.

564. (*Lord E. Cecil.*) Is there any loss of service on the part of a non-commissioned officer volunteering from the army to go to Chelsea?—Yes; he loses half his service. I lost half mine.

565. Does he lose any portion of his period of training?—The whole of it.

Normal school, Chelsea.

566. I suppose that having passed through Chelsea you are able to form an opinion as to the training there; do you think it good?—Do you wish me to speak generally?

567. Yes; I wish you to say all that you can about it?—I consider it good, more particularly the training in the method of teaching. I consider that excellent.

568. Would you wish to see any improvements carried out?—As regards the training in the teaching branches, I think that there are no improvements to be made. I was well attended to during the time that I was there, and I received a very great deal of instruction in the way of giving lessons, and so on; I would call it, in method.

569. Is the course so arranged that you are trained to teach adults as well as children?—No, the teaching of adults must be guided by the schoolmaster's own intelligence, and by the sympathy which he has with his men. Tact and experience are indispensable.

570. Do you think that it would be an improvement if any such instruction were given at the College?—I think that such instruction should be given by old schoolmasters to young ones who might be appointed to assist them in their schools, for the first two or three years of their service.

571. I do not know whether you have stated all the little or great grievances which the profession have to find fault with; but I should like to know whether the lodging allowance, for instance, has been reduced?—In the case of all schoolmasters it has been reduced.

572. Is that felt to be a grievance, or not?—I do not think that it is a major grievance; but it is certainly a breach of the 7th article of the authorized regulations of July 1857.

573. How much has it been reduced?—I am not exactly sure as to the amount.

574. It has been reduced from 11*s.* to 8*s.* 6*d.*, has it not?—I think that that is the amount.

575. As to the accommodation and food on board ship, have you ever heard of any grievance with respect to that?—Yes, that is a general grievance; it applies, I think, to every schoolmaster, without exception.

576. Can you enumerate those grievances?—Certainly. When I went out to India I was placed in exactly the same position as a private soldier, both in reference to my berth and to my food, and indeed my general treatment was precisely that of a private soldier; though I was entitled to a second class passage. But War Office Circular, clause 88, 1st December 1867, cancels that right.

577. And that of course you felt as a grievance?—I certainly did.

578. You have been asked a little about the system of lectures; how many lectures a week are generally given by schoolmasters to the same regiment?—There should never be more than one.

579. Have you ever known so large a number as three in a week to be given?—Never; I would not allow such a thing in my regiment.

580. You do not think that returns have ever been made by schoolmasters to the effect that they have given as many lectures as three in a week?—It is possible that three lectures may have been given in a week, but I say that it is overdoing it altogether, and the so-called lectures, if given by the same person and to the same regiment, are a mere exhibition of slides gone through with the object of "counting."

581. Do you think that there is any undue encouragement given by the Council of Military Education to those schoolmasters who do lecture?—I know I think, of only one instance where a man's position has been considerably bettered by the number of lectures which he is reported to have given.

582. Do you think that the encouragement which is given by the higher authorities leads at all to a falsification of returns?—I do not think so; but I fully believe that many have been returned as lectures that were unworthy of the name.

583. Do you think that the lectures are generally well attended by the soldiers?—So far as my experience goes they are certainly very well attended. Where they are badly attended I think the cause is that good lectures have not been given there.

584. The principal utility of these lectures, I ppose, is to keep the soldiers as much as possible om the beershop?—Yes, I think that that is one fect of them; but another, and an important effect, that they give the men a taste for reading, and at they improve their taste, and that they direct em to the libraries, and induce them to read a more holesome style of literature than they are ac- stomed to before they enter the service.

585. Are these lectures always given before or ter tattoo?—They are generally, so far as my perience goes, given before tattoo. I never myself ve but one lecture after tattoo, and that was not cording to my own inclination; but I was requested do so, and I did not like to refuse; but I have objection to lecturing after tattoo.

586. What would be that objection?—Simply that should fill the room with a lot of men who wished stop up a little longer than usual in order to smoke eir pipes, and some of them might not be quite in it state to profit by my instruction.

587. Have you any reason to believe that within rrisons, and at the different stations at which you ve been quartered, it has been the habit with other ioolmasters to give lectures after tattoo?—I know one case of it, and that is the only one that I ow of.

588. Are the readings better attended than the tures?—They are.

589. Why?—Simply because there are always sic and singing added to them as a part of the tertainment.

590. And I suppose that unless the lecturer is y successful in his delivery, the music and the ging are preferred to the lecture?—Decidedly so.

591. Are you in favour of giving more readings in lectures?—I think that the two can very well hand-in-hand. I do not think that any undue portance should be given to readings and mixed ertainments. I think that they are not so well culated to open the minds of the men, and to dispel iorance, as thoroughly well prepared lectures.

592. Do you think that every schoolmaster ought be required to lecture?—Certainly not.

593. Do you think it possible that every school- ster should have such a variety of knowledge as t he should be able to give lectures upon the mul- ide of subjects which appear now to be taken up a schoolmaster?—I think that in the course of a n's service, after years of service, he has an oppor- ity of reading to a certain extent, and of gradually proving himself, and in those cases, I think that y schoolmaster of 10 or 15 years' standing, ought be able to collate a lecture upon any subject, that to say, a sufficiently instructive lecture to induce men to come to it. The delivery of it effectively another matter.

594. You would not be inclined at all to limit the ge of subjects?—Not at all. There are men of all tes in the army, and in my opinion the illustrations t round to be lectured on are selected with great d taste and judgment. Applications are made by ds of institutions in the town of Aldershot to have ne of the camp lectures given there.

595. For instance, take any abstruse science or dy, such as astronomy?—A lecture on astronomy be made very entertaining.

596. Do the officers ever lecture?—Scarcely ever. e officers of the scientific branches of the Service, such as, for instance, the Artillery, and the Engi- ers—of course give more lectures than others, and y interest themselves very much in getting up ertainments of singing, and reading, and music for men; but as a general rule, lectures are avoided the officers. At the bottom of the instructions ich were sent to me by the Commission, there a passage which I will take advantage of, if you l allow me to do so, namely, that any suggestion ich I might have to make with reference to school tters, would be received by the Commission. re is one matter in particular to which I would refer, namely, the classification of the education of the army. I think that those returns are fallacious, and not to be depended upon. I mean the returns which come from the orderly rooms. The manner in which they are obtained is very loose; they generally come through the companies, and if not, they come through the orderly-room. There are no pains taken to ascertain who are educated men and who are not educated men. I do not mean to say that is done with a wish to mislead, but it is to avoid trouble. I think that the classification should be based upon educational certificates, and that any man not in possession of a third-class certificate should be returned as uneducated. For all practical purposes, a man who cannot obtain a third-class certificate is certainly uneducated; he has simply to write an easy passage from dictation, and to know addition, multiplication, division, and reduction of money.

597. (*Lt.-Col. Chesney.*) You would have four classes of education in the army, namely, the three certificates, and the men who had no certificate?—Yes. There is another matter to which I would allude, namely, in reference to the Industrial Grant. I see that according to the Army Estimates of last year, 1,650*l.* was granted for industrial purposes to the army. My experience goes so far as to show me that at least two-thirds of that money is completely thrown away, and does no good whatever. Five shillings a head is allowed for every girl and boy attending the infant school over four years of age, that is to say, if a boy is over four years of age, and below seven, and there is a general idea prevailing, I think, in all regiments that this 5*s.* is granted by the Government for the express purpose of clothing the soldiers' children. Five shillings is insufficient to clothe a child, and it gives rise to constant bickerings in the regiment. The 5*s.* in reality is allowed for the purchase of industrial materials to teach the children to sew, and it is far too much for that. Five shillings is not required for such a purpose; 2*s.* would be ample; and then the idea that the money is given to clothe the soldier's children would gradually die away, for no such purpose is intended by the Council. I would also beg to say that the rates of pay granted to schoolmistresses, pupil teachers, and monitresses, are very low, and cannot be looked upon as sufficient payment for the work they do.

598. (*Maj.-Gen. Wilmot.*) Do you think that feeling, with regard to the sum being granted for clothing, is general?—Most general.

599. What proportion of the schoolmasters are now under the old, and what proportion are under the new regime?—I cannot say.

600. Are the 16 of whom you have spoken, with whom you have been in communication, under the old or under the new regime?—They are of both classes.

601. (*Chairman.*) Have you served in India?—I have, more than eight years.

602. As schoolmaster?—Yes.

603. Is there any difference of system there?—Yes, in reference to the assistants, there is a great difference of system.

604. What is that difference?—An assistant there receives 10 rupees a month, whereas the assistants in the service in England only receive 3*d.* a day, and that 3*d.* a day is not sufficient to induce good men to come forward for the position of assistant. Again, the assistants at home are changed too frequently, and receive no promotion if they wish to remain in the school.

605. Therefore the position of an assistant in India is better than it is in this country?—It is.

606. Is it as much as three times as good?—I should think that it is about that.

607. An assistant in India is three times better off, so far as his pay is concerned, than an assistant in England?—Yes.

608. Is that taking into account the corresponding difference in the expense of living?—No.

609. Taking that into account the assistant in India is still better off?—Yes.

Regimental Schoolmaster A.

24 Feb. 1870.

Army schools.

610. Is there any other respect in which the two systems differ?—Yes. In India the selection of the assistants is generally left to the schoolmaster, but in England it is not left to him on all occasions.

611. Is the Indian plan the best?—I think so. Of course it rests with the commanding officer whether the selection is made by the schoolmaster or not, but I think that the selection of the assistant should rest with the schoolmaster. I have known men sent to school as assistants who were not sent with any special view to their qualifications for the office, but simply because they happened to be unsightly on parade, and were not wanted there.

612. Do you think that the schools in India are better conducted than they are in this country?—Certainly not, they are much more loosely conducted.

613. You have mentioned the respects in which the Indian system is superior to the English system, but yet the results are worse, and therefore in some respects the Indian system must be greatly inferior?—Greatly inferior, and requires a thorough revision.

614. In what respects?—In reference to the superintendence of the schools it is greatly inferior; there is no superintendence in India. Again, a young schoolmaster going to India with a European regi ment will receive about 60 rupees a month, an amoun equal to what many a corporal will obtain as a copyi in a departmental office. He will also come in conta with Indian trained schoolmasters, very likely junio to himself, who in rank and pay are doubly his equal This state of things disheartens men, and I full believe the ruin through drink and other causes of s many of our schoolmasters there is in the ma attributable to it.

615. You are attached to a mounted corps? do that fact render it more difficult to obtain the atten ance of men than in a foot regiment?—It does, b still the attendance of recruits is compulsory even i my corps, and they have to attend until they a dismissed drill. I think that recruits should n attend until after they are dismissed from drill, a that they should then attend by compulsion unt after they have obtained a third-class certificate.

616. You think that although yours is a mounte regiment, and the recruits have extra occupation account of their drill, it is still necessary to rend their attendance compulsory?—Quite so, after di missal from drill.

The witness withdrew.

Regimental Schoolmaster B.

Status of schoolmasters.

Mr. B. (Regimental Schoolmaster) examined.

617. (*Chairman.*) For how many years have you acted as schoolmaster?—20 years and 9 months nearly.

618. Where were you trained?—At Chelsea.

619. Did you come in under the old regulations?—I was one of the first to enter the training establishment, and one of the first to leave it.

620. Before you entered the training establishment what was your position?—I was articled to a civil engineer, and I served four years to that profession.

621. And the advantages which were offered to you under the regulations which at that time existed induced you to join the army?—No regulations then existed, therefore I can hardly go so far as that; I joined it more for the sake of change than anything else, although the advantages which were afterwards held out were certainly an inducement to me when I heard of them, but I am sorry to say that they have not been fulfilled.

622. And you now consider that the status of your branch of your profession is unsatisfactory?—Most decidedly.

623. You are dissatisfied, I believe, not so much with your pay as with your pension?—It is as to the pension more particularly.

624. And with your position in the regiment as being inferior to that of the sergeant-major?—In my case I happen to be a warrant officer, and therefore, nominally, I am superior to a sergeant-major.

625. You are a warrant officer, and you rank above the sergeant-major?—Yes, nominally, but I do not see that I have ever reaped any advantage from it, as it does not seem to be generally understood that I am to have any privileges extra to those of men who are not warrant officers.

626. Are you a married man?—I am.

627. Therefore it is not compulsory with you to mess with the sergeants?—It never has been so since I have been in the Service.

628. But you would consider that an undesirable obligation?—I should not like to be obliged to do it, but, for myself, I should take it for choice. I should prefer to mess with the sergeants to messing in my own quarters as a single man. Of course, that is entirely a matter of taste, different people would have different ideas on the subject.

629. Without going into the minor points as to which the schoolmasters may consider themselves aggrieved (for it would probably be difficult to find any body of men in any profession who had not their grievances), what would be the real, tangible, and important objections which you would have to prefer against the present regulations, besides those to which I have alluded?—I think that as regards the stat of the schoolmaster, he should never be of a low rank than that of sergeant-major, and if he has be a schoolmaster longer than the sergeant-major h been a sergeant-major, I think that he should be co sidered his senior. I say this because I have myself e perienced the unpleasantness of that; I was a scho master and senior to an individual one day, and t next day he was sergeant-major and senior to me; became senior to me upon being appointed sergea major, and all my services as schoolmaster, thou of the same rank nominally, counted for nothing regarded seniority.

630. Might not that happen conversely?—No; could not happen conversely, because a schoolmas enters the service with the rank of sergeant-maj therefore, all non-commissioned officers, with t exception of the sergeant-major, are his junio These, in their turn, as the schoolmaster's position a stationary one, mount over his head, rendering position not, certainly, one likely to be satisfactory himself; he, for instance, sees a man whom he l taught as a recruit become sergeant-major, while remains a schoolmaster; he sees a man who has co to his school to learn his letters, rise progressiv from a private soldier to be sergeant-major, leavi him behind. It has happened to me that I h taught a man his letters and afterwards have had salute him, he being a captain and I still a sch master.

631. Is not that an incident to which the profes of teaching is generally subject?—To army sch masters, in consequence of the relation form existing between them and the recruits, it is especi galling.

632. Is it not so generally in the army?—No the same extent.

633. Passing from that subject, would you b favour of not commencing the education of the sol until after he has ceased to be a recruit?—Certain until he is dismissed to his duty I think that he sh not be sent to school.

634. Would you then render his attendance c pulsory?—Only to a certain extent.

635. To what extent?—When the recruit is missed to his duty he should then be sent to schoolmaster for examination; the schoolmaster w be able to find out from that examination whethe was necessary that he should be sent to school or If he found that he had a sufficient amount of ed tion to take what is now called a third-class certifi he might not be required to attend school, but to

pete for a certificate at the first opportunity. If he had not a sufficient amount of information for that purpose, he should then be invited to attend school, and if he volunteered so to do, I think that he should be compelled to stay until he obtained a third-class certificate.

636. In fact, your notion is to make every man who remains in the army the possessor of a third-class certificate?—As far as possible. It is of very little use bringing a man to school unless he is desirous of being there; men may be brought there who are a nuisance to the schoolmaster and also to those who desire to learn, and who set a bad example; in fact, they are in every respect out of their place if they do not wish to attend school.

637. How would you get over that difficulty?—By giving them the option of going to school or not, but if they once chose to go I would compel them to remain there until they obtained their third-class certificate, unless after a fair trial they discovered their incapacity to do so.

638. Then you do not think that it would be possible, as a matter of compulsion, to teach every man in the army to read and write?—I think that it would not be possible.

639. What per-centage would be incompetent or refractory?—A very small proportion; my experience is generally that soldiers are anxious to learn.

640. I suppose that there would be only those who, through some defect of nature, were mentally incompetent?—Yes; and those it would not be worth while to teach.

641. Do you think that schoolmasters ought to be allowed to give instruction after school hours?—I think so.

642. You do not think that it would interfere with their vigour in the public service?—Not unless it was carried to an inordinate extent. Neither does the Council, as they require schoolmasters to prepare and deliver lectures after their ordinary school work is done; under proper regulations it would be a great advantage to the schoolmaster, and also to his pupils. In the first place it would be the means of keeping up his knowledge. He acquires a certain amount of knowledge before undertaking the duties of a schoolmaster; he is not called upon to use that knowledge in his ordinary work, but he might be called upon to use it in the course of private tuition, which would be a decided benefit to him, and also to his ordinary pupils, because he would be ready to apply that knowledge if called upon to do so by them.

643. Are you satisfied with your relations with the superintending schoolmasters?—I see no objection in that respect.

644. Do you think that they discharge their duties satisfactorily?—I believe that they discharge them conscientiously.

645. Does the system of superintendence work well?—I think that in some cases it might be dispensed with. For instance, I have been employed as a schoolmaster for nearly 21 years, and I do not think that I require so much looking after as one who is just starting in his profession, although I find that the superintending schoolmaster visits me quite as often as he visits the youngest schoolmaster in the garrison. It may be a sentimental grievance, but people who are there, when these visits are made, are apt to make the remark, "So and so wants looking after to the same extent as a much younger man."

646. But I suppose that wherever the principle of superintendence is recognized, it cannot be rendered either exceptional or arbitrary?—No, except by private instructions. The superintending schoolmaster might be instructed on that point to use his own discretion as to what schools he should visit, and how often he should visit them.

647. Do you think that two extra subjects are better than one, or that one is better than two for the first-class certificates?—I do not think that either of them are necessary for a first-class certificate. I should abolish the extra subjects, and if a man desired to be examined on such subjects I should give him, if his acquirements justified it, an extra certificate.

Regimental Schoolmaster B.

24 Feb. 1870.

Army schools.

648. Are you satisfied with the working of the special classes?—They are the only means which we have of imparting instruction. I have brought some books with me to show the Commission the result of special class work. (*The witness produced some books.*) The first two pages of this book will show the result of an ordinary attendance for four or five months; the date is the 17th of June.

649. That man was not strong in his spelling?—No, but that is commonly the case.

650. He did his ciphering pretty well?—That was after he had been in the special class for two months, before that he could do none.

651. At present it is the sergeants who authorize admission to these special classes, is it not?—I think not. I think that in the artillery the men are generally selected by the captains of batteries, and by captains of companies in the infantry and cavalry.

652. Has the schoolmaster anything to do with it?—No.

653. Do you think that he ought to do so?—Certainly. I have instances in my own special class where men will attend it for six months, and they will derive some advantage from it, but not an advantage which will be of any practical use to them hereafter; whereas if men of greater capabilities had been sent, they would really have learned what would have been useful to them throughout life.

Normal School, Chelsea.

654. Were you satisfied with the instruction which you received at Chelsea, and with the system pursued there?—I think that the system pursued at Chelsea is almost useless to schoolmasters when they go into the army.

655. Are you speaking now from your experience?—Yes.

656. I suppose that you were well educated before you entered Chelsea?—There were a great many persons examined, and only 30 were chosen out of the number, of whom I was one, and therefore I have perhaps some claim to say that I had received some education.

657. At Chelsea you were trained to teach others, or that is what is supposed to be done there?—That is what is supposed to be done there, but all the training which I received there was useless to me.

658. Can you suggest any respects in which an amendment might be made?—I think that it would be a great improvement if it were required that those who wished to be schoolmasters should possess the necessary knowledge to be such without going through the course at Chelsea, and after having given proof of that, they should be placed under schoolmasters who have proved themselves capable, and there learn the practical part of their work.

659. Then you do not think much of the institution at Chelsea as a training establishment?—I would almost say that it is useless. You acquire there habits which are of no use to you when you join the service. At Chelsea you are put to teach a lot of boys who are under very good command; you get into a system of teaching those boys, and you cannot carry out that system in a regimental school; you have there a mixed lot to deal with, and you gain nothing which is of use to you in instructing men.

660. You do not think that teaching comes by inspiration?—It comes by practice. No man can be an efficient teacher until he has had a certain amount of practice.

661. A training school professes to instruct you in the method of teaching, and gives you that practice?—But the class which you have to teach is different, and the means which you use to instruct them must also be different. For instance, if you have a class of men to instruct, you cannot talk to them in the same manner as you can to a class of boys. It is only by practice and experience that any one can become a really efficient military teacher.

662. It has been suggested to us that the 5*s.* which is given to the industrial school for materials is sub-

Regimental Schoolmaster B.

24 Feb. 1870.

Army schools.

ject to misconception and to abuse, and that it ought to be reduced, if not abolished. What is your opinion upon that point?—My opinion is that half would be quite sufficient. If the other half could be tacked to the schoolmistress's pay it would be a very great advantage.

663. Do you think that the pay of the schoolmistresses is insufficient?—Yes.

664. Does that apply to all grades of school-mistresses?—Yes, as well as to pupil teachers and monitresses. They are all under-paid; a monitress of 13 or 14 years old gets 4*l.* a year for working five hours a day in an infant and industrial school, consisting of from 50 to 100 children, not nearly so much as she would get if she was minding one child for a soldier's wife for the same time.

665. And that applies with equal force to the school-mistress?—Yes; a girl stays from 13 to 17 working in the schools for 4*l.* a year only, and then she is required to pass an examination for pupil teacher; if satisfactory to the Council she is allowed 6*l.* a year from the age of 17 to 18; from 18 to 19 she is allowed 9*l.*; from 19 to 20, 12*l*; and from 20 to 21, 15*l.* a year.

666. Are there any allowances?—No, she simply receives that bare pay, which is quite insufficient. In fact it is only from a certain class of girls that we can get them, that is to say, the daughters of soldiers who may be permanently located in the barracks, and who would rather have their children in the schools than that they should go away from them. As long as they remain there they must be a burden to their parents, because what they receive cannot find them in clothes, much less keep them.

667. Is the result of that, do you think, that an inferior class of girls are obtained?—No, I would not say that; I think that the girls are all that is necessary, but I think that they are worth a great deal more than they receive. I have heard of cases where a vacancy could not be filled, but it has never occurred to myself. Then coming to the classes of schoolmistresses, a third-class schoolmistress upon her appointment will get 24*l.* a year. Now I need not say that that is quite insufficient, and that no woman could keep herself respectably on 24*l.* a year. She is allowed, if single, 8*s.* 6*d.* a week lodging money. She may perhaps save something out of that, which would help to pay her expenses, but if such is the case it then becomes a hardship on a schoolmistress who is married, that a single schoolmistress shall receive 24*l.* a year and 8*s.* 6*d.* a week, which amounts to some 22*l.* a year more, making 46*l.*, while a married schoolmistress only receives 24*l.* for doing the same duty. A married schoolmistress derives no benefit from that allowance which is granted to single schoolmistresses only.

668. Have you any experience of the ordinary village or national schools?—None whatever.

669. On the whole, do you think that the grown children's schools, and the infant schools, are all well conducted?—I think that they are all well conducted, and that the children are in advance of those of their age in civilian schools. I have always found children coming from civilian schools inferior to those whom I have had in my own school.

670. It does not belong to the particular inquiry upon which we are engaged, but it has been incidentally stated to the Commission that there is an excessive mortality amongst the children of soldiers, and that when they grow up, they are incapacitated by a want of physical stamina, from embarking upon so fatiguing a career as that of schoolmaster; do you agree in that opinion?—I have always been of opinion that soldiers' children are the strongest and healthiest to be found anywhere; and I think that if you could get together 100 soldiers' children, and took the first 100 children whom you would find in the neighbourhood, and compared them, you would be of the same opinion. I think that there are no children to be compared with soldiers' children for health or for strength.

671. Have you any suggestions to make with regard to lectures?—As regards lectures, I do not think that they are a success. The idea is a good one, but the manner of carrying it out is certainly very defective.

672. It is too obligatory?—You force upon a schoolmaster, as a duty, a thing which he knows he is unfit for, and which he knows he is incapable of doing in a satisfactory manner, but yet he is obliged to do it, because if he does not he will lose, as it is termed, marks or chalks. An idea seems to have been fostered in the minds of schoolmasters, that the more marks or chalks they get for lecturing the better they will stand with the Council. Now this does away with the possibility of a schoolmaster devoting sufficient time to get up a proper lecture, and one worth hearing.

673. Although that is your opinion, I suppose that you would look with favour upon competent schoolmasters, or persons who had special qualifications for such a duty, occasionally discharging it?—I think that if properly qualified persons were allowed to lecture, it would be a source of amusement and profit to the soldier; but as it now is the soldier is simply disgusted with them. The soldiers are neither amused nor instructed, for they stay away from them. I think that the class of entertainments which have been got up at Aldershot this season afford much greater gratification to the soldier; and there is this to be said in their favour, that they are of no expense to the public.

674. (*Lt.-Col. Chesney.*) You speak of Readings?—Yes; there are programmes of some of them (*producing the same*). These programmes are, I believe, all different. We had a case in point the other night; it unfortunately happened that the same night was appointed for a lecture in my schoolroom, as had previously been appointed for one of these entertainments; the room for the entertainment was full, and we had not a man at the lecture. I would not advocate the doing away with the lectures entirely.

675. (*Chairman.*) But as a matter of fact, lectures are frequently given which are very well attended?—I have had lectures attended as well as could be wished. When I was at Aldershot, five years ago, I gave a good many lectures, and after the first one I was pretty sure of a good attendance, and, therefore, I went to the corps again; but I have attended a great many lectures given by other schoolmasters, and have seen that the attendance has amounted to about nil. You may get five or six men there, go through the form of showing the slides, and it is put down as a lecture, but no one derives either amusement or instruction from it.

676. Are you of opinion that too many returns are insisted upon from the schoolmaster?—The returns which the schoolmaster now has to make are very few; he has to make a monthly report which might certainly be condensed into a quarterly one. I think that one in three months would answer the same purpose, as one per month, except for one thing, namely, that soldiers' children are charged fees for attending school, and these fees have to be entered in the monthly report, and to be shown monthly. If the fees for soldiers' children were abolished, I do not see that there would be any necessity for a monthly report. I think that it would be a good thing to abolish the fees for soldiers' children.

677. Why?—They are of very little use to anybody as they are now received, they amount to very little, and sometimes a soldier might be very glad if, for instance, he has four or five children going to school, to make a better use, in one sense of the word, of the 5*d.* which he has to pay, than simply giving it for no use whatever, as he considers. The soldier generally has the idea that the fees which he pays go into the pocket of the schoolmaster.

678. Do you think that the soldiers are more apt to value education for which they pay than they would do if it was given gratis?—The amount is so very trifling that it cannot be called paying. A

Regimental Schoolmaster B.

24 Feb. 1870.

Status of schoolmasters.

man sends five children to school for 5*d.* a month; he sends three children for 3*d.*, or two children for 3*d.* In no case does the charge exceed 2*d.* per month for one child. The amount which the soldiers pay is a mere trifle, but it is the general opinion that the schoolmaster gets it, whereas he gets none of it. When there are children other than soldiers' children, some are pensioners' children, and some are officers' children, who attend our schools, and the fees which they pay go to the public also. An officer pays 5*s.* a month for his child, who gets precisely the same instruction as the child of a private soldier who pays 2*d.*

679. Generally speaking, in what light is the schoolmaster regarded by the men of the regiment?—It depends entirely upon himself. I never had reason to complain.

680. As a general rule, do you think that the schoolmasters are popular and respected?—I have never myself had reason to complain. I have heard of schoolmasters not being popular, but it has been from their own act. I do not think that a soldier has any antipathy to a schoolmaster. I think that he rather likes him. I have generally found that soldiers like to get instruction, and consequently they will like the person who imparts it to them, if his manner is such as they can understand. The great fault which young schoolmasters have is that they do not understand the men with whom they have to deal, and that therefore they are not understood by the men. A schoolmaster may have a very good feeling towards the soldier, and yet the soldier may have a bad one towards him, but this wears away gradually. The schoolmaster becomes acquainted with the soldiers, and their manners and habits, he assimilates himself to them to a certain extent, and then they understand each other, and everything works smoothly.

681. Do you think that the schoolmaster receives fair encouragement at the hands of the officers?—He might receive more with advantage. It would be an advantage to him, and also the men, if officers generally took more interest in the men attending school. Some commanding officers take a great interest in the subject. I have been under commanding officers who would make a point of frequenting my school every day, and staying for an hour. I have been again under commanding officers who would never come inside it. As I am situated at present, the only officers who ever pay me a visit are the orderly officer, who walks in, puts his name in the visitor's book, and walks out again—he seldom or never asks a question—and officers commanding batteries, who sometimes come to make enquiries as to particular men.

682. Do you think it is undesirable that the schoolmaster should be required, at the option of the chaplain, to attend school on the Sunday?—I think that the schoolmaster should not be required to do that at all.

683. (*Lord E. Cecil.*) You have mentioned some of the grievances of schoolmasters, perhaps it would not be troubling you too much to ask you to give a categorical list of the principal grievances complained of by the profession, other than those which you have mentioned?—In the first place, I think that it is a grievance that they should be required to wear stripes. This no doubt is a sentimental grievance, but it is one which has made a very deep impression upon schoolmasters. They think that they have been very much lowered by having stripes placed upon their arms. I do not think that it is at all necessary that they should wear stripes to be known as schoolmasters; it is undoubtedly the sign of a combatant rank; the schoolmaster is not a combatant non-commissioned officer, and therefore the stripes might be dispensed with, and such a dress might be accorded him as would preclude his being taken for a commissioned officer. The former dress of the schoolmasters was a very nice one, and there would be no possibility of its being taken for an officer's dress at the present day, as officers no longer wear frock coats; they wear patrole jackets, but a frock coat is peculiar to the schoolmaster.

684. Is there any other grievance which you have to mention?—Another thing which I have heard schoolmasters complain of is, that their quarters are very often quite inferior to those which are supplied to other ranks in the army. I have myself very recently suffered from that cause, but thanks to the local officer of Engineers, I have been liberated from it to a certain extent. These are the main points of grievance, so far as I am aware. The schoolmasters consider that their pay or allowance at the beginning of their service is too small, and I quite agree with them.

685. Is there anything which you have to say with regard to the inspection of kits?—The inspection of kits I consider is an indignity to a schoolmaster. In a line regiment a platoon sergeant is never asked to show his kit, but a schoolmaster is obliged to show his kit every three months.

686. Have you served abroad at all?—I was eight years in North America.

687. Then you know something about the treatment of a schoolmaster on board ship?—I went out and came home in a mail packet, and therefore have no experience of the treatment of schoolmasters in troop ships; but I have heard them most bitterly complain of the manner in which they are accommodated; their wives are separated from them, and put with the other women of the regiment, and obliged to mix up with them there, when they never have done so at any other time. I have also heard the schoolmasters complain of the food which is supplied to them when they are on board troop ships; they would not be allowed to get better food even by paying for it.

688. You have seen the regulations of July 1857. You will there see that it was laid down how a schoolmaster should be treated when you first entered the service. I do not know whether you approve of those regulations?—I never knew a schoolmaster to get a second-class cabin, as prescribed by those regulations. I never heard a schoolmaster say that he got any better accommodation than the non-commissioned officers of the regiment got. In going out by the mail steamer I had a second-class cabin, and coming home the same.

Lectures.

689. Do you think that the multiplication of the lectures leads at all to a falsification of returns on the part of individual schoolmasters?—There is no doubt about it.

690. Do you know instances of that?—I have heard from good authority of schoolmasters getting a few drummer boys into the school, reading what was written on a few slips of paper to them, and returning it as a lecture on a certain subject.

691. And of their gaining a certain amount of credit?—Of course; the number of lectures which they deliver is put down to their credit.

692. I presume that you very much approve of readings, with music, being given in greater proportion than lectures?—Most decidedly. As I have observed before, they afford more gratification to the men; they are better attended, and, in my opinion, they are quite as elevating, in fact, I think more so, for a man listening to dry statistics, such as lectures are usually composed of, has not his mind really elevated at all, whereas if he goes to an entertainment where he hears good music and good reading he must be lifted up by it. I think that it must incite a desire in his own mind to emulate that which he there sees and hears.

693. At what time in the evening are these lectures or readings generally given?—From seven to ten; they seldom extend over two hours. Some begin at seven and terminate at nine. In the Artillery they begin at half past seven and they generally finish by gun-fire.

694. Have you never known them to be given after tattoo?—I have known lectures to be given after tattoo. Five years ago the lectures at Aldershot were

Regimental Schoolmaster B.

24 Feb. 1870.

Lectures.

all given after tattoo, and it was to secure a good attendance that that time was chosen.

695. Do you not think that objectionable ?—Yes.

696. Is not the principal object of a lecture to keep the men out of the beer houses ?—Yes.

697. And if the lecture is given after tattoo it has not that effect ?—No; they come there so that they should not have to go to bed, but they are far more fit to go to bed than otherwise.

Army schools.

698. (*Lt.-Col. Chesney*). You have spoken of an objection to the schoolmasters engaging in Sunday school teaching. Is it not considered much better for the children themselves to meet with fresh faces on Sunday rather than to see the schoolmaster in the Sunday school ?—Certainly, they always feel under a certain amount of coercion in the presence of the schoolmaster, whereas in my idea Sunday school teaching and learning should be a labour of love.

699. It seems to have been so intended by the Regulations of 1857, which exempted the schoolmasters from that service ?—It is a recent regulation that a schoolmaster should take part in Sunday school teaching. I know many chaplains who object to it, in fact, with one exception, I think that I never knew any chaplain who required me to attend Sunday school; almost all chaplains are of opinion that the schoolmaster has quite sufficient to do in teaching for five or six days in the week, without teaching on Sundays.

700. Then you are of opinion that the present regulation is objectionable, but it is not carried out ?—Yes; the order exists, and it remains with the chaplain whether he shall ask the schoolmaster to do so, or not.

701. Are you aware of the practice in the civil schools in your district, as to whether the civil schoolmaster in the national schools has anything to do on the Saturday, or not ?—In most national schools I think that the schoolmaster has nothing to do on the Saturday morning. I always look upon the Saturday school as a great drawback to our average daily attendance; we never get a full school on Saturday mornings, and that reduces the average attendance very considerably.

702. Then you think that you could dispense with that Saturday morning's school, the same as in a civil school, and that there would be no great loss to any one by so doing ?—I think that it would be a gain to the schoolmaster and no loss to the pupils.

Status of schoolmasters.

703. Is it the case that your wife is a school mistress ?—She is.

704. Is it also the case that if you were promoted to be a superintending schoolmaster tomorrow you would lose by it ?—I have understood so. I have never seen any order on the subject. When the first superintending schoolmasters were appointed, their wives were allowed to retain their schools. One case has come under my knowledge in which, when a schoolmaster was promoted, his wife was not only deprived of her school, but her right to pension for her former services was resisted.

705. Under those circumstances, I suppose that you would hardly consider it to be an advantage to be promoted ?—It would be a present loss; it might be a future advantage as regards the increased retiring allowance, which a superintending master gets, compared with one who is not so. The pension to which a schoolmaster is now entitled is lower, in proportion to his pay, than that of any other person in the service. I, after having served for 21 years with one rank (for, as I said before, I never derived any benefit from the warrant rank), look forward to getting 3*s.* 6*d.* a day, which is seven-sixteenths of my pay, but a private soldier, who serves, gets two-thirds of his pay and very often more; a corporal gets very much more than two-thirds of his pay; and a sergeant gets his full pay; so that every rank has a higher rate of pension, in proportion to the pay, than the schoolmaster. I think he should get, at least, two-thirds of the amount he is receiving at the close of his 21 years' service.

706. Was your warrant rank delivered to you in the form of a written warrant ?—I never received it.

707. But you are a warrant officer ?—Yes; in my own opinion, but not in that of others.

708. Have you ever heard any objection raised on the part of the non-commissioned officers in your brigade or regiment to your holding that rank ?—I was told the other day that a recent Regulation had placed all schoolmasters lower in rank than the sergeant-major. The last Regulation states that all army schoolmasters are to be considered as below the sergeant-major in rank.

709. That Regulation took away their rank from those persons who had been appointed first-class schoolmasters ?—I do not think that it quite took it away, because Regulations exist by which they are made warrant officers.

710. But it ignored it ?—It did.

711. How many warrant officers are there now existing as schoolmasters. I ask the question because I see that in 1867 there were 14 ?—I do not think that there are so many now, because all the superintending schoolmasters have been made from the warrant officers.

712. (*Maj.-Gen. Wilmot.*) When the order to which you have just referred came out did it make any practical difference in your position ?—I never felt any difference, because the advantages of the warrant rank had never been secured to me.

713. How would you arrange the rank of schoolmasters on joining, and their subsequent promotion ?—They should have the rank of sergeant-major on joining; and after seven or ten years service, but I think ten, they might have the warrant rank with all the advantages of that rank secured to them, and not a nominal rank.

714. (*Lt.-Col. Chesney.*) In accordance with the regulations of 1857 ?—Yes; by those Regulations a first-class schoolmaster could put in a claim to live in officers' quarters, if any were vacant and not required, but now he has no such claim, although he may hold the same rank as he held then.

714*a*. (*Chairman.*) Have you any further suggestions to make ?—I would respectfully desire to bring to the notice of the Commission that army schoolmasters are almost entirely shut out from that promotion to the rank of commissioned officers which is open to all other classes of non-commissioned officers. Throughout a period of 21 years, and from a body of between 300 and 400 men I think only 13 have received commissions. Of these, 12 have been or are superintending schoolmasters, and one is now a paymaster. As it cannot be that their educational acquirements are below those of such as are being constantly raised from the ranks, it follows that there must be some other cause which prevents their being placed in that position; and what that cause is, I would most respectfully suggest, might be made a legitimate subject of enquiry.

The witness withdrew.

Col. Hamley, C.B.

BREVET-COLONEL E. B. HAMLEY, C.B., Royal Artillery, examined.

Libraries and recreation rooms.

715. (*Chairman.*) You are the member of the Council of Military Education with whom the management of libraries and recreation rooms rests ?—Yes.

715*a*. Are you satisfied with the general management and condition of the recreation rooms and libraries ?—Yes, on the whole; I should, I think, only suggest two changes.

716. Will you have the kindness to state them ?—One is that the Government allowance, although it is quite sufficient for troops who are at large stations, and where libraries are already established, is very insufficient in the case of establishing a new library. The custom is only to allow 10*l.* towards the purchase of books. I should suggest that books in

roportion to the number of troops should be anted in cases where a new library is established, d where we have no old library which has fallen in, om which we can get the books. The other case is e case of the Artillery and the Engineers, which e Council brought some years ago before the War ffice, but without success. The Government allow- ce is quite sufficient as a general rule for the com- nies of the Line, but batteries of Artillery and oops of the Engineer-Train are put into the same tegory, although they greatly exceed the companies strength. For instance, batteries of Artillery are 0 strong, which is more than double an ordinary mpany of infantry, and yet both have the same lowance. It is still more disproportionate in the se of the Engineer-Train. The Engineers have o troops numbering 207 and 180 respectively, with depôt numbering 37. The total strength is, there- re, 424 non-commissioned officers and men, and for ese they have only the same allowance as two com- nies of infantry.

717. To what do you attribute the state of things which you have urged objections?—To the jection to incur additional expense. The answer the War Office to the suggestion which was ade, was that each section of the Engineer troops ight be considered as a company, and that we might -distribute the total sum allowed for all branches the service; but as we did not consider the lowance too much at present for the infantry and the valry, we did not make any attempt to re-distribute e sum. In the Engineers each of the two troops is w divided equally into two sections. The average rength of a single section is, therefore, 97 men, which is far beyond the number in a company of the Line; and the consequence of the inadequate allowance is that the subscribers are very rapidly falling off in the Engineers. The report of the officer in command of the Engineer-Train is as follows; he says—"The "number of subscribers are, in the A troop, 161, in the "B troop, 154 (who are not present just now), and in "the depôt, 25. The insufficiency of furniture still "exists, and prevents men from subscribing. Through "the exertions of the officers the number of sub- "scribers have been kept up to the above; but now "that one troop is absent it has become necessary "to strike off some newspapers. The 11th company "of the Royal Engineers, which shares the same "recreation room, has reduced its subscribers to 10 "out of 100. The bagatelle balls are broken, and "the few comforts which we have in the way of "furniture and games are damaged beyond repair. "There are no funds, and I do not see my way to "keep going any longer."

Col. Hamley, C.B.

24 Feb. 1870.

Libraries and recreation rooms.

718. Do the papers which you have with you contain the statistics?—I think they contain all possible information.—(*The witness delivered in certain documents, vide Appendix.*) (*The Witness.*)—The proportion of books to troops is 120 volumes per troop or company, and 324 per battery. The Council receive no library reports from India. The superintendents of army schools there furnish inspection reports of some, but not of all. The average cost of books for military libraries is 2*s.* 6*d.* per volume, or about 125*l.* for 1,000 volumes. The average number of subscribers to the recreation rooms is, roughly estimated, about eight-thirteenths of the troops.

Appendix, p. 136.

The witness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 1st March 1870.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.	C. S. PARKER, ESQ., M.P.
REV. DR. BUTLER.	LIEUT.-COLONEL CHESNEY.
MAJOR-GENERAL EARDLEY WILMOT.	

BREVET-COLONEL F. R. ELRINGTON, Rifle Brigade, examined.

Col. F. R. Elrington.

1 March 1870.

719. (*Chairman.*) You are in command of the 4th ttalion of the Rifle Brigade, at Aldershot?—Yes.

720. There is an army school attached to your ttalion?—Yes; there is the usual regimental school- aster who has gone through the course at Chelsea; is one of the regulated schoolmasters.

721. He is a schoolmaster who came into the ser- ce with a warrant?—Yes. He has been with us me eight years, and, therefore, he must have done . The warrant was then taken away.

722. From the point of view of a commanding offi- r, do you see any objection to the schoolmaster lding a warrant, and taking rank with the sergeant- ajor?—I think that he may take rank with the rgeant-major, but I think that it is objectionable at he should have a warrant which would entitle him what is called a second-class cabin on board a ship; ere is great trouble connected with it. I recollect barking for Malta, and one of these schoolmasters as appointed, and he said "I am entitled to a second-class cabin," I said "I believe that there is no cabin of this sort, if there is you shall have it." sent for the purser and I asked whether the school- aster, as a warrant officer, could be put up, and he id "No." I then said to the schoolmaster, "Then you must leave the ship and find your way to Malta as you can," which he did at the expense of 10*l.* to he public; whereas if he had not had a warrant he ould have taken his place with persons in as good a social position as himself. I think that it put them (schoolmasters) a little above their position. As warrant officers they do not like to associate with the non-commissioned officers, and there were no other persons for them to associate with, and they were obliged to form a body among themselves in the garrison, and it did not in my opinion work satisfactorily.

Status of schoolmasters.

723. Supposing that schoolmasters had not a warrant, where would you think that they should rank?—After the sergeant-major. I would put the sergeant-major first in the position, he is the head of the whole of the non-commissioned officers, and then I think that the schoolmaster might rank after the sergeant-major, and with the quartermaster sergeant, and the other staff sergeants; but I think that the head of the non-commissioned officers should be the sergeant-major of the regiment, and that there should be no non-commissioned officer senior to him in the regiment. These schoolmasters were very troublesome people at first, they owed you no authority; they did not actually snap their fingers in your face, but they very nearly did so in some cases. They said, "We are appointed by the Council of Military Edu- "cation, and we have nothing to say to you." They have put their hands in their pockets, and have put their arms akimbo when talking to their commanding officer, which, in a military point of view, is a want of respect.

724. You think it very desirable that the school-

Col. F. R. Elrington.

1 March 1870.

master should be under the discipline of the commanding officer?—Yes; with whatever precautions it may be hedged in, so as to prevent any harsh treatment in any way. The schoolmasters are treated with the greatest consideration; but whenever you give them too much consideration they get bumptious.

Status of schoolmasters.

725. As far as those points are concerned, you would not be inclined to recommend any very great change in their present status?—Certainly not.

726. Do you think that the men who now come into the service under the new regulations, that is to say, without a warrant, and in a position subordinate to that of the sergeant-major, are a satisfactory material?—I am unprepared to speak upon that point because I only know what happens in my own battalion. I have not made inquiries among others; but for the little education which the schoolmaster is required to give, and the few simple things which are for the benefit of the soldier, you do not want a high class man; if he is a high class man he is apt to introduce things which are of no practical use, and which will bother and confuse the soldier. Indeed, I think that in the early days under the old system, when a sergeant was selected, the schools were well attended, and I must say that I think that the results were as satisfactory as those of the present system. An ordinary sergeant who had greater attainments than the rest was selected, and he was under one's immediate control; he taught the men to read, write, and cipher, to the extent which it was necessary for the ordinary sergeants to learn, and I do not think that it is desirable to teach them much more.

Army schools.

727. Would you render attendance at school compulsory on a recruit?—Yes; I think that they might be retained at school, not only during drill, but until they should have obtained the rudiments of education, namely, that they should be able to read and write, and do plain addition and subtraction sums.

728. A previous witness has suggested that their attendance upon school should be postponed until they have finished drill. What is your opinion in that respect?—I have no doubt that different commanding officers will disagree in opinion. I think that the instruction at school might be carried on simultaneously with drill.

729. Would you make promotion dependent upon the possession of a second and of a first-class certificate?—A first-class certificate is rather high. I think that you might have a third-class certificate for the first promotion to corporal. Theoretically, of course, the educational acquirements are very necessary, but practically, we very often find a man who is to a certain extent educated but who has not control, and he does not keep his men in order, or their rooms, while another man may have less book knowledge, but his men obey him, and he is a better non-commissioned officer. You cannot make a good non-commissioned officer by putting him through certain educational tests. There is no doubt that the art of governing people in all ranks is not to be learnt at a school. There is a difficulty in young corporals dealing with men over whom they are put; they think that they know a great deal, and they are apt to be more insolent when they fancy they possess superior attainments.

730. The quality which enables a good non-commissioned officer to exercise his ascendancy over his men I suppose is in fact superior intelligence?—It is not superior intelligence, it is simply tact. One man can deal with men, whereas another cannot; he may be very intelligent and a very clear headed and clever fellow, but yet he cannot manage his men. I have often found that to be the case. I have been obliged to make men colour-sergeants and pay-sergeants who are correct in their books and everything else, but who cannot manage their men satisfactorily.

731. By whatever name we call the quality, whether we call it tact or intelligence in the management of men, is it not probable that where that quality exists, if it was rendered a *sine quâ non* that reading and writing should form a necessary preliminary to promotion, those very men whom you thus describe would acquire those two arts?—They must do so now to a certain extent in order to be promoted; they must know that that is necessary before they can be promoted at all and before they can get their first lance corporal's stripe.

732. Are these the rules which you have yourself established?—Yes; and there must be a certificate from the schoolmaster with a specimen of the man's handwriting from dictation, and if he is otherwise good he is promoted.

733. The Council of Military Education have nothing to do with that?—No; they lay down no scale whatever for promotion; that is left to the commanding officer of the regiment, who promotes.

734. The Council only lays down a scale for the certificates?—Yes.

735. Would not this scale of yours for promotion to sergeant be tantamount to more than a third-class certificate?—I think not. All the non-commissioned officers have to attend school until they can do what is laid down in the paper which I have put in.

736. (*Sir D. A. Cameron.*) But it does not prevent your promoting them?—No; I do not promote them but I can do it, and sometimes I am obliged to do it. It is now very hard to get good non-commissioned officers they have deteriorated very much in the last 20 years. It might be easy to make it compulsory that all corporals should have a third-class certificate, or that they should get it within a reasonable time after promotion, because sometimes you may be very hard put to in order to make non-commissioned officers. The men do not now care about the promotion. There is so much duty of one sort and another that a number of acting corporals have to be made. The lance corporals may be two or three years before they get to the rank of corporal and they have the same duties as corporals, and they get no extra pay whatever. If a man makes a slip, if he meets a friend and takes a little more drink than he ought to do, his stripe is taken away from him. I think that the lance corporals of regiments should receive a penny a day extra pay; it would not cost the country much, and would be a very great thing.

737. Except that it rather deters them from qualifying themselves, they having to wait so long as a lance corporal before they rise to the superior rank?—Yes.

738. (*Chairman.*) Do you know anything of the Hibernian School?—No.

739. Do you know anything of the Duke of York's School?—We have two boys from the Duke of York's School who are very good, and they generally are so.

740. Have you any suggestion to make generally with regard to the system of army schools?—I think not.

741. Do you think that the system of inspection is satisfactory?—I think that it is; but now the regiments are reduced to such very small numbers that you hardly get any men to attend the school. There are now daily musketry and gymnastics, and one thing and another, so that not much time is left for the men for schooling, and at present the regiments are so weak that you can scarcely get any men to attend.

742. What is the general attendance?—I am sorry to say that it is very small indeed; the men do not like it. In December 1869 the average daily attendance of sergeants in the 4th battalion of Rifle Brigade was 3·69; of corporals, 4·07; and of privates 3·69. In January 1870 the average daily attendance of sergeants was 3·87; of corporals, 5·81; and of privates, 4·31. In February 1870 the average daily attendance of sergeants was 2·05; of corporals, 3·; and of privates, 5·30. Then there are a good many men on furlough during the winter months; and in summer, owing to the field days, and one thing and another, they cannot attend the school.

743. What is your opinion of the School of Musketry at Hythe; do you think that it is an institution which ought to be maintained?—I think so. I should

n favour of there being one central school; you t have a standard for the rest to go by.

44. That being your opinion, would you maintain etty much upon its present footing?—I think so. soldiers, like myself, were a little opposed to it at . We thought that we could do our own shooting, I have altered my opinion, and I think that the he system is a good one, and if it were left regitally, which has been thought of, I do not think it would work so well.

45. It has been suggested to us that the art of oting has become such a necessity, and so comely a part of the soldier's functions, that it might aught in the regiment just as much as drill; but as I understand, are of a different opinion? t might be so taught, but I think that Hythe is of the best military institutions in the country, and ink that it would be a mistake doing away with it, use it is a standard; it is a place of reference. ink that it might be modified, but I think that, he whole, it is good.

46. (*Lt.-Col. Chesney.*) To return to the subject schools, have you not had an evening school in r battalion?—Yes; that is voluntary, and the ntary school is better attended in the evening n in the afternoon.

47. If such instruction was looked upon in the y as a regular school system, a part of the duty g to look at the school work more than at present, ld you recommend the evening in preference to afternoon?—No; the men do not like to have their nings interfered with. You might get them in afternoon. I would give them their drill in the ning, and their attendance at school in the afternoon. I would have no drill in the afternoon, but I k that they would not like to attend school in the ning. I think that a voluntary class is a good g; in fact, one volunteer is worth two pressed .

48. I have gathered from you that you understand difficulty in getting educated non-commissioned cers to arise from the fact that the men do not e for promotion?—Yes, they do not care about it.

49. Still, as many regiments insist upon a regintal standard of education, would it not be practlly as easy to enforce a third-class certificate hich is simply elementary) on men before being de full corporals?—Yes, I think that a third-class tificate might be fairly insisted upon for promotion the rank of corporal, unless it is a very exceptnal thing; it is nothing but what any man of inary intelligence can acquire.

50. And you do not find any great difficulty in rking your non-commissioned officers to the present ndard?—No, I should say to a man at the top of list, "I should make you sergeant, but you cannot pass the examination of the schoolmaster, and you must remain where you are." I should do so unless vas hard pressed for it; that system can only work peace time, in service it would be different.

51. Do you see any advantage in attempting to ry the education regimentally higher than a simple limentary education?—Certainly not. I think that men get a little knowledge of things, and that y get their heads rather more addled than they herwise would be.

52. (*Sir D. A. Cameron.*) I think that you said t it was compulsory on recruits to attend school? No, it was so according to the Queen's regulations, t not now. During their drill, in some instances, ey attend school, but as soon as they are dismissed ill it is not compulsory for them to attend school.

53. For how many hours in the week in your giment do the recruits attend school; is there any ed number of hours in the week; do they attend ily?—Yes, some of them.

54. I suppose that there are very few men in the giment who cannot read and write?—I should think at there are not more than four or five per cent. who not sign their names.

55. Do you think that a man who could obtain a second-class certificate would be qualified for the position of pay sergeant, to keep the accounts of his company?—Certainly. *Col. F. R. Elrington.* 1 March 1870.

56. Would a second-class certificate include fractions?—An ordinary pay sergeant has no fractions; he, perhaps, would not be able to make out a ration return. Army schools.

57. But you consider that he can keep his ledger accounts without a knowledge of fractions?—Certainly.

58. One of the witnesses whom we have had before us has stated that the general education of the army has very much deteriorated since the Crimean war; do you agree in that opinion?—No, I do not agree with him—certainly not as to general education—but the non-commissioned officers have unquestionably deteriorated.

59. They are a different stamp of men?—Yes, some of the sergeants that I have now would not have been corporals 15 or 20 years ago.

60. Is not that owing to the limited service?—Yes, that has something to do with it. You got a great deal of riff-raff into the service in the time of the Crimean war, and you got on better than one might suppose.

61. And in former days non-commissioned officers were trusted with money a great deal more than they can be now?—Yes, you cannot trust some of them now with a 5*l.* note; they have deteriorated immensely.

62. (*Dr. Butler.*) It has been stated to us by some witnesses, that the efficiency of the schoolmasters of late years has been decidedly inferior to what it was, and that the schoolmasters as a body are dissatisfied with their position; do you think that there is ground for that statement?—My own schoolmaster has been with us some eight or nine years, and has given general satisfaction. He is a decent sort of man, and he has done his work satisfactorily. I have no fault to find with him; but I have not gone into other schools, and I do not really know as to the schoolmasters outside my own battalion. Status of schoolmasters.

63. You are clearly of opinion that the schoolmaster should rank below the sergeant-major?—Yes.

64. It has been suggested by one witness that some of the schoolmasters, after having served a certain number of years, and having served with more than average credit, might be allowed to rank above the sergeant-major?—If they are to rank with non-commissioned officers they go into the sergeants' mess, and carry their seniority there. The combatant man must be the senior member of the mess. It would not do for the schoolmaster to come into the sergeants' mess and be the senior member there. To my mind the sergeant-major must be the man who must rule there.

65. That is to say, under all circumstances, independent of seniority of standing?—I think so. The sergeant-major is the head of the non-commissioned officers, and I would not put any man in the regiment in the rank of a non-commissioned officer above him.

66. (*Chairman.*) Would you have any objection, as a commanding officer, if the Council of Military Education were to require a certain number of hours to be set apart every day for school work, leaving to you the choice of the hours?—It would be very difficult to work it. For instance, at Aldershot, where there are a number of men gathered together, and where there is work of all sorts, fatigue, and digging, and trenching, it is difficult to get the men together; and if a man has been dragging about from half-past 5 in the morning till half-past 1 in the afternoon, if he has to turn out to school after that, I do not think that it will be desirable. Army schools.

67. Not even if it be reduced to these limits?—No. We have nearly as much work to do in the winter as in the summer.

68. But if it were to be arranged that a certain number of hours should be allotted in the fortnight,

Col. F. R. Elrington.

1 March 1870.

Army schools.

giving you the choice of allotting them, would you object to it? I speak with regard to the future?—I think that if you made it compulsory that a recruit joining should attend school until he had attained a rudimentary education, it would be sufficient. Having done that, I would let him go, and if he chose to go up to higher things I would make it voluntary after a certain point. I would teach him to read and write, and after that if he chose to work for a higher standard I would let him do so.

769. What would you do with the men who could never be taught to read and write?—I would let them alone.

770. A certain amount of latitude must be left?—Yes; you may teach all the recruits who come your net now to read and write, which would be great advantage to them. I would not teach the more than that. If a man of intelligence saw that certain field was opened up to him, he might wor for it; but I do not think that it would work sat factorily to compel him to do so.

771. At present there are two extra subject perhaps you would be of opinion that it would better to have no extra subjects as a qualification a first-class certificate?—Yes; you do not want teach the men too much.

The witness withdrew.

Lieut. D. Scotland.

Status of schoolmasters.

LIEUTENANT and ADJUTANT D. SCOTLAND, 7th Dragoon Guards, examined.

772. (*Chairman.*) You are adjutant of the 7th Dragoon Guards?—Yes.

773. Is there an army school attached to your regiment?—Yes.

774. And a schoolmaster?—Yes.

775. Did the schoolmaster come in under the new or under the old regulations?—Under the old regulations. We got him the other day; he is a transfer to us from the Royal Artillery. We lost our own schoolmaster, who went to the Royal Artillery, and we got a Mr. Walker from the Royal Artillery a few months ago.

776. Does he hold a warrant?—No, he is a second-class schoolmaster; he is not a warrant officer.

777. Have you had many opportunities of observing army schools in general?—I have. I have been adjutant for 15 or 16 years.

778. Do you think that any inconvenience would arise to the discipline of the regiment if rank were given to the army schoolmaster above that of the sergeant-major?—I do not think that there would. I do not see that it matters whether he remains as he is, or whether he holds rank above the sergeant-major. I do not see that the schoolmasters suffer in any way from their present position; nor do I think they would be bettered by having the rank of a warrant officer.

779. Would the sergeant-majors themselves feel it to be a grievance?—I do not think they would. They have nothing whatever to do with the schoolmaster; they only meet at the sergeants' mess.

780. Would it be an inconvenience if the schoolmaster on entering the mess had precedence given to him over the sergeant-major?—I think so. I think that the sergeant-major should be supreme.

781. On board ship, as a warrant officer, the schoolmaster would be entitled to better accommodation than the sergeant-major, or the other sergeants?—Yes, it is one of the great complaints of the schoolmasters, that they have not comfortable accommodation on board ship. It is not so in the Indian transports, in two of which I came home; the schoolmasters there have staff sergeants' quarters allotted to them, but as a rule the schoolmasters have very little better accommodation in the shape of quarters on board ship than the ordinary men of the regiment.

782. I rather gather it to be your opinion, that at all events, whenever the schoolmaster and the sergeant-major come into contact within the regiment, and outside the schoolroom, the sergeant-major should hold the higher rank?—I think so. I do not think that they really can ever come into collision. I once heard of a circumstance, namely, that the schoolmaster was required to attend the orderly room. The commanding officer wished to say something to him, and when the commanding officer had done with him, the sergeant-major gave the words "Right "about face," which humiliated the schoolmaster very much. I think that was wrong. I think the sergeant-major has nothing to do with the schoolmaster in a military point of view. The schoolmaster is merely there as a civilian, and I do not see how they can ever come into collision unless they are very ill-tempered men. I think that if the schoo master took precedence of the sergeant-major at t sergeants' mess, it would lead to difficulty.

783. So far as you have had an opportunity of o serving, do you think that the schoolmasters w have lately joined under the new regulations, are of satisfactory stamp?—I have only spoken to one them for about five or ten minutes and I can hard tell. The chief complaints of the schoolmasters a that they are very much humiliated by having to sh their necessaries once a quarter; that seems to ann them very much and I think it is quite unnec sary. They do not like to wear the chevrons on th arms, and they seem to think that they should st at 4*s.* a day, and rise in the same ratio as they now. As to quarters, I think that they ought alwa to have two rooms and a kitchen. If these adva tages were given to them, I do not see that th would have anything to complain of, and as far as knowledge goes, I do not think they would themsel complain.

784. Do you think that attendance at school ou to be made compulsory upon recruits?—No.

785. Do you think that after the men cease to recruits they should be compelled to attend school? Yes. That is a point which ought to be settled soon as possible, especially in cavalry regiments. T recruits in cavalry regiments are working from six the morning till six at night, and when sent to scho it is one of my most painful duties to have to rep mand or punish them for irregularities there. Th applies especially to the mounted corps. I think th attendance at school should be compulsory after year's service.

786. Would you render the possession of a secc and a first class certificate, a necessary preliminary subsequent promotion?—I would make a third-cl certificate for corporals and a second-class certific for sergeants, a *sine quâ non*. We have alw trouble with non-commissioned officers when they not well educated. Sometimes they are promot and they promise to get on with their education, a they very often fail. If they are educated bef they are promoted I think that it is better.

787. Would you have any objection to allowing t schoolmaster to give private lessons?—None wh ever. One of the complaints is that the schoolmast are prohibited from doing so; they think that t order depriving them of an opportunity of givi private tuition in the evening is an arbitrary o and I do not see why they should not do so.

788. With regard to the required standard of ed cation, you do not think that any difficulty would ar between the commanding officer and the schoolmast There might be, for instance, in a regiment a ve smart active man, who was very well fitted for t discharge of the practical duties of corporal or s geant, and whom the commanding officer might des to promote, but whose educational qualifications not quite come up to the standard required by t schoolmaster?—I think that then the commandi officer should come in and act himself; but I thi it would be wrong to promote uneducated men, e

ot for gallant service in the field. The commanding cer ought always to have the power of waiving second or third class certificate, if he found a man culated for the position, if he could read and write do a sum.

789. Do you think that a pretty good understanding w exists between the schoolmasters and the com- nding officers?—I think so.

790. The commanding officers do not regard them nuisances?—I have never seen it. I think that ey are a very useful body of men, and ought to be couraged in every way. At Aldershot they work ry hard; they go round and attend the penny read- gs, and they make themselves very useful; at least great many of them do so; I cannot speak to every ie.

791. They give lectures; I suppose that the lec- res are very unequal?—Yes; in our regiment we ve scarcely had any lectures. The most popular ings with the men seem to be the penny readings, pecially when they are mixed up with a little music tween; the men attend them in great numbers. he lectures are generally dry, even when they are lustrated by the magic lantern. I do not think that e men care very much for them, especially the oldiers, but if they were better educated no doubt ese lectures would be more appreciated.

792. Are you in favour of the maintenance of the tablishment at Hythe as a musketry school?—I do ot think that it is necessary.

793. You think that what is now taught at Hythe ight be taught in the regiment?—Easily, and etter.

794. You do not think that it is necessary that there hould exist an independent standard?—No. I think hat if the subaltern officers were well taught in the egiment they would turn out better men than if they ad been to Hythe. I have known young officers sent o Hythe who had only been a few months in the ser- ice, and after six weeks' or two months' training at he establishment they were turned out as musketry in- tructors, without knowing the first principles of drill; hey were perfectly at the mercy of the regiment. f subaltern officers were thoroughly grounded in he regiment in all these things for a year, and got olid instruction in their profession, and were passed on for six months to the musketry instructor, I am quite sure that they could take the duties. The adjutant's duties are much more onerous and volu- minous than those of a musketry instructor, and all the adjutants are trained in the regiment.

795. Do you know anything of the Hibernian School?—We have had some men from the Hiber- nian School, and some from the Duke of York's School.

796. What sort of lads have they proved themselves to be?—My experience leads me to speak very highly of them. We have now eight men who have come from the Duke of York's school, one of whom is the bandmaster, another the trumpet major, and they are all very well behaved except one, who is an excellent musician, and who has very great temptations. On the whole they are better educated than the average number of men whom we get.

797. Are you satisfied with the system under which the recreation rooms are maintained?—I think that they are working very well.

798. Have you any improvements to suggest re- garding them?—I think that we might have a few more games for those men who do not care about going to the canteen, and do not care very much about reading. At this moment, out of a strength of a little under 500, there are 200 members of the read- ing room, and the reading rooms are improving every year.

799. (*Lt.-Col. Chesney.*) The barracks are in the town?—Yes; and that, I suppose, is one of the reasons why the number of members is not so great as they were in Colchester. We had upwards of 300 members in Colchester; they are getting better every year. There are two distinct classes of men, namely, those who go to the canteen, and those who go to the reading room, and if the two places were put together the quiet readers would be disturbed by the neigh- bourhood of the canteen, and the men from the can- teen who had had a little too much to drink might come in and kick up a row; I think, therefore, the two rooms had much better be kept apart.

Lieut. D. Scotland.

1 March 1870.

Recreation rooms.

800. Returning to the subject of the rank in mess of the schoolmaster, are you not aware that it is pos- sible now to have a staff sergeant-major, who is nominally senior to the sergeant-major, but who would as a non-combatant be put under him?—I think it would be possible.

Status of schoolmasters.

801. At the officers' mess meetings you have fre- quently a non-combatant field officer who sits under the captain?—Yes, but the captain is responsible for discipline.

802. Is there any difficulty in that?—No difficulty whatever. The schoolmaster goes to the mess, but he is in no way connected with discipline; if he were a warrant officer, or a senior non-commissioned officer to the sergeant-major, he might not think that he had nothing to do with discipline, and he might presume and dictate to the sergeant-major. I, however, think that that would not occur.

803. There would practically be the same power of treating him as in the case of the senior non-com- batant officer at the officer's mess?—Yes. As a civil member of the mess I do not think that any bad results would follow. So far as I am acquainted with the schoolmasters they do do not seem to care much about the rank; they are very anxious that they should not be interfered with in any way whatever by a non-com- missioned officer.

804. Are not the elder schoolmasters badly off for quarters and allowances as compared with the posi- tion which, from their interest in the Readings, and similar amusements, they hold in garrison?—They are very badly off. An ordinary mechanic in London is very much better off than they are; they have only one room, and a kitchen, or something of that sort, none of them have bed-rooms.

805. A really competent schoolmaster, as, for instance, at Aldershot, appears in regard to such amusements to occupy a different position from that of a non-commissioned officer?—Quite a different position.

806. (*Maj.-Gen. Wilmot.*) Would it not be possible by orders to give to schoolmasters all the advantages of their position, such as quarters, and so on, without giving them superior rank?—It would. As far as I know I do not think that they care about rank at all, they do not wish to be interfered with by the non-commissioned officers, and I do not think that they ought to be.

807. I suppose that you think that it is most im- portant that the military element should be kept as a primary one in the army, that is to say, that the sergeant-major's position should be considered the highest one under the officer?—Yes.

808. But the coming in of the schoolmaster, giving him all the advantages without giving him rank above that of the sergeant-major, would not at all interfere with that?—Quite so. A schoolmaster should be like a clergyman.

809. (*Sir D. A. Cameron.*) You have said that every schoolmaster should have two rooms and a kitchen. Has every officer two rooms and a kitchen?—No. If a single officer has a room and a little closet, or two closets, as they have at Colchester and in Ireland, I do not see that any subaltern requires more.

810. And the same remark would apply to an unmarried schoolmaster?—Yes, if he is a member of the mess. I only speak as regards the married schoolmasters.

811. Have you any difficulty in finding soldiers sufficiently educated to be promoted to the rank of corporal?—I have found some difficulties. As to men who were smart and fitted in every way for pro- motion, we have been obliged to keep them back,

Army schools.

Lieut. D. Scotland.

1 March 1870.

Army schools.

and to educate them. I have generally given them a paragraph of the Queen's Regulations to write from dictation, and arithmetic, and so on, and I have had to keep them back until they knew that.

812. In your regiment you do not require a soldier to attend school after he has joined the ranks?—No.

813. You cannot do so in fact?—We cannot.

814. Do any of the recruits join the ranks without being able to read and write?—Men who were unable to read and write on joining the regiment can just write their names after being six or nine months at school.

815. They do not benefit by their instruction?—Very little. In the cavalry regiments the necessity for attending school is a great drawback, and I should be glad to see it done away with. Only yesterday afternoon I had a report of two lads who had been inattentive at school, but I could hardly admonish or punish them, because they have so much to do at their drills and stable duties.

816. Do you think that men after they are recruits should be compelled to attend school?—Yes, in their second year's service, or until they get a third-class certificate.

817. (*Mr. Parker.*) You think that the second year's service is the best time for compulsory attendance?—Yes, as many recruits do not get through their drill much under a year; some men who learn to ride very quickly get through it in nine months; but, as a rule, I would confine it to the second year's service.

818. In the second year's service would they have time for regular attendance?—They could attend from two to four in the afternoon, four days a week, except on field days at Aldershot, or the Curragh, or Dublin, in the drill season; but I should think that at every other place in the kingdom they could attend four times a week throughout the year.

819. Do they now attend?—We do not compel them to attend and we cannot get them to go.

820. Probably one year's regular attendance would be much better than an irregular attendance?—Yes; the recruits are so tired out during the time that they are recruits that they go away from it at once.

821. Therefore you would recommend that they should not be compelled to attend as recruits, but should be compelled to attend in the second year?—Yes, or until they obtained a third-class certificate.

822. Could you require that from all?—Perhaps you could not expect a very illiterate man to get up to a third-class cerificate, but every man should be able to read and write and to do certain sums, and of course a non-commissioned officer should have a certificate.

823. Would you make that an indispensable qualification for non-commissioned officers?—Yes; except that a commanding officer might be allowed to make an exception in the case of a man whom he found in every way fitted but who had not the necessary education, and also for gallant service in the field.

824. Have you any special classes in your regiment?—No; only for recruits.

825. Do you know whether there are special classes in any cavalry regiment?—I believe that there are, but I cannot speak with certainty.

826. (*Dr. Butler.*) It has been stated to us that education in the army generally has fallen off since the Crimean war; do you agree in that opinion?—No.

827. You think that it has improved?—Yes.

828. Do you think that that improvement has been in consequence of any improvement in the quality of the teachers?—Yes.

829. You think that the teachers generally have improved?—Yes; I think that the normal teachers are a great improvement upon the old sergeants.

830. It has also been stated that the schoolmasters, as a body, within the last eight or ten years have not been quite equal to what they were before some important regulations were changed?—I do not think that they are quite so good. As regards the first of those who came out some 18 years ago, there was a Mr. Barnes who was a schoolmaster at Ballincollig, and there was a Mr. Belling who is now one of the superintending schoolmasters at Aldershot. I think that they are above the class of men whom we can now get,

831. Can you assign any definite cause for that?—I cannot.

832. You have spoken of some dissatisfaction amongst the schoolmasters; do you think that that is wide spread and of long standing?—I do not think so. I think that they have begun to complain since they have been obliged to show their necessaries, and they are very angry about being obliged to put the badges on their arms.

833. Then you think that a few changes in comparatively unimportant details of that kind might remove the dissatisfaction?—Yes. I do not think that they run much after rank; they wish particularly not to be interfered with by the sergeant-major. The married schoolmasters require two rooms, and they would like to start upon 4*s.* a day.

834. Are the unmarried schoolmasters compelled to mess with the sergeants?—We have never had an unmarried schoolmaster attached to our regiment. I do not know that they are compelled to do so. The commanding officer I think could compel them, but to my knowledge it has never been put to the test. I know that the single men do mess with the sergeants.

835. Do you think that it would ever be likely to happen that a reasonable schoolmaster might distinctly object to being obliged to mess with the sergeants, on the ground that they were men of a decidedly inferior education to himself, or do you think that it would only be a fastidious and unreasonable man who would do so?—I think that it would only be a fastidious and unreasonable man who would do so. I think that the society of the sergeants is quite good enough for the schoolmaster. The comforts of the mess and all the advantages which they have are a great deal better than the schoolmaster could get elsewhere, and he also would be a great acquisition to the mess.

836. Then you do not think that there is any great social and intellectual difference between the sergeant-major and the schoolmaster?—No; our own sergeant-major is a much more highly educated man than any of the present schoolmasters that I have seen.

837. Would you desire that the schoolmasters who come in should come from the army or from civilians?—I have never thought of that point. I do not see why the non-commissioned officers of the army should not have the advantage of those appointments. I think that they might be trained and have those appointments.

838. Are you aware that very few men now apply from the army for such positions?—Yes. In our own regiment we have scarcely anybody who ever applies.

839. Perhaps that is attributable to the discontent of a recent period of which you have spoken?—I cannot say.

840. Have you had any opportunity of seeing how the schools for the boys are conducted?—Yes.

841. Are you satisfied with them?—Yes; I think that they are very nicely conducted.

842. Do you think that the moral influences by which they are surrounded are favourable?—No, altogether. They hear a great deal of bad language, but they must live in barracks, and I do not think that in a moral and religious point of view they can be better provided for.

843. Has any means ever occurred to you by which they might to some extent be removed from hearing such language?—I do not see how it could be done.

844. The boys, in fact, see a great deal of the soldiers?—They do.

845. Do you think that they are kept at work for the right number of hours in the day?—I think that the boys should be kept on from 2 to 4 in the

ernoon, instead of until 3, but there is the diffi-
y that the room is required for the accommodation
he men.

146. If the teaching staff was somewhat larger,
think that they might with advantage have a
newhat longer time for teaching?—Yes.

147. Do you think that the religious part of the
truction is satisfactorily given?—There is room
improvement.

148. Can you point out definitely in what respect?
cannot say definitely. In our own regiment we
ve a Sunday school, which is very regularly con-
ted, but I have never been able to be present in
morning when the religious instruction has been
en, except once in a way. I, however, think that
schoolmaster should use his influence with the
ildren more strongly in a religious point of view,
t of course if he is not himself inclined that way
cannot do it.

849. Do you think that the infant schools work
ll?—Yes. I have seen none but our own and one
Shorncliffe, and they work very well. We have
present a third-class schoolmistress attached to our
hool, and she works very well.

850. She is under your inspection?—Yes; I visit
r school about once a week. It is a very necessary
ing for the sake of the children; they get away
m their parents for four or five hours in the day,
d they are taught sewing and knitting.

851. If the colonel is married, I suppose that his
ife would not unfrequently visit the school?—
ist so.

852. If he is not married, would the school ever
ceive visits from ladies?—Yes.

853. Who would they be?—The wives of the
ficers. If the colonel is a single man, he generally
ks some lady to go there, and it is, I know, so done
our own regiment.

854. (*Sir D. A. Cameron.*) Is there any attempt
teach boys trades?—Not until they leave school.
here is one boy now learning shoeing, and one in
e armourer's shop, and there was another in the
dler's shop.

855. What is his age?—Fifteen. The parents
ok the boy away from the sadler's shop for some
ason or another.

856. (*Maj.-Gen. Wilmot.*) Is anything done in
e way of teaching trades?—We endeavour to train
r own farriers; we have eight or ten men in ad-
ition to the farriers and shoeing smiths, who go to
e shoeing shop to learn to shoe horses. Then some-
mes we have a man in the sadler's shop, in addition
the regular sadlers, and also in the armourer's shop; we have a man there who knew something about it before he joined the army.

Lieut. D. Scotland.

1 March 1870.

857. (*Sir D. A. Cameron.*) Do the boys practice gymnastics?—Yes, but it is voluntary.

858. (*Chairman.*) Do you think that there would be any objection to having certain hours set apart for school in the afternoon?—I think not, except as regards Aldershot, and the Curragh, and Dublin in the drill season.

Army schools.

859. But I suppose that under any circumstances it would be desirable to leave the commanding officer the choice of the hours?—Yes; a cavalry soldier ought to attend school between 2 and 4.

860. If the Council of Military Education desired that a certain number of hours should be devoted to school, there would be no objection to it on the part of the commanding officers?—I think not.

861. Perhaps it might be equally convenient if an order as to a certain number of hours being set apart for attendance at school were issued by the Council of Military Education, and if the subsequent arrangement of those hours were left to the officer in command?—I think that the officer in command should have the arrangement, and if it was an inconvenient one, the General would have the opportunity of pointing it out; but I think that it ought to be left in the hands of the commanding officer.

862. Are you satisfied with the mode in which musketry instruction is carried on by the musketry instructors attached to the regiments?—It answers very well at present in the cavalry, but I see no reason why the regiments should not train their own musketry instructors.

Musketry instruction.

863. I refer to the manner in which the present musketry instructors discharge their duties?—They appear to do so satisfactorily. We have no regular musketry instructor at present attached to the regiment; we have an officer who has passed through Hythe, who conducts the musketry instruction for a year.

864. And that is done to your satisfaction?—It is.

865. Do you know anything of the lectures which are given by musketry instructors?—I have attended them, and for one year I conducted the musketry instruction myself. The adjutants of cavalry in 1865 and 1866, were ordered to do so, and I was obliged to work up the subject and to give lectures upon it. I think that the lectures are very useful, except the lecturers stick too drily to the book, and then the soldiers do not value them.

866. Do the lecturers generally do it pretty well?—I think that they do as a rule.

The witness withdrew.

REGIMENTAL SERGEANT-MAJOR ANDREW MORETON, Inniskilling Dragoons, examined.

Regimental Sergt.-Major A. Moreton.

867. (*Chairman.*) You are sergeant-major of the nniskilling Dragoons?—Yes.

868. How long have you been sergeant-major?—ight years. I have been 17 years a non-commis-ioned officer.

Status of schoolmasters.

869. When you joined the regiment had you occa-ion to enter the school?—No.

870. There is a school attached to your regiment, s there not?—Yes.

871. Is it well conducted?—Very well.

872. Has the schoolmaster entered the service recently, or is he an old schoolmaster?—He was in he Normal school; he has very recently had his pay ncreased to 4*s.* a day, therefore I do not know whether e is old or new.

873. Does he hold a Queen's warrant?—No, he loes not hold warrant rank.

874. You are aware that there are a certain number of schoolmasters in the army who hold warrant rank?—I have heard of them, but I have never met any of them.

875. Should you, as sergeant-major of your regi-ment, consider it undesirable that a schoolmaster should hold that rank, which would be a rank superior to your own?—I consider that the present regimental rank of a schoolmaster is sufficiently good to secure a satisfactory class of candidates for the appointment; but in consideration of no promotion being open to the schoolmaster, I certainly think that after 8 or 10 years' service warrant rank might be extended to him.

876. Does the schoolmaster ever mess with you?—He is a married man, but he frequents the mess.

877. Supposing that he held a warrant, such as we have alluded to, and possessed warrant rank, would that render his position at the mess at all anomalous?—He would be excluded from the mess if he had warrant rank. Warrant officers do not associate with non-commissioned officers; they are above them, and therefore they would not be entitled to come into the sergeants' mess.

878. And I suppose that a difficulty might arise if any alteration were made in that arrangement?—No difficulty would arise, because, as it is, schoolmasters are almost a separate class of men, excepting in the case of single men.

879. If a single man holding a warrant, and there-

Regimental Sergt.-Major A. Moreton.

1 March 1870.

fore holding rank above the sergeant-major, were to be admitted to the mess, might not some inconvenience arise?—There might occasionally be an inconvenience.

Status of schoolmasters.

880. That is to say, unless it could be clearly understood that so long as that schoolmaster was in the mess, the sergeant-major was the person who was in command?—Yes; with that understanding it would be just the same as it is at the present time.

881. Practically, I suppose that the schoolmasters and the sergeant-majors hardly come into contact?—Very seldom indeed.

882. And there would be no jealousy?—None whatever.

883. Even though warrant rank were given to the schoolmaster?—Just so; there would be no jealousy whatever.

884. Their occupations are so entirely distinct, that there would be no chance of any feeling of that kind?—Just so.

885. Are you a married man?—Yes.

Army schools.

886. Do your children attend the school?—I have no children.

887. Do you think that the married soldiers whose children attend the school are satisfied with the education which their children receive?—Yes; I know that they are.

888. Do you think that the school at all interferes with the drill of the recruit?—Yes; and therefore recruits in my regiment attend from 7 to 8 p.m., which does not, of course, interfere with their drill, but it now confines them to barracks as long as they are recruits; they could not attend at any other hour without interfering with either drills or stable duties. But many of these men on joining would be able to take a third-class certificate, whereas now they have to attend as long as the most uneducated.

889. Should you prefer that the recruit should not go to school until after he had learnt his drill?—Yes; especially in the cavalry, because in the cavalry they are very hardly worked.

890. Would you make it compulsory upon all soldiers to attend school?—Yes; until they had obtained a third-class certificate.

Status of schoolmasters.

891. Do you think that it is necessary or desirable that a schoolmaster's kit should be examined?—I do not think so.

892. (*Lt.-Col. Chesney.*) Supposing that you had in your mess, as a member, a staff clerk, with the nominal rank of sergeant-major, who was older as a sergeant-major than yourself, would that at all create a difficulty?—It would create no difficulty so long as the staff clerk kept to himself and did not interfere with the discipline of the regiment, but the moment that he tried to interfere in any way, of course, the sergeant-major and he would come into contact. He would only be an honorary member, and as such would have no voice in ruling the mess.

893. But if it was understood that the combatant sergeant-major was always to be president as the senior non-commissioned officer, would not that get over the difficulty?—Yes.

894. You do not see any difficulty in that rule being applied in the non-commissioned officers' mess?—No.

895. So long as a man was looked upon as a civilian, you would not care about his nominal rank?—No.

Army schools.

896. (*Sir D. A. Cameron.*) If all soldiers were compelled to go to school, do you think that it would deter young men from going into the service?—No; but in the cavalry the attendance at school could not be more than two days a week.

897. Even if a man had passed his drill?—Just so; there are only two days when he could attend school without neglecting his other work.

898. One of the witnesses has said that in the cavalry a man might attend school for four days a week; you do not think so?—I do not think so, if he paid attention to his other duties. I do not think it possible for a cavalry soldier to attend school more than twice a week for the following reasons:—During the drill season the regiment has to attend three five days a week, on neither of which days could he attend school without neglecting his horse or appointment; Guard would take him from school another day; the two days only could be available for his attendance at school; and even in the winter months the absence of men on furlough leaves spare horses, and the extra labour required to keep the horses and appointments clean would, in my opinion, prevent his attendance on more than two days weekly.

899. Then he would take a long time to qualify himself educationally if he only attended school for two days in a week?—Yes, unless he studied very hard.

900. (*Dr. Butler.*) Can you state whether the schoolmasters generally are looked up to in the regiment, or are rather looked down upon?—I will tell you candidly that they are not popular.

901. Why do you think that that is so?—I believe the reason is that they consider themselves altogether separated from the regiment and as not belonging to the regiment. Upon the old system, a sergeant of the regiment was the schoolmaster; but now a man is trained at a regular college and is attached to the regiment, and therefore a good many men do not like the schoolmaster.

902. Is it the impression among the men that the schoolmasters rather give themselves airs?—Yes; and that, I think, is the reason why they are not liked. I do not think that there is any other reason whatever, because the parents of the children who attend the school are very well satisfied with the manner in which they are taught.

903. As to the boys' schools, do the boys see a great deal of the men?—No, not during their school hours in the cavalry.

904. But at other times, do they move about freely among the men?—Yes.

905. Do you think that that is good for these young boys?—No; they pick up expressions which are not good for them to hear.

906. It is very hard to separate them in the barracks, but if some good system of separation could be arranged it would be advantageous for the boys?—Yes.

907. Does that apply to the little girls as well?—They do not mix among the men in the same way as the boys do.

908. How far do you think that the lectures are valued by the men?—The magic lantern lectures are not valued at all by the men, but they are valued by the boys.

909. They are thought rather childish by the men?—Yes; but the penny readings are very much appreciated by the men.

910. Are there other lectures, not of the magic lantern kind, which are valued by the men, as well as the penny readings?—Lectures on any military matters, I think, would interest the soldiers very much.

911. If a lecture is given by an officer, does it attract the men?—Whenever an officer attends the penny readings, the men pay great attention to him. When the Colonel himself comes and reads, the house is very full.

912. Does that happen in many regiments?—I do not know, but our colonel takes a great deal of interest in the matter and reads himself.

913. Do you think that the Sunday arrangements for school are good?—Yes, I think so, for the children.

914. (*Chairman.*) Is there any playground for the boys in the school, or any place where they can exercise themselves in gymnastics?—No, not at the present time.

915. How do they amuse themselves?—They just go out for the half hour which they have and amuse themselves; they just play about the barrack square, and that is the only playground which they have.

916. Are the children taught any trade?—No.

ept that the little girls are taught sewing, and t sort of thing.

17. I think that you have said that the men in r regiment are taught farriery and saddlery ?— ; but the men have a great deal of duty to attend The first duty of a man is to keep his horse well, to look after the saddlery, and so on ; and that s a great deal of time.

918. Could any man, except the farrier, make a horse-shoe?—Yes, the assistant farrier could do so.

919. Could any other man do it?—No.

920. (*Lt.-Col. Chesney.*) How many farriers have you?—We have 16.

921. (*Chairman.*) Could any man in your regiment shoe his own horse?—Yes, but it would not be safe.

Regimental Sergt.-Major A. Moreton.

1 March 1870.

Army schools.

The witness withdrew.

Regimental Sergeant-Major William McKay, 33rd Regiment, examined.

Regimental Sergt.-Major W. McKay.

Army schools.

22. (*Chairman.*) You are regimental sergeant-or of the 33rd ?—Yes.

23. How long have you been sergeant-major ?— hteen months.

24. How long have you been in the service?— hteen years and three months.

25. When you joined had you occasion to enter school?—Yes.

26. I suppose that you do not regret having done —No.

27. Do you think that it would be desirable to uire every man entering the army to pass through school?—Yes.

28. Would you pass him through the school while was still a recruit, or not until after he had learnt drill?—Not until after he had learnt his drill.

29. Did the schoolmaster who is attached to your iment come in under the old or under the new ulations?—Under the old regulations.

30. Does he hold a warrant?—No.

31. If he held a warrant he would take rank ve you?—Yes.

32. Do you think that that would be objection-e?—No; I think that as there is no provision de for the promotion of a schoolmaster it is not ectionable.

33. I suppose that you come so little in contact h the schoolmaster, that the fact of his holding t position would not create, either in your own nd or in the minds of the sergeant-majors of the ny, any feeling of jealousy?—In my opinion it uld not.

34. Is your schoolmaster a married man?—Yes.

35. Therefore he does not mess with you?—No.

36. If he were unmarried he would mess with u?—Yes.

37. And if he messed with you, and held a war-nt, he would become your superior officer?—Yes.

38. Might not that be objectionable as long as he s in the mess?—There is a president appointed look after the single serjeants' messing, and he kes precedence for the time being in the absence the sergeant-major.

39. You being present, and the schoolmaster also ing present, and the schoolmaster holding superior nk to you, it might create confusion in the mess ght it not?—Not if it was thoroughly understood at he was of superior rank.

40. I suppose that if he merely appeared in the ess as belonging to the non-combatant branch of the rvice, the fact of his rank being superior to that the sergeant-major would not interfere with the rgeant-major as the head of the mess?—No.

41. But it would be necessary that the sergeant-ajor should be the head of the mess?—Yes.

942 Are you a married man?—Yes.

943. Have you any children?—Yes, two.

944. Are they educated in the school?—The eldest is only three years and six months old.

945. I suppose that you intend to send your children to school?—Yes.

946. Have you any suggestion to make with respect to your school?—No.

947. You do not think that, looking to the interests of your children, the school could be made better for them?—I think that the present system works well.

948. Are you satisfied with the adult school?—Yes.

949. Do you think that a second-class certificate should be necessary to promotion?—I should say a third-class certificate for the first stripe, and a second-class certificate afterwards.

950. But would you have a third-class certificate required of every man who enters the army?—Of course that certificate would be necessary, and a second-class certificate would be necessary before further promotion, because in that case every man would be available for the first steps of promotion.

951. (*Dr. Butler.*) What is thought of the schoolmasters generally in the army? Are they liked, or not liked?—As a rule, I think that they are not very well liked, but I cannot give a reason for it.

952. Is it thought that they at all set themselves above others? Do you think that that may be the reason of their not being liked?—It may be so in some cases; but speaking of what I know of our own schoolmaster, I cannot say so.

953. Have you known many instances in which the schoolmaster and the non-commissioned officers, especially the sergeant-major, have not got on well together?—No such instance has come under my own special notice.

954. As to the boys' schools, do you think that the boys have sufficient work to keep them well occupied and out of misehief?—I think so.

955. You do not think that they are running about too much?—No.

956. Do you think that there would be any advantage if they mixed less with the men?—It is just possible that a little might be gained in that way, because the less that boys are among the men the better.

957. Have you noticed whether boys who are taught in the regimental school generally turn out well?—Yes, as a general rule they do.

958. Not many get into bad ways?—No; there are several boys in our band who have been taught in the regimental school, and they have all got certificates, and some of them first-class certificates.

The witness withdrew.

Lieutenant and Adjutant J. E. Christie, 42nd Royal Highlanders, examined.

Lieut. J. E. Christie.

Army schools.

959. (*Chairman.*) You are adjutant of the 42nd ighlanders?—Yes.

960. I suppose that there is a regimental school tached to your corps?—Yes.

961. Is it well attended?—It is very well attended.

962. Have you a good schoolmaster?—Yes; I ink highly of his attainments, and he is a very eady man.

963. Did he come in under the old Regulations or under the new ones?—I should say under the old Regulations, because he is a re-engaged schoolmaster.

964. Does he hold a warrant?—No, he is a second-class schoolmaster.

965. Can you tell us how many men are under instruction at this moment in the school of your regiment?—The average attendance is 100·51; a good many men are just now on furlough; this and the duties make the average appear small.

Lieut. J. E. Christie.

1 March 1870.

Army schools.

966. Would you render it compulsory upon every man to attend school on entering the service?—Yes; I would make it so after he was dismissed from drill.

967. You would defer sending the men to school until after they were dismissed from their drill?—Yes; a recruit, I think, has quite as much as he can do to learn his drill as a soldier, if he does it properly.

968. Would you make the promotion contingent upon certificates?—I do not approve of certificates at all.

969. Then what test of efficiency would you apply? I think that the emulation has fallen off since certificates have been introduced; for instance, now, a man who gets a third-class certificate imagines himself perfect to a certain degree, and he is content to rest without going any further; whereas formerly when the men had to satisfy the commanding officer as to their drill and other qualifications, they took more interest in it. I can instance a case—say that a man wishes to be promoted to be a corporal, from his having a third-class certificate he says "I have a third-class "certificate, and I can let education lie in abeyance, "and I have only to satisfy my commanding officer "as to drill and duty."

970. But it would be necessary to have some test of proficiency?—The men are always examined.

971. Does not that come to pretty much the same thing?—Yes; but I think that the fact of giving a man a certificate does not answer so well. It is the same thing with the officers; after they have passed the board they take it much more leisurely and easily than if they had not been examined at all. Formerly the commanding officer reported upon those whom he thought to be perfect, and I think that they were quite as efficient as they are now. I think that it is a great mistake even with officers to examine them by boards as at present.

972. Have you any experience of army schools out of your regiment?—I have been in several schools of other regiments.

973. What do you think of the army schoolmasters as a class?—With one exception my experience has been very good; I have found them very attentive to their duties.

Status of schoolmasters.

974. Do you think that it is desirable to improve their status at all?—No.

975. You are aware that at one time they held a warrant?—I am.

976. You do not think that it would be advisable to revert to that system?—I do not; the schoolmaster of my own regiment at the present moment is in the receipt of better pay than an ensign, and of course in respect of pay he is very much ahead of the serjeant-major, and speaking of his literary attainments, I should say that the serjeant-major is quite equal to him.

977. I suppose that the sergeant-major and the schoolmaster hardly come into contact?—They hardly come into contact; they get on very well indeed.

978. Giving rank to one over the other would be a greater advantage to the one to whom that rank was given than a disadvantage to the other?—I should say that it would be a disadvantage to the service, unless the schoolmaster was an officer. If he was an officer of the regiment, or was an officer attached doing duty with the regiment, it would answer very well; but if you made the schoolmaster a warrant officer, you would put him between the sergeant-major and the officers of the regiment, whereas at present the sergeant-major is the person immediately below the officers. I have also noticed, particularly in India, that one or two warrant officers generated a bad feeling in regiments on account of their having that higher social position. In my own regiment I have always found that the duties of the schoolmaster were very well carried on by a sergeant of the regiment when there was no schoolmaster.

Army schools.

979. Are you satisfied with the children's schools?—Very much so. We have an excellent schoolmistress.

980. Is she a married woman?—She is the wife of the schoolmaster.

981. Do you think that it would be possible to teach the children any trade during their school hours?—Yes; you could teach them shoemaking or tailoring. We have now been very nearly two years home from India, and since we have been home two boys were sent to learn tailoring, but in a short time they expressed their desire to enlist, and they have enlisted. We have not many children in the regiment; up to the date of our coming home very few of the men were married.

982. How many grown children have you now in the school?—I cannot state the exact number, but I think only about 24 or 25.

983. Including the very little ones?—Yes. They are all taught industrial work, except the grown boys.

984. That is to say, sewing?—Yes; making nets and things of that sort.

985. All the children, boys as well as girls?—Yes, except the grown boys.

986. We have had it stated in evidence by the inspectors that the only industrial work is sewing?—There is the making of nets, which is much the same thing, and knitting.

987. Do you think that the inspection of the schools is good?—Yes.

988. Then on the whole you are very well satisfied with the condition of affairs, as regards both the status of the schoolmasters and the general management of the schools?—Very much so.

989. Do you think that a certain number of hours ought to be compulsorily set apart for teaching, and that the commanding officer should be directed to see that those hours are observed, the choice of the hours being left to the commanding officer?—That is a very good idea. In my own regiment it has always been done. During the time when we were in Edinburgh, after the spring inspection, the commanding officer, being desirous of giving the non-commissioned officers as much instruction as possible throughout the summer, had his parades and drills early in the morning, and drill at 10 o'clock, and at 2 o'clock for men who did not go to school, and for recruits. During the whole of last summer the hours were from 10 to 12 for non-commissioned officers only; and there was a great perceptible improvement at the commencement of the winter season, and there was no deterioration in the efficiency of the school, for the privates went there as usual from 2 to 4. Since we have been at Aldershot we have had the same thing in the afternoon, that is to say, every non-commissioned officer under the degree of a colour-sergeant is compelled to attend school until he gets a second-class certificate; and all men who attend the school are exempted from drill, provided that they are fit for the ranks, that is to say, that they are in second-class drill. The only time in which the recruits can go to school is from 12 to a quarter to 1, that is three-quarters of an hour daily, but the commanding officer thinks that that is too much for them.

990. Does the chaplain look at all after the school?—Yes; he is pretty often in the school.

991. Do the ladies of the regiment look after the school?—Yes, and the officers take the greatest interest in the schools. I have served under three commanding officers who have taken great interest in the schools.

992. Have you a special class?—Yes, an evening class.

993. Is it pretty well attended?—The average attendance is six, that is, of men who wish to get promoted; sometimes there are 13 or 14; but this class is voluntary.

994. (*Lt.-Col. Chesney.*) That is the average attendance out of how many on the school books?—I should say out of about 20. I cannot tell the number exactly, but I should say that about 20 are qualified for certificates who have not already been examined.

95. (*Chairman.*) Have you any suggestion to
e with regard to the lectures which are given?—
lectures which are given at present, I think, are
er lame. What would be interesting would be
ey could get any person to give lectures upon
ary tactics. I know that the men in my own
ment always take great interest in any field day,
any sham battle which takes place. If any person
d describe it after it has taken place it would be
ubject of great interest. They also take great
rest in fire-arms and those sort of things.

96. You think that if the lectures were upon prac-
subjects, or subjects relating to the soldier's pro-
ion, they would become more popular?—Yes. I
e also seen lectures very well attended on matters
uty. The better informed men do not care much
the magic lantern lectures; they are principally
those who are just commencing life.

97. Is the library well attended?—Yes, very well
nded, and the recreation room is always full.

98. Are you satisfied with the system under which
recreation room and the library are maintained?—
; I think that the arrangements of the recreation
n are perfect. The recreation room is almost in
very centre of the lines, as it ought to be, and it is
venient to everybody. The canteen, on the other
d, is a great way off, and I think that that is just
well. The commanding officer allows performances
ake place in the canteen, such as singing, and by
inists, and harpists, and that answers very well.
ve never heard of any abuse in that respect. The
ects which interest soldiers are, I think, military
ory, tactics, and all matters with regard to rifles;
y take great interest in shooting.

99. Did you pass through Hythe?—Yes; I passed
ith an extra first-class certificate.

000. Would you be inclined to retain Hythe?—
, on a certain scale, namely, to test the efficiency
re-arms and projectiles.

001. But do you think that musketry instruction
d be given in the regiment?—Yes.

002. Do you think that it would be better con-
ed in the regiment than at Hythe?—That is a
cult question to answer. Most persons are preju-
d against Hythe. I think that in every regiment
e ought to be the elements of instruction in mus-
y, sufficient so far as respects anything which
ers or non-commissioned officers may require. If
e was any regiment which had been on foreign
ice, which had not had those facilities, I think
it could be done quite as well by sending any
ers or non-commissioned officers to another
ment for instruction.

003. Have any of your men come from the Hiber-
n School, or the Duke of York's School?—Yes;

004. Do you give a good account of them?—Yes;
r writing is particularly good. One is a sergeant
he canteen, and the other is a corporal in the
d.

005. Do you think that the schoolmaster in your
iment is at all discontented?—No.

006. Do you think that his pay is sufficient?—I
nk that it is quite sufficient.

007. (*Lt.-Col. Chesney.*) You know that the
oolmaster begins at 3*s.* a day, and afterwards rises;
you think that that is sufficient?—Three shillings
ay is the pay of a regimental schoolmaster, and I
nk that it is quite sufficient. I have never heard
ny complaint about it. Of course I have not come
o contact with any schoolmasters of that grade, but
ould imagine that it could be easily obviated by
ing a sergeant or a corporal of the regiment to
ry on the duties of the school. If our schoolmaster
ppeared to-morrow, I think that the commanding
er could carry on the duties of the school quite as
l as at present.

008. In your regiment have you not made a prac-
of using certificates?—Yes. The certificates
ich have answered best are those not now in force.
1860 there were a first, a second, and a third class
certificate (quite a short certificate), signed by the commanding officer; and then it was made a regulation that a man should have a third-class certificate on passing from lance-corporal to corporal, a second-class certificate on passing to lance-sergeant, and a first-class certificate on passing to sergeant. My late commanding officer carried this out strictly, but he disapproved of certificates; he merely carried out the system, because he believed it to be the regulation of the service.

1009. Practically, is it necessary in time of peace ever to promote a man to his actual corporal's rank without rudimentary education?—Three instances have occurred since my return home, neither of those men had certificates, and neither of them wanted promotion, and yet they are known to be very superior non-commissioned officers. When we were quartered at Stirling, Perth, Dundee, and Aberfeldy, we had a scarcity of non-commissioned officers, and had to take privates to drill recruits. One private was very efficient, and so highly was the commanding officer pleased with his qualities in drilling that he made him a corporal on the spot, that was after drilling for eight or nine months. That man has been promoted to be sergeant; he is now provost-sergeant at Aldershot. If it had been left as a matter of education, the service would have been bereft of that man's services.

1010. As a rule, in your regiment you always insist upon education?—Yes, and two or three times lance-corporals have been promoted to be corporals, subject to their getting education, and satisfying the commanding officer that they were fit for the position. I have known none of them fail on promotion. With regard to lance-corporals, I think that insisting upon a preliminary education with them is not advantageous, because it deters a great many who are rather timid on first coming forward. I think that the best system of getting lance-corporals is by having them selected by their captains; those men naturally feel pleased at having been selected, and I think that they exert themselves in education or in any other way.

1011. Have they not usually time enough between getting the lance stripe and the other stripe to qualify for a third-class certificate?—I think so.

1012. What is your average time of a man being in the lance rank?—I should say from about 15 to 18 months. It is astonishing how well the young soldiers do if they take to a thing. A good many of them do very well if they are drawn out, the school frightens them, and responsibility of rank frightens them; but I think that the practice of selection for first promotion is by far the best plan.

1013. Do you see your way in an ordinary line regiment to obtain any kind of industrial teaching for the boys?—Quite well. For instance, if any of our boys were old enough they would be put now to learn tailoring; only two have done so since we came home from India. In India we had a great many workshops, such as tinsmiths and carpenters; boys were put to that out there by the late Colonel Priestley.

Recreation rooms.

1014. Do you find your present subscription of 2*d.* a man per day quite enough for your recreation room?—I think so.

1015. In your opinion do the recruits use the recreation room more than the old soldiers?—They do; and that is one of the reasons for having the recreation room away from the canteen.

1016. You think that it is rather an undesirable thing than not to put the recreation room side by side with the canteen?—Yes; because the distance between them keeps the recruits away from the canteen. If you had the recreation room close by the canteen, perhaps apart from being led into the canteen they would meet with the bad characters coming home from the canteen, and it is desirable to keep them away from the canteen as much as possible.

Army schools.

1017. With regard to the industrial grant for the infant school, do you think it possible that it should be considered by the married soldiers rather as a

Lieut. J. E. Christie.

1 March 1870.

Army schools.

means of clothing their children than of instructing them in sewing?—Quite possible.

1018. (*Maj.-Gen. Wilmot.*) Are there any other children in your school except the children of soldiers?—No, except that there were some who were attached.

1019. Then in the distribution of the work afterwards, it would be just as likely to be given to those children as to the children of your own regiment?—Yes.

1020. Do you see any objection to the schoolmasters giving private instruction out of school hours?—None at all. When we were in India at small stations some officers used to send their children at the regular hours to the school just the same as the other children were sent.

1021. And the officers paid so much a month for that; 5*s.* a month?—Yes, but it was rather an advantage to the children than otherwise; it improved their tone and everything. Where I was quartered in India the officers had no other means of educating their children; there were about five or six and they got on very well.

1022. How long has your schoolmaster been attached to your regiment?—About 18 months.

1023. Previously to the appointment of the present schoolmaster, had you one who was attached for any length of time?—In India we had a man of very good attainments; he was a very good teacher, but he had been sent out to India, I think, on account of his misconduct.

1024. As far as the schoolmaster has to teach, that is not a means by which his own education would be enhanced in any way, namely, by the particular fact of teaching?—No, not unless he followed literary pursuits in his own hours.

1025. There is nothing in his own school teaching which does so; he does not carry a class to a very advanced stage, so as to require him to keep up his own attainments?—No. We have many men in the regiment of high attainments with whom he can associate.

1026. Would not the circumstance of allowing the schoolmaster to give private lessons rather render him more *au fait*?—Yes, if the children who were attending were not very young.

1027. Would you permit that teaching to officers' children?—I would let the schoolmaster do anything which he liked in his own hours, so long as it did not interfere with his teaching.

1028. You do not think that what is required of the schoolmaster by the Government is so much that he cannot do anything else?—Certainly not; I do not think that the schoolmaster is a very hard worked man, and he gets almost any amount of assistance which he requires.

1029. (*Sir D. A. Cameron.*) Do any officers' children now attend school?—No; there is a school at Aldershot for officers' children.

1030. Do you think that it is desirable to mix up the children of officers with those of non-commissioned officers and soldiers?—No; abroad it cannot be helped, but at home I think that it is not desirable.

1031. With regard to the extra subjects, do many of the non-commissioned officers attend school when they are taught?—A few do.

1032. The schoolmasters complain of the regulation which requires them to show their kits periodically, is that regulation enforced in your regiment?—Yes.

1033. Does the schoolmaster ever complain of it?—No.

1034. Do the staff sergeants, or do any sergeants in the regiment, show their kits?—Yes; every sergeant in the company shows his kit, but not the staff sergeants.

1035. How often?—Once a month; that is a standing order in the regiment.

1036. And do the soldiers show their kits once a week?—Yes; the standing order is that every sergeant shall show his kit at least once a month. The schoolmaster in my regiment always comes to me and tells me when it is time to inspect his kit.

1037. He does not lay it down?—No; I go and look at it in his own quarters.

1038. He does not feel it degrading?—No; he only looks upon it as a point of duty. The schoolmaster always comes to me, and says, "It is such a day of the month, sir, will you come and inspect my kit," he reminds me of the date.

1039. Is his kit the same as that of a sergeant?—Not exactly. I cannot enumerate the articles, but I think that inspecting a schoolmaster's kit is a matter of very little importance. Of course there will be always one or two bad ones who will make away with their things, but I think that in the case of first and second class schoolmasters the inspection of kits might be dispensed with.

1040. A colour-sergeant does not show his kit, does he?—It depends upon the captain, some captains make him show it regularly.

1041. (*Maj.-Gen. Wilmot.*) How does the schoolmaster receive his pay?—From the paymaster.

1042. It is not in advance, is it?—Officers receive their pay in advance. I do not know whether the schoolmaster receives his pay in advance, or not; but I know that he receives his pay from the paymaster.

1043. (*Dr. Butler.*) I have gathered from some of the witnesses that the schoolmasters are no great favourites in the army generally; does your experience confirm that?—The schoolmaster whom we had in India was rather dissipated and of bad character, and it was necessary to put restrictions upon him in order to keep him up to the mark, and, of course, that would rather degrade him. But our present schoolmaster is very highly looked upon; he is a very well conducted man.

1044. If the schoolmaster is a well conducted man you do not think that he is looked down upon from anything in his position?—No; our schoolmaster is not looked down upon. I think that he is very much respected by the men in the regiment; and since he has been schoolmaster I do not remember his having been compelled to confine a man on account of misconduct.

1045. Turning to another subject, I wish to learn whether you think that the schools for the children of the soldiers are susceptible of any improvement; for example, whether arrangements could be made by which they would mix less with the men?—I think that there is no disadvantage from their mixing with the men.

1046. You do not fear that they are likely to pick up bad language?—No. You might go into a company's room at any moment, and you would very rarely hear a bad word made use of. If you go in the canteen, or anywhere, you will very rarely hear a strong word. All the commanding officers under whom I have served have been very particular in that respect, and I have known them to punish very severely those men who have been guilty of using bad language.

1047. (*Chairman.*) Have you any further observations to make in connection with the subject of army schools?—At most stations at home there are a great many unnecessary duties, such as sentries and orderlies. If those could be diminished in any way, the school efficiency would be a great deal increased. Putting men as sentries for nothing at all, I believe, makes them careless in the performance of their duty, and it takes them away from their school. I think that nothing is more objectionable than putting a man up as sentry without any particular object. The same remark applies to the number of orderlies.

1048. Have you anything further to say with regard to the school at Hythe?—Yes. I have already said that musketry instructors could qualify in the regiment as well as at Hythe. I think that the course might be very much modified without interfering with efficiency. I think that having a figure of merit is a mistake.

1049. Why?—One half the labour of the regi-

for the figure of merit. Make the commanding officer responsible for good shooting in the same manner that he is held responsible for everything else in his battalion. All his parades and drills should be so carried out that good shooting and steadiness may be thoroughly instilled into every one. At present there is too great a barrier between the musketry and the general training of the soldier.

Lieut. J. E. Christie.

1 March 1870.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Tuesday, 15th March 1870.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COL. SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
REV. DR. BUTLER.
MAJOR-GENERAL EARDLEY WILMOT.
C. S. PARKER, ESQ., M.P.
LIEUT.-COLONEL CHESNEY.

Mrs. C., Regimental Schoolmistress, examined.

Regimental Schoolmistress C.

15 March 1870.

Status of schoolmistresses.

1050. (*Chairman.*) How long have you been a schoolmistress in the army?—Since November 1856.

1051. Are you married?—Yes.

1052. What is your pay?—30*l.* a year as second class schoolmistress.

1053. Have you any other advantages?—None whatever as a married schoolmistress.

1054. Are you allowed any accommodation as schoolmistress of the regiment?—Not in addition to my husband's quarters; he is schoolmaster.

1055. You have nothing in addition to what you would be entitled to as the wife of a soldier?—Nothing whatever.

1056. Your husband is a schoolmaster?—Yes.

1057. Do you consider that your remuneration is less than what it should be?—Yes.

1058. If we were to ask you what you would call a fair and proper remuneration, what sum would you name?—I think that the lowest amount upon which a woman could exist, without anything being given by her friends, or any support from her husband, is 36*l.* a year. I do not think that she could live respectably upon less.

1059. That is to say, that if she was independent and unmarried, and without other means of support, 36*l.* a year would be just sufficient to keep her?—Yes. A single schoolmistress is entitled to quarters, or lodging allowance in lieu of quarters.

1060. What is the lodging allowance?—8*s.* 6*d.* a week.

1061. And that, I suppose, is ample, is it not?—Yes.

1062. It is a liberal allowance?—Yes, I think so. A married schoolmistress of course receives nothing in lieu of it.

1063. I see by the paper you have sent us that you are of opinion that at all events a schoolmistress should be entitled to better pay than a drummer?—I think so.

1064. Have you any other complaints to make with regard to your position?—My position as a married woman is regulated by that of my husband; yet as a schoolmistress I do not think that the position is what it should be. Schoolmistresses are not exactly women of the regiment. A married schoolmistress is returned as a woman of the regiment, and in travelling with the regiment is treated as such. By the old regulation, schoolmistresses were not classed as women of the regiment, and they were allowed second-class fare in travelling, both by sea and by land, but now they are not allowed that. A single schoolmistress is now allowed second class fare, but when she becomes married she loses that privilege.

1065. How is the wife of the sergeant-major classed?—That I do not know. I do not know whether any difference is made with the sergeant-major's wife.

1066. When you object to the class which is allowed to you, it is principally with reference to the railway ticket?—Yes; in travelling both by sea and by land.

1067. You object to the accommodation which is provided for you when you are travelling?—Yes.

1068. But in other respects the question of class hardly comes up at all, does it?—No.

1069. You say in the paper with which you have furnished us, that a pupil-teacher may be placed above the schoolmistress, and may receive advantages both in emolument and in treatment superior to those of the mistress who trained her. How does that happen?—It often happens that a girl comes from a school who has been monitress or pupil-teacher under the schoolmistress; and when she passes her examination and is appointed schoolmistress, she, in moving with the troops, would get a second-class passage by sea, whereas, if the schoolmistress were travelling at the same time she would only get the same treatment as a soldier's wife. If the other person were unmarried she would be provided by sea with a second-class cabin, but a married schoolmistress is not so treated.

Appendix, p. 116.

1070. Then you complain that a married schoolmistress is placed in a worse position than a single schoolmistress?—Yes.

1071. You served in India, did you not?—Yes, for nearly eight years.

1072. And there you thought that you were in a better position than in England?—Yes, under the old regulations.

1073. You also complain that the schoolmistresses are liable to be discharged without notice. Can a schoolmistress be absolutely sent away at the discretion of the authorities?—I believe so. I myself, on my return from India with the depôt of my regiment, was placed on the unemployed list from the day of my arrival. Had I been a widow my children and self would at once have been deprived of a home and support.

1074. And you received no pay?—I received no pay. My husband, applied for leave of absence on return from foreign service; it was granted to him, but refused to me. I was placed on the unemployed list, and it was stated to me that as I was not working, I was not entitled to receive pay.

1075. Was your husband ever a soldier?—No.

1076. Did he come in under the old regulations?—Yes.

1077. Does he hold a warrant?—No; he is a second-class schoolmaster.

1078. Then you have no pension and no allowance whatever?—After 12 years' service a schoolmistress is entitled to 1*s.* a day if she receives a medical certificate that she is unfit to continue; but otherwise not until 24 years' actual service is a schoolmistress entitled to any pension.

Regimental Schoolmistress C.

15 March 1870.

Status of schoolmistresses.

1079. After 24 years' actual service does she receive a higher pension?—Yes, 2*s.* a day.

1080. Have you any suggestion to make with regard to that part of the subject?—I think not.

1081. Do you think that those are reasonable regulations?—Those have always been the regulations as to a schoolmistress's pension.

1082. Do you think that it is too small a pension? I think that the pension is better than the pay as it now stands.

1083. You think that the pension is fairer than the pay?—Much fairer.

1084. What quarters do you now inhabit with your husband?—Two very small rooms at the end of the school; they are quite insufficient for our family.

1085. Have you any children?—I have five children.

1086. And you have only two rooms which are very small?—Yes.

1087. You have no kitchen?—No.

1088. (*Sir C. Russell.*) Do you cook in you sitting room?—Yes.

1089. (*Chairman.*) Is that generally the case in regard to the accommodation which is provided for married schoolmasters?—In some stations where there are special quarters they are better, but in Aldershot, where we are now, the quarters are in camp and are small, with the exception of the quarters of schoolmasters who are permanently stationed there, and in that case a piece of the schoolroom has been partitioned off, where more accommodation is required for their families.

1090. Do you think that you are worse off, as regards accommodation, than the wives of the sergeants are?—In camp I think that our quarters are worse than those of the staff sergeants.

Army schools.

1091. Passing from the consideration of your own position, I will ask you a few questions as regards the general management of the school. Are you satisfied with the general conditions under which the girls' school and the infants' school, which are under your charge, are conducted?—Yes.

1092. But you think that infants are sent to school a little too young?—Yes, in some regiments they are sent to school very young indeed, before they can speak or are able to sit quiet. A great many persons think that the infant school is a nursery, and a good many of the children can scarcely walk.

1093. But I suppose that even admitting that there may be some disadvantages, it must be a great convenience to the women of the regiment to be able to have a place to which they can send their children?—Yes, it is a great convenience. I do not think that any mistress would object to having children of their age, provided they would keep quiet, but when there are a great number of children, and when the majority of them are babies, the schoolmistress cannot carry on the work of the school, and keep it in order.

1094. Is not the infant school separate from the other schools?—Yes, from the master's school. Grown girls attend the master's school in the morning, and the mistress's school in the evening.

1095. What is the highest limit of age in the infant school?—The boys are kept until they are between 7 and 8, and the girls are kept until they can read words of two syllables.

1096. But your opinion is that if it was solely an infant school, children, no matter how young, might come there without inconvenience, but you think that the infant school receiving children almost of an age at which they would be called grown children, and also mere babies, would interfere with the work and order of the school?—Yes.

1097. You would leave it to the mistress to decide whether a child should be received or not?—Yes, before 3 years of age.

1098. Have you anything to say with respect to the monitresses and pupil-teachers?—Their pay is insufficient; the pay of a monitress is very small.

1099. You think that the grant of 5*s.* is too much if it is merely intended to supply materials for needlework?—A great deal too much.

1100. (*Lord E. Cecil.*) How long did you say that you had been in the service?—Since November 1856.

1101. Were you in the service when the schoolmistresses were treated differently from what they are now with regard to accommodation and privileges?—Yes. I believe that while I was in India the regulations were altered, but in India I was always allowed a second-class passage and privileges in travelling.

1102. Have you ever heard any reason assigned for the change which has taken place in the position of a schoolmistress?—No.

1103. In what way besides in respect of pay was the position of a schoolmistress in India superior to that of a schoolmistress in England?—In India she was not classed as a woman of the regiment.

1104. That is to say, I suppose, that she was looked upon as being superior to a sergeant's wife?—I think so, in respect to her calling as a teacher.

1105. Did she rank above a sergeant-major's wife?—I do not know. She was included quite in a separate list, as schoolmistress of the regiment. She was not included in any returns.

1106. Do you think that the army schoolmistresses generally, since you have been in the service, have physically deteriorated; do you think that they are as well up to their work as they were?—I think that they are.

1107. You do not think that the change in the regulations has brought in an inferior class of persons?—The schoolmistresses now, I think, are more soldiers' daughters than they were formerly. They do not, I believe, now train the mistresses. A monitress or a pupil-teacher, when she is 21 years of age, if she passes another examination, can be appointed as schoolmistress.

1108. But as far as you have been able to observe, the present schoolmistresses are quite as competent for their duties as the former ones were?—I think so.

1109. You say that "the treatment of schoolmis-
"tresses is so inconsiderate and illiberal as to lead, in
"your opinion, to an indifferent appreciation of the
"worth, duties, and calling of regimental teachers,
"both among parents and officers:" do you imply by that that there is less respect for a schoolmistress among the children and the parents than there was?—I think so. The depression in the regulations regarding treatment in travelling has had that effect. Of course the parents when they think that they are in exactly the same position in the regiment as ourselves are apt to think that they are not to assist us in many ways in which they might do so as regards the school work, such as the children coming in time, and so on. They consider that they are exactly the same as we are, and that they can do what they like, and they impose upon the schoolmistress. In the afternoon the great inconvenience is with the grown girls, who bring with them children who are not in the school at all.

1110. In fact the children are not so manageable as they were?—No.

1111. Speaking from your own experience, what is the proportion of schoolmistresses to children; how many assistants have you?—At present I have one monitress to assist me.

1112. How many children have you in your school?—I think about 40.

1113. Do you think that one monitress besides yourself is sufficient?—It is hardly sufficient, because in the morning school the children are supposed to be classified according to their attainments, and with one assistant I perhaps may be obliged to divide my school into four classes, besides the very young children who are only learning their letters; consequently they cannot all be kept at work at one time.

1114. You therefore incline to the opinion that the work is a little too severe for two persons?—Yes.

1115. What should you say was the number of children whom one schoolmistress could teach?—I

hink that 40 children could be taught by a mistress nd one other person, provided that there were not so nany classes; but the children vary very much in heir ability to read. I do not think 40 children too nany for two persons to teach.

1116. Are children who are outside the regiment llowed to come to the school?—The children of ensioners or of any one in government employ are llowed to come to it.

1117. Do you think that arrangement a good one?—Not always.

1118. What are your objections to it?—The parents o not send the children regularly to the school; they vill sometimes send them to the school for a few weeks nd will take them away again, and they will afterards return to the school. They have liberty to do hat; they have only to ask the permission of the colonel whether a child may attend, and with his consent they end the child, but they withdraw that child without ny notice, and after a week or two they send the child ack.

1119. Do you in consequence find those children ess industrious and less manageable?—I think so.

1120. (*Sir C. Russell.*) Do you think that the age f 8 years is too great until which to continue a child, ither a boy or a girl, in the infant school?—With ome children I think so; some children get on so nuch faster than others.

1121. What determines the period at which they re to leave you and to go to the master?—With the oys I believe that the age is between 7 and 8; but with the girls I do not know that there is any fixed ge. They are supposed to be kept in the infant chool until they can read words of two syllables asily; but I believe that a boy of 8 years of age vould be transferred to the master's school whether e could do so or not.

1122. Therefore, as I understand you, you have an ducational test for the girls, but a mere one of age as egards the boys?—I believe so.

1123. Has any scheme occurred to you by which hese very small infants could be attended to; because suppose that your knowledge of the regiment leads ou to believe that there is the greatest difficulty in getting the parents to manage and look after these nfants, and that therefore they are sent to the infant chool? Have you ever thought whether or not, by girls being appointed to take charge of these very oung children, they could be properly managed?—Yes, provided that there were a separate room for hem.

1124. But you must have a separate room for them?—Yes.

1125. Have you ever known a case of a married schoolmistress who was not the wife either of a schoolmaster or of a non-commissioned officer?—No.

1126. As a rule the married schoolmistresses are he wives either of schoolmasters or of non-commissioned officers?—As a rule they are either the wives of schoolmasters or of non-commissioned officers.

1127. (*Lt.-Col. Chesney.*) Are you aware that in a good many civil schools the mistresses are obliged to take children younger than they themselves would like to take, and that that is a common thing on account of the difficulty of separating them from their sisters?—I am not aware of that.

1128. Have you inquired as to the age at which children are admitted into any of the National Schools near to where you have been quartered?—I have not.

1129. Speaking of another subject, is there not a difficulty at present at many of the schools in getting a good pupil-teacher, in consequence of the insufficiency of the pay?—Yes; the pay is quite insufficient.

1130. So that they cannot actually get a decent girl of the requisite age?—No, not for the present pay.

1131. I see that you are strongly of opinion that the Saturday morning's school might be very well dispensed with, it being very irregularly attended?—Yes.

1132. Is it generally the case in other regiments that it is very irregularly attended?—I think that it is always the case.

1133. Are you obliged in your regiment to attend the Sunday school?—No.

1134. But you are liable to be required to attend it, are you not; and you could not refuse to do so, could you?—That is so.

1135. Have you often heard that mentioned as a condition which is rather hard on schoolmasters and schoolmistresses?—Yes.

1136. At most of the stations where you have been has it been found possible to manage the Sunday school without obliging the schoolmasters and schoolmistresses to attend?—Yes.

1137. (*Maj.-Gen. E. Wilmot.*) How many assistants have you?—I have one monitress.

1138. If you separated all the little children and sent them with that girl into another room, could you manage the others yourself?—No, not very well.

1139. But what you have complained of would be remedied by having another room?—Yes, a room for the infants only.

1140. That would be not only advantageous to you, but very much so to the children and to the service?—Yes.

1141. Having done so, would you not expect to get into the next school a very much improved class of scholars as far as its branch of knowledge went?—Yes.

1142. One teacher would be sufficient for an infant school of that sort, would it not?—Yes, for the younger children. One girl could manage them.

1143. (*Lt.-Col. Chesney.*) Do you lose the help of your monitress from time to time when she goes to be taught at another school?—Yes.

1144. Is she taken from you during your working hours?—Yes, she is taken away twice every morning during my working hours to be taught by the master.

1145. Supposing that she got no teaching by the master, would she be learning enough with you?—I think that it is advantageous to the monitress to go to the master.

1146. But to some extent it is hard upon you that that should be done during the working time in the infant school?—It is.

1147. You are left during some part of the morning without any one, as you have only one monitress?—Yes.

1148. (*Mr. Parker.*) If there were a separate nursery for the very small children, do you think that any young children would be sent there who were not sent to the school?—Yes.

1149. And that would be a convenience?—It would be a convenience to the women of the regiment, and it would be also an advantage to the schoolmistress, inasmuch as it would remove the very young children from the school.

1150. You would be able to teach the remaining children more efficiently?—Yes.

1151. Would there be much expense in appointing a person to take charge of such a nursery; what kind of person could be placed in charge; would you select a monitress?—A pupil-teacher or intelligent woman of the regiment.

1152. Do you think that she should have the same pay as for assisting you in the other school?—Yes; during school hours of course she could take the whole of the younger children into a separate school, and they would return home at 12 o'clock with their brothers and sisters.

1153. Then the only expense would be that of a monitress and that of an extra room?—I think so.

1154. You say that in India, civilian schoolmistresses have from four to six times the pay of army schoolmistresses?—Yes. Status of schoolmistresses.

1155. Have not the army schoolmistresses other advantages?—None whatever. The mistress of the infant Government school at Poonah, I believe, received 120 rupees a month, with a furnished house, and two native servants. My own pay in India was only 30 rupees per month and nothing else.

Regimental Schoolmistress C.

15 March 1870.

Status of schoolmistresses.

1156. Had you not quarters?—I had no extra quarters, but only the quarters to which my husband was entitled.

1157. Were the quarters of a married schoolmistress in India in your opinion sufficient?—There were generally two sets of quarters, one for the schoolmaster and one for the schoolmistress. If a schoolmistress was single she had exactly the same quarters as a schoolmaster.

1158. Did those quarters consist of two rooms?—In India sometimes there were two rooms and sometimes there were more.

1159. Has a single schoolmistress at home the same quarters as a married schoolmistress and her husband?—I think so, two rooms.

1160. A schoolmistress has no rations from the regiment?—None whatever.

1161. She is not even allowed to make an arrangement by which to have them?—I believe not.

1162. Would it be any convenience if it could be so arranged?—It would be a great convenience.

Army schools.

1163. (*Dr. Butler.*) Have the young children many opportunities of running about among the soldiers of the regiment?—I do not know that they have.

1164. Neither the little boys nor the little girls?—No, I do not notice them running about among them very much. Of course the play ground is usually in the barrack square.

1165. You do not think that any harm is likely to come to them from hearing bad language, for example, among the men?—They do not mix much with the men in the barrack square. Of course there are times when men are in the square, and when the children are not there; and I dare say that there are occasions when the two are there both together.

1166. Do you receive frequent visits to the school from the ladies of the regiment?—Not frequent visits, some of the ladies take an interest in the school, and visit it occasionally.

1167. And you find that valuable?—Yes. The parents think more of the school when they see the ladies take an interest in it.

1168. Do you see anything of the chaplain?—Not much, he does not come to the infant school.

1169. Do you say that he never comes to the infant school?—Yes.

1170. (*Lord de Ros.*) With regard to the proposed cessation of the school on the Saturday, your idea upon that matter is, I suppose, that the mothers would employ the girls in cleaning up and washing, and that such training would be rather of use to them than otherwise?—Yes.

1171. It would be of use to both parents and children?—Yes.

1172. You think that the Sunday, after all the labour of the week, should be entirely given up to the schoolmaster and the schoolmistress?—Yes.

1173. Do you see any possibility of any instruction in washing being given to children in the school?—I do not.

1174. As regards the work of the school, besides cutting out and sewing, is any instruction given in the common mending of the parents' clothes?—Every Friday the children are permitted to bring in useful work, but fancy work is not permitted, such work as knitting stockings, or darning, or mending, or anything like that may be brought.

1175. With regard to the children being exposed to hearing bad language, do you not think that there is in general a very right understanding among the men of the regiment to avoid using bad language before children?—I think so. I think that there ought to be. I do not think that the children in the neighbourhood of our own quarters would be likely to hear bad language.

1176. Do you not think that any respectable old soldier or sergeant hearing another man using bad language before children would be likely to check him?—I think so.

The witness withdrew.

Regimental Schoolmistress D.

Mrs. D., Regimental Schoolmistress, examined.

Status of schoolmistresses.

1177. (*Chairman.*) How long have you been a schoolmistress?—8½ years.

1178. Are you married?—No, I am a Crimean widow.

1179. Do you obtain lodging money?—No, I have not had it for six years. I had it at one time, when I lived out of barracks, but I have lived in quarters for the last six years, which I have instead of lodging money.

1180. Are you respectably lodged?—I am as respectably lodged as I can be at the station at which I am; there are a great many things to put up with there which we should not have in barracks; there are great discomforts.

1181. Have you any children?—Yes.

1182. You think that the salary which you receive is very insufficient?—Yes; if I had nothing else but the salary to depend upon I could not do, but I have a pension from the Crimean Fund.

1183. To what figure do you think that it would be fair to raise the salary?—I can hardly answer that question. I should like it to be raised, I think, to 36*l.*

1184. You think that a single woman could live respectably upon 36*l.*—Yes.

1185. Do you think that the monitresses are insufficiently paid?—Yes; I think that they are insufficiently paid.

1186. Are they of fair abilities?—Yes; sometimes we get them better than at other times. Some children have not regularly attended school, and at 9 or 10 years of age they are very backward, but the abilities of others, who have regularly attended school, are equal to that position at the age of 13.

1187. Do you think that the discouraging prospects in the way of pay, &c. prevent the monitresses from wishing to become schoolmistresses?—I do. I believe that in one or two instances the girls have resigned, even at Aldershot, on account of the small pay.

1188. When you are travelling do you travel by the third-class?—Sometimes I have travelled by the third-class, but generally speaking I have travelled by the second-class. I am allowed to travel by the second-class.

1189. That is as an unmarried schoolmistress?—Yes.

1190. But if you were a married schoolmistress you would have to travel by the third-class?—I do not know how the married schoolmistresses travel; I suppose that they travel with their husbands, but I am allowed to travel by the second-class, and all single schoolmistresses are allowed to travel by the second-class.

1191. Do you think that the schools are pretty well conducted?—Yes.

1192. And are you of opinion that the inspection is pretty satisfactory?—Yes.

1193. Does the commanding officer take an interest in your school and assist you?—Yes.

1194. Do the ladies of the regiment help you?—Yes.

1195. Does the chaplain come and look at the school?—He has not been to my school, and I do not think that he goes to the other schools; he gives religious instruction every Friday in one school where all the children are collected together.

1196. You think that babies are admitted too freely into the school?—Yes.

1197. If they did not go there what would their mothers do with them?—I do not know.

1198. I suppose that it is a great convenience to the mothers to be allowed to send them to the school?—Yes.

1199. But it is rather an obstruction in your way y increasing the number of younger children?— es, I have found it so. I have had a child in the chool as young as one year and eight months; of ourse children cannot be taught until they are four ears old.

1200. (*Lord de Ros.*) You would rather prefer the aturday to be a complete holiday?—Yes.

1201. Do you think that it would be any loss to he children, in useful training, that their mothers hould employ them in washing and domestic work n the Saturday?—It is only the young children, the abies, as I call them, who are sent on the Saturday. think that the elder children are required on Saturay for other purposes, such as assisting in the usual eekly cleaning of the house and furniture.

1202. Do you think that it would be at all possible o teach washing as a part of the school training?— o, there is no accommodation for it.

1203. Do you think that it would be possible to ave a separate infant school which should comprise he children below three years old?—I think that it ould be a very good thing in such a place as Alderhot, because the very little children are sometimes ubject to a great deal of danger in running out hen their mothers are away. I believe that at one me there was a nursery established for the young hildren, but I do not think that it is so now.

1204. Do you think that any harm arises from the hildren hearing bad language from the soldiers, do ot the soldiers rather avoid using bad language efore the children?—I am afraid not.

1205. (*Dr. Butler.*) You think that there is a erious danger arising from the children mixing with he soldiers?—I think so, because the children make se of bad language, and I suppose that they have owhere else to learn it.

1206. Are the little girls, as well as the little boys, ble to go about among the soldiers?—Yes; in the amp there is nothing to prevent their doing so.

1207. I suppose that the little children are rather ade pets of by the men?—The boys particularly are.

1208. (*Sir D. A. Cameron.*) Do you find that the ildren come to school clean, and decently dressed? -Yes, sometimes; of course if they do not come ean it is a great object with the schoolmistress to inst upon their doing so,—and we are obliged to inflict light punishment. Sometimes the mothers send em away clean, but they loiter on the way, and o not come clean.

1209. Are they obedient?—Yes, generally speaking.

1210. If they are not so to whom do you complain? -To the commanding officer.

1211. And not to the parents of the children?—No.

1212. (*Lt.-Col. Chesney.*) With regard to the atndance at the Sunday school, are you obliged to tend the Sunday school?—No.

1213. Are you not liable to be ordered to attend it? -I believe so, according to the late regulations. enerally speaking the officers' ladies assist.

1214. Then generally speaking there is no necessity r your attendance at the Sunday school?—No, not so r as I know.

1215. As regards the money grant for finding maerials, is it in your opinion too little, or too much, r the work?—It is too little to satisfy the minds f the parents, it has been a source of great annoyance to schoolmistresses in general. I have generally ndeavoured to avoid that difficulty by giving the hildren an equal number of articles; but the mothers re not satisfied, because they think that five shillings allowed for every child in the regiment, whereas it only for those children who are over four years of ge.

1216. That grant is looked upon by the parents as sort of fund for giving presents of clothes to the hildren?—Yes, but it is quite a mistake.

1217. Are you ever interfered with by the parents f the children; the non-commissioned officers' wives r instance?—I have not been interfered with, but I believe that other schoolmistresses have been. I have always avoided that as much as possible, so as not to give the commanding officer more trouble than it was necessary to give him.

1218. With respect to the pay of your monitresses, and pupil-teachers, have you now pupil-teachers or monitresses?—I had two monitresses until the last month, and one resigned, in fact she said that the salary did not keep her in boots, because Aldershot is very destructive to boots, and sometimes the monitress has to walk a long distance to and from the school.

1219. Do you think that you could get a good pupil-teacher to come to you at Aldershot on the present pay offered to such a person?—I do not think so.

1220. There is a regulation that your monitress should be taught by the schoolmaster?—Yes.

1221. Does that act against the interest of those who are in the grown school?—No, it has been arranged that during the time when the collective lessons are given by the schoolmistress in the gallery, the monitress shall go to the schoolmaster.

1222. You have not suffered from that order?—Not at all.

1223. (*Sir C. Russell.*) Have you ever applied to obtain your rations at the government rate?—I have.

1224. And were you refused?—Yes.

1225. You recommend that the hours of attendance should be altered for the convenience of the parents?—Yes.

1226. Have you tried to alter the hours?—No.

1227. Have you ever made application to do so?—I have not.

1228. With regard to the rations to whom did you make your application?—To my commanding officer, about five weeks ago.

1229. And it was refused?—Yes, because he had no authority to grant the permission, or he would have done so.

1230. As respects the hours of attendance, are you aware of any objection to changing the hours?—No.

1231. You are of opinion that it would be a convenience but you have never made application upon the subject, what hinders you from doing so?—The reason why I mentioned that it would be a convenience is on account of my not being able to get the children in by 9 o'clock in the morning, when school opens.

1232. You want to make it half an hour later?—Yes, because by half-past nine the children are generally in, and sometimes I cannot open school at 9 because the children are not there.

1233. (*Lord E. Cecil.*) With regard to the government grant of 5*s.* for the children's clothing, which causes so much misunderstanding among the parents of the children, is it not practically confined to girls above 4 years of age, for I see that in your printed statement you say, "the mothers think that 5*s.* is allowed for "every child in the regiment for clothing, whereas "all children under 4 years, and boys attending "the master's school are not entitled to it by the "regulations." Therefore I suppose that in point of fact the girls are the principal recipients?—The girls, and the boys, during the time they are in the infant school before they are sent to the master's school receive it.

Appendix, p. 116.

1234. (*Dr. Butler.*) I think that you said that on Friday the chaplain took the children for religious instruction, but not the infant children?—The grown children.

1235. From what age?—Perhaps from 9 to 15 some from 8 or from 7; some children from the master's school go to the instruction of the chaplain, but none go from me.

1236. You are not present when a religious lesson is given?—No.

1237. (*Chairman.*) Was your husband killed in the Crimea?—No, but he died of sunstroke.

1238. In what regiment was he?—In the 4th Hussars.

1239. What was he?—He was sergeant major.

The witness withdrew.

Col. C. C. Shute, C.B.

15 March 1870.

Status of schoolmasters.

BREVET-COLONEL C. CAMERON SHUTE, C.B., 4th Dragoon Guards, examined.

1240. (*Chairman.*) You are in command of the 4th Dragoon Guards?—Yes.

1241. And you have also been Adjutant of and afterwards commanded the Inniskilling Dragoons?—Yes.

1242. Considering the period for which you have served you of course have had ample opportunities of observing the working of the army schools. On the whole are you satisfied with them?—I am on the whole decidedly so, I think that they have given an interest in instruction which did not exist before.

1243. I believe that you have taken an especial interest in the matter?—Yes, I take very great interest in it.

1244. It has been very clearly established before us, in evidence, that of late years the class of schoolmasters who have been supplied to the army have been inferior to those whose services were formerly at its disposal; to what do you attribute that fact?—I have no conception to what it is to be attributed, I am fortunate, for I now have a very good schoolmaster, but it was formerly just the reverse, my first one or two schoolmasters were very indifferent, but my present one is a very good schoolmaster. He has been with me for six years.

1245. Is he satisfied with his position?—I think so, every man wants to go a head; he is not a man who ever complains, when he has wanted anything I have recommended that he should have it. The schoolmistress whom I had at first was not so good as my present one, she was not inclined to be dictated to, or to accept advice upon any subject, but the one whom I have now is a very good schoolmistress, she has been with me for some time, and I have no difficulty with her whatever, but my adjutant complained a good deal about her at first.

1246. It has been suggested to us that it might be for the advantage of the service if the status of the schoolmasters was to be improved. From the answers which you have been good enough to furnish to the Commission, I gather it to be your opinion that you would anticipate that inconvenience would arise if the schoolmaster was removed from his present position into something which was hybrid and anomalous, by being made a warrant officer?—As a warrant officer he would in fact belong to no society. He would not mix with the non-commissioned officers nor with the officers, and I think that he would have less opportunities of doing good than he has now.

Appendix, p. 104.

1247. I do not know that it has been stated in evidence, but at one time, I believe, when a superior class of schoolmasters joined their regiments, they regarded themselves as altogether beyond the discipline of the commanding officer, and that they even undertook to instruct the public, through the medium of the newspapers, as to the method in which they considered that military affairs should be conducted. Of course anything of that kind would be very disadvantageous?—It would be most prejudicial and fatal to discipline in every way.

1248. And it is of very great importance that the schoolmaster should be made to feel that he is under the same discipline as the rest of the men in the regiment?—Decidedly.

1249. The schoolmasters complain very much of the following points: First, that their pay is insufficient. Do you think that their pay is insufficient?—That is very much a comparative question with respect to the pay of civil schoolmasters and of other people with the same amount of education; it is hardly a military question. I would rather improve their position by increasing their pay than by giving what I call a false rank, and which, in my opinion, would interfere with their duties instead of the reverse.

1250. Then they complain of being forced to wear chevrons; do you think that that is an objection?—Wearing chevrons would be a cause of pride to real soldiers, but, as regards schoolmasters, I think the error has been in making them too military in appearance. I think that requiring them to wear a sword is out of place. I would rather give them a quiet dress, such in some degree as the chaplain would have. I think that for teaching infant children what they are now required to wear is out of character.

1251. They also complain of their kit being examined; what is your opinion upon that point?—I think that that is very absurd. I never did such a thing in my life. I do not know why it should do much harm, but I do not see the object of it.

1252. They also complain that when they are on board ship they are put on the same footing as an ordinary soldier?—I think that they ought not to be, but I think that this is a general grievance amongst our superior non-commissioned officers; but it seems a matter of necessity. We are none of us so comfortable on board ship as we are on shore.

1253. Would you prefer that the schoolmaster should have been a soldier in the regiment?—I do not think that that is at all an object. As a matter of choice, a man not being a prophet in his own country, I should rather be inclined to remove him from it. I do not see any object in the schoolmaster being a military man. I see no reason why a civilian should not be as good a schoolmaster as a soldier.

1254. You do not think that the fact of a man having been already subjected to military discipline, and having learned what it is to be in a regiment, would be an advantage when he became a schoolmaster, and when the maintenance of his position would depend a good deal upon his own sense of propriety?—I think that that might be an advantage, but in that case I think that it is better for him to be the schoolmaster of another regiment, and not of his own, because I think that it leads to favouritism towards the children. The old system of selecting a schoolmaster from among the sergeants of the regiment was an advantage. If you saw a boy behaving in the street like a blackguard, you sent to your sergeant schoolmaster, and he was responsible for him. The children were better brought up, being subjected to a more careful supervision out of school hours.

1255. Almost every witness whom we have examined has intimated to us that the schoolmaster has no authority whatever out of school, and that the little children run wild about the barrack yard, and several members of the Commission have been casting about for a suggestion whereby that inconvenience could be remedied. Can you help us in that respect?—I think that that should be done by the schoolmaster, and that he has as much to do with the conduct of the children out of school as he has to do with their learning decimal fractions. I do not think that there should be any difficulty about that, but your difficulty would be increased if your schoolmaster became a warrant officer; he would be quite above that sort of thing.

1256. (*Lord de Ros.*) You are aware that the position of warrant officer was done away with in the cavalry on account of those disadvantages?—Yes.

1257. (*Chairman.*) Are you satisfied with the system of inspection under which the schools are looked after?—I think that there is a very careful inspection.

1258. Would you object to the schoolmaster being allowed to give extra lessons out of school?—Do you mean to civilians?

1259. Yes.—I do not know that I should object to it, because I think that it would tend to make his position more valuable. The commanding officer of course must not permit his giving private tuition to interfere in any way with his school duties.

1260. Would you as a commanding officer object to its being required that a certain number of hours should be set apart for instruction, leaving to you the choice of the hours?—Not at all. I do not think that now, with men who have been eight or nine years in the army, you could very well introduce a compulsory system amongst them; but if you commenced it by sending all recruits to school after they had been dismissed from preliminary drills and the riding school

I think that it could be done with great advantage; that is to say, when they were so far grounded that their difficulties would not be so great as they were at first.

1261. Do you know anything about the Hibernian School, or the Duke of York's school?—Not very much; I have only had about three of the band from them, and they have behaved well, excepting a boy named Gallagher, who came from the Hibernian School about two years ago, who is a useless, misconducted young blackguard.

1262. You are strongly of opinion that the establishment at Hythe should be maintained as a school of musketry?—Yes; I do not think that we could at all dispense with it.

1263. (*Lord de Ros.*) With respect to the permission to give extra instruction, would it not very often be a great convenience to the adjutant, the quartermaster, and the paymaster, and that class of officers, that the schoolmaster should be able to give instruction to their children?—That would not be civil instruction; it would be instruction in the regiment. I see no objection whatever to that. The only thing is that I do not quite see why the quartermaster's children and the children of other officers in a similar position could not attend the schools.

1264. Would there be any objection to married officers in general having their young children taught by a good schoolmaster—(I would here add schoolmistress)—in the regiment?—No; on the contrary I think that it would be a very good thing.

1265. (*Chairman.*) Have you any suggestion to make with regard to the recreation rooms?—I have. One great difficulty is that not in one barrack in thirty have any buildings been added effectually to carry out the object. With regard to recreation rooms, I wish especially to mention, that of all recreations fencing and single-stick have the greatest attractions for the men.

1266. (*Lord de Ros.*) And magic lanterns have the least attraction?—Yes. A fencing room, however low, hot, and inconvenient, if well lighted, is crammed during the spring, autumn, and winter evenings. An instructor should always be present. With regard to recreations, recreations within a barrack, more particularly those which can be enjoyed in the evening, do more than fines or imprisonment towards the prevention of drunkenness. Of all recreations, fencing boxing, and single-stick are the most attractive, and they are much better for soldiers than bagatelle or magic lanterns! and such-like manly exercises should for military reasons be encouraged. I have a great number of men who subscribe to the recreation room, and they get pens, ink, and paper, gratis.

1267. (*Sir C. Russell.*) Has it ever occurred to you that the school of musketry would be better situated at Aldershot than where it is at present, namely, at Hythe?—I think that it would certainly be better to have it at Aldershot.

1268. As a large proportion of the shooting in the army takes place there, do you not think that those officers and non-commissioned officers who take an interest in it would derive advantage if the school of musketry was at Aldershot, where they could attend and see the arms tried?—Yes.

1269. (*Lord de Ros.*) Do you not think that attaching a school of musketry to Shoeburyness would be an advantage? would it not throw the officers into giving a little more attention to gunnery and mechanical appliances, as well as musketry, and be an advantage in that way?—The distance would be an inconvenience.

1270. (*Sir D. Cameron.*) With regard to what you have said as respects the schoolmaster having charge of the children out of school, would it not be more proper to make the parents responsible for the conduct of their children out of school than to make the schoolmaster responsible?—They are responsible in a great degree.

1271. You would not relieve them of that responsibility?—No.

1272. In the case of finding a child behaving, as you have said, like a blackguard in barracks, would you not speak to the parent on the subject?—Yes, and I would threaten to turn her out of barracks. You must have a combination.

1273. (*Lt.-Col. Chesney.*) Is there not a sort of acknowledged time when the master is responsible for the children at their play, namely, before and after school?—Schoolmasters in general seem to consider that they are only responsible for the children in the school-hours, which I consider an error; at the same time I would not take the responsibility for the conduct of the children altogether from the parents, particularly from the mothers. As respects the fathers it is very difficult, especially in the cavalry, because they are so constantly at the stables and away.

1274. Is there any practical difficulty in viewing the schoolmaster simply as a civilian attached to the regiment, though ranking as staff sergeant, and thus divesting him of his present military position?—I would make his position less military, but at the same time he must understand that he is subject to discipline.

1275. (*Chairman.*) Do you think that it would be preferable, in case of the misconduct of a schoolmaster, that he should be reduced to the ranks as might now be the case under the existing regulations, or that dismissal should be the consequence of misconduct?—I think that the punishment should be dismissal. I think that there might very likely be a serious objection to the same class of men becoming schoolmasters, if reduction of a schoolmaster to the ranks for misconduct continues possible.

1275*a*. Have you any further suggestions to make with regard to regimental schools?—I would strongly recommend that French and German be added to the list of subjects on the back of the first-class certificate; the knowledge of a modern language would *be infinitely more* valuable to a man during and after his service in the army than three or four of the subjects now on the list. On field service in cavalry in particular, for patrolling, reconnaisance, obtaining supplies, &c., a knowledge on the part of a few non-commissioned officers of the language of the country in which the army is serving is most valuable, and after discharge there are many appointments for which an acquaintance with French or German would be a great recommendation.

Col. C. C. Shute, C.B.

15 March 1870.

Army schools.

The witness withdrew.

The Rev. G. R. Gleig, M.A., Chaplain-General to the Forces, examined.

Rev. G. R. Gleig.

Army schools.

1276. (*Chairman.*) I believe that you have been chaplain-general of the army for 26 years?—Yes.

1277. And for 12 years, namely, from 1846 to 1858, you were inspector-general of regimental schools?—I was.

1278. And you had a good deal to do under Mr. Sidney Herbert, with the institution of the normal school at Chelsea, and also with the reform of the Duke of York's School in 1846?—Yes.

1279. You have been kind enough to favour the Commission with replies to some written questions which were sent to you; but there are one or two points upon which we should be glad to ask you a few further questions, especially with regard to the moral control and supervision which the chaplains of the army may have the power of exercising over the army schools; whether it is sufficient, and whether such opportunities as exist are generally taken advantage of?—I think that it is sufficient. I think that the school regulations are extremely judicious and wise with reference to that matter, and that their influence is extremely good.

Rev. G. R. Gleig.

15 March 1870.

Army schools.

1280. On the whole, you think that the general moral tone of the schools is satisfactory?—I think so. In my opinion there is no comparison between the moral and intellectual condition of army schools and of schools in civil life. The army schools are very superior to those in civil life. I have had many opportunities of examining schools both in London and in the country, and I think that nothing approaches the generality of our military schools.

1281. Do you agree with a good many of the witnesses who have been before us in considering that the class of army schoolmasters who present themselves now are inferior to what they used to be?—I am afraid that they are.

Royal Military Asylum, Chelsea.

1282. Do you think that the normal school at Chelsea for training schoolmasters works pretty well?—I think that it might be improved.

1283. I suppose that the chief improvement would be if we could get a superior description of candidates?—Yes, and if you put a little more power of rewarding and punishing in the hands of the teachers. In all educational institutions I think that it is a great mistake to make these persons cyphers except in the schoolrooms.

1284. Do you think that the Duke of York's School is now on a pretty fair footing?—I think that it is on an exceedingly good footing. They are very fortunate in their master; he is a remarkably able man.

1285. Do you think that the situation of that school is healthy?—Certainly not. I should be very glad to see it removed into the country.

Army schools.

1286. Are you satisfied with the system of inspection of army schools as it now exists?—I am scarcely competent to give an opinion upon that subject.

1287. (*Dr. Butler.*) How would you describe the control which the chaplains exercise over the schoolmasters?—It is rather a social and moral control than any other. They have no official power to control and direct schoolmasters, except in this, that the Council of Military Education has directed that the schoolmasters shall take those portions of Scripture for their Scripture lessons which the chaplains select for them, and that I believe they most conscientiously do.

1288. Do the schoolmasters give any other religious instruction except selections from the Scriptures?—They always assist the chaplain in the special religious instruction which the latter gives.

1289. But they take their instructions distinctly from the chaplain as to what they are to teach?—Yes, in the selections of Scripture to be explained to the children.

1290. Have you any reason to think that any of them at all fret under that restriction?—Not at all. I have never heard of such a thing.

1291. As to the religious services which the children of the army schools attend on Sunday, how are they conducted?—There is, not universally, though there is sometimes, a special child's service in the army, and it is managed extremely well. There is a sort of little liturgy which I have seen, and also a little lecture to the children themselves, which they understand; but the children usually attend church with the men also.

1292. By whom is the special service of which you speak conducted?—Always by the chaplain.

1293. Is it a matter of option with him as to whether this special child's service shall be introduced or not?—Very much so, because he has a great deal to do. The duty of a chaplain on Sunday is a very arduous one. He has probably two or three of what are called parade services to perform, he has also a service in the hospital, and invariably a voluntary evening service, so that when a man has conducted three, four, or five services, it would be rather hard to ask him to take compulsorily a sixth service.

1294. Is the special child's service held in the schoolroom?—Yes.

1295. Has the question ever been considered whether lay co-operation might be introduced into that service, so as to relieve the chaplain of additional labour?—In one or two instances I believe that it has been done, but not generally.

1296. Would you see serious difficulties in the way of giving that important help to the chaplain?—Certainly not.

1297. Have you reason to think that those special services are valued by the parents of the children?—I think that they are.

1298. Do they include a short address to the children?—Yes, invariably.

1299. I gather from your printed answers that you think that the head-master of the normal school at Chelsea has hardly sufficient influence allowed him over his pupils?—That is my firm conviction.

1300. Is that due to a defect in the organization?—It is due not so much to a defect in the organization as to a defect in the administration.

1301. Can you explain a little more fully where the defect lies?—The defect lies in all power being assumed to be in the military authorities. I think that it is quite right in a military establishment that the power should rest with the military authorities; but I think that the opinion and recommendation of the schoolmaster ought to be taken, for example, whether the children are to receive a treat, or whether they are to be deprived of some little advantage previously granted to them.

1302. Has it ever occurred to you to consider whether by any formal alteration the schoolmaster might be taken more into confidence?—I hardly know with whom that matter rests. I am one of the Commissioners of the Royal Military Asylum, and if we had power to do so we could request more authority to be put into the hands of the schoolmaster; but I fancy that an order to this effect must emanate from the Director-General of Education.

1303. I presume that most of the students in the normal school, who are members of the Church of England, have been already confirmed?—Yes, in most cases, or they are confirmed after they enter.

1304. With regard to the model school, can you state what are the regulations there for confirmation?—Regularly once a year the bishop confirms the children, and they are very well trained for it. No children are trained better.

1305. The children leave the school at 14 do they not, so that the time for confirmation cannot be extended beyond that age?—They do not always leave at the age of 14, those in the band leave at 15, and sometimes at 16; but a boy who has been brought up at Chelsea is as intelligent at 14 as 99 boys out of a hundred brought up in the country are at 18.

1306. Is not the age of 14 the extreme limit?—The age of 14 is the usual limit.

1307. What is the nature of the service which the children at the model school attend?—It is the ordinary Church service.

1308. There is no special child's service there?—No; there is what is called a Sunday school in the evening, in which the children are instructed, and where the masters help the chaplain.

1309. Do you not think that it might be an advantageous arrangement, considering how young the children all are, if there were some special child's service, such as you have previously spoken of?—I think that it might be inconvenient, but I should shorten the service. The service is a great deal too long for children, and there is no doubt that the greatest possible care should be taken in preaching to those children to make your language as simple as you can; but I need not say to you that it is not every man who has the power of doing that.

1310. (*Lord de Ros.*) From your general knowledge of the service do you consider that soldiers' children who are brought up in the regimental schools are more contaminated than other children by the bad language which is used in the barracks, or do you think that soldiers generally speaking avoid using bad language before the children?—I believe that the soldiers do not contaminate the children. Your lordship knows, as well as I do, that there are married

iarters, and I can only repeat what I think that I ve said in my printed statement, namely, that I have en round the rooms and round the barracks at all nes, and have seen the children who attend the hool, and that I never saw such orderly children in vil life as I have seen in the barracks.

1311. (*Sir D. Cameron.*) Do you think that the mber of trades which are taught at the Duke of ork's School might be extended?—I think so, with eat advantage.

1312. (*Lord de Ros.*) Are you acquainted with the ibernian school?—Yes, when I was inspector-general army schools I was frequently there.

1313. Do you not think that the instruction which given in trades there is very good?—Yes, it is tter than at Chelsea.

1314. (*Lt.-Col. Chesney.*) With respect to the aining school at Chelsea, do you attribute any want good behaviour in the students to the situation of e school?—Yes, there are a good many public houses und about.

1315. Have any cases of misbehaviour been brought your notice?—Yes; they are not of very frequent currence, but they might be obviated altogether by oving the school into the country. But the question whether you intend to keep up that establishment; ere are only seven students there now, and it seems me that you are keeping up a staff which is very eat for seven young men.

1316. (*Chairman.*) Have you any observations to ake with regard to the present status of the school- asters?—When the system was commenced you will member that the men were taken chiefly from civil e, and were paid at the rate of 4*s.* a day to begin ith. It was distinctly stated that they were to have badge upon them to mark them as non-commissioned ficers, but that they were to have a very simple uni- rm. They got a special position which was to be the same rank as the sergeant-major; they were satis- ed with it, and their pay rose in proportion to their erits. Latterly you have taken them first at 3*s.* a ay, and you have put stripes upon their arms. I do ot mean to say that this is wrong in itself, but aking it retrospective is a mistake; the men who ere received on the condition of not having these adges upon them have had the badges, and they are omewhat discontented. I think that that is rather bjectionable, but on the whole I must say that the ystem works exceedingly well, and that the com- anding officers of regiments are very attentive and ind to the schoolmasters.

1317. (*Lord de Ros.*) Do you not think that the hevron is meant to be a badge of military office, and hat it does not apply to the schoolmaster?—It is a adge of an office which the schoolmaster does not xercise in any way, and to which he has no right.

1318. And therefore he ought not to have it?—He ught not to have it.

1319. (*Lord E. Cecil.*) You would deprive the choolmasters of the sash and sword?—Yes, I do not hink that they have the least occasion for them.

1320. (*Lord de Ros.*) Both being military badges ike the chevron?—Yes.

1321. (*Dr. Butler.*) Has the chaplain of the regi- ment anything to do with the infant schools of the egiment?—I am sorry to say that we have no chap- lain of the regiment, but the chaplains have as much to do with the infant schools as with the other schools.

1322. I gathered from the evidence of a school- mistress who has given evidence before the Commis- sion, that the chaplain did not take any part in the infant school?—He takes no part in the elementary teaching of the infant school or of the adult school.

Rev. G. R. Gleig.

15 March 1870.

Army schools.

1323. Practically he would not come into any sort of contact with the infant school or with the school- mistress?—No, not beyond the special religious in- struction, which he is bound to give twice a week, and in the Sunday school.

1324. (*Maj.-Gen. E. Wilmot.*) Do you attribute the unhealthiness of the position of the school at Chelsea to the buildings or to the locality?—To the locality. It lies very low, it is near the river.

1325. (*Lord E. Cecil.*) Have you any observations to make with regard to the Hibernian School?—In point of healthiness there is no question that the position of the Hibernian School is extremely healthy, it is in the Phœnix Park, and its healthiness accounts for the good growth of the lads. If you ask me as to the education which is there given, there are diffi- culties which I do not like to specify. You cannot teach some subjects at all.

Hibernian School.

1326. In the paper which has been sent in to us by Mr. McLeod, in reference to the Duke of York's School, he mentions as a grievance that the ser- geants no longer salute him; do you think that his complaint is a just one? He says in that paper: "I for instance can teach and punish but I have no "power to reward. I cannot take the boys to any "place, such as the Museum at Kensington; I cannot "give them, on my own authority, a half-holiday; "and my influence for good is in every way re- "stricted. The accompanying letters will show the "kind of treatment I have from time to time received "in endeavouring to improve the condition of the "boys." And then he gives a correspondence which passed between him and the Commissioners with regard to the sergeants refusing to salute him, they having always been ordered to do so previously. Do you think that his complaints have a just cause?—I think that he would be far more useful in the moral training of the boys if his objections were attended to. Sergeants and others were required to salute the masters for many years. In my opinion it was a mistake to reverse that order. I think also that no indulgence ought to be given to the boys or students without the masters being consulted upon the matter, because they are far better judges of the conduct of their pupils than the commandant or adjutant can be.

Royal Military Asylum.

Appendix, p. 159.

1327. Do you think that it is a misfortune that the order requiring the serjeants to salute the masters has been rescinded?—I do.

1328. (*Mr. Parker.*) Do you consider the examina- tion of the schoolmasters' kits a grievance?—The schoolmasters themselves consider it a grievance; I think that there is no necessity for it, and that upon the whole you should not insist upon it; I would rather not see it done.

1329. I think that the students in the Normal School wear a different dress, according to whether they are soldiers or not?—They do so while they are students. If a civilian comes in he gets a student's dress, but the soldiers wear their uniform till they go out; a student's dress is a schoolmaster's dress.

1330. I have been told that that leads to party feeling between them, and that they divide themselves into parties of those who are civilians and those who are soldiers?—That is possible, but I have very often seen civilians and soldiers walking arm in arm.

1331. Would you think it desirable that they should all have the same dress?—Yes, I should prefer it.

The witness withdrew.

W. J. Reynolds, Esq., M.A., examined.

W. J. Reynolds, Esq.

Normal School, Chelsea.

1332. (*Chairman.*) You are the head master of the normal school at Chelsea?—Yes.

1333. You have been in that position for a con- siderable time?—Yes.

1334. How long?—20 years at Chelsea; 10 years head-master.

1335. Are you of opinion that the candidates for the post of schoolmaster are of an inferior class com- pared with what they formerly were?—Not in the least so, on the contrary (speaking of successful candi- dates) I think that they have intellectually improved.

1336. To what do you attribute that?—I attribute

W. J. Reynolds, Esq.

15 March 1870.

Normal School, Chelsea.

it partly to the fact that there has been a general spread of education; I think that that has been the cause of the improvement. I think that if men of exactly the same class had applied 20 years ago they would not have been what they are now. But it must also be borne in mind that the qualifying admission examination is somewhat higher than it was seven years ago.

1337. Do the majority of those who present themselves belong to the civilian class, or are they men from the regiments?—There are very few now who present themselves from the civilian class; the inducements are not sufficient, as the position of the schoolmaster has been so much altered.

1338. Then fewer persons from the civilian class present themselves than formerly did so?—Yes, there are very few indeed.

1339. And you attribute that to the change in the status of the schoolmaster?—I do so. To that change and to the change in the youngest age of admission from 19 years of age to 20; also of course to the non-eligibility of civilians not belonging to the pupil-teacher or schoolmaster class.

1340. Do you think that the civilian class are a better material than the soldier class?—I will scarcely say that. I think that when we had more civilians among the students, they very beneficially influenced the soldiers; and I also think that the soldiers did a great deal of good to the civilians. The soldiers introduced the military feeling of obedience, which seems to become instinctive after even a short service in the army, and of which civilians generally have no idea. The want of this feeling has been the serious defect, as army schoolmasters, of many otherwise excellent men.

1341. You would prefer to draw your schoolmasters indiscriminately from both classes?—Yes. We have men of remarkably high principle from the soldiers, but every now and then we have a man who thinks that if he has done his day's work, and does not get quite drunk, and is ready the next morning, everything which is required of him has been performed; his object is not to be unblameable, but to be unblamed, and that seems the object of the soldier proper. In the civilians we used to have a higher standard of motive.

1342. A good soldier would be as good as a good civilian?—Yes, and with reference to his future as an army schoolmaster, the best soldier is, on the whole, better than the best civilian.

1343. I suppose that the respects in which you consider the discouragements to exist which are felt by the schoolmasters, are those which we have already had stated before the Commission, namely, the low amount of pay, the reduction of a schoolmaster to the ranks, &c.?—Yes. We have heard a rumour that two schoolmasters have been lately reduced to the ranks. If that be a fact, I believe (although it is dangerous to prophecy) that we shall not have many more applicants.

1344. How many students have you at present?—We have only, I think, about 16.

1345. How many used there to be?—We have had the full authorised number, viz., 40 students. There were then 20 monitors who messed with the students, so there were 60 at mess. We have had 40 candidates for 12 vacancies. I have repeatedly examined between 20 and 30 candidates, and have sent away qualified men.

1346. Did the change occur immediately after the change in the regulations?—Very soon afterwards; the number of candidates dropped.

1347. Is the test by which the competency of a schoolmaster is ascertained satisfactory?—I think so, as regards both coming in and going out.

1348. Do you inquire into the capacity of the schoolmasters for communicating instruction?—Not upon their coming in, but upon their going out the inspector hears them give a lesson to the boys in the model school.

1349. But they have no opportunity of either acquiring instruction, or having their acquirements tested, in respect of instruction to adults?—Not the smallest.

1350. And that you think is a very great defect?—Yes.

1351. It is one thing to teach children, and it is another thing to teach men?—Yes. The model school is an excellent school, but that does not imply that it is a good place for men to be in so long, being so different from the children's schools in the army, where the same classification cannot be carried out, and where the attendance is irregular. Nor can the soldiers' school be managed upon the same principle.

1352. Do you at all watch the career of the schoolmasters who pass through your hands?—Yes; they continually write to me.

1353. Can you state what proportion of them come to grief through misconduct; I suppose that a certain portion do so?—Yes; but I believe that it is a small proportion. On reading the reports of the inspectors I believe that it will be found that the schoolmasters behave exceedingly well. We hear of the bad ones and not of the good ones.

1354. Are the soldiers who present themselves for that post generally men of superior intelligence?—I think so.

1355. It is not the idle men who, being discontented with the military profession, take refuge in teaching?—I may say that we have had a certain proportion of men who have changed their names; they have got into a scrape, and they have hidden their heads in the army, thence they have got into the Normal School, and thenceforward have gone on creditably. They sometimes intrust me with these accounts of themselves in confidence. Some civilians discovering that in the Normal School the soldier-student receives pay while the civilian does not, have enlisted in order to come on to us as soldier-students.

1356. How many assistants have you?—I am now by myself as regards the regular daily routine of study; but there is a separate instructor for religious instruction, for fortification, for vocal music, and for model drawing.

1357. Considering the small number of pupils, I suppose that you do not require much assistance?—No; it seems absurd to require it with so few men. But the considerable amount of work which I in fact have to do arises not from the number of men but from the multiplicity of subjects of instruction. Except in looking over examination papers I can as well teach 20 men as two men.

1358. When you had 40 candidates how many assistants had you?—There were then a head-master and two assistants, making three altogether.

1359. Are you inspected?—Yes; twice a year, by an inspector of the Council of Military Education.

1360. Do you consider the accommodation for the pupils satisfactory?—No. I think that it must be termed bad, but it is capable of being easily made sufficiently good. I cannot find anything to say in favour of it, except that there is sufficient space.

1361. Is the accommodation inferior to what the common soldiers now enjoy?—There is no comparison; it is comfortless to a degree. When friends from the regiments come up occasionally the students are ashamed to let them see the reading room.

1362. Do you pass the same criticism on the sleeping apartments?—The dormitories are not good; they are very badly ventilated, and they are not kept clean enough; the means at the disposal of the authorities are not sufficient. Not being formed into separate rooms there is of course no privacy. No man in the Normal School can ensure being alone at any time. This is in my opinion a most serious defect.

1363. Do the students go much into the public-houses in the neighbourhood?—They are obliged to go there, because after half-past 5 they cannot have anything whatever in the building till 8 o'clock the next morning; the consequence is, that when a man has to give a lecture at 6 o'clock and feels afterwards at 7 or 8 o'clock that he wants something, even a glass

beer, or a piece of bread and cheese and some ater, he must go to a public-house for it.

1364. But the students mess within the precincts of e building, do they not?—Yes, and the messing as r as it goes is I think very good.

1365. When is their last meal?—Generally at half-st 6, but frequently at half-past 5.

1366. Have you any private intercourse with the idents?—Yes.

1367. Do you go sometimes into their sitting rooms d converse with them?—After a lecture has been ven they can say what they like; I often stop till v own dinner time, and they tell me all that they .e to tell me.

1368. Were the larger number of students to whom ou have referred accommodated in the same building d in the same apartments?—No, they were not all it into the Normal School building, some of them id dormitories on the other side.

1369. Do those dormitories still exist?—Some ars ago there was a great stir in order to give the ys more room, and consequently those dormitories ave been given over to the boys. The dormitories isting ready for reception are in the Normal School, id are designed, I believe, for the complement of 40 udents at least.

1370. How do the students amuse themselves?—hey play at football, at fives, and in Battersea Park cricket in the season, but we are not well off in the ay of indoor amusements.

1371. What is the kind of instruction which you mmunicate?—I go through the course of subjects hich are put down, which is considerable, and I ave always reference to the students being teachers terwards.

1372. Will you supply us with all the statistics nnected with that part of our inquiry?—I will o so.

1373. Do you think that it would be advisable to lter the course of study?—The course has been often ltered. I have many times thought of that subject. ome people come and tell me that I have been doing arm all my life, and that I have been teaching things hich are of no use to the students, and never can e. I teach them algebra, and trigonometry as far s the practical part of trigonometry is concerned, that to say, what is called the solution of triangles, nd I teach the elements of chemistry sufficient to nable them to give a lecture precisely, as far as it oes. I have many times asked myself whether this annot be greatly restricted, inasmuch as people tell ne that it is of no use. I have asked students who ave passed through the course what subjects they hink might be excised from it. Each one of the subjects being considered especially useful by some or ther of the students, it has come to pass that I have ot suggested any alterations in the course which has een in force for some years.

1374. What are most popular subjects?—Chemistry, lgebra, mechanics, and geography.

1375. Do you not think that, although they themselves may not be called upon to communicate nformation upon those subjects to their pupils, what hey learn from you has a general tendency to quicken heir intelligence?—Certainly. I try to open out knowledge to them, and to show them the little which they do learn, and how much there is yet to learn, so as to counteract the idea which a schoolmaster gets, after repeatedly teaching through a small course, that he knows everything. I have tried to show them that there is no reason for that supposition, as there is so much more to be learned. Besides that, I think that if a man sees that there is a great deal to be learned, and if he appreciates the fact from his own experience that knowledge is really valuable and desirable, and that the only way really to impart knowledge is to begin at the very beginning, he will go to teaching the very elements of knowledge with more courage and heart, and accordingly with more efficiency.

1376. How would you get over the difficulty to which you have alluded, and give the students a more satisfactory education in the art of teaching?—I do not know much of the army system, but it has often struck me that the students could go for a certain time to the Wellington barracks, and that there could be an adult class there for the students, and that they could also be sent to Woolwich,—there is a large barrack there. I have not a sufficient knowledge of these subjects to speak upon that matter, but I am sure that they waste their time in the model school, and that they get tired of being there so long.

1377. How long do they stay in the model school?—12 months.

1378. Do you think that a shorter time would suffice?—Yes.

1379. Particularly if it was eked out by a course such as you have suggested?—Yes.

1380. I suppose that the students come to you with an elementary education?—Yes; there is a qualifying and competitive admission examination. To get full marks, a candidate would have to be a good writer and speller, and to show a certain amount of knowledge of Scripture, arithmetic, English grammar, English history, geography, and geometry. But he might have no knowlege of geometry and yet pass the examination, as he is not required to pass in each subject, but merely to gain the minimum per-centage of marks (50 per cent.) on all the papers collectively.

1381. Do you find any difficulty in maintaining discipline?—No. I have so much influence with the students that the expression of a mere wish by me is sufficient.

1382. Do they salute you?—There was a little difficulty about this saluting on the first introduction of soldier-students. Should the soldiers salute a civilian? I solved it for myself easily. I said "I am "not a soldier, and by no means expect you to salute "me in the military sense of the word; but I shall "certainly expect you to recognise our relative posi- "tion by politely touching your cap, which recogni- "tion I shall of course always return." With me personally there has not been the slightest difficulty.

1383. (*Lord de Ros.*) You are saluted on the same principle as an under graduate at Oxford would salute one of the censors if he passed him?—Precisely.

1384. (*Chairman.*) Have any of the pupils who are now under your direction got drunk?—Yes, and this has happened far oftener in quite recent times than formerly.

1385. I suppose that the temptation is very great?—There are temptations. I think a system which has been introduced acts as a temptation to excess. In former days the soldier-students drew their pay at irregular intervals, and of course not simultaneously, from the paymasters of their several regiments. Now the paymaster of the Royal Military Asylum pays them all simultaneously at stated intervals. All are rich together; this leads to excess.

1386. Would you recommend the removal of the school to some other situation?—No, I think that if a man will get drunk, he will just as much get drunk wherever we might go. There is a very great temptation to drink at the houses of the publicans to whom the students are obliged to go for legitimate refreshments. Students have frequently said to me "Could "not something be supplied to us if we paid for it, "and if so we should be very glad to stop in."

1387. That is to say, if there was something like a canteen?—Something like what is done in the regiment. They say "We can get a cup of coffee for a "penny."

1388. There has been no difficulty yet in keeping up the supply of schoolmasters for the army?—No; the schoolmasters' staff is nearly complete.

1389. You have nothing to do with the schoolmistresses?—Nothing whatever.

1390. Where are they trained?—Speaking of army schoolmistresses, I do not know that there is any training.

1391. Do you think that if the qualifications of candidates were properly tested, and if there was sufficient

W. J. Reynolds, Esq.

15 March 1870.

Normal School, Chelsea.

inducement to attract persons of education, a satisfactory supply of schoolmasters could be obtained without passing them through a normal school?—I think that it is possible. I have often considered that point. I have had men who have been at Oxford or Cambridge, and some who have taken academical degrees. I have asked them "Have you wasted your time "here?" and they have said "We have not." They have always said "We have learnt a great deal here "which will be very useful to us as teachers."

1392. Would not that rather apply to your individual teaching than to anything which was conveyed to them by the system?—There I am afraid you have hit the bull's eye, there is something in that with reference to such men.

1393. The principal object of a normal school is not so much to communicate actual instruction, as to introduce and maintain a good system of teaching?—Exactly so. A normal school ought to be a place especially adapted to the instruction of teachers.

1394. In that respect it seems to me that the normal school rather fails than otherwise?—Does your Lordship mean to say that what they learn there makes them perhaps better men, and better educated, but does not make them better teachers? A man may be a good elementary teacher and schoolmaster without being well informed or clever, while a highly educated man having uncommon talents may be an inefficient teacher. But is it therefore true, or is it in fact true, that to instruct a man having a natural aptitude for teaching is futile and superfluous? Some people, and those eminent, seem to think so; I do not agree with them.

1395. Should we, probably, without the normal school, obtain those scholastic qualifications which under your superintendence they acquire there?—I do not know where they could be acquired. There are men who have obtained their education elsewhere, and who have had a good education, and probably a liberal one, but who perhaps have lost their place in society, and they say, "Where shall we go?" Those are the men whom you would get; there are plenty of them in London, and you may get them if you advertise for them tomorrow.

1396. I suppose that if we relied upon that source for supplying ourselves with schoolmasters we should perhaps cut off the supply of soldier schoolmasters?—It would seem so. That would not be desirable.

1397. I imagine that the military candidates are men who really come to your school for the purpose of qualifying themselves, so far as learning is concerned?—Exactly so. They, like the great majority of other candidates, are not previously sufficiently instructed to make really good teachers. I may as well add that no man has ever been admitted to the normal school who has had a previous acquaintance with all the subjects of the normal school course.

1398. And you have told us that the military element is very advantageous?—Undoubtedly. I felt opposed to it when it was brought in, because I knew nothing about it, I was sure that there would be a certain recklessness which civilians are apt to impute to the position of a soldier, but I found it much less than I expected.

1399. Do soldiers and civilians amalgamate well?—No, but the contrary.

1400. Why?—Partly on account of the uniform; the uniform is a hindrance at our place.

1401. You would put the person into a student's uniform, instead of a soldier's uniform?—Yes; I would give all the men the same distinctive uniform, which would at once produce a *solidarité*. Now each man is a unit by himself. If a man from the 150th were to go and get drunk, it would not affect in any way a man from the 250th, or a civilian, because there is no external symbol of their belonging to the same institution or of the soldier's belonging to any institution in the neighbourhood; he might be at large on leave from his regiment for aught that would appear. Again, civilians in their uniform feel themselves above soldiers in theirs, and will not walk out with them.

1402. Do they go to church, or are any arrangements of that kind obligatory upon them?—Yes, they must go to church twice on the Sunday.

1403. Does the chaplain ever attend upon them?—Yes, he gives them religious instruction for two hours in the week, and they are also examined in Scripture knowledge at the end of their course.

1404. Have any of the students who have passed through your hands become superintending schoolmasters?—Yes; I believe all the superintending schoolmasters have passed through my hands, except one man.

1405. What are your relations with the head-master of the Duke of York's school; are you under him?—No, in no respect; on the War Office list I am shown to be head-master of the normal school, and he is upper master of the model school. Neither is at the head of the whole establishment, and the actual position of each with respect to the Commandant is unsatisfactory.

1406. Has any inconvenience arisen from that?—I consider that very great inconvenience has arisen from it.

1407. In what respect?—The Commandant is supposed to have charge of the students, and of the boys, when they are not engaged in their studies. As soon as they are engaged in their studies he, in consequence of the antagonism which existed when the system was first started, is supposed to have no more authority over them. Therefore of course the Commandant at once feels half his interest in the place to be taken away; he might possibly say, "I "am only half a Commandant."

1408. And on the other hand you have no authority out of school?—None whatever. If it were not for the courtesy which I have always received from the Commandants and the Adjutants, there might be a dead lock.

1409. To use an American phrase, you do not "collide" with the master of the other school, do you?—No, I keep myself very much to myself.

1410. On what occasion could you come into collision with him; the establishments are quite distinct?—The establishments ought to be quite distinct. There are now pupil-teachers who are altogether of a separate class, they are boys of about 18; they are civilians, and they are brought in to teach in the model school. After they have passed through a certain course there they become students, and go through the normal school as students. These pupil-teachers are rather in the way; after they have done their work they come into my building, and the consequence is that there has been some question as to who has there the management of them, whether myself, or the Commandant, or Mr. McLeod, who has alone to do with their teaching.

1411. That is a geographical difficulty?—Yes, but it is practically very inconvenient.

1412. Who was it that decreed that the Commandant should have no authority over the boys when once they had entered the sacred precincts of the school room?—I think that it was the then Secretary at War. He was one of the first founders of the new system, and he found that the Commissioners of the Royal Military Academy were against it; he, however, said "I am determined to have this thing "started, and therefore if you cannot work with me "I must do without you;" but it has acted badly.

1413. Is the discipline which is exercised over your school by the Commandant and by the executive officers pretty strict?—I think so.

1414. Is it satisfactory?—Yes, if the students are considered as soldiers.

1415. If a student commits an offence, and is brought before the Commandant, is that fact notified to you?—Not at all. A student has been sent away without my knowledge.

1416. If a man misbehaves himself in school what happens?—If a man misbehaves himself in school I speak to him before the others. Ultimately, if I told a man to do such and such a thing, and he said "

hall not do it," I should write a letter to the Com-ndant requesting him to forward it to the Council Military Education, and I fancy that he, without ng anything whatever, would send the letter on, some time afterwards a letter would probably come the Council of Military Education saying that man must go back to his regiment; but it would follow that I should know of that letter till I saw man's place in the class vacant.

417. Is the health of the students pretty good?—

418. If one of them fell sick where would he go?—would be removed to the hospital.

419. To the Duke of York's school hospital?—

420. Are the students satisfied with their food and ng, except in those respects which you have men-ed?—I think that they are.

421. (*Lord de Ros.*) Who is it that neutralizes authority of the Commandant; is it the Council of ucation, or is it the Commissioners, or who limits —The Commandant seems to have no authority tever over the *educational* establishment.

422. Who takes that out of his hands?—It is in the ds, I suppose, of myself and of Mr. McLeod, under Council of Military Education.

423. But not of the Commissioners?—Not of the mmissioners. The Council of Military Education our masters.

424. Do you think it possible in the ordinary in-uction of the normal school to introduce any of elements of surveying which are so useful to a dier?—About 15 years ago we tried it, but we nd it very difficult to obtain a place to practice in; ttersea Park was not then formed.

425. Would not access to Battersea Park for that rpose be very easy?—We have sufficient to do hout that; not much time is lost.

426. With regard to the usefulness of knowledge the soldier, supposing that he gets forward in the ny, would not a knowledge of surveying be very luable to him?—I teach the students trigonometry. each them specifically with reference to its appli-tion to surveying, so that all that they would have do would be to learn to take observations, and I ould say that a man who had gone through my urse would be more supplied with useful knowledge aring on the subject than are many who are engaged that occupation.

427. Have you a compass?—A theodolite. I also ach them to make the calculations after the obser-tions are taken, but practically we do not survey a ece of ground, and plot it, and so on.

428. With respect to the loss of service, a man ho proposes himself as a schoolmaster appears to lose lf his service; is that so?—Yes; as soon as he has listed as a schoolmaster he loses half his former rvice, and he also loses all the time he has spent at helsea.

429. Is not that considered a very great hardship?—Yes, and the consequence is that as soon as a man as six years' service he says "No, I will not give it up;" and so, however suitable in every respect he ight be, he does not become a candidate.

430. Do you not think that it is that which pre-nts many soldiers from becoming schoolmasters?—I ink that it is a very great hindrance; another indrance is that men are not encouraged to come up. have known several instances in which a man has ade inquiry and his sergeant has said, "It will not do for you."

431. Would not the commanding officer select a an?—If the commanding officer had a good man, e first thing which he would do would be to recom-end him not to leave the regiment to go to Chelsea.

432. (*Dr. Butler.*) You have stated that the Sun-ay schools are generally regarded by the students as grievance; will you explain how that happens?—have put it down because it is always a practical rievance. Sunday schools are very good things, but is Sunday school is held from 6 to 7 in the evening, and these men have been working in schools all the week. So the soldier's Sunday is no day of rest; he has a morning parade, which is not a dress parade, then he has a full dress parade at 11, which is what is called the church parade; then there is the dress church parade at 3, then he may go and take a walk until half-past 5, and there is this Sunday school at 6 o'clock. Only a month ago a master said to me, "If anybody ever broke the Sabbath it is myself, by "doing what I am now doing. I have been working "at teaching, giving impositions, and cutting my "pupils on their hands for punishments, just as I "should do on a week day." Besides that there are a great many Roman Catholic boys there now, and they are marched into the school and do nothing (as at present there happen to be no Roman Catholic students or monitors), whilst the others are employed.

1433. Does the fact of the Sunday school being held from 6 to 7 imply that a lesson is given by anyone?—The students go into the school at 6 o'clock on the Sunday. I do not go there myself.

1434. What do they do there?—The boys have instruction under the direction of the chaplain; but they have religious instruction from the chaplain during the week.

1435. You have mentioned that there are cases of drunkenness among the students at the normal school, is any notice taken of that when such a case is found out?—Yes, it is put down in the books, the Commandant of course puts it down in the defaulters' sheet; and I think that if a man got drunk twice he would be reported to the Council of Military Education.

1436. Do you think that it is practically felt that if a student gets drunk he probably forfeits all chance of becoming a teacher?—I should think so, if it is established that he has been really drunk. But a soldier does not think very much of getting drunk, and would rather shield than expose a comrade who had done so. When I first went to Chelsea, and the students were all civilians under the immediate superintendence of the head master, a man would have been forthwith dismissed if he had got drunk. The idea of his staying would have seemed preposterous; but in the soldier element there is a certain laxity in that respect. A soldier of perfect sobriety, who would abhor being drunk himself, seems to regard a comrade who has got drunk as not so much culpable as "foolish."

1437. Should you not feel that if a man held the responsible position of a teacher it would be fatal for him to get drunk?—I should once have thought so, but now I should think much worse of a man whom I knew to be in the habit of drinking too much without ever being at all drunk than I should of a man of whom I knew that he had been once drunk and even very uproarious. I have had occasion to step out beyond my sphere (which I do not like to do), and I have gone to the Adjutant in the case of a very sober man who has been working very hard, and perhaps has taken one glass of something or other, and become intoxicated quite accidentally. I of course watch such a man, and if the drunkenness is not repeated it is found out whether it has been an accident or not.

1438. Would you not say that there are large numbers of men in the service to whom the temptation to drunkenness is next to nothing?—Most certainly. If a man repeated the offence of getting drunk, I should certainly at once say that it was strong evidence that he was not a fit man for a teacher.

1439. Have you any evidence of other immorality among the students besides drunkenness?—Not so much, but occasionally there are instances of it. In early times it was very severely dealt with.

1440. Am I to gather that it would be less severely dealt with now if it were discovered?—I should not know of it now.

1441. Would the discovery of immorality of that kind impair the chance of a student being eventually admitted as a teacher?—I should think that it would,

W. J. Reynolds, Esq.

15 March 1870.

Normal School, Chelsea.

but I cannot give an answer to that question from my own knowledge.

1442. Within your own knowledge have there been any great number of instances of young men being in hospital on that account?—I should say remarkably few.

1443. At what hour in the evening do you consider that your duties are over?—I teach in the lecture room till 4 o'clock. After that hour much of my time is engaged in looking over examination papers and preparing chemical lectures.

1444. Have you any opportunities during the evening of anything like close intercourse with the students, for example, for the purpose of reading, over and above the teaching in the school?—Our men have sufficient work to do, considering what I give them during the day. Each day, from Monday to Friday, from 6 to half-past 7, no man is allowed to move from his seat, and perfect silence is kept in order that the time may be devoted to study.

1445. You think that later on in the evening there is very little time for general literary culture?—I do. After the students have done their work for me there is not much time for anything else. But many men have read a great deal while at Chelsea.

1446. (*Lt.-Col. Chesney.*) Can you mention the case of any one who has latterly been in the institution who has been tried for habitual drunkenness?—One man came to Chelsea with a bad defaulter sheet, but he passed creditably through the course, and I have not heard anything against him since he was appointed schoolmaster.

1446*a*. Are you aware of the cases of two men who were recently in the institution, or who are now there, who have been reduced for misconduct in the army?—I know nothing about their previous history. I know nothing about their defaulter sheets. The persons come to me, and I examine them, and I report to the Council of Military Education, and if they are favourably thought of they come to my class.

1447. You do not consider that drunkenness is common?—It is not common, but it is not so uncommon as it was formerly.

1448. Are your young men allowed to be out from half-past 7 until 10?—Yes. When we had only civilians they were allowed to be out from half-past 8 until half-past 9. But I would not convey that the men are generally all out during these hours. It is not so. The men at the school have been on the whole men anxious to improve themselves.

1449. In your opinion do they generally spend their time in the public-houses?—To a great extent they are induced to go to them by the comfort nature of the accommodation at our place. M have gone to the public-house to be quiet to get lecture; the noise of the boys beneath the sch having occasionally prevented their doing so there.

1450. When they are brought up for an offe like drunkenness, as I understand you, they punished by the Commandant entirely as soldiers, not as students?—Yes.

1451. Have there been two cases of men go away latterly with cash belonging to the mess?—cash is intrusted to them; there have recently b cases of dishonesty.

1452. Can you tell us whether the conditions entry into the Chelsea school are thoroughly kno in the army?—No, they are not. I have found m who have had the utmost difficulty in ascertain them. Men frequently write to me, but I alw refer them to the Council of Military Educati Men have submitted themselves to the examinati certain of failure therein, in order that they m know the quality of the examination with a view competing at a future time.

1453. (*Maj.-Gen. Eardley Wilmot.*) When y say that these men go to the public-houses, do y mean that they go to the bar of the public-house or a private room of their own?—They have ma arrangements with the publican to let them have room, into which other customers shall not com This fact is creditable to the students.

1454. (*Dr. Butler.*) That room has been called t students' room, has it not?—Yes. Students have t me that when their officers have informed them th they have been successful in the examination for a mission to the normal school, they have said themselves, "Now I am going to Chelsea, and " must be careful that no slang language passes m " lips, because I am going into a high place;" a when they have seen their inferior accommodatio and the small public-house room into which th were expected to go for recreation, they have be shocked.

1455. (*Lt.-Col. Chesney.*) I suppose that you wou not know the fact if the students used bad language their mess?—On the whole the students would n allow bad language to be used amongst them. A m who should use bad language would be looked dow upon, but I do not know that a man would now b necessarily reported for using bad language. Whe the mess was under my charge, bad languagc ce tainly was never heard there.

The witness withdrew.

W. McLeod, Esq.

Model School, Chelsea.

WALTER MCLEOD, Esq., examined.

1456. (*Chairman.*) You are head master of the Model School, which is commonly called the Duke of York's School?—I am.

1457. How long have you been in that position?—For nearly 24 years; 23 years in December last.

1458. We have had the pleasure of visiting the school. Are you of opinion that the school is on the whole in a satisfactory condition?—No, I do not think that it is. In many respects I think that it is in a most unsatisfactory state, but especially as regards the discipline. Things are now in a much better condition (that is to say, within the last 18 months) than they were before, because about 18 months ago we had a Board especially appointed to inquire into the condition of the establishment; and that Board recommended certain changes, many of which have been carried into effect, and the consequence has been certain improvements since then.

Appendix, p. 170.

1459. How was that Board composed?—The president, I think, was Major-General Hamilton, and there were also Colonel Sir Edward Wetherall, Colonel Pocklington, and Dr. Massey.

1460. Did they overhaul the whole establishment?—They did.

1461. That is to say, its material as well as i moral and educational condition?—They did not con at all into the schools; they inquired especially in the ventilation of the dormitories, of the workshop and of the school rooms, and the feeding, the clothin and the cleanliness of the boys.

1462. And their reccommendations have bee carried out?—Most of them, I believe, have bee carried out.

1463. And a great improvement has followed?—Certainly.

1464. In what respect have their recommendatio not been adopted?—As regards the boys using th playground on the north side of the building, and th space in front of the Royal Hospital, and also as regard their going out. They do not go out so frequentl as that Board recommended; they occasionally go t Battersea Park, but the Board recommended that the should go to Battersea Park for the purpose of pla and not as they do now, merely making a parade marc of it. They leave the establishment at 20 minute to 12 or half-past 11, and they march out for half a hour, and they are back again at half-past 12. Ther is no recreation; the boys do not enjoy it; and, more

er, they always go out with their drums or their nd, and the boys have to carry their large drums d to blow their instruments on going out and on ing back.

1465. How comes it that the recommendations of so ry influential a committee have not been carried t in their entirety?—That rests with the military horities of the school; of course I have nothing to with that.

1466. (*Sir D. A. Cameron.*) To whom did the mmittee report?—I think that they reported to His yal Highness the Commander-in-Chief, or to the cretary of State for War.

1467. (*Chairman.*) Whom do you mean by "the military authorities"?—I mean the Commandant d the Adjutant.

1468–9. (*Lord de Ros.*) Do you suppose that this atter is at the entire discretion of the Commandant, that there is a superior authority overruling him?—e is supposed to carry out all the regulations which e laid down for the guidance of the school, but am very sorry to say that those regulations are not tended to in very many instances.

1470. (*Chairman.*) As I understand you, the material nstruction of the establishment was examined into these Commissioners, and has been altered to a rtain extent?—Yes.

1471. Did they go into the question of the scipline?—Not at all.

1472. Or into the question of the education?—Not all.

1473. You say that the regulations by which the scipline is conducted are unsatisfactory; will you te in what respects that is so?—My notion, not ly of a military establishment, but of a school nerally, is, that there ought to be perfect discipline all occasions, and that the boys should be carefully perintended, not only in school but out of school. the present moment I regret to say, that the con-ct of the boys on going into chapel and coming t of chapel on the Sunday is discreditable to any tablishment, and complaints have been made to me ladies and gentlemen from outside of their conduct. fact, I am often quite disheartened at the condition the boys; there is not the slightest reverence either prayers in the morning, or on going into chapel, or coming out from chapel.

1474. (*Lord de Ros.*) At what time do they go to chapel in the morning?—They assemble at 10 clock, and go into chapel at 10 or 5 minutes to 11.

1475. (*Chairman.*) How many disciplinary officers e attached to the establishment?—It is rather fficult to state that. We have a Commandant, an djutant, a quartermaster, a sergeant-major, a sergeant each company, and also a certain number of pioneer rporals.

1476. Without going into details, which perhaps it ould be impossible to follow out, the impression hich you wish to convey is, that the executive partment of the establishment does not maintain e discipline which it ought to do?—Certainly, that my opinion.

1477. Would you be inclined to suggest that any xecutive power should be given to yourself and to e assistant schoolmasters over the pupils after they ve left school?—I think that we ought to have a neral superintendence of the boys out of school.

1478. Would you desire to have a power of punish-ent confided to you, or do you think that you should port, and that the military authorities should nish?—It is difficult to give an opinion upon that oint. I am myself very unwilling to punish at all on any occasion.

1479. You have not a strong opinion upon that oint?—No.

1480. In school if a boy misbehaves himself do you nish him or do you report him?—I punish him; e boys in the school are under my control; the rporal punishment is by a cane, and the greatest mount of strokes is six upon the hand, and on no ther part of the body.

1481. The time-honoured instrument of punishment in this country, namely, the birch, has not been made use of?—No, we have not made use of it for some years.

1482. By your answer I understand you to be of opinion that the birch should be altogether suspended?—I should like to discard it from school altogether.

1483. I suppose that you have no difficulty in maintaining discipline in school?—Very little.

1484. Are you satisfied with the sanitary condition of the children?—At the present moment, on the whole, I think that it may be considered as satisfactory.

1485. It struck me on going round the school, when the boys were at dinner, that there were a good many with sore heads?—We have always a good many boys with sore heads and with chilblains.

1486. It also struck me that there would be a difficulty in preventing contagion, inasmuch as the parents and friends of the boys are allowed to visit them every Sunday, are they not?—Yes. I think that that is an evil. I think that the parents and friends ought not to be admitted, except once a month, but the boys are seen now on any day.

1487. The schoolrooms and the other apartments appeared pretty satisfactory?—They have been very much improved. I do not think that they can be improved more than they have been, but they are still very defective.

1488. The upper rooms are very low?—Yes, we were obliged to make the best arrangements that we could with the existing establishment.

1489. Would you remove the school from its present situation into the county?—Most decidedly.

1490. Do you think that the boys get sufficient play?—I do not think that they do.

1491. (*Lord de Ros.*) How many hours play do they actually get?—It is difficult to say, because their play is so frequently infringed upon by other duties, such as drill and the workshops, but, altogether, I should say, about $2\frac{1}{2}$ hours a day. The Council of Military Education decided two or three years ago that the boys were to go to work between half-past 4 and half-past 6, and that they were to have a full hour for recreation between school and work, but that has seldom been carried out.

1492. Then do you mean that they have had less than an hour for their play?—Yes, much less than an hour after half-past 3, as they go almost direct from the school to the band-master or to the workshops.

1493. Have they not entire liberty for recreation in the afternoon?—They are supposed to have it from 12 to 2, but there are so many duties which come in to interfere with the hours set apart for play.

1494. (*Chairman.*) Is the food satisfactory?—I think so.

1495. Are the washing arrangements sufficient?—I think so; but the boys are not kept so clean as they ought to be.

1496. Are there any women who look after them?—There are nurses.

1497. Are they the kind of women who are fit to be trusted with such a responsibility?—In many cases they are not. There has been a good deal of drunkenness.

1498. Is not drunkenness immediately followed by dismissal?—I do not think that it is always so.

1499. Each boy has a bed to himself, has he not?—All the elder boys have beds to themselves; for the younger boys there were double beds.

1500. (*Lord de Ros.*) Up to what age?—I do not think that there was any specified age, but there were a good number of double beds. All one side of the building was set apart for that purpose, but each boy was provided last year with a single bed.

1501. (*Chairman.*) With respect to the education of the boys, it begins at the age of seven?—It now begins at seven, formerly it was five.

1502. Do you prefer seven?—I have no objection to seven.

W. McLeod, Esq.

15 March 1870.

Model School, Chelsea.

1503. Would you object to five?—No.

1504. How long do they stay with you?—I think upon an average about five years.

1505. Are you satisfied with the course of subjects which are taught?—Quite so.

1506. You do not think that it could be improved?—I do not think that we could make any material alteration in the present course of instruction.

1507. It is thorough, and it is not too high?—I do not think that it is too high considering the class of boys that you have to deal with, and considering the positions which they have afterwards to occupy. I think that they get a very fair education.

1508. Are you satisfied with the industrial education which they receive?—I do not know much about the industrial education; they used formerly to make their own clothes and their own shoes, but they do not make their own shoes now; they are however taught to mend their own shoes and to make their own clothes.

1509. I suppose that considering their position it is desirable to teach them a trade?—Decidedly so. I should introduce other trades. I should do away with the shoemakers' shop, and I would have more tailoring. I also think that they might be taught carpentry and telegraphy.

1510. Are you assisted by a staff of under masters?—Yes.

1511. How many?—Four.

1512. How many pupil teachers have you?—13.

1513. The pupil teachers are not those who come from the normal school?—Not at all.

1514. That is quite independent?—Yes, the pupil-teachers are admitted by competitive examination, they may be soldiers or they may be civilians; they must be 17 years of age, and they remain with us until they are 20 years of age.

1515. What generally becomes of them?—They all go out as army schoolmasters afterwards; they pass into the normal school from the model school.

1516. And then they are returned back upon your hands?—Yes, for six months or for 12 months, as the case may be.

1517. Do most of the boys enter the army after they have left you?—I think only about two-thirds do so.

1518. From the evidence which we have had, they appear to turn out pretty well?—I think that on the whole they turn out exceedingly well.

1519. Do you think that as a class they are healthy when they come to you?—They appear to be very healthy.

1520. Have they good constitutions?—So far as I have been able to judge, most of them appear to have good constitutions. We have noticed a great change in a boy when he has been away for a year; he has grown and has been fully developed, and is altogether a different boy in appearance.

Normal School.

1521. As an observer, are you satisfied with the normal school?—Not at all.

1522. Do you think that it is of any good?—I think that it might be entirely done away with, and such has been my opinion for the last three years.

1523. To what do you attribute the fact that so few applicants present themselves for admission?—There are several causes which have led to this; one is the reduction of pay;—the original pay was 4*s.* a day, but it was afterwards reduced to 3*s.* a day;—another is the alteration in the dress.

1524. The pupils from the normal school are passed on to you after they have obtained a certain training in that establishment, and they frequent your school for the purpose of receiving from you instruction in the art of teaching?—Yes.

1525. Is that of any service to them?—Decidedly; you cannot have a schoolmaster unless you train him to teach.

1526. But if you wish to train a schoolmaster to teach men, is the enabling him to teach boys the best thing which you can do for him?—I do not think that it would make any difference; in my opinion it would make no difference whether he had to teach men or to teach boys.

1527. (*Lord de Ros.*) That is to say, in teaching persons of that class?—I do not care what the class is.

1528. (*Chairman.*) Are those students to whom you have referred generally well-conducted lads?—Upon the whole they have been so, but the place has altogether gone down in tone.

1529. What is the reason of that?—I attribute it principally to the soldier element; the civilian element has gone off, and the soldier element has been introduced, and we have not always got the best soldiers into the establishment.

1530. Do you think that the soldiers often resort to teaching as a refuge from other duties?—I cannot say. I have never heard that they have done so, and I should think that they do not. I do not suppose that we get the best soldiers. I do not think that it is at all likely that a commanding officer would allow his best men to come to us.

1531. He would not allow his best men to be removed?—No. I should suppose that he would look upon it as a loss of power; he would say, "Here is a "good man and I shall keep him." I believe that when a good soldier wished to go to Chelsea the commanding officer would hold out some inducement to him to remain where he was.

1532. Would you limit the age of students who come from the regiments to a younger age?—You mean as pupil teachers?

1533. Yes.—I do not think that there would be any objection to that; the difficulty would be this. Supposing the normal school to be done away with, what are you to do with those pupil teachers when they attain the age of 20 years?

1534. If we abolish the normal school how are we to provide teachers for the army?—The plan which I propose is this. I would first of all admit civilians who had been a twelvemonth in one of the Government training colleges, and had passed an examination by the Committee of Council on Education; secondly, *soldiers not under the rank of sergeants;* and, thirdly, pupil teachers from the model school when they had attained the age of 20 or 21 years. The civilians should come to the model school for six months in order more fully to acquire the art of teaching. The sergeants and the pupil teachers, if it was considered desirable to give them such a training, should be sent at the cost of the Government to some establishment for six months, and they should then return to me for another six months; and on appointment as army schoolmasters, each man should be attached for six months either to a garrison or to a camp.

1535. Therefore the effect of that would be rather to increase the civilian element among the schoolmasters, and to diminish the military one?—Decidedly.

1536. And that you think important?—I certainly do. From all that I have seen of the military and of the civilian schoolmasters, there is no comparison between them.

1537. The evidence which we have had from the previous witness and others is in the opposite direction; he appears to think that a soldier after he has qualified is a better schoolmaster than a civilian?—From the experience I have had, especially of those soldiers trained by me during the last 10 or 12 years, I have been led to form a contrary opinion.

1538. (*Lord de Ros.*) You must recollect that he is a schoolmaster for a particular class of persons?—For the soldiers.

1539. (*Lord E. Cecil.*) You have sent in some papers to the Commission, and you have mentioned certain correspondence which took place, which I will not specify. Are you quite satisfied with your position at present in relation to the authorities at Chelsea?—Not at all.

1540. You have mentioned certain grievances with regard to saluting; do you think that those grievances could in any way be altered except in the manner which you have specified?—These grievances do

ow exist to the same extent as they did when that tter was written; they existed very decidedly for bout two years. I brought the matter under the pecial notice of the Council of Military Education, and believe that some action was taken in the matter, and fter that *all* the sergeants did salute us, but some of he other servants of the establishment, as, for instance, he pioneer and company corporals,—those with whom e come into contact daily—do not take the slightest otice of us, even now.

1541. When you speak of sergeants, are they not menable to military discipline; they have retired, have hey not?—They are discharged soldiers, and consequently are, in all respects, civilians.

1542. Therefore they are not subject to the rules f military discipline?—Not at all.

1543. (*Lord de Ros.*) They have pensions, have hey not, and are so far under military control?—Some of them have pensions.

1544. Most of them have pensions, have they not?—I should think so.

1545. (*Lord E. Cecil.*) But I suppose that it would e a matter which would be very easily changed for he better; a simple order from the authorities would e sufficient, would it not?—An order was issued in 1847 by the Secretary of State for War and the Commissioners of the Asylum, and that order was in existence until the date of the letter of 1866, when those persons specified in my letter refused to pay the slightest respect either to myself or to Mr. Dexter, or to any other of the masters, because I found fault with them for neglecting their duty.

1546. In what way did you find fault with them?—The boys came up to school with very dirty hands and faces, with their flesh dirty, and with vermin in their heads. I sent these boys as a matter of course to the sergeant of the company, and the sergeant of the company was very much annoyed that he should be found fault with in this way. I reported it first to the Adjutant, and as the evil still continued, afterwards to the Commandant. The Commandant was as much dissatisfied with what I had done as the sergeants, and from the action which he took upon the matter it was evident that he regarded it in the same light as the sergeants did.

1547. Are you in any way under the direction or superintendence of the Adjutant?—Not in any way.

1548. If you find fault with the sergeants, do you report to the Adjutant or do you report straight to the Commandant?—I report to the Adjutant. I have never made a written report. I generally see the Adjutant. We are supposed to be on friendly terms with each other, and I bring the matter under his notice.

1549. The sergeants are not in any way under your orders; you have no power over them?—Not any.

1550. And I suppose that if they are not respectful towards you in the ordinary performance of their duty, that is apt to give the boys a very poor idea of discipline?—Most decidedly. I am sorry to say that we have found that to be the case. For about 12 or 18 months after the issuing of the new order in 1866, we found nothing but disrespect paid to us throughout the establishment.

1551. Was that encouraged in any way by the sergeants?—That I cannot say, because it did not come directly under my notice.

1552. Why was no action taken in the matter when you made these complaints to the Commandant?—Because the Commandant did not think it advisable to do so. In fact, when my letter was sent to the Commissioners I was requested to withdraw certain expressions from that letter before being laid before them or being read, which I refused to do.

1553. (*Lord de Ros.*) Do you think that it is possible that any non-commissioned officer who is used to the inspection duties of a regiment can possibly pass boys with vermin on their heads and who are dirty in their persons without discovering it?—He might not discover the actual vermin.

1554. But he must observe the dirty appearance of a boy?—Certainly; the dirty appearance would be self-evident.

1555. (*Dr. Butler.*) I gather that you attribute a good deal of evil to the increased age at which the boys now join the school?—Most decidedly, as regards the education of the boys.

1556. Does that objection also apply to the moral tone which they in consequence introduce?—That is not so self-evident.

1557. However, you would wish that all boys should be admitted at an earlier age, or that if a later age were taken some educational test should be adopted?—Yes.

1558. You attach great value to that?—Yes. What is done at present is not fair to us as masters.

1559. With regard to any religious influences which are brought to bear upon the boys, would the boys look for them chiefly to yourself and to the other masters or to the chaplain?—It is difficult to answer that question; the boys look chiefly to the chaplain, but I believe that our system of religious instruction has a wonderful influence upon the character of the boys. The chaplain devotes his attention specially to the inculcation of the prayer-book and the catechism; he does not give any religious instruction in the school beyond the teaching of the catechism, the exercises in the Sunday school, and the religious services in chapel.

1560. Is instruction given in the Scriptures?—Yes, daily.

1561. In giving that lesson are you in any way responsible to the chaplain?—Not in the slightest degree.

1562. We have understood from the chaplain general, that in some regiments special child's services are introduced on the Sunday; do you think that anything of that kind might be introduced with advantage for your young charge?—I think that the service might be shortened, it is much too long for the boys.

1563. Would you like to have any other change beyond the abbreviation of the service?—I think not.

1564. I think that you have said that the behaviour of the boys is not satisfactory?—It is not at all satisfactory.

1565. Who is supposed to keep order among them?—The Commandant, or the Adjutant under the Commandant.

1566. I gather from your evidence generally, that you do not think that the discipline of the establishment gains by being in the hands of the military authorities?—Certainly not. I think that we should do a great deal better without the military element.

1567. Do you think that thorough quiet is secured at the time when the boys go to bed, so as to give them time for private prayers?—There is little or no quietness, but rather the opposite.

1568. You would of course attach great importance to their obtaining that quiet?—Certainly.

1569. Do you think that there would be any difficulty in obtaining it?—Certainly not.

The witness withdrew.

Adjourned to Tuesday next at 12 o'clock.

Tuesday, 22nd March 1870.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COLONEL SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL LYSONS, C.B.
C. S. PARKER, ESQ., M.P.
LIEUT.-COLONEL FLETCHER.
LIEUT.-COLONEL CHESNEY.

Col. W. R. Haliday.

22 March 1870.

School of Musketry, &c.

BREVET-COLONEL W. R. HALIDAY examined.

1570. (*Chairman.*) You are commandant of the School of Musketry at Hythe, and Inspector-General of Musketry?—Yes.

1571. How long have you been in your present position?—A little more than two years. I was previously for three years commandant in charge of the school of musketry then existing at Fleetwood.

1572. You are decidedly of opinion that the present establishment at Hythe is essential to the maintenance of a good system of musketry in the army?—I do think it essential. I think that there should be a central school to act as a normal school, whether at Hythe or elsewhere; that such a school is necessary in order to maintain the musketry practice of the army up to its present standard, and of course still more to promote its continued progress.

1573. You think that the same objects could not be attained by having that instruction communicated in the regiment?—No. I think that it is the diffusion from Hythe of trained instructors to the regiments which maintains the standard.

1574. Do you think that the present condition of Hythe (without referring to any minor matters) is satisfactory, and that the organization is well constituted?—I am not sure that if I were organizing it again I should not suggest some change in respect to the parties who are sent there. As the object is to train instructors, I think that sending privates to the school produces comparatively little benefit. The private soldiers can be perfectly well taught musketry in their regiments. I would have only commissioned officers and non-commissioned officers sent to Hythe. It is true that if the privates are intelligent, they are likely to become non-commissioned officers; but very often the men who are sent are dull, and I think that at one time the commanding officers picked out the worst shots as if in order to see whether we could do anything with them.

1575. Then you would keep the school at Hythe rather as a school of preparation for instructors than as a place through which to pass the rank and file of the army?—Yes. I think that it ought to be a normal school at which to train instructors only.

1576. Is it not an expensive process to send every year a considerable number of the rank and file to Hythe?—Yes; the travelling expenses are considerable.

1577. Have you any means of knowing how much they amount to?—No; that question does not come under my notice.

1578. How many of the rank and file of the army pass through Hythe every year?—On the average I should say that there are about 450 every year.

1579. Admitting your view to be correct, should you consider Hythe as the locality best fitted for a school of musketry?—It is by no means central, and therefore it involves greater expense in sending men there; but the question is, where ranges can be obtained. It is necessary to have ranges for the continued practice which is going on, and I am not myself aware of any other place affording these which is more central.

1580. I suppose that we are driven to the sea shore almost as a geographical necessity?—Yes; there must be either a wide common or a sea shore. In a mountainous country there are objections to ranges in valleys.

1581. Is that on account of the atmospheric effect?—No. I do not speak so much of that, but we seldom have absolute control of the ground. You cannot prevent the grazing of cattle and sheep, and you cannot prevent people passing, except by posting a number of sentries; whereas on the sea shore you have simply your danger flags on each side if the ground belongs to the Government.

1582. Do you think that the shooting of the army is a good deal inferior to what it ought to be?—I should say not on the whole.

1583. Are some regiments markedly behind others?—Yes.

1584. Can you trace that to any cause?—I think that these regiments have been placed in unfavourable circumstances, from their having been a long time from home without adequate instruction or assistance; and as a general rule we find such a material difference between the colonial regiments and others that it is obvious that those who are removed from inspection fall below the standard.

1585. Would the same marked difference exist between two regiments whose general condition and antecedents were identical?—Certainly a great difference would exist according to the interest taken in the musketry tuition by the officers.

1586. The shooting power of a regiment is a good deal affected by the interest which is felt or the superintendence which is exercised by the officers?—Very much indeed.

1587. Is the capacity of the musketry instructor who is attached to a regiment found to affect its efficiency?—Yes. In many cases my inspectors report, and commanding officers have found that a great increase in efficiency may be traced to the exertions of the instructor.

1588. At Hythe you have men in the marines, the militia, and in other branches of the service, have you not?—Yes, the militia and the marines send officers and the Royal Navy sends also petty officers.

1589. What is the number of officers at Hythe of all branches of the service?—Each course at Hythe consists generally of 60 officers.

1590. I am now including officers belonging to all branches of the service?—Yes; about 240 officers annually go through the course. An exceptional circumstance may occur where an officer is taken ill at the last moment before there is time to fill up his place, but the number which I have mentioned is the established number sent to Hythe.

1591. Is the accommodation and are the material capabilities of Hythe satisfactory for the purpose?—Not altogether; we have hitherto been obliged to make use of barrack accommodation at some of the small forts which are a mile or a mile and a quarter from the main barrack at Hythe, and that of course involves certain delays and certain difficulties. It would be very desirable if we could have all the men collected in the main barracks at Hythe.

1592. Is the sanitary condition of the place good?—I think that it is very good.

1593. (*Lord de Ros.*) You have alluded to the objections to private soldiers being sent to Hythe, excepting with the view of their becoming non-commissioned officers. There are no common sailors from the navy who accompany their officers are there?—I do not know the grades of the sailors who come,

e have a certain number of blue jackets who come
ere.

1594. Every petty officer has a distinguishing mark
e same as a serjeant in the army, has he not?—
nly see them in their undress. I think that the
ajority of them are petty officers.

1595. Supposing that no privates went to the school
Hythe, would there be any difficulty as to orderlies,
ntries and other duties upon which it would be
cessary to put privates?—It would be necessary to
ve a certain number of non-commissioned officers
d privates sent from Shorncliffe.

1596. You would not suggest instead of that to have
certain staff sent from the place? You prefer, as
understand you, having a temporary detachment
om the camp?—No, I do not know that I prefer
it acts equally well. We have now a corporal and
privates, in addition to our serjeant instructors,
t the objection would be that when men get into a
ed berth of that sort they almost invariably marry.
most the whole of our privates and serjeants are
w married, and we have sometimes a difficulty as
quarters, and a difficulty as to lodging allowance,
hich is frequently refused. I think that it is better
the whole that the men furnishing the guard, and
e orderly and fatigue duties of the barracks, should
sent from some regiment in the neighbourhood.

1597. Are you aware that a great many years ago
hen the German system of riding was introduced into
e cavalry, something in the nature of the school at
ythe was introduced for the instruction of the
icers and non-commissioned officers of the cavalry?
Yes.

1598. But after a certain time, when it was found that
at system had been thoroughly incorporated into the
giments, it was discovered that a great deal of it might
relaxed. Do you think that that is at all the case
regards Hythe?—No, I do not think that the
alogy would hold good. In riding I think that there
a certain standard, and that you cannot make any
provement in it. I do not think that there would
any great change in the riding of the cavalry by
eping up a school, but in musketry an improvement
continually going on. Musketry, I think, may be
mpared to billiard playing, or racket playing, in
hich a great deal of skill is obtained by practice.

1599. Then you think that a great deal depends
on an assemblage of numbers for the purpose of
ining?—Yes, the assemblage of course is for the
rpose of economising time.

1600. (*Mr. Parker.*) Do you think that the differ-
ce is very perceptible in the non-commissioned
cers who are instructors from the training which
y receive at Hythe, and that it is very much higher
an they would get in their regiments?—Yes, very
ch.

1601. You would expect that if the normal school
re done away with the standard would rapidly
l?—I will not say rapidly, but I think that it
uld considerably fall. I may add with reference
that point, that the superiority of the instructors
o have been trained and kept for some time at
the is so acknowledged that commanding officers
w constantly wish, when their regimental sergeant
tructor becomes non-efficient or disappears, to have
e of our instructors specially sent to them. I have
l a great many applications within the last six
nths, that is to say for the line; and there are
stant applications for the volunteers and the
itia. The serjeants who are discharged from one
the schools of musketry, or from the regiments,
ost always get an appointment of that sort.

1602. Is the supply of instructors from Hythe
the volunteers and the militia equal to the
mand?—I can scarcely answer that question,
use we receive a certain number of serjeants to
trained. They rejoin their regiments, and what
omes of them afterwards we do not know, unless
se men have certificates. With regard to the
itia and the volunteers, I apprehend that the
ply is not sufficient, because they frequently ask
for a serjeant to be recommended, they not having a competent instructor themselves.

1603. When they ask for a serjeant you sometimes are not able to supply a trained serjeant?—We are very seldom able to supply a trained serjeant. At the school at Hythe we retain merely the serjeant instructors of the staff; the other serjeants join their regiments and we have no further control over them.

1604. Is there a great demand for admission to the training school at Hythe?—I do not know that there is a great demand. The applications do not come to me, but they are sent to the Adjutant-General, and therefore I know only the numbers which come; but I sometimes have heard of and I have known several cases where individuals who have applied have been obliged to wait for six months before a vacancy could be found for them.

1605. If you were relieved of some of the privates who come to you, could you take a larger number of officers?—No, because at present there are not quarters for the whole sixty who come, but the Adjutant-General distributes the proportion so as to allow of about 16 officers, either of the militia or of the volunteers, who would get lodging allowance in their own regiments, so that it creates no additional charge to the public. Other officers of the line coming in excess of the quarters which we have at Hythe, would of course be obliged to be provided with lodging allowance.

1606. In the summer course do the men ever live under canvass?—No.

1607. Would the place be suitable for it?—No, for many reasons it would not be suitable. One is, that there would be a great difficulty as to water. In order to place the men under canvass they must be placed at a long distance from the barracks.

1608. Do you consider the examination and the certificates dependent upon it to be an important part of the system?—Unquestionably. Without the certificates I think that there would be no guarantee that officers acting as instructors in their regiments were competent.

1609. And without the school at Hythe you would require some other system of examination?—Yes. I do not know how it could be carried out, except by ordering up officers for the purpose, or sending officers perambulating the country to examine them.

1610. In supervising the musketry practice, is there found to be any tendency to depart from regulations?—Yes, occasionally there are slight deviations from the established system. These give advantages to men; there is a disposition in a regiment not to be hard upon a man losing his chance of a prize by a single point, or something of that sort, and I am quite convinced that without a system of inspection, independent of the regimental system, the proficiency could not be kept up.

1611. Do you think that the competition of regiments is a valuable stimulus?—I have no doubt of it.

1612. And without central supervision such comparison of regiments would often be illusory and unfair?—Yes. With reference to my annual reports, the classification published, more particularly of late, would not be reliable. If you refer to competitions between regiments distinct from the course, which are not unusual, and which in India are still more common, those are superintended by a committee of officers selected upon the spot, and those meetings in India have been productive of very beneficial results.

1613. The publication of the figure of merit, I suppose, has had considerable effect?—Yes; but I do not attach so much importance to that figure of merit, because it is absolutely impossible for different regiments to practice under exactly equal conditions or circumstances. Therefore it is not an absolute standard as to the qualifications in shooting each regiment.

1614. Do you think that the extra pay to marksmen is valuable?—Very much so.

1615. Would it be possible fairly to administer that grant without central supervision?—I should say that it would be quite impossible.

Col. W. R. Haliday.

22 March 1870.

School of Musketry, &c.

1616. Could it be left to commanding officers?—No; the only way that could be done would be to allot to each regiment a lump sum; but even that could not be fairly done, because the amount of money to be allotted to each regiment ought to depend upon the number of men who are effective with their rifles, and the War Office in making such a grant would have no means of arriving at that fact.

1617. Upon that plan, men drawing extra pay in one regiment might be very inferior as marksmen to men drawing no extra pay in another regiment?—There is a definite standard. If the regiment has a larger per-centage of marksmen than the proportion allowed by the War Office we take the men who have qualified in order of merit, and recommend those highest on the list, until the number to whom prizes are allowed is made up, so that in some regiments a considerable number get no pay.

1618. Are there regiments which fall considerably short of their full number of marksmen?—Yes.

1619. Then in such a regiment it would be a waste of public money to give it to the best shots if they were not up to the mark?—Yes; one regiment with very inferior shooting might get the same advantage as another regiment which was twice as efficient.

1620. (*Sir D. A. Cameron.*) I suppose that the non-commissioned officers who are sent to Hythe for instruction are selected by the commanding officer?—Yes.

1621. Are they selected upon the principle of intelligence?—They ought to be so.

1622. Are you satisfied with them?—Yes, on the whole.

1623. With regard to the returns connected with musketry practice which are required from regiments do you think that their numbers are unnecessary. I believe that there were complaints from commanding officers upon the subject?—I know that some of these returns were intricate, but within the last year we have simplified them very much. A committee sat at the Horse Guards about 16 or 18 months ago, by whom various suggestions which we had drawn up at Hythe for alterations in the course, and especially as regards the returns, were submitted to His Royal Highness the Commander-in-Chief, and they were incorporated in the present musketry regulations.

1624. You do not think that those regulations admit of any further modification?—No. The object of the returns is that they should be a record of the actual performances of the men, and unless the figures given afforded some means of check as well as the appended certificates of the officers who had witnessed the performances, I could not admit them as reliable.

1625. Through what channels do those returns from regiments reach you?—At home through the inspectors of the districts where the regiments are. From abroad, if there are no inspectors, they come direct.

1626. Are they not seen by the officers commanding brigades, or districts, before they come to you?—Not necessarily. The inspectors of musketry, who understand the whole system, and have witnessed the performances, have the means of checking irregularities and inaccuracies, and they then report to me. But officers commanding districts would have no means of knowing these unless they made a point of attending at the regimental practices, which they could not have time to do. It requires a long time to see the practices of a regiment to any useful extent, and then to examine the returns occupies perhaps in a single regiment eight or ten hours.

1627. Do you make comments upon the shooting practice direct to the officers commanding regiments, or do you give an opinion as to the musketry practice to the Commander-in-Chief?—I receive monthly from all regiments in my district a diary of their performances, and I always remark upon any inaccuracies or deficiencies which appear. We always keep a note of any irregularities in these, and of those which the inspectors have previously reported.

1628. All those matters are entirely settled between you and the commanding officers of regiments without their going through the Adjutant-General's department?—Yes, until the returns have been scrutinized by me; but then all the annual returns and applications for rewards go up to the Adjutant-General, and they require to be approved of by the Commander-in-Chief, and they are then forwarded to the War Office.

1629. (*Maj.-Gen. Wilmot.*) Have you any idea how many trained officers each regiment contains on the average?—No, it is impossible to give an estimate of that, because many officers having passed through one of the schools and having obtained a certificate leave the regiment.

1630. You cannot, I suppose, state the number of trained non-commissioned officers?—No.

1631. Do you think that any rule obtains in sending non-commissioned officers to you?—The Adjutant-General, I presume, looks to the requirements of each regiment before detailing the parties, so as to equalize the proportion of trained men in regiments.

1632. Does the certificate which is given distinguish between the amount of knowledge which a man has, and the power of instruction which he has?—The certificate is in a certain form; there are three classes for officers—for serjeants one.

1633. Does a non-commissioned officer get a distinct certificate for being a good instructor?—Yes; the certificate which is issued to a serjeant is to the effect that he is qualified as a serjeant instructor.

1634. (*Lt.-Col. Fletcher.*) Do you consider that the duties required of a regimental or battalion musketry instructor are sufficient to justify his being taken off all other duty, and receiving extra pay?—Yes. It is difficult to say whether he is not occupied throughout the whole year, because that will depend generally upon the number of recruits who are coming to a regiment. In addition to superintending the annual course to be performed by each battalion, he has the charge of the training of all the recruits, and that goes on during a great part of the winter.

1635. Could not other duties be grafted on those which are required from the battalion musketry instructor?—I think that it would be impossible for him to do some of them.

1636. I allude to special duties?—If I am to understand by that, court-martial duties and attendance on boards and so forth, I should say not, while the course is proceeding, because he is engaged every day during the morning and the afternoon.

1637. During the whole year?—No, not necessarily, because it will depend upon the number of recruits which you have, but if he is to have any leave at all during the winter, it would give very little time during which he could be put on duty continuously. The regulations provide for his being put on duty when he is prevented from carrying on those of his special appointment.

1638. Comparing the duties of the district inspectors of musketry with those of the Assistant Adjutant or Quartermaster-Generals, do you consider that those duties are sufficient to occupy them?—Yes, there is a great deal of office work, and there is an immense amount of out-door work which they have to do in visiting the practices of the regiments in their district during the time when the annual course is going on, and they may be perhaps for days together with one regiment alone.

1639. In the event of other duties being required such as instruction in field engineering, could they be engrafted upon the duties of the district inspectors?—No, the district inspector is not an instructor, he is simply as the term implies, an inspector to examine and superintend and to see what is going on in the system upon which he has to report.

1640. In your opinion would it be preferable to carry on the regimental instruction by regiments, or by wings under field officers, rather than accordi to the present system by companies?—No, distinc not.

1641. What would be the objection?—If it we practicable there would be no use in a regimen

ctor; the supervision must be constant and the ...ntal instructor I think could not carry out this ...vision over more than two companies at a time ...factorily.

1652. Do you consider the present system of in...jion applicable for cavalry?—Yes, so far as ... is any utility in having cavalry armed with ...fle. The course which the cavalry go through ...y much shorter than it is in the infantry.

1653. What relations have the district inspectors ... generals commanding brigades and districts?—...district inspector sends up reports to the general ...r every month of the progress of instruction ...ghout the district, and he always reports to the ...al officer any deviations which he has seen from ...gulations throughout the regiments in his district.

1654. (*Lt.-Col. Chesney.*) You have spoken of the musketry instructor being occupied throughout ...rear, is not that partly owing to the recruits?—...s.

1655. Would not a sergeant instructor be sufficient ...e elementary instruction of the recruits?—No, ... not think that a sergeant instructor could be ...ed to have the sole charge. The training of a ... it is quite as essential as the annual course of ...rained soldier, and more so because it is of great ...rtance that his early instruction should be good. ... more difficult to make a man unlearn anything ...h he has learnt than to teach him properly if ...begin at once.

1656. Can you state what is the average time ...ng which the instructor is occupied with the ...al practice of the companies?—I should say at ...very least 13 weeks, and he must be occupied in ...minary drills for about a fortnight more. I con... that independently of recruits he must be occu... on an average for 20 or 21 weeks.

1657. (*Sir C. Russell.*) Assuming that there is to ... central school of musketry, do you consider that ...rshot would be a more fitting place for it than ...e?—No; in the first place, at present there are ... the ranges available at Aldershot without sus...ing the annual course of the division stationed ...; in the next place, I do not know that it would ...esirable to have a school of the sort which we ..., to be kept in proximity to a camp where you ... so many inducements to idleness and companion..., and where I think great difficulties would be ...d as to accommodation.

1658. Then you do not think that at Aldershot it ...ld be possible to carry on a school separated from ...camp?—I do not think that at Aldershot there is ...n to provide ranges for the school in addition to ...e which are required for the camp; and besides ... it would require the building of a complete ...ack with lecture rooms, armories, &c.

1659. What number of ranges would you require ...the simple use of the school?—We should require ...the simple use of the school at least 10 ranges, and ...des that we must have ample space for skirmishing ...tice.

1660. Must each of the 10 ranges extend up to ...0 yards?—At present we do not require any ...ges beyond 800 yards. We do not with the present ... shoot beyond 800 yards; formerly we shot up to ... yards, but it was found that the Enfield rifles did ... carry with sufficient certainty to that extent, and ...h such ammunition as we have at present, it has ...n suggested that we should not shoot beyond 600 ...ds, because the shooting between 600 and 800 yards ...ncertain with the present ammunition.

1661. Do you consider that officers in regiments ...ld sufficiently qualify themselves to enable them to ... up to the school of musketry and to be examined ... a certificate?—I doubt it. It is possible that one ... two officers, here and there, might do so, because ... course at Hythe is in its main features precisely ... same as the annual course in the regiment. If an ...cer had acted as instructor in his own regiment ... had practised all the various exercises required, and had acquired a certain amount of knowledge of all the subjects of the musketry regulations, he might do so.

Col. W. R. Halliday.

22 March 1870.

School of Musketry, &c.

1662. Do you see any objections to the officers of the army being permitted to send in their names and to be examined, and that provided they could go up to the first class of certificate it should be given to them?—It would not be practicable without a complete change in our mode of examination. The examination of every officer at Hythe occupies some weeks. He is examined in his drills, and his power of lecturing, and so on, and this cannot be done in one day, but it occupies a long period, and after that he is examined on the subjects of the regulations by printed questions on two different days. Therefore every officer goes through a double examination upon those points, and it occupies nearly the last month of the course. While they are carrying on the target and other practice by wings on alternate days, officers who are not going through the shooting practice are being examined for an hour or two in the day by the captain instructor or by the chief instructor. The results of these examinations are entered in the returns in which marks are assigned to them, and they have finally an examination for either two or three days by means of printed papers. Now, while officers might go through an examination by the printed papers, it would be impossible to examine them on parade, unless they were sent to the school of musketry beforehand.

1663. I believe that you are aware that in India officers have been appointed musketry instructors who have not passed through the Hythe course?—I believe so. I do not believe that it is at present done, but we have no control over that matter.

1664. I suppose that the district inspector can make but a very partial inspection in consequence of the shooting of different regiments taking place at the same time?—Certainly, he can only perhaps visit each regiment once or twice a month. He therefore sees the practice of only one or two companies, and only a portion of that practice; but by making his visits unexpectedly he very often discovers little deviations from the regulations which have been the practice of the regiment, and which are not corrected till he finds them out and checks them.

1665. For instance, there is one district inspector who has allotted to him the Cape of Good Hope, Natal, Mauritius, and St. Helena; how can he possibly perform his duties?—It is absolutely impossible that he can perform them efficiently. The officer there was one of my captain instructors at Fleetwood, and he is an extremely intelligent and active officer, and his visits are very frequent at the Cape itself; at Natal, I imagine that there are now very few troops; at St. Helena it was impossible for him to visit them; he visited the Mauritius periodically. At one time I believe that he went by a steamer, but I think that later the steamer was discontinued and that he had to go by a sailing vessel.

1666. Do you consider that the amount of ammunition which is allowed to the army for shooting purposes is sufficient?—I think that it is sufficient for the annual course of practice. But I conceive that it would be advantageous for men to be allowed to purchase ammunition at a cheap rate, although there are many situations where a regiment would not have an opportunity of doing more than the annual course.

1667. Do you think that any evil would arise from matches being permitted to be shot between regiments?—In separate stations and districts matches of that sort are not infrequent; in India they are pretty frequent. In India they are very much patronized by Sir William Mansfield and the officers of the different Presidencies.

1668. And they are permitted in England?—Yes.

1669. At Aldershot any one regiment would be allowed to challenge another?—Yes, with the permission of their brigadier.

1670. And would the authorities allow them their ammunition?—In those instances they must purchase their ammunition. Some few years ago a certain

Col. W. R. Haliday.

22 March 1870.

School of Musketry, &c.

amount of extra ammunition was allowed to be drawn by commanding officers, but that has been discontinued for the last year or two.

1661. (*Lord E. Cecil.*) Do you think that any modification in the number of officers on the staff at Hythe is possible?—Certainly not. In point of fact, if my idea of having more non-commissioned officers and fewer privates were adopted, the number ought rather to be increased, because the examination and teaching of these persons takes up so much of the time of the instructors that during the course they have scarcely an hour to themselves. Each captain has a wing, that is to say, 30 officers and 80 non-commissioned officers, and whatever is the proportion of rank and file. He is busy the whole day, and his subaltern equally so, assisting him, and during the last portion of the time the examination of the serjeants for certificates is extremely onerous.

1662. In the return which you have sent in to the Commission you have stated the number of officers and the number of the rank and file who passed through Hythe in a year. What number have you at any one time stationed there?—The number for one course is about 60 officers, about 70 serjeants, 70 corporals, and about the same number of men. That is not a fixed number, but I am taking what may be considered the average.

1663. To teach 270 or 280 persons you require five officers and 31 non-commissioned officers?—The number of non-commissioned officers employed in instruction is not 31 but 24. The others at the school are executive staff, one serjeant-major, one quartermaster serjeant, one orderly room clerk, one paymaster serjeant, one hospital serjeant, and two clerks in my office. The others as well as the officers are required in order to teach and to examine the parties effectively. The examination is a very laborious and tedious part of the work which the officers have to do.

1664. Do you not think that that is rather a large staff (if it be correct that there are about 280 students), which gives one officer or one instructor to every eight students?—It is only by knowing the details of the daily course of instruction and the amount of work that has to be done that you can judge of that. It is not a case of simple arithmetical distribution of so many instructors to so many students; but each class of instructors has its own distinct duties. The chief instructor commands as a military officer, and exercises a general superintendence over the whole of the classes and parties daily. He has also to deliver eight or nine lectures on specific subjects connected with musketry to the officers at intervals, to catechise them on these, and to examine every officer and hear him communicating the different drills, and also delivering the lectures given to the soldiers, and to hear them in their turn catechise on the subjects of the simple theory and cleaning arms, as also to examine the serjeants and make a detailed report of their qualifications for certificates as instructors. I may say, in short, that he has full employment, and that during the last four weeks or more of each course he is constantly occupied for at least five or six hours every day. Each captain instructor, with one of the assistant instructors, has charge of a wing consisting of one half of the officers and non-commissioned officers and rank and file composing the parties of each course. They superintend the whole of the drills to be performed and lessons given to these in the alternate days, and, at the conclusion of the preliminary drills, all the practice in shooting at the targets and in judging distance. The captains deliver to their respective wings the prescribed lectures, explaining and amplifying the subjects, of which the mere frame is given in the book of musketry regulations. On the intervening days they also direct the drills to be performed by and the general instruction given to the non-commissioned officers and men not on duty; and they have to catechise the officers frequently on the whole of the subjects in the musketry regulations, and hear them lecture until they acquire facility in doing so. Finally, each captain has to hear every officer of his wing communicating drill until he considers him to be examined and reported on by the chief instructor, and in the same way to examine every serjeant who is a candidate for a certificate, not only in drills, but in half a dozen other qualifications. The serjeant instructors are divided and allotted to squads and divisions, and are employed as drill instructors from the commencement of the course, and during the weeks when target and judging distance practice is going on, they are constantly occupied in a duty that requires the utmost vigilance and minute attention, that of keeping and checking the registers of these practices, watching the signalling and superintending the execution of the practice by each squad. They have also various duties to perform connected with the military discipline and conduct of the parties in their barracks, and the details of the parades, and thus have several executive duties as well as those of instruction. These serjeants, as well as the officers, are fully occupied for about six hours daily on an average.

1665. I suppose that you would hardly say that the work of a serjeant in superintending the teaching is very much harder than that of a civilian schoolmaster?—Yes; it is quite a distinct thing. An ordinary civilian schoolmaster may teach a class of 40 boys. They are not always under examination by him; but here a great deal of the work is in drill for the purpose of acquiring mechanical dexterity, and an aptitude is required to be possessed by the serjeant who is superintending the particular drill.

1666. Do you not think that by an enlargement of the classes and by a simplification of the drills you could do with a smaller staff?—I do not believe that the drills could be simplified.

1667. How many drills have you in a day?—About four, in addition to the other work.

1668. Do all the officers and the non-commissioned officers apply themselves to the work of teaching in the course of the day, or are they employed in other duties?—As a rule the whole of them are employed every day in the work of instruction; but occasionally the officers have other military duties to perform, such as being members of a court-martial, or of courts of inquiry, or boards of survey, &c. The serjeants, as I have explained in a former answer, have certain executive duties in addition to their instruction occupations.

1669. What is the proportion of officers and serjeants who are qualified for trained instructors as compared with the rest of the students in the course of the year?—With regard to the officers, I should think that the proportion is 80 per cent. With regard to the serjeants, it is not nearly so large. As compared with the whole of the students, I should say that the proportion of serjeants who take certificates is about half the number of those who come.

1670. I suppose that if the establishment at Hythe or any similar establishment were kept simply as a training school for instructors, the staff might be considerably reduced?—I think not.

1671. Are there not other officers who qualify besides those who qualify for the purpose of becoming instructors?—Yes, as for instance adjutants, but they all come in order to obtain the knowledge which is required for instructors.

1672. If the number of students were strictly limited to the number of instructors required for the army (leaving of course a small proportion in excess) would not it very considerably reduce the number of your pupils?—No, I think that the present number is not more than is sufficient if you take into consideration the number required for the militia, and the navy, the marines, and the volunteers.

1673. Do you think that all those men sooner or later become instructors?—No. Many when they have obtained their qualification leave the army as an opening occurs to them.

1674. How many of the pupils in the course of a year are sent back to their regiments from not having

power or ability to qualify?—I cannot say the ict proportion, but in every course there are a tain proportion who obtain no certificates.

1675. It does not follow that if an officer or a jeant goes through the prescribed course at Hythe, is considered to be qualified to be an instructor? By no means.

1676. But, as a fact, much the largest proportion of se who do go qualify?—Of the officers much the gest proportion qualify, but of the non-commis- ned officers the largest proportion do not qualify. r instance, it is not customary to give certificates corporals, though the course through which they will no doubt facilitate their obtaining certificates erwards. Of the serjeants who come to the school, hould say that not above one-half obtain certificates qualification, generally on account of their imperfect evious education, especially in arithmetic.

1677. We have had a good deal of written evidence th regard to lectures; do you think that they are essary?—Certainly. Some years ago there were ht lectures, and then the number was reduced to ir.

1678. Does not the value of lectures very much pend upon the ability of the lecturer?—Un- ubtedly.

1679. And it might happen that a dull or unin- esting lecture might be anything but profitable to e soldier?—That might be so, but the main prin- ples which are explained to him must be of use. course if an officer who lectured did not himself derstand the subject he would only confuse the men.

1680. You would not be in favour of reducing the mber of lectures and making them more periodical? No.

1681. I am speaking of regimental instruction?— great deal of the instruction by lecture applies to e recruit, before he commences his course of training, ing taught the principles of the motion of pro- ctiles sufficiently to make him understand what is the ect of a rifled arm, and what is the consequence of e ordinary physical laws that prevent any bullet avelling in a straight line. The object is princi- lly to enable him to understand that subject. The eory is explained to him in four lessons on four ccessive days. The trained soldiers are examined, are supposed to be examined in the course of the ar in order to see that they have retained sufficient nowledge to be able to apply it.

1682. I understood you to say in reply to a former estion, that it would be impossible to engraft any her duties upon those which the musketry instructor has already to perform. Are you at all aware of the amount of leave which a regimental instructor has?—He gets, I presume, his fair proportion of leave, the same as is given to the other subalterns of the regiment, and certainly not more.

1683. Do you think that the cases are very exceptional in which musketry instructors in regiments in England get six months leave?—I should be surprised to learn that in a regiment of the line they should do so. I believe that an officer gets a great deal more leave in the guards than in the line.

1684. I think that you have stated that there would be some difficulty in entrusting a serjeant instructor with the drill of the recruits?—There would be a difficulty in intrusting him with the whole charge of it, he is always employed in assisting.

1685. If a serjeant in a regiment is intrusted with the drill of the recruits under the adjutant, would there be any difficulty in intrusting the musketry serjeant with the drill under the adjutant? I am speaking of the drill which a serjeant imparts to a soldier under the superintendence of the adjutant; and I am comparing it with the drill which is imparted by the musketry instructor serjeant under the superintendence of the musketry instructor, and I wish to know the difference which you would draw between the two cases?—In the ranks the drill of a soldier is much more mechanical, and is much more easily imparted, and it is supposed to be under the superintendence both of the serjeant-major and of the adjutant. Before a recruit is allowed to join his company I suppose that he is pretty sharply looked after both by the serjeant-major and by the adjutant in order to see that he has acquired his drill.

1685*a*. Is there not a great deal of difference between the two instructors; the serjeant musketry instructor having been at Hythe, whereas the serjeant who trains the recruit in drill goes through no course whatever?—The serjeant who trains the recruit in drill has a great deal of experience. I never yet saw a drill serjeant who was not a long time before he acquired much aptitude in imparting drill. But the musketry instructor has a great deal to do besides the drill. The serjeant instructor of a regiment is required to be perfectly conversant with all the returns, he makes up a great many of the returns which have to be examined and vouched by the officer instructor, and which have to be transmitted to my office.

1686. Then you would rather put it upon the amount of duty which a serjeant has to perform than upon his incapacity for such a duty?—Certainly.

Col. W. R. Haliday.

22 March 1870.

School of Musketry, &c.

The witness withdrew.

BREVET-COLONEL R. B. HAWLEY, 60th Rifles, examined.

1687. (*Chairman.*) You command the 4th battalion f the 60th Rifles?—Yes.

1688. Are you of opinion that it would be advisable maintain the establishment at Hythe as an inde- endent school of musketry?—I do not now consider necessary.

1689. What advantages do you think would arise om its abolition?—Commanding officers would have at portion of their duty which relates to rifle practice ommented on by those who command them,—as are heir other acts.

1690. Independently of the expense which would e saved by the abolition of the school of musketry at lythe, do you think that the object which we have view might be better obtained by relegating the usketry instruction to the colonels of the regiments?—I think that the more it is left to the colonels of the egiments the better.

1691. If there was not some independent authority, would not it be difficult to maintain the standard of skill n the regiments?—Yes, I would have such authority t the Horse Guards.

1692. Of course the authority of the Horse Guards would have to secure the application of that standard y some system of inspection?—Yes.

1693. And that system of inspection would have to be conducted by inspectors who themselves would have to agree upon a standard?—I consider that one inspector would be sufficient. I think that an officer in the position of an assistant adjutant general at the Horse Guards would be sufficient for all the troops quartered in Great Britain and Ireland.

1694. And that officer by inspecting the regiments, and by requiring a certain number of returns, would be able to maintain a standard of efficiency?—Yes, by inspecting when he considers necessary, and by means of returns.

1695. There is a likelihood of a new arm being intoduced into the army?—We have it on trial now. We have been trying it to-day.

1696. Even admitting that it might be eventually desirable to abolish the establishment at Hythe, would it not be perhaps prudent to delay its abolition until instruction in that new arm had been communicated to the army?—I think that that arm is quite as simple as the one in use at present. I think that it will be an easier arm to obtain proficiency in than that which we now have.

1697. I suppose that there is only one way of pointing a gun?—Yes.

Col. R. B. Hawley.

22 March 1870.

School of Musketry, &c.

Col. R. B. Hawley.

22 March 1870.

School of Musketry, &c.

1698. Instruction is given at Hythe to other officers in Her Majesty's service besides those belonging to the army, namely, to the marines and officers of the army in India. How would the instruction which is now communicated to those persons at Hythe, if the school of musketry at Hythe were abolished, be in future communicated?—The marines have their battalions at home, and therefore it would be communicated to them in the same way as to ordinary regiments. I cannot speak with regard to the Indian service.

1699. Supposing that the establishment at Hythe were to be maintained as a normal school of instruction, have you any recommendations for its improvement with which you can favour us?—I must state that I have not been at Hythe, but from what I understand there is a great deal of what I may call "parrot" work there, namely, that they learn the red book by heart, but I speak under correction, not having been there.

1700. Do you think that it would be possible to impose other duties besides drilling upon the musketry instructors in the service?—Certainly.

1701. (*Lord E. Cecil.*) Would you make the systems of instruction depend entirely upon the colonel of the regiment, so far as alterations or modifications in that regiment were concerned?—If every colonel of a regiment was allowed to change his practice there would be no standard of practice.

1702. Then you think that inspection is absolutely necessary?—Yes.

1703. You would only remove the inspection from Hythe to the Horse Guards?—Yes.

1704. Do you think that the lectures are now appreciated by the men?—No, I am only in favour of lectures so far as regards the care of the arm, the cleaning of the arm, and the loading, and so forth.

1705. I presume that you are in favour of lectures being occasionally given?—Very rarely. I think that shooting depends more upon actual practice than upon theory.

1706. You think that the explanation might go on without a lecture?—Simple explanations only should be given.

1707. Do you think that the general result now is that the soldiers are inattentive, and that they do not understand the theory?—I think that they do not understand the theory; they understand cleaning the lock, and the rifle, but beyond that I do not think that they understand anything.

1708. The longer the lecture is the less is its effect upon the soldier?—Undoubtedly. Soldiers do not like lectures; the shorter and more simple the lecture is the more the soldier retains it.

1709. Which do you think is the most profitable, the officer's lecture or the serjeant's lecture?—The officer's lecture.

1710. You do not think that the musketry instruction could possibly be conducted under serjeants reporting straight to the adjutant?—Certainly not. I should wish to see the duties of the musketry instructor and of the adjutant combined. I should like to see a captain as adjutant and instructor, and a subaltern as assistant adjutant and instructor, and I think that those two persons would work in harmony.

1711. What amount of leave does the musketry instructor generally get, as compared with the other officers in the regiment?—More.

1712. How much more?—Abroad my musketry instructor thought that he ought to have leave every winter, and he felt himself aggrieved through not having it.

1713. And of course that falls hardly upon the duty officers of the regiment?—Yes.

1714. Are the musketry instructors content with their pay and position, so far as that matter has come under your observation?—Yes.

1715. As a matter of fact, have not most adjutants been to the school at Hythe and qualified themselves for musketry instruction?—My adjutant has not done so. They are now obliged to do so.

1716. (*Sir C. Russell.*) Do you think that, under the present system, the musketry instructor is too independent of the commanding officer during his course of instruction?—In the fourth battalion of the 60th Rifles I have always left the matter to the musketry instructor.

1717. Without any interference from Hythe or elsewhere?—I have had no interference.

1718. Do you think that if a portion of the practice was left to the selection of the commanding officer, it would be desirable: in this way, I mean that after you had got up to a certain point you might shoot as you liked?—No; but I would give each colonel a certain portion of ammunition, to dispose of as he pleased after the annual course was over.

1719. By your last answer I presume that you mean to imply that the present amount of ammunition which is issued is insufficient?—Yes, there is none allowed for match shooting.

1720. I see that you have a very large per-centage of marksmen, and in your paper you say that in every case a register should be kept by the officers?—Yes.

1721. Do you think that with so large a proportion of marksmen your figure of merit would have been higher had all regiments kept their register in the same way as you have done?—Yes.

1722. Therefore the system of district inspectors is not a complete guard against the register being improperly kept?—It is not.

1723. Do you think that the rewards for marksmen are now fairly distributed?—Yes; but I would revert to the old system of a man receiving his money daily, because there is then a little fund for him to fall upon, to buy tobacco, or blacking to clean his accoutrements. If he receives it in a lump sum, the soldiers in the company will expect him to treat them. There is another objection to it:—In 1869 we had 29·46 per-centage of marksmen. A large portion of those men who were marksmen did not receive their pay; but as casualties occurred, the best men went away and then other men got the pay of those who did not get it in the first instance. If you leave it as it is, namely, a daily pay, it is an encouragement for all the men to try to be marksmen on the chance of their succeeding when there are vacancies.

1724. (*Lt.-Col. Chesney.*) Am I to gather from a former remark of yours that under the present system if a commanding officer chooses to attend to his rifle practice, he is not interfered with in the practice of his battalion?—Yes.

1725. Regarding an observation which you make in your paper, with reference to the marksmen's pay, is it a defect in the present system that the number is limited?—I think so. A certain amount of money is allowed to the regiment. All regiments do not shoot up to the same average, and I think that if a regiment has 200 marksmen, it should receive more pay than a regiment which has only 100.

1726. (*Lt.-Col. Fletcher.*) Supposing that the plan which you propose were carried out, viz. that of giving the musketry instruction by the adjutant, and making that officer a captain, do you not think that there would be a danger lest such an officer should become too powerful in the battalion?—I think not. I propose that he should be relieved every three years. If he holds his appointment only three years he will have no undue influence.

1727. (*Sir D. A. Cameron.*) Do you admit that there is a gradual improvement in the shooting of the army under the present system?—I think that we have arrived at a maximum now, for though the "figure of merit" may be larger this year than last I doubt its value.

1728. You I suppose admit that there has been a great improvement since the institution of the school at Hythe?—There has been the greatest improvement. I was present in 1852 when the first Minie rifles were given to the army, and the way in which they were used was excessively slovenly. It required the school to set the matter going.

1729. What are your objections to the present

stem of inspection by the district inspectors, and hat advantage do you expect would arise from the spection being carried on by one officer; that is say, being carried on by the Adjutant-General's partment?—They are junior officers overlooking the ts of commanding officers, whereas the officers of e Adjutant-General's department would be nearer e rank of colonels of regiments.

1730. Would the inspection be as thorough?—I ink so. The inspectors do little, and if they arrel with the commanding officer you may say od-bye to the shooting of the regiment.

1731. (*Chairman.*) Why?—Because the colonel els that he is interfered with by a subordinate.

1732. Do you mean that the executive of the army so weak that it cannot control the personal temper the colonel of a regiment?—We all know what man nature is. The colonel is responsible to the ommander-in-Chief, and he does not like to be interfered with in the instruction of his men by a bordinate.

1733. What is the rank of the inspector?—He is a ptain; he may be a brevet-major.

1734. (*Lord de Ros.*) He is not a colonel?—No.

1735. (*Chairman.*) You imply that if the musketry spector were to make a report which was unfavourble to the regiment, and were in consequence to come to collision with the colonel, there would arise out that circumstance the contingency to which you lude?—Yes, the part of the inspector would be ken by Hythe, and the colonel possibly would think mself right, and then there would be a disagreeable ntact. The colonel is in a very responsible place, nd his authority must be weakened by his acts being any way controlled or commented on by a subrdinate in rank.

1736. Then you think that if the system of inspecon were to be conducted from head-quarters, and if superior officer were to be made inspector, and if ne inspection were to be conducted through him, the ritation which might arise out of a difference of pinion between an officer in an inferior grade and ne colonel, would be probably avoided, inasmuch as ne inspector under the Horse Guards would be ither superior in rank, or in the same position as he colonel?—Yes, and the fact of his coming from he Horse Guards would have very great weight.

1737. (*Mr. Parker.*) Are the men ever practised o fire with ball, lying down?—Yes, in the first-class anges, but unless a man passes out of the third-class e is never taught to fire kneeling. I think that that s a very great fault. I think that men should be aught to fire kneeling, whether they are second or hird class shots, but I have men who have never been aught to fire kneeling. I have perhaps a dozen men who have never been taught to fire kneeling, and if hey were taught to fire kneeling they would probably make very good shots.

1738. If a man were a little weak in the muscles of his arms it might be difficult for him to make good practice standing, but he might be able to do it kneeling?—Yes.

1739. Is there any instruction in the Field Exercise Book, or elsewhere, as to the best position for firing lying down?—It is resting with both elbows on the ground, but if there is a stump or any rest you make the best of it.

1740. But the position is not described for lying down as it is for standing?—No.

1741. Would it not be useful to lay down a few principles in that respect?—No, I am in favour of a man lying down in any form in which he finds that he can fire best.

1742. Do you think that a little more ball practice in the lying down position would be practically desirable?—Yes, I am in favour of our getting more practice at the end of the season and letting the men be free to fire as they like. When a man can fire as he likes he will adjust himself into the position in which he can fire best.

1743. Could there be any saving effected in the amount of blank cartridge issued, if it were thought desirable to issue more ball-cartridge?—On such field days as we have had lately, I think that it would be absolutely necessary to have a greater amount of blank cartridge.

1744. (*Maj.-Gen. Lysons.*) Do you consider that the system of musketry instruction is, generally speaking, popular among the commanding officers or not?—I hear complaints against it.

1745. For what reason?—That in some cases they are interfered with. I myself have never been interfered with, and the regiment has always shot well.

1746. Of late years there has been an alteration in the regulations. Has that placed the musketry instruction more under the control of commanding officers?—There was a circular issued from the Horse Guards stating that position drill was to be left more to the discretion of commanding officers of corps, which order was I think immediately nullified by an order from Hythe, which took it out of the power of commanding officers to have position drill less than once a week.

1747. But you consider the more the musketry instruction is placed under the commanding officer the more popular it will be with him?—Yes, but I am in favour of having a general system throughout the army.

1748. If the school of instruction at Hythe were done away with, you would have to instruct your own musketry instructors?—Yes.

1749. Would you propose that there should be any standard of qualification, or any regulation, in order to make them all equally qualified?—I should leave that to the colonel of the regiment in the same way as the selection of the adjutant is now left to him, which is a far more important post, and for which no standard qualification is required.

1750. In the event of such a system being adopted, do you think that in all the different regiments in the service the instructors would be equally qualified and would be equally capable of giving instruction?—That would depend upon the talent of the commanding officer. If the commanding officer is not fit to choose a musketry instructor, I hold that he is not fit to command a regiment.

1751. If the qualifications of the musketry instructors varied, would not the regimental firing also vary?—If the firing of a battalion was to depend upon the musketry instructor only, it would not be worth much. The correctness of a company's firing greatly depends upon the interest which is taken by the company's officers.

1752. I allude more particularly to uniformity through the service?—Uniformity will be kept up any way.

1753. (*Sir C. Russell.*) Is there not uniformity of drill in the service?—It is especially ordered that it shall be uniform.

1754. (*Lord de Ros.*) Your objection to the inspectors is founded upon the military principle of not putting an officer of inferior rank over an officer of superior rank, is it not?—That is one objection.

1755. You consider that if the inspector were on the staff of the Horse Guards, he would be in the position of a staff officer of inferior rank taking an order to a regimental commanding officer, which of course would be readily obeyed, would it not?—The Horse Guards officer would probably be senior to most of the officers in the regiments.

1756. As regards the selection of the musketry instructors, is it not the fact that the commanding officer might be an admirable man for the management of troops and for the duties of the field, but might not possess a sufficiently mechanical turn of mind for musketry?—Musketry is practical; it is not mechanical.

1757. Would you object to the establishment at Hythe being constituted on the plan of being a normal school for officers only, and being used as a means of keeping up uniformity by comparing the qualities of the officers employed in instruction?—I

Col. R. B. Hawley.

22 March 1870.

School of Musketry, &c.

do not see what advantage that would be, because the moment they have been taught at Hythe they are drafted off, and there is no communication between them afterwards.

1758. But do not they afterwards carry with them the system which they have acquired at Hythe?—Yes; but a man of moderate intellect can learn all that can be taught at Hythe with his regiment.

1759. (*Chairman.*) You have no doubt that if the inspection were conducted under an officer of the Horse Guards there would not be found too much for him to do?—No; he would require one or two clerks.

1760. The work which is now done by the musketry inspectors you think could be as efficiently done by the one officer to whom you have alluded?—In my opinion quite so.

1761. Would he not have a very great deal of work to do going from regiment to regiment?—His inspections would only be occasional and when he considered necessary.

1762. Have you any further suggestion to make with reference to this subject?—I have not, except that I think that the method of determining the figure of merit is false.

1763. (*Mr. Parker.*) As a matter of fact, do the officers of companies pretty generally take an interest in the shooting by their men?—I can only speak for my own officers; they take a very great interest in it.

1764. Do you think that that is the same in rifle regiments?—I should think so.

1765. Do the officers themselves object to being put through the course of musketry?—That is not popular with them.

1766. (*Sir D. A. Cameron.*) You think that it is not necessary?—I do think it necessary until they are fully taught and capable of teaching others.

1767. (*Maj.-Gen. Wilmot.*) Would you make the pay which is given to the men for shooting dependent upon the opinion of the commanding officer?—Yes.

The witness withdrew.

Col. J. W. Thomas, C.B.

22 March 1870.

School of Musketry, &c.

BREVET-COLONEL J. W. THOMAS, C.B., 67th Regiment, examined.

1768. (*Chairman.*) You are in command of the 67th Regiment?—Yes.

1769. And you are of opinion that we might, without prejudice to the skill in musketry of the army, abolish the establishment at Hythe?—Quite so. I have a very strong opinion on that point.

1770. Supposing that that suggestion were adopted, I presume that you would consider it necessary to have a system of inspection?—I think so. I would have an inspector-general or some person representing him. Without that there would be a loss of similarity of practice, and money payments are dependent upon it.

1771. What staff of inspection would you consider necessary?—One at the Horse Guards, and deputies in such commands as the presidencies in India and the Mediterranean.

1772. Do you think that one inspector would be sufficient for the United Kingdom?—Yes, with a certain staff.

1773. What would this staff consist of?—There would be somebody in a similar position to a brigade major.

1774. Do you think that there should be an inspector-general of musketry and some person in the position of brigade major under him?—Yes.

1775. (*Lord de Ros.*) Should there not also be an aide-de-camp?—I do not know the rank assumed; the present colonel would not be entitled to an aide-de-camp.

1776. (*Chairman.*) As the present standard of shooting in the army now exists, do you think that it is up to the mark?—I think that it is fair, but I think that it might be improved. I should say that even now it is a fair average.

1777. Of course under your suggestion a considerable pecuniary saving would be effected?—Certainly, namely, in the school itself and the inspectors.

1778. And you think that the control which would be exercised by the superior officers would be sufficient?—Yes, it would be the same as the control of the Adjutant-General.

1779. You think that it would be as minute?—Yes. I see no reason why it should not be just the same as over the returns which are sent to the Adjutant-General.

1780. Do you think that the returns could be accepted without inquiry?—They would be accepted at head-quarters in the same way as any other returns.

1781. The reputation of a regiment for its superiority in shooting would then, in a great measure, be regulated by these returns; and the returns would be furnished by the regiment?—Entirely so.

1782. Do you not think that those returns might be more favourable than the facts authorised?—I think that the system would be more accurate than it is now. We should, I think, be more interested in making them accurate. If the commanding officer was on his honour, he would feel himself responsible. We do not now feel ourselves responsible. All that we say now to our musketry instructors is "You will be good enough to follow out your orders strictly." The musketry instructor and the district inspector are really the responsible officers.

1783. Do you feel that the musketry instructor is a foreign element?—No, except that he may make suggestions to which we cannot object.

1784. You think that if the system was superintended from the Horse Guards, and was not superintended by any extraneous authority, such as that of Hythe, it would be more uniform?—Yes, by it's being made a regimental responsibility.

1785. Do you think that it would be possible to impose upon the musketry instructor other duties than those which he now discharges; or do you think that his time is fully occupied?—When his time is engaged his time is fully occupied. In the winter, when there is no musketry, he has nothing to do.

1786. But when he is engaged in his special duties those duties occupy the whole day?—I should think so. I do not think that justice could be done to the musketry instruction if any other duties were given to him.

1787. Supposing that the establishment at Hythe were to be retained contrary to your recommendation, do you think that it could be improved?—I do not think that I should answer that question. I have never been there.

1788. (*Lord E. Cecil.*) I suppose that the district inspector is entirely independent of the regimental commanding officer?—Yes; he reports direct.

1789. In the case of a captain of a regiment being a district inspector, would not an inconvenience arise when his own regiment was quartered in his district, and might he not be placed in an antagonistic position to his commanding officer?—The district inspector of Aldershot is one of my captains, and he can report me direct to the Inspector-General for irregularity in my shooting.

1790. And whatever the good feeling might be between yourself and the district inspector, such a state of things might arise that would be very galling to the commanding officer?—I do not think that it is a position in which either of us should be placed with reference to one another.

1791. I presume that if you retained the rank of district inspector you would make him a field officer?—I have not thought of that question before, but I think that I should do so.

1792. Do you think that the district inspectors have now much to do?—I do not see any necessity for their doing anything. They have to correct the returns;

but if there were fewer returns, they would have less to do. They come to the ground occasionally to see that the practice is carried on correctly.

1793. In short, their office is almost a sinecure?—I do not know that they make it so, but I think that it might be made so.

1794. Would you engraft any duties upon the regimental musketry instructor which he has not now to perform?—Certainly not during the course. He has then as much as he can do; it is hard work, and it is fatiguing work. He is, I think, the hardest worked man, when he is employed, of any in the regiment.

1795. Has he more leave than any other officers in the regiment have?—No, he has the same amount of leave.

1796. You do not think it possible to combine any other office in the regiment with his?—I do not think so. That question has never occurred to me before.

1797. I suppose that the amount of duty which the regimental instructor has to perform varies in different regiments, does it not?—I do not see how it can do so.

1798. Some men may be more conscientious than others, and some may give a greater amount of lectures than others?—I have never heard anything of that sort. I think that they give a regular course.

1799. Are you in favour of giving a great many lectures in musketry instruction?—No. The men say that they do not understand them.

1800. Would you be in favour of diminishing the lectures?—I think that I would let them stand as they are. Some of the non-commissioned officers like them pretty well, but the men do not like them.

1801. (*Sir C. Russell.*) If it were left to you to select a musketry instructor in your regiment, do you think that it would be difficult to do so?—No.

1802. From your acquaintance with the army generally, do you think that there would be a difficulty in that respect?—No. The captains of companies cannot help learning the matter to a certain extent. The very routine of the work teaches them what is required. I cannot conceive that there can be any difficulty about it. I think that it would be now easier to get a musketry instructor than an adjutant, and that is easy enough in most regiments.

1803. (*Lt.-Col. Chesney.*) Speaking of the position of a captain as being a musketry inspector, is not one of your captains a brigade-major?—Yes, at Aldershot.

1804. If the district inspectors were subordinated to generals of districts, instead of to the inspector-general of musketry, would it make any difference in your system?—No.

1805. (*Lt.-Col. Fletcher.*) Under the present system of musketry instruction, has not the commanding officer a great interest in the good results of such instruction?—He may support it, or he may be known to be inimical to it, and which, if he takes a strong view, might affect the results.

1806. If he support musketry instruction will not the men in all probability shoot very much better and pay very much more attention to the instruction?—I do not think so. There is a certain amount of rivalry, and they will do their best. It depends more upon the captain than upon the commanding officer. In the first place, the commanding officer cannot properly attend to the matter; he has other work to do.

1807. Are not the commanding officers responsible for the instruction in musketry in their regiments?—Yes, theoretically.

1808. Practically are they not responsible?—No, it is not dependent upon us. We are very cautious in what we do. The district inspector might quietly say to us, "You must not speak to a man when he is "about to fire." There is a certain routine, but the commanding officer does not interfere.

1809. The first of the regulations for conducting musketry instruction is "The musketry instruction of "the troops, like all other exercises, is placed under "the responsibility of commanding officers, who are "to make themselves acquainted with this important "part of a soldier's duty." Is that practically carried out, or is it a dead letter?—It is carried out theoretically.

1810–11. Does not the commanding officer sign the returns of musketry?—Yes, he signs all returns.

1812. Are not the commanding officers just as much responsible for the instruction of their regiments in shooting, as for their instruction in drill?—Yes, theoretically.

1813. And are they not just as much responsible for signing the musketry returns as for signing the duty states or War Office returns?—Yes; as the paymasters' returns, for instance.

1814. In the event of the term of service in the army being shortened, will not the duties of those persons who instruct in musketry be very much increased?—Yes.

1815. (*Maj.-Gen. Wilmot.*) The regulations state that the musketry inspector is to refer anything to the general commanding the district, showing that, to a certain extent, he is under him?—Yes.

1816. Does not that remove him at once from being supposed to be an independent officer?—I look upon the musketry inspector as being in the same position as the staff. The opinions which are given are special professional opinions to a certain extent. It is a special subject; his position is different from that of an adjutant to a commanding officer. The commanding officer is a better judge of everything of which the adjutant is a judge, but he is not a judge of musketry, which is a matter of exact rule.

1817. Then you think that that ought not to be a special subject?—No; I think that it ought to be an ordinary regimental course.

1818. (*Sir D. A. Cameron.*) You admit that the course of instruction which is laid down by regulation is a good one?—Yes.

1819. Is it not a very important duty of the commanding officer to see that that system is properly carried out by the companies?—Certainly, but not personally.

1820. Then will not the skill and efficiency in shooting depend upon the commanding officer?—The commanding officer can very seldom go to the butts; he has too much to do.

1821 But still he can do so occasionally?—Yes.

1822. In every branch of the service is it not the duty of the commanding officer to make his men work?—Yes, directly or indirectly.

1823. I do not understand how the commanding officer can disclaim the responsibility attaching to him with regard to his duty?—He cannot superintend the matter. My men often had to go two or three miles off.

1824. Are the duties of a commanding officer so overwhelming that he cannot afford any time to go to the butts?—The time is an awkward one; it is in the forenoon; it is the drill time, and orderly time, and very often the firing is some distance from the headquarters. At Portsmouth it is across the water.

1825. (*Chairman.*) Your suggestion is to abolish the school of musketry at Hythe, and the system of inspection which is now maintained, and to substitute for it an inspector-general and some other officer; and you have enforced that suggestion by the consideration that under those circumstances probably the colonels of regiments would consider themselves more responsible, and would evince greater zeal, and would exercise a more vigilant superintendence. I do not think that those observations are quite consistent with what you stated to Sir Duncan Cameron?—I mean that the system should be regimental. I would make a major responsible to the commanding officer.

1826. Could not you do that already?—There is a delicacy as regards the district inspector if upon the ground.

1827. (*Mr. Parker.*) The duty of superintending the musketry instruction at present lies upon the commanding officer, does it not?—It is different at different stations. At some, field officers take it as a

Col. J. W. Thomas, C.B.

22 March 1870.

School of Musketry &c.

roster, but it is not done regimentally; otherwise the inspector should superintend.

1828. If the colonel were relieved from personal superintendence of the musketry, and if a major were personally charged with it, do you think that it would work well?—Yes, because the major is responsible to the colonel, and he has more time to attend to it.

1829. Where the butts are at some distance, the superintendence of the commanding officer is a dead letter?—Yes, on account of his other duties; but the major is expected to go there; he has a horse for the purpose.

1830. Of all the other officers in the regiment, would not a major have most time for the duty and also most authority?—Certainly. He would be the man to settle disputes between two captains, and to assimilate the practice.

1831. (*Maj.-Gen. Lysons.*) Your objection to the present system of musketry instruction I understand is because it is taken out of the control of the commanding officer?—Yes, practically it is not made purely regimental.

1832. If it were placed directly under your control, do you not think that it would still be advantageous to have well-educated musketry instructors?—Yes, in that particular branch.

1833. As different commanding officers generally direct their attention more particularly to one branch or another of their duty, if the establishment at Hythe was done away with, and if each commanding officer had the training of his own musketry instructor, do you think that all the musketry instructors throughout the army would be equally well trained?—I should think so; in the same way as regards adjutants, and more so,—because there is a more exact line for their guidance. After all, it is a technical and routine education. They learn by rote, and there is this book to guide them, which is as rigid as it can be.

1834. (*Lord de Ros.*) Reverting to Colonel Chesney's question, comparing the reports of the inspecting officer to those of an officer in the position of brigade-major, you are of course aware that a brigade-major never signs any paper of any sort or kind on his own responsibility?—He does not do so, except by order.

1835. If you had an inspector from the Horse Guards to superintend the whole concern, do you not think that it would be absolutely necessary that he should be a major-general or a brigadier-general, and that he should be entirely superior in rank to those persons whom he inspected?—Certainly.

1836. You have observed that the colonel would have the same facility of selecting a musketry instructor as of selecting an adjutant, and that there would be uniformity. Are you not aware that it would be difficult to find three regiments where the adjutants are of equal merit, or where the duty is performed in the same way?—Taking the general result, I think in half a dozen regiments it will be found to be pretty much the same.

1837. Do you think the inspection from the Horse Guards would produce that result?—Yes, I think that it would be a consequence.

1838. As regards the general superintendence of the lieutenant-colonel, you consider that the lieutenant-colonel of the regiment should have his eyes everywhere?—Certainly; he is responsible for everything.

1839. (*Chairman.*) If the Hythe establishment were to be done away with, how would you make your musketry instructors qualify?—There would always be an assistant. There is at present an assistant, and if the musketry instructor is absent he takes his place. I would continue him in his place, and of course the musketry instructor would take care, under the colonel, that the assistant was efficient and capable of performing the duty in his absence.

1840. We will presume that by some accident there is no assistant, or that the assistant dies and that the instructor is promoted,—you have then to supply two vacancies?—Yes.

1841. How would you qualify their successors?—I think that an officer of a company who had been through a few trainings after a little trouble would take the post.

1842. You would leave it to the colonel to select his officers?—Yes.

1843. You would have no general standard of qualification?—I would have it before the officer got his appointment by printed questions sent out by the Council of Military Education or some test of that sort.

1844. You would pass him through an examination?—Yes.

1845. But it would be a theoretical examination?—Yes, because the practical one would be shown by the results, and I would make the colonel responsible for it.

1846. If the officer turned out to be unsatisfactory, would you dismiss him?—I would dismiss him just in the same way as the colonel dismisses an adjutant.

1847. (*Sir C. Russell.*) Have you had any difficulty in getting officers in your regiment to go through the course at Hythe?—No; I have heard that some officers did not wish to go, but I have never had any difficulty.

1848. They have volunteered for it?—Yes, I have always had volunteers.

The witness withdrew.

Col. A. L. Fox.

22 March 1870.

School of Musketry, &c.

BREVET-COLONEL A. LANE FOX, Unattached, examined.

1849. (*Chairman.*) You lately belonged to the Grenadier Guards?—Yes.

1850. You had a good deal to do with the organization of the School of Musketry at the time of its institution?—Yes.

1851. Did you draw up the system of musketry instruction first adopted?—Yes, the one which was first adopted in 1854.

1852. How did you become to be connected with those arrangements?—It was in 1851 that I was first sent to Woolwich to conduct experiments in small arms, and subsequently to assist in instruction there under Colonel Brownrigg. In 1852 I passed four months on the continent in examining the systems in force in the French and Belgian services at Vincennes and at the camp of Beverloo, and I translated the official code of the Piedmontese army. Subsequently I drew up a system which was adopted in the Grenadier Guards, and which was afterwards laid before Lord Hardinge, the Commander-in-Chief, who sent for me and discussed the project of establishing a school of musketry in the service. Lord Hardinge also desired me to modify my system and render it suitable for general adoption, which I did. In 1853, when the School of Musketry was established, I was made First Instructor. A number of detachments from regiments were sent to Hythe and put through the course of instruction which I had drawn up. That system underwent some further revision and was published by authority in 1854, immediately previously to the embarkation of the troops for the Crimea. That was the first commencement of musketry instruction in the army generally.

1853. Of course you are acquainted with the present system?—For the last 12 years I have not had anything practically to do with musketry instruction, but I have had some knowledge of what has been going on.

1854. From being interested in the subject you have probably watched the progress which has been made?—I have.

1855. Should you be disposed to continue the establishment at Hythe as a school of musketry?—I think that when there is a school devoted expressly to the purpose of instruction it certainly ought to be better conducted than when there is no school.

1856. If it were determined to abolish the Hythe ool, on account of expense or for any other reason, you think that musketry could be as satisfactorily ght by the regimental system?—I see no reason y it could not be satisfactorily taught by the regi- tal system.

1857. But you have no strong opinion against the the establishment?—Not against the establish- nt of a school of musketry. I think that in some nts the school might be improved.

1858. Would not the musketry instructors have be qualified even if no regular school were main- ed?—Yes.

1859. If the regimental system were introduced w would you qualify them?—I would make them through a system of instruction in the same way adjutants qualify in battalions.

1860. How do adjutants qualify?—They act as utant for a certain time.

1861. When I talked of qualification I meant an icial one,—a regular official standard,—do you not nk that that would be necessary?—I think it would better.

1862. How could that be combined with the gimental system to which we are referring?—I do t think that it could be as well done without a ool of musketry as with a school of musketry, t I see no reason why it should not be done.

1863. Then in that way you would, probably, not ave it to any official standard, but you would leave it to the colonels of regiments to select musketry structors, and you would leave it to their zeal and eir anxiety to make their men shoot well, and so aintain a sufficient instruction?—I would do so to certain extent, but I think that the musketry in- ructors would be better qualified if they went through school.

1864. Then of the two systems you would prefer e maintenance of a central school?—If the musketry struction alone were concerned I think that it would advisable.

1865. In what respects would you improve the esent system, supposing it to be maintained in its esent features?—My impression is that greater ficiency would be produced by the men going rough a more thorough course and being more oroughly grounded in their first course as recruits.

1866. When you use the word "men" do you mean e rank and file?—Yes.

1867. We have had it suggested to us by one or wo witnesses of authority that it might not be ad- isable to send the rank and file to Hythe, but merely maintain the school at Hythe as a normal school; hat is your opinion in that respect?—I see no ob- ection to that in principle, but it would be necessary have a certain number of men there to go through he course, to enable the instructors to qualify.

1868. Therefore your last observation would apply o the men in the regiments?—Yes. I believe that he men should go through a thorough course in the irst instance, and that their annual instruction might e curtailed.

1869. I was rather referring to the establishment t Hythe as a normal school for instructors; have ou any observations to make in that respect, or do ou think that the present system is satisfactory?— see no objection to the present system.

1870. (*Lord de Ros.*) Should you approve of having n officers' school of musketry at Hythe, with a ajor-general upon the staff to inspect their qualifica- ions and to report upon them; do you think that that would keep up their qualifications?—Yes. It has been suggested that the School of Musketry should be transferred to Aldershot. If that were done, I imagine that whole battalions might go through the school at a time. In the event of a system being carried out regimentally, I think it better for a whole regiment to be struck off for musketry instruction at a time, as that would enable the commanding officer to superin- tend the practice, which he cannot do when companies are detached for practice.

1871. You lay great stress upon the immediate supervision of the commanding officer over musketry instruction?—Yes, I have always found that when a commanding officer has taken an interest in the musketry instruction it has been better conducted.

1872. (*Lord E. Cecil.*) What are your opinions with regard to district inspectors of musketry; would you retain them as they are, or would you do away with them?—I think that there should be some system of inspection. At present I think that a great deal of the time of the district inspectors is occupied in looking over returns, and that having large districts to inspect they cannot attend to the instruction itself. I think that possibly by a regimental system the returns might be curtailed, and that if inspectors were stationed at the chief practice stations they might superintend those stations instead of trusting to returns, and that all the regiments might pass through a course of instruction at those stations from time to time.

1873. Do you think that they conflict in any way with the powers of the commanding officers?—I do not see that an inspector need necessarily do so.

1874. But there is a possible danger of such a thing happening?—Yes.

1875. (*Sir C. Russell.*) Do you think that the present amount of returns which is insisted upon is necessary?—I think that the system of making a comparison between the reigments by means of the figure of merit entails a great deal of paper work, and a very rigid adherence to uniformity.

1876. Do you think that advantageous?—No. I think that if the conditions of firing were equalized in companies so as to enable a comparison to be made between the companies of a battalion it would be sufficient; there is a large amount of paper work and a rigid adherence to non-essential details, which is not desirable. That at least is the result of my experience, but I do not know to what extent it may have been remedied by the improvements introduced during the last two years.

1877. From your experience, do you think that any suggestions for improvement or alteration at Hythe are fairly considered?—At one time I thought not, but I do not know what the practice has been lately.

1878. You think that there was a considerable jealousy against any outside recommendation?—Decidedly so.

1879. How long do you think that it would take you to examine a man in order to judge of his qualifications for a musketry instructor? Would it take you a week, or a fortnight or a month?—I should prefer having a musketry instructor under my eye for some time. I think that in a mere examination there are many points through which I could put a man in an hour or two, but to know whether he was qualified as an instructor, and whether he could carry out his duty properly, he should go through his instruction for some time.

1880. Then you do not think it would be advantageous to allow any officer in the army to be examined for the appointment of musketry instructor without going through the course at Hythe?—I think that an officer should go through a course of musketry instruction. I do not think that he could do it by merely reading up.

1881. Under that supposition it would be essential to have a central school?—I think that it would be very desirable. If there were stations such as, for instance, at Aldershot, where a permanent superintendent was stationed, so that he should see the officers who went through the course, he would be competent to judge whether they were qualified or not.

1882. If that was done at Aldershot it could be done at less expense than at Hythe?—Yes.

1883. Are you aware of any advantage which Hythe possesses over such a place as Aldershot?—No, from what I know of Hythe, when I was there I do not think that it was so good a place for instruction as Aldershot. The ranges at Aldershot are better, and I think that it is altogether more convenient for the troops.

Col. A. L. Fox.
22 March 1870.
School of Musketry, &c.

1884. (*Lt.-Col. Chesney.*) I see that in your paper you recommend retaining the appointment of district inspectors. Do you see any objection to maintaining the district inspectors directly under the commanding officers of districts, instead of their being under the Inspector-General as they are now?—I do not. I carried on musketry instruction upon that system at Malta for some time under Sir John Pennefather, and I found that it succeeded admirably, and that the less interference there was from Hythe in the arrangements of the general commanding, the better it was both for the musketry instruction and for the discipline of the troops.

1885. Commanding officers have complained that the district reports are too much separated from the regimental reports. Could not the general in command of a district, with the aid of a musketry instructor, be able efficiently to supervise the present course of musketry instruction?—I think that with the aid of a musketry instructor he might.

1886. (*Lt.-Col. Fletcher.*) Do you know whether in foreign armies there are schools of musketry for the musketry instructors?—When I went abroad in 1852 they had a school of musketry in France, but not in Belgium; there was a great difference then between the two systems in France and in Belgium.

1887. You do not know what system they have now?—No.

1888. Do you know how the rifle shooting of foreign armies compares with that of the English army?—I cannot say at the present time. At the time of which I speak the English army was greatly in arrear of all foreign armies in respect to training.

1889. That was before the system of instruction was introduced?—Yes.

1890. (*Mr. Parker.*) Do you think that the men ought to be trained in shooting in the lying down position as well as standing and kneeling?—Most decidedly. It requires practice to fire properly lying upon the belly. I have often tried it with the men. Without practice men can hardly hit the target.

1891. A man might be a good shot kneeling, but when he tried to shoot lying he might miss the target?—Yes.

1892. And the details of the position are a matter in which instruction should be given?—Yes, the elbows should be properly drawn in under the body. In firing from walls and parapets also, the soldier should be taught to rest his body upon them and not his rifle.

1893. In your opinion is sufficient ball ammunition served out for all positions?—At present no more ammunition is given to the recruit than is given to the old soldier. Consequently it must take him some time to become qualified, and as long as that system continues I do not think that there is sufficient ammunition for all positions; but supposing that the recruit was thoroughly taught in the first place, and had say 150 rounds to fire in the first instance, I think that some portion of the ammunition might be reduced afterwards, or might be devoted to practising in other positions.

1894. And it would be good economy to serve out ammunition to the men liberally as recruits, but more sparingly in future years?—Yes; I think that a man does not lose his shooting, and that he would be more efficient by having been thoroughly taught in the first instance.

1895. Should you say that 90 rounds is too little to give a recruit confidence in his shooting?—Yes, because a man by firing only 5 rounds at each distance hardly gets the proper sighting of his gun, whereas if he had a sufficient number of rounds in the first instance to give him confidence in his weapon, firing from a rest if necessary, in subsequent years a comparatively small amount of practice would be sufficient to keep him up in his efficiency.

1896. (*Chairman.*) Have you any other suggestions to make with reference to this subject, except those which we have had the pleasure of hearing?—I would only say that with reference to the preliminary exercises, which I think very important, there is one thing which I have found very useful in giving the recruit confidence in these exercises as a means of improving his shooting, and that is to make every recruit fire a few rounds at two distances, say 200 and 300 yards, before he goes through a course of instruction, then put him through a course of preliminary exercises and make him fire immediately afterwards the same number of rounds at the same distances; compare the practice before and after instruction, and show him the improvement he has made. I have returns of these practices, not selected but showing the whole of the recruits trained at Malta during a given period; they show that the improvement was never less than two to one after instruction and often much greater. I found that by reading these returns over to the men it gave them great confidence in these exercises, so much so that I have seen several times more than half a battalion turn out voluntarily during the time that the course of practice was going on, to exercise themselves in the drills, aiming at the target, which is very different from the feeling that now prevails generally in the army respecting these exercises.

The witness withdrew.

Col. F. C. A. Stephenson, C.B.
22 March 1870.
School of Musketry, &c.

BREVET-COLONEL F. C. A. STEPHENSON, C.B., Scots Fusilier Guards, examined.

1897. (*Chairman.*) You command the Scots Fusilier Guards?—Yes.

1898. You are in favour of the maintenance of the establishment at Hythe as a school of musketry?—I am.

1899. You think that objections exist to its abolition?—I think so, as far as regards qualifying future instructors, and that they should pass through it.

1900. Would you recommend that the men of the army should pass through it?—No, but only the officer instructors and the serjeant instructors.

1901. You look upon it as a valuable school?—Yes, for that purpose.

1902. Do you think that any improvements can be introduced into the system? Do you think that it would be possible to simplify the instruction or to curtail the machinery?—Yes; as far as the annual course goes, I think that it might be shorter, and I think that the preliminary drills might be curtailed.

1903. Do you think that the staff at Hythe is capable of reduction?—I have never been there myself, and I am hardly acquainted with it.

1904. Some witnesses have pointed out a difficulty which arises from the fact that the musketry inspector, an officer of inferior rank, is called upon to report upon the efficiency, and it might almost be said upon the conduct, of colonels of regiments. What is your opinion in that respect?—That duty must devolve upon somebody of subordinate rank. Of course the chief officer could not perform that duty himself.

1905. It has been suggested that instead of having these musketry inspectors we should have an officer of superior rank from head-quarters, who should perform the duties which are now entrusted to the musketry inspectors?—I should doubt whether one officer could perform all the duties which are now performed by the musketry inspectors. They are upon the spot and can do more there than another person could.

1906. Do you think that the anomaly to which I have referred is of any practical importance?—No.

1907. You have not known any cases in which it has worked badly?—I have not.

1908. Do you think that it would be an improvement to remove the establishment at Hythe to Aldershot?—I think that it would be an advantage.

1909. (*Lord de Ros.*) We have had it stated to

one regiment, namely, the 67th, one of the captains in inspector, and that his colonel is virtually under inspection as to musketry; do you think that he uld be independent of his regiment?—Yes.

1910. Do you not think that by having an inspec--general for musketry, with a brigade major and an e-de-camp, the supervision would be more efficient? think that the supervision which is now carried by the inspector would be much better carried on in way.

1911. You would rather not have a captain from same regiment?—Yes, it strikes me as being jectionable.

1912. (*Maj.-Gen. Lysons.*) Would it be an improvent to make the inspector of musketry a part of the ff of the general officers of districts, and to pass the urns through the general officer of the district?—hink that that would perhaps be objectionable.

1913. (*Lt.-Col. Fletcher.*) Do not the confidential orts sent in by the inspecting generals contain reerts of the musketry efficiency of the regiments?—s.

1914. In the same way as they contain reports of y other efficiency in the regiments?—Yes.

1915. And therefore colonels now feel themselves sponsible for the efficiency of their regiments in sketry?—Yes.

1916. (*Lt.-Col. Chesney.*) Am I to understand at you do not think that that system would be adequate which confined itself to district inspectors under the general of the district?—No; my idea was rather that a district inspector would have two masters, by reporting to the general of the district he would be to a certain extent so far independent of the inspector-general at Hythe.

1917. (*Maj.-Gen. Lysons.*) If the inspector-general of musketry was made an officer of the Adjutant-General's department, would not that be an improvement?—Yes, my objection would then be done away with.

1918. (*Maj.-Gen. Wilmot.*) Supposing that the musketry school was at Aldershot, would not the objection hold good that the report must be made direct to the Horse Guards, instead of through the general; it would then be perfectly independent of the commanding officer?—Yes, but I do not see any objection to that.

1919. (*Lt.-Col. Chesney.*) Supposing that the present work of the musketry instructor was somewhat shortened, would it not be possible to utilise him for other work?—Yes.

1920. (*Lt.-Col. Fletcher.*) You think that it would be advisable to engraft other duties upon him?—Yes; you could not have a better man for it.

1921. (*Sir C. Russell.*) You think that for duties which are analogous the musketry instructor would be the proper person to perform them?—Yes, because the duties would never clash.

Col. F. C. A. Stephenson, C.B.

22 March 1870.

School of Musketry, &c.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

Thursday, 24th March 1870.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
LIEUT.-COLONEL SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL LYSONS, C.B.
C. S. PARKER, ESQ., M.P.
LIEUT.-COLONEL FLETCHER.
LIEUT.-COLONEL CHESNEY.

CAPTAIN D. THOMPSON, 67th Regiment, examined.

Capt. D. Thompson.

24 March 1870.

School of Musketry, &c.

1922. (*Chairman.*) You are district inspector of usketry at Aldershot?—Yes.

1923. How long have you occupied that post?—I ave been at Aldershot for about four years and four onths. I have been altogether about 11 years district spector.

1924. Are you in favour of a permanent school of usketry at Hythe or elsewhere?—Certainly.

1925. Do you think that Hythe is the best place r such an establishment, or would any other place, uch as Aldershot for instance, be preferable?—Any ther place would do as well if they had the ranges. That would be the only difficulty with regard to any ther place.

1926. Would there be any difficulty about ranges t Aldershot?—I do not think there would be sufficient anges at Aldershot to accommodate the school of usketry and the troops which are usually quartered here. There are only 18 first class ranges at Aldershot and four second class, and they usually have 20 r more battalions firing.

1927. Would a difficulty arise from there not being space enough?—It would be simply from that. Of course they would require permanent buildings.

1928. That is a difficulty which we need not take into account.—There is no other difficulty that I know of.

1929. You have not gone into the question whether or not it might be possible to procure sufficient ranges at Aldershot?—No, I have not.

1930. Will you explain to us a little what kind of relation subsists between you, the musketry inspector, and the commanding officers of regiments which you inspect?—My duties are different rather from those of other staff officers of the same rank, inasmuch as I do not sign anything by order; everything that I do is done through the adjutant-general of the division where I am quartered. If I see anything has gone wrong on the ranges or in examining the returns, if it is a trivial thing I bring it to the notice of the commanding officer, either in writing or by speaking to him. I say, "Sir, on such a day I noticed a little irregularity; will you be kind enough to have it put a stop to?" If it were a matter of more importance, I should say in the monthly return which I send, "On such a day I visited the ranges and found such and such a thing going on." I make no remarks of any kind in the way of censure either to the commanding officer or to the instructor of musketry or to the captain in charge of the company. I am strictly prohibited from doing that by the inspector-general. I simply report the matter to the adjutant-general.

1931. What you report are facts, and not opinions?—Yes. I am not entitled to give an opinion without I am asked for it.

1932. Do you think that however carefully and discreetly those duties may be performed, it is conceivable that the commanding officer of a regiment might consider himself aggrieved if out of a report emanating from an officer of inferior rank to himself he were to receive a reprimand or anything approaching to a reprimand?—I think not more so than in many other cases. For instance, in the case of an assistant surgeon, the commanding officer might receive a reprimand in consequence of a report made to the principal medical officer; also in the case of

Capt. D. Thompson.

24 March 1870.

School of Musketry, &c.

a brigade major observing anything wrong at drill, it would be his duty to bring the matter to the notice of the brigadier commanding the brigade. In the case of a district inspector it is almost impossible, if he knows his duty and acts according to his instructions, that he can come into collision with the commanding officer in any way at all.

1933. As a matter of fact, you think that there is no jealousy of the musketry inspectors on the part of commanding officers?—I think there is; but it has arisen from what has occurred in years past.

1934. You think that now both parties better understand their relationship?—I think so.

1935. It is obvious that a certain amount of inconvenience might arise out of the system. Will you suggest any way by which such inconvenience might be obviated?—Nothing suggests itself to me.

1936. You are the representative at Aldershot of the school at Hythe, are not you?—I am the representative of the school of musketry. I am also there to see that the system of musketry as established in the service is carried on with uniformity through the division of which I have charge, entirely under the general in command of the division. My report is to him; I send one report to him, and a copy of it to the school of musketry. I am responsible really to the general commanding the division more than to the school of musketry. I report nothing to the school of musketry which is not sent to the general; there is no such thing as a private report or private information. There is nothing between the district inspector and the inspector general commanding the district that the general is not made aware of.

1937. Supposing that you reported certain deficiencies, would the authorities at Hythe communicate with you on the subject?—No, I should say not.

1938. Would they communicate with the general commanding the division?—With the Adjutant-General at the Horse Guards, I think.

1939. And he would communicate with the general commanding the division at Aldershot?—Probably. It is not usual for the Inspector General of Musketry to take any further notice after the general has once settled the question.

1940. Do the generals pay great attention to your reports, and take action on them?—Always.

1941. Supposing that there was no independent school at Hythe, and that instruction in musketry was given in the regiments by musketry instructors who were appointed in the same way as adjutants are appointed, namely, upon their individual merits, do you think that the standard of shooting would be lowered?—I think so.

1942. And that it would be less uniform?—You would lose all uniformity very shortly.

1943. How is uniformity now maintained?—Because all the instructors go through a similar course at the School of Musketry. In the course of their instruction the necessity of maintaining uniformity for the purpose of comparison is particularly impressed upon them.

1944. By maintaining uniformity you mean that men are to shoot in the same attitude?—Yes; that they are to go through the same forms, fire at the same distances, and go through a certain prescribed number of drills. Another thing is that you could not train a musketry instructor in the same way as an officer is trained for the duties of an adjutant. The duties of an adjutant are part of the every-day life of an officer. That is not the case with a musketry instructor. The musketry instruction is not going on in the same kind of way every day, and the officer has not the same chance of seeing it; in fact, it is only when his company is going through a course of musketry that he has an opportunity of seeing anything about it.

1945. The time of the regimental musketry instructors is not fully occupied all the year-round, is it?—It is not fully occupied, particularly now, when there are so few recruits.

1946. Do you think it would be possible to add to their duties as musketry instructors other duties?—Yes, I think so.

1947. Do you approve of the system under which regiments compete with regiments in shooting?—I think that that is questionable.

1948. Do you think that the returns which are furnished by regiments or battalions who are placed in competition with each other are always trustworthy?—I think that they are generally so. I do not think that they are always so.

1949. You are doubtful as to the advisability of regiments competing with each other?—It is very doubtful whether it is advisable that the averages should be published annually. I think that is a question, because the fact of the publication annually of the average obtained by each regiment leads in all probability occasionally to a little irregularity or unfairness in the compilation of the several registers and returns, and no doubt there is a desire, I will not say on the part of the musketry instructors so much as the non-commissioned officers, who are charged with the preparation of those documents, to make their corps a step higher than some other corps.

1950. I suppose the inspectors can hardly control those returns?—It is almost impossible that they can do so. The Inspector-General has generally the means of ascertaining within a short time whether a regiment is systematically shooting unfairly; by carefully examining the registers you can generally find it out.

1951. Would you recommend that the practice of allowing regiments to compete with each other should be abolished?—I should hardly like to pass an opinion upon the matter; it is a question more for commanding officers than for myself.

1952. In those cases where any irregularities in the returns have been detected, is it to be accounted for rather by the over-eagerness of the non-commissioned officers than by the connivance of the officers?—Yes. I think that the unfair marking has increased very much since the alteration which has been made in the regulations with regard to the keeping of the register; in fact it was at one time entirely stopped simply by the order in the musketry regulations directing that the registers of practice should be kept entirely by the officers. The officer sat with the register and kept it in his own handwriting, recording every shot himself. It is quite impossible to check at all when registers are so kept.

1953. Why was the system changed?—I think that it was changed by the committee when the new book came out, they thought it irksome on the officer; it was to relieve the officer of some part of his duty; some of the officers had complained of having to perform the duty.

1954. Will you explain how those irregularities occur?—It is no advantage to a man shooting in the first period, that is to say in the third class, first period, to make more points than will actually pass him out of that class into the second so as to enable him to compete for prizes, because the prizes are competed for by the aggregate points obtained in the second and first classes. Consequently after a man has made his 25 points in the third class (the number which passes him into the second class) he does not care for making any more, and he allows the sergeant of the company, if he is not honest, to record any points which he makes after that to the credit of other men. This is really a very common thing and it is almost impossible to watch the sergeants sufficiently, if they are dishonest to prevent their doing that. For instance, you have a man whom you know to be of regimental reputation a very good shot, he makes his 36 points, he does not care whether he makes any more or not, but there are other men, who have a reputation in the company as being very bad shots. The sergeant, after the first man has made his 36 points, records all his after hits to the known bad shots, by means of which he takes every man out of the third class, so that the per-centage of first class shots minus the third class shots is increased enormously, and that forms part of the average obtained by the company

1955. (*Mr. Parker.*) Do you think ricochets are often counted?—They are never counted in individual firing.

1956. But in volley firing?—They are allowed to be counted in volley firing. The hits are sometimes scored unfairly in volley firing, which also counts in the company's average; splashes of bullets that are not hits at all are occasionally scored, but not by a good musketry instructor. The difference between a fair hit and an unfair hit is explained in the musketry instructions.

1957. (*Chairman.*) Do you think it necessary to send the rank and file to Hythe?—No; I think that the higher class of non-commissioned officers such as colour-sergeants of companies ought to be sent.

1958. Do you think that the course at Hythe could be simplified at all, or reduced?—I think not so far as instructors of musketry go.

1959. It is not too scientific?—No, there is very little science about it.

1960. Do you think that the acquisition almost by rote of the formulas in connection with musketry instruction is necessary?—I think that is only necessary for an extra first class certificate.

1961. Do you think the whole system of firing a proper system as regards position and so on?—I think it is a proper system.

1962. You have no misgivings about it?—No.

1963. When you go to Wimbledon and see the volunteers making bull's eyes pretty fairly in every kind of attitude, it does not suggest any misgivings to you?—I do not think volunteers' positions applicable to military firing. We could not introduce them into the army except in the case of light infantry for skirmishing purposes, you could not put the men in those positions in line in close order. You must adhere to the old Hythe position.

1964. Skirmishing firing is a very essential part of military manœuvres is it not?—It is very essential now I should say.

1965. And in skirmishing the soldier might have to fire in any attitude?—Quite so, but you must always look to rapidity, a volunteer takes sometimes a very long time to get into his position.

1966. (*Lord E. Cecil.*) Suppose the very exceptional case of a district inspector stationed at Aldershot with his regiment and not being on very good terms with his commanding officer, do you think that any inconvenience would arise then?—I think not. I cannot see how it could, unless the district inspector went out of the regular course of his duty, which of course would be at once detected by the officer commanding the division or by the adjutant-general.

1967. You do not think that such a state of things would excite an unusual amount of jealousy on the part of the commanding officer?—I do not think so, and I can hardly understand how it could.

1968. Have you never thought of any plan whereby if the district inspectors were retained they could be put entirely on the staff and taken away from their regiments?—I have never thought about that. That would be an excellent plan, and also if you gave them some brevet or local rank so as to give them the position of field officers, that would be another great advantage.

1969. I see you say in your printed answers sent to the Commission, that you have great faith in the present system of theoretical instruction; do not you think that the advantage of that theoretical instruction very much depends upon the lecturer?—In a great measure.

1970. Some men though they take first class certificates at Hythe are by no means fit for the office of lecturer?—They have to pass an examination in lecturing before they get a certificate at Hythe, they have to lecture in the presence of the chief instructor of musketry; the lecture is very simple.

1971. Can the knowledge which is requisite in order to pass that test examination be acquired by rote at all?—No, I think not.

1972. Do you think there are too many lectures now?—No, they have been much reduced; they are only for recruits; eight lectures are kept up.

1973. What is the ordinary duration of a lecture?—About a quarter of an hour or 20 minutes.

1974. You propose that the instructor of musketry should be the assistant adjutant?—I think that the instructor of musketry should take the whole charge of the instruction of the regiment in arms, that is to say, bayonet drill, sword drill, and instruction in musketry, and also the simplest form of field works as applied to defending a place with the rifle or the bayonet.

1975. In short you are in favor of the employment of regimental instructors in other matters besides musketry instruction?—Exactly so. In some regiments it is the practice now. In the 8th regiment Colonel Robertson appoints as instructor of musketry an officer whom he intends to be his adjutant, on the condition, I believe, that he shall not hold the office for more than three years; they enter into that agreement.

1976. (*Sir C. Russell.*) In your printed answers you say, "I think however that the utility of the "establishment might be increased very greatly;" do you mean simply to the extent you have given in your 7th answer?—Yes. I consider that it might take charge also of the instruction of the other branches, that is to say, the sword exercise, the bayonet exercise, and construction of simple field works, things which are equally important to a soldier.

Appendix, p. 207.

1977. In the event of such an alteration being made as you suggest, do you think Aldershot would be a more fitting place for the school to be located in if the difficulty of ranges could be overcome?—I do not exactly see what difference it would make.

1978. Do not you think, with the engineer establishment and with the troops always at hand in large numbers, Aldershot would be a more judicious place for a school for such instruction than Hythe?—I hardly think the locality a matter of much importance, provided the instructors were really efficient instructors in musketry, sword exercise, and those kind of things; I do not think the position of the school would make much difference.

1979. You do not think where so much shooting is done, as is the case at Aldershot, it would be advantageous to have the additional superintendence which would be gained by a school of musketry there?—In one respect it would be an advantage; you might at once get rid of the inspector of musketry at Aldershot, because if a school of musketry were established there it would naturally take the supervision of the whole thing.

1980. If you removed the inspector general from where he now is you would not have to put another man in his place?—No, the inspector at Portsmouth would be quite able to superintend that district as well as his own.

1981. Do you think, with regard to competition between regiments, you would obviate the difficulty if the competition was between companies in battalions, instead of between battalions in the army?—If I abolished competition between battalions in the army I think I should also abolish it between companies.

1982. You do not think the rivalry and vigilance which would arise as between companies would be a very complete check on fraudulent returns?—No, I think not.

1983. (*Lt.-Col. Chesney.*) From your experience do you see any practical loss that would occur if the inspection of musketry was made simply a part of the regular district duties of the army without reference to any inspector general?—You would have to alter all the returns very much, you could not give so much statistical information as is now the case and as is required by the Commander-in-Chief.

1984. Could not the information be prepared at the Horse Guards from the district returns?—It would require an additional staff at the Horse Guards to do it.

1985. Would there be any deterioration in the

Capt. D. Thompson.

24 March 1870.

School of Musketry, &c.

general shooting of the army if a school like Hythe were retained merely as a normal school of teaching?—No, I think not as long as you enforce a system of uniformity throughout the army. Directly you abolish uniformity and admit a change in the conditions under which every regiment fires you run the risk of deteriorating the firing, because every commanding officer would introduce some system of his own which might be entirely fatal to good shooting.

1986. (*Lt.-Col. Fletcher.*) Supposing the competition between regiments done away with, do you think there would be any danger of the shooting deteriorating through the army?—I think not, if a good system of rewards were kept up as at present.

1987. If it were done away with the returns would be very much diminished?—Yes.

1988. And therefore the staff might be diminished?—And therefore the staff might be diminished.

1989. (*Maj.-Gen. Wilmot.*) I understood you to say that you sent a copy of your report to the general commanding the district and to the school of musketry; suppose that copy instead of being sent by you to the school of musketry at Hythe was sent to them through the commanding officer of the district, would not that obviate all possibility of ill-feeling or misunderstanding on the part of the officer commanding?—My return would be forwarded through the general to the inspector general. I do not think that would make any difference.

1990. (*Sir D. Cameron.*) Would it be possible for the brigade majors to perform the duties of district inspectors if they were obliged to go through the course of instruction at Hythe?—Certainly, if they understood the special duties of the district inspector as well as the district inspectors understood them, and if they had time to perform the duties; but I question whether they would have the time, and very possibly many of them would not be suitable for the special duties of the district inspectors. The district inspectors ought to be selected on account of their displaying some general aptitude for the position.

1991. Such men might be selected as brigade majors?—You take your brigade majors because they pass a certain examination at the Staff College; they might be deficient in temper and many qualifications necessary to make a good district inspector.

1992. You might get men competent to perform both duties?—You might possibly get them.

1993. You say you brought trifling irregularities in practice to the notice of the commanding officers, and that they generally took your remarks in good part?—I never knew an instance to the contrary in all my experience; they were only too anxious that I should bring everything to their notice.

1994. Do you think that that has been the case with all district inspectors?—I am afraid some of them have shown a very great want of judgment in former times by altogether mistaking the position in which they were placed.

1995. (*Mr. Parker.*) Would you recommend that the school of musketry should become a school of arms?—Yes, I think a thorough instruction in the use of arms should be given at the school of musketry with a slight instruction in fortification. When I use the word fortification I mean rifle-pits and abattis. Supposing a non-commissioned officer put on out-post duty on picket anywhere to be threatened by cavalry, it would be of very great importance that he should be able so to defend his position as to hold it for a certain length of time. There might for instance be timber growing near the spot where he was placed, and a little instruction would teach him how to utilize it so as to fix the trees and make a kind of abattis, and so hold the position against cavalry till he was reinforced, or till he could be instructed what next to do.

1996. Would you include the defence of a village and the loop-holing of a wall?—I would hardly go so far as that.

1997. Do you think in order to give instruction in those matters it would be necessary to prolong the course much, or could they be taught in the intervals during which musketry instruction is not going on?—I think it would be necessary to prolong the course a little, but those are such simple subjects that it would not be necessary to prolong it very much; a few days prolongation I think would do it. There is really very little to learn at the school of musketry, what they do now is more practical than theoretical; the theoretical part of it might be learnt in a very short time; and during the time that the men were going through their course there they might employ their leisure time in reading up the theoretical part of those subjects also.

1998. Then in your view the musketry instructor should become an instructor in the use of arms?—Yes.

1999. You propose that he should be assistant adjutant; would you look forward to the adjutants of regiments generally after a while being specially so qualified by the promotion of those assistant adjutants to the rank of adjutants?—Yes, it would encourage officers to study those subjects with the prospect of getting the adjutancy.

2000. So soon as the adjutants of regiments were qualified, would you make them responsible for the instruction?—No, I would always make the instructor of musketry responsible for those particular duties, because the present office duties and field duties of the adjutant do not give him time properly to superintend that part of the business. It is now too much entrusted to the non-commissioned officers.

2001. Would you make him responsible directly to the commanding officer?—Directly to the commanding officer.

2002. And not to the adjutant?—Not to the adjutant. I would separate their duties as far as that is concerned.

2003. Have you a decided opinion as to the superiority of the shooting of the British army as compared with foreign armies?—Yes, from information I have acquired from French and other officers, for instance, (merely in conversation, I have never been at their schools of musketry), I am quite convinced that their shooting is very inferior in every respect to ours.

2004. Does that apply not only to long ranges, but to short ranges?—It applies to both.

2005. Do you think that the superior excellence shown in the British army would be maintained without special training?—I think not.

2006. And you think in order to give that special training you must have a central school of musketry to keep up the standard?—Yes, I think so.

2007. (*Maj.-Gen. Lysons.*) The musketry returns are sent from the regiments to you at present?—Yes.

2008. And you check them?—Yes.

2009. Has the regimental musketry instructor any power of making any remark upon the returns?—No, not before they come to me. The commanding officer makes what remarks he thinks proper.

2010. Do you send them to Hythe?—No, I file them, that is to say, the monthly returns, then the annual returns come to me merely for me to see that they are correctly made up and in conformity with the musketry regulations. If they appear to me to be not so made up I say, "So and so appears to be incorrect, will you be kind enough to have it altered." I generally put on it in pencil what it ought to be.

2011. Then those returns go to the school of musketry?—Yes, those are the annual returns.

2012. If there is any remark to be made upon them, are they sent from the inspector-general of musketry at the school of musketry direct to the commanding officers or through the adjutant-general?—After the annual returns have been inspected by the inspector general, his remarks on them come to my office and I forward them without any remark of my own to the commanding officers.

2013. With the remarks of the director general upon them?—Yes, they are very simple generally, on most of them there will be merely "no remarks."

2014. If there was any remark it would go from the inspector general to the commanding officer of the regiment?—Yes, through me, in order that I may see whether there was any error in the return before sending it, that I had omitted to notice.

2015. Do you not think that the system of musketry instruction is to a certain extent unpopular amongst commanding officers of regiments?—I do not think it is now, but it was at one time very unpopular.

2016. Up to what period?—About four years ago.

2017. When the book was revised?—Yes.

2018. Do you think that if the normal school was separated from the superintendence of the musketry of all the army, and the latter was conducted by an assistant adjutant-general for musketry at the Horse Guards through a deputy assistant adjutant-general for musketry under the district general, it would be more satisfactory to commanding officers than the present system of sending to Hythe?—I think it would answer all purposes equally well, you would have one staff officer at the Horse Guards to assist the adjutant-general, and he would have his deputies performing the functions now performed by the district inspectors. I think such a system would answer perfectly well and would probably be more satisfactory to commanding officers.

2019. Do you think it would be advisable to give more latitude to commanding officers with regard to musketry practice than they have at present?—Then you would lose all uniformity, you could not safely take any liberties with the system.

2020. Might not they perhaps be allowed a greater length of time to carry out the musketry practice, and might not they be enabled to intermingle it with other drill?—That would be striking at the root of the system which is to confine the men whilst under musketry instruction to that particular instruction alone.

2021. You think it would be difficult to place it more under the control of the commanding officers of regiments than it is at present without injuring the system?—I do.

2022. At the same time is not the fact that no latitude is allowed to commanding officers, the cause of the system being rather unpopular?—I think its unpopularity arises more from tradition, from its having been introduced unfortunately in a rather unnecessarily severe way at first. The inspections were extreme, and the measures taken to insist upon complete uniformity were extreme.

2023. That was remedied to a great extent in the new edition of the book in 1867?—Yes, and more care has been taken probably in selecting officers to assist the inspector general; more care has been taken in the selection of district inspectors.

The witness withdrew.

CAPTAIN J. M. C. DRAKE, Royal Engineers, examined.

2024. (*Chairman.*) You are musketry instructor to the Royal Engineers?—I am.

2025. And you have also been for several years in succession the engineer officer in charge of the works at the volunteer camp at Wimbledon?—Yes.

2026. Are you in favour of maintaining Hythe?—I am. I think considerable alterations might be made in it.

2027. Will you state what alterations you would suggest?—I think it necessary to keep up Hythe as a school of musketry for the purpose of training officers and sergeants as future instructors. I consider that necessary because you must in my opinion have a fixed standard to go by if you intend to keep up uniformity of shooting or uniformity of instruction throughout the army. If you do not keep up a school of that kind for the instruction of instructors you will have small deviations made, the instructors of each regiment gradually making changes until they become regimental customs, and so you will have one regiment differing largely from another in its way of carrying on the detail of instruction. A regimental instructor in my opinion has quite enough to do already to instruct the men he has to instruct; he has no time to train either officers or sergeants to become instructors (I am speaking now of a lieutenant instructor in a line regiment, my own case is different). He has no time to train people to be instructors, nor in many cases is he competent to do so. I say this having had very considerable experience of, and very considerable acquaintance with, regimental instructors; they are not necessarily competent to train others to be instructors. My suggestions as to the alterations in the Hythe School of Musketry are merely at the present moment confined to the staff. If at Hythe you only train officers and sergeants for future instructors you would not require anything like so large a staff as you have at Hythe now. A great part of the time at Hythe is taken up in training private soldiers and corporals, of which I for one could never see the use, because the instructors should be the persons to keep up the uniformity and not the privates who are trained there, and who could be trained equally efficiently in their regiments. I would recommend that the staff should consist of a commandant who should also be chief instructor; if he had no men to train he would have no garrison or regimental duties. The chief use of the chief instructor when I was at Hythe was to command the garrison formed by the men who went there. Then I would have one or two captain instructors in proportion to the number of men sent there (I do not know how many you would be able to send), two lieutenants, one adjutant or quartermaster, or one adjutant and quartermaster (because you want somebody to tell off the quarters, &c.) having no musketry position, and a surgeon. One of the officers of the staff should in my opinion be an officer thoroughly acquainted from his early training with the theory of projectiles. I mean that he should really have studied it from the beginning, because like anything else it requires to be studied from the bottom and learnt young, which would point to his being either an artillery or engineer officer, the instruction of both being exactly the same.

2028. (*Lord E. Cecil.*) How many non-commissioned officer instructors do you think would be sufficient?—That would depend on the number of people you propose to send there at a time. I have not made an estimate of the number of officers and sergeants that would be sent there, because it would depend on the number of regiments in England, and the number of officers and sergeants that it would be considered advisable to send there at a time. I say one or two captains for that reason; two lieutenants I consider absolutely necessary. You could not have them at work always, if you did you could not get good work out of them; that you will observe does away with perhaps one captain, at any rate with the chief instructor and the deputy assistant adjutant-general; but as you will see later, by my proposal I do not save the pay of the deputy assistant adjutant-general.

2029. (*Chairman.*) Have you any suggestions to offer with respect to the district inspectors?—As to the district inspectors, my opinion is that there is a feeling in the army against the espionage of district inspectors. Also I believe that their appointment does not now conduce to what they were established for, that is the musketry being fairly carried out. The commanding officers are inclined to feel that the district inspector takes the responsibility of the musketry off their shoulders. Company officers and musketry instructors while doing their work, knowing that a district inspector is on the look-out to catch them tripping, if I may use the expression, feeling them-

Capt. Drake.

24 March 1870.

School of Musketry, &c.

selves watched, do not feel that the responsibility rests with them as I think they should do and as I believe they would do. I believe that people, especially officers, always do their duty better if they are left to their own honour and not watched. Also it is well known that inspectors differ in severity and strictness. It is a well known thing that what one inspector will give as a fair hit if you ask him the question, another will give against you as a ricochet. I give that as a minor detail to show that you do not get uniformity among them. It is better to trust to officers to do their own work. Also the espionage is not effective; for instance, at Gravesend, I have never seen an inspector on the range.

2030. In reference to your last observation, would you recommend that there should be no inspection?—I would. The inspection should be entirely regimental.

2031. That is to say, it should be the colonel who inspects?—Yes, the colonel should be the inspector of his regiment.

2032. Would not you place the shooting of the regiment under the observation of the general in command, just as much as you would its drill?—Yes, I should. I will come to that by and by, when I refer to the working of the system.

2033. Will you explain in what respect you think the practical instruction at Hythe could be improved and the passage through the school made less distasteful to the officers?—When I was at Hythe the course was too long altogether in my opinion. Every other day was devoted to teaching officers, many of them of some length of service, platoon exercise. Every other day for more than three weeks did I stand up and learn platoon exercise from a sergeant. I had 30 lessons in that particular drill.

2034. (*Mr. Parker.*) In platoon exercise do you include position drill?—No, not at all. Position drill was one day, and every other day one stood on parade under a sergeant and learnt platoon exercise, to ram down imaginary cartridges.

2035. (*Chairman.*) When were you at Hythe?—In 1864.

2036. Have you been there since?—No, I have not gone through a course since.

2037. Do you know whether there has been any alteration in the system?—I cannot say of my own knowledge.

2038. (*Lord E. Cecil.*) Your remarks regarding Hythe apply to the year 1864?—Yes; that is the only experience I have of Hythe.

2039. (*Sir C. Russell.*) But you are a musketry instructor still?—Yes; but I do not know what the system at Hythe is at this moment.

2040. (*Chairman.*) Do you think the theoretical instruction at Hythe is bad?—The theoretical instruction appeared to me faulty. It was thought so by other officers trained at Woolwich and by naval officers trained in gunnery ships. The place altogether was made too much of a school. Officers were not treated in the same way as they are generally when with their regiments; they were made to feel that they were at school. The captain instructors did their best to assist us in every way when I was there as regarded instruction, and socially as well; but the end of it all was that it was very disagreeable. No amusement was permitted; there was no billiard room in the place, and there was no racket court, nothing for the officers to do. We were not allowed to fire at targets for our own amusement, which would have been the only distraction in the place, and we were treated altogether as recruits, whatever our standing. We were made to come to parade five minutes before the "fall in;" and were lectured about being good, and *not putting our feet on the chimney-piece!* just as if we had been children.

2041. (*Maj.-Gen. Wilmot.*) How long was your course?—Just two months, about twice as long as it need have been, inasmuch as every other day we did nothing. In my opinion the object of having officers at Hythe (I am speaking chiefly of officers now) is to teach them to teach, not to teach them to shoot. A man may teach musketry very well without being able to shoot well himself. I think that time might be spared very well for taking all officers studying at Hythe to see the manufactures relating to their speciality at Enfield, Waltham, and Woolwich. There is no necessity, in my opinion, for teaching officers or sergeants who go to Hythe platoon exercise at all while there. Whether it is done now or no, I cannot say. An efficient instructor ought to be turned out in from three weeks to a month.

2042. (*Chairman.*) Do you think the lectures ought to be maintained, or that they ought to be abolished, or that they ought to be modified?—I think it desirable that lectures should be given, though those in the book are unintelligible, at least to me. I have done my best to understand them, and I have failed.

2043. From your previous answer we conclude that you propose to do away with musketry inspectors?—Yes, and the inspector-general, that is *quâ* inspector-general.

2044. To whom would you entrust the performance of the duties now performed by the musketry inspectors?—I am of opinion that all musketry reports should be addressed to the Horse Guards, and sent through the general officers like any other returns. Commanding officers in my opinion do not like to have to furnish reports to and receive "remarks" from an officer who may happen to be junior to them. That is as regards the furnishing of returns. An officer of the adjutant-general's staff might collate and minute all musketry work, and "remarks," &c. would then have the direct authority of the Commander-in-Chief. Then I think all brigade-majors should have been trained at Hythe.

2045. You would make the brigade-major the inspector?—Yes, as far as one is required; but I do not see that an inspector is required. I would make him the inspector as regards the arrangements which come under him now where there is no inspector, but as regards watching people to see that they do not cheat, I would not have him do that at all. I look upon it as a degradation to be watched to see that I do not cheat.

2046. We have had it in evidence that people do cheat?—People do cheat, because they are watched; they look upon it as not being left to their honour, and therefore it is no longer a point of honour with them. In fact, it is thought rather a sharp thing to "do," the inspector.

2047. By whom is the marking done now?—I presume you mean keeping the register. The regulations direct that it should be done by an officer. I make the officers do it.

2048. You do not know how it is done in the line?—No, I do not.

2049. Because it has been stated that the marking has passed out of the hands of the officers into the hands of the sergeants?—That is the register keeping; but no amount of supervision by an inspector would keep the register correct. The man who keeps the register and who wants to cheat is sharp enough to know that if the officer is worth anything at all he will check the register with the target to see the number of each kind of hits, and therefore he must keep his number of bull's eyes correct. But what he does is this, he keeps his total correct, but he gives them to his friends. The sergeant of a party of which I was in command did that.

2050. You are in favour of allowing battalions to compete with each other?—Yes, I think it encourages the officers to look after their men.

2051. (*Maj.-Gen. Lysons.*) Do you consider that it would be advisable to separate the system of musketry instruction into two parts; one to be the normal school, and the other to be the superintendence of musketry through the army, which should be at the Horse Guards?—Certainly.

2052. How would you provide for the superintendence at the Horse Guards?—The only superintendence necessary at the Horse Guards would be somebody

oroughly up to musketry who would be required to llate the returns and minute them.

2053. If you had an assistant adjutant-general for usketry he would be able to perform that duty?—es, I would take the deputy assistant adjutant-neral away from Hythe and make him a Horse uards officer.

2054. And you would have a brigade-major or an fficer in each district under the general officer of the strict, to whom the returns should be sent?—Yes, d who should make the musketry arrangements in e same way as he makes any other arrangements. mean that musketry should be a part of the general ill of the army. Musketry should be just as much der the general as any other part of the soldier's aining.

2055. You think that that would be more satis-ctory to commanding officers in general?—Yes, and e officers would do their work better.

2056. (*Chairman.*) Have you any other modifi-ations to propose in the system of musketry instruc-on or remarks to make on it?—To assist the officers would have a musketry handbook composed giving a small compass the gist of the musketry regu-ations, and officers should be obliged to make them-elves acquainted with it. I have used such a hand-ook for officers of the Royal Engineers with great dvantage.

2057. (*Maj.-Gen. Lysons.*) Do you think that the eturns could be simplified?—Yes, they are very much ore simple than they were, and I think they might e made more simple still.

2058. In what way would you propose to alter the ertificate on the register?—I would take away the ertificate altogether and let the officer in charge of he party write across the register "correct," and ign that.

2059. (*Chairman.*) Have you any further sugges-ions to make?—I think that all field officers should pass through Hythe. A batch of them might go to-gether, so as not to mix them up with subalterns, which was the great objection when I was at Hythe. You might have a major of long standing, and a noisy nsign at the same time working together, and regu-ations had to be made to keep the ensign in order, and the major had to suffer. The commandant would be able to make modifications of the course to suit the rank of the officers. All adjutants and sergeant-majors should be trained at Hythe, and all brigade-majors also should be trained at Hythe. I think more ammunition should be given to the men; 90 rounds a year does not keep up a man's shooting. Any volunteer who wishes to keep up his shooting will tell you that he requires at least 90 rounds a week on an average of the whole summer. I think that match shooting should be encouraged. I think the Government might give a cup annually to each garrison. It seems to me that assistant instructors have very hard work, and they have no pay. I think they should get forage. An instructor gets forage, and forage is quite as necessary for the assistant in-structor. It would be an increase of expense I know, but the expense would be excessively small. The regimental assistant instructor has all the hard work to do, and I think he should have forage, first, because it is necessary, and secondly, because you would make it worth while for a good man to try for the appoint-ment and so get instructors who are used to the work. At Gravesend the line assistant instructor has to go to the ranges every day for the summer, a distance of $2\frac{1}{2}$ miles to do his work, which may in-volve a mile or a mile and a half more walking besides the work. That is too much for a man to go through every day. Of course having to walk instead of riding has a great effect upon the way in which you can do your work when you get to the ground. It is not as if these men had to do it only occasionally, they have to do it every day, except when parties are relieving.

2060. (*Maj.-Gen. Wilmot.*) Is instruction carried on on Saturday?—Yes.

2061. (*Sir D. A. Cameron.*) Do the assistant in-structors always succeed to the instructorship?—Not invariably.

2062. (*Chairman.*) Have you any further sugges-tions to make with reference to the system of mus-ketry instruction now in force?—I have here some notes upon the musketry regulations which I will hand in, instead of taking up the time of the Com-mission by reading them.

The witness handed in the same (*vide Appendix, page* 223).

2063. (*Mr. Parker.*) Do you instruct others besides Royal Engineers?—No, only Royal Engineers.

2064. How many companies actually pass under your instruction in a year?—I do not personally pass more than one or two companies through the course in a year, but I have a large body of recruits to instruct. We have 500 or 600 recruits at Chatham.

2065. Is your time fully occupied with them?—No, my time is not entirely occupied. I have time to do other things.

2066. (*Sir D. A. Cameron.*) Would you have the theory of projectiles taught scientifically at Hythe?—I think it should be taught by somebody who knows it scientifically, such a man would know how much or how little to teach, and would be able to teach the principles of it. Officers who are going to be-come instructors should know something about the matter.

2067. (*Mr. Parker.*) During the course at Hythe do you think there was leisure time to have received instruction in such things as digging rifle pits and forming abattis?—Plenty of time, but I think those things should be taught in a different way. I do not think Hythe a good place for the teaching of such matters, though there would be plenty of time for teaching them at Hythe.

2068. What do you think of the suggestion to make it a school of arms generally, including sword and bayonet exercise?—I think it would be a very good thing, always remembering that those things take time.

2069. But they could be taught in the intervals without much prolonging the course?—Yes; without much prolonging the course beyond what it was in my time. While I was there we might have been taught a great many more things.

2070. (*Sir D. A. Cameron.*) Do you think a person can teach anything which he cannot do well himself?—Yes. I think a man can teach another man to shoot without being able to shoot well himself.

2071. He would teach him better if he were a good shot, would he not?—Not necessarily. His position may be perfect, and he may know all about it, but his eye may be bad.

2072. You object to platoon drill being taught; do you object to the present system of officers, when they join their regiments, going through the platoon and bayonet exercise?—No; I think an officer should be able to do everything thoroughly that his men have to do, but when he has been 12 years in the service he does not want to go to Hythe and learn platoon exercise over again.

2073. (*Sir C. Russell.*) If, as you suggest, an engineer officer were attached to a normal school of instruction, do you think there would be any difficulty in adding to the Hythe course a simple system of field engineering?—None whatever.

2074. Do you think, from your experience, that the musketry instructors, having passed through that system of field engineering, would have time during the year to instruct their battalions in that system?—No, I do not think they would. You must re-member that a musketry instructor's work while it lasts, is very much harder than anybody else's work. I do not say it is continuous. If it were continuous he could not do it, but while it lasts it is very much harder work than anybody else's.

2075. It lasts about 13 weeks, does it not?—At Gravesend it begins in March and goes on to November.

Capt. Drake.
24 March 1870.
School of Musketry, &c.

2076. You do not think the musketry instructor and the assistant musketry instructor between them could carry out that system?—No, I do not think they could, as far as I have seen.

2077. (*Lord E. Cecil.*) In your evidence you have advocated the removal of corporals from the school at Hythe, why not also sergeants, because if officer instructors had time to train corporals in their own regiments, they would surely have time to train sergeants also?—Because you want the sergeants to act as instructors. You are going to train the sergeants to be sergeant-instructors. The corporals have only to shoot.

2078. Could not that be done in a regiment?—No; the sergeant-instructor has to assist in training others, and must be thoroughly acquainted with the system in all its details.

2079. You do not think that a musketry instructor could possibly teach a sergeant the duty he would be required to perform?—No. You would not get him sufficiently up to the mark, I think.

2080. You said that the great advantage of having a school like Hythe was that there would be uniformity in the system?—Yes.

2081. But with regard to regimental instruction you said that you thought it was better to trust to the officer instructors to do their own work, and not to have a district inspector, so that you would have uniformity as far as the standard at Hythe was concerned, but you would not have uniformity in regiments?—If all people were measured by one standard they would all be of the same size.

2082. How would you insure that there would be no deviation in the uniformity of regimental instruction?—Because, supposing one man introduced deviations, the next man who is made instructor of that regiment has been measured by the original standard. I provide a three-feet standard measure, and I measure every yard from that one.

2083. Would you be quite sure that your regimental instructor would keep up to the three-feet standard during the five years he might be in office without any inspection?—He ought to. Part of my scheme is, that every commanding officer should have been through Hythe himself. Every one commanding a regiment would have been through Hythe, because I would send all field officers to Hythe, and therefore when a man comes to command a regiment he, having been to Hythe, knows all the details, and he is, in fact, the inspector in his regiment.

2084. Supposing your system were to be put in force, would you prefer that it should be carried out at Aldershot or at Hythe?—At Hythe. Hythe does very well. There are very good ranges there, and it is a very convenient place.

Recreation rooms.

2085. (*Chairman.*) In regard to the recreation rooms, in which I believe you have taken a special interest, do you think, as now constituted, they answer their purpose?—The only one I have had anything to do with does certainly.

2086. Have you any suggestions to make with respect to recreation rooms?—The question of recreation rooms is connected with the question of canteens. I think the disposal of the profits of the canteen should be left in the hands of the commanding officer, bearing in mind that those profits are the property of the people who have made them. Since the disposal of the profits has been taken out of the hands of the commanding officer and not devoted to the good of the men without permission from various authorities, the officers have taken less interest in the thing than they did before. I think recreation rooms and reading rooms should be attached to canteens. I would allow the men to have their beer or other liquor in the recreation rooms, but certainly not in the reading rooms. I would make those rooms as comfortable as possible in every way. I would give the men every sort of amusement that could be given in them, and provide the whole of the funds out of the canteen profits. At present, according to my experience, the restrictions which are put upon the expenditure of the money derived from the canteens act unfavourably on the men, seeing that it is their money at it were.

2087. (*Lt.-Col. Chesney.*) You would amalgamate the canteen with the recreation room?—It has been done at Gravesend, and I think with advantage.

2088. (*Chairman.*) You are in favour of their being placed in juxta-position?—Yes.

2089. (*Lt.-Col. Fletcher.*) In fact, if you put the reading room, the recreation room, and the canteen together, you would give all that is intended to be given by an institute, would you not?—Yes.

2090. Would you allow a soldier to bring his friends into some of the rooms?—It would depend on the size of them.

2091. Would you permit the admission of both male and female friends?—We have never had any female friends in ours.

2092. You allow them to come into the canteens?—Yes. I have never seen them in either the reading room or the recreation room.

2093. You would not forbid them coming into the canteen if it were amalgamated with the recreation room?—No; I would make the experiment, but make no rule on the subject either way.

2094. Is not it a great object that the room should be properly warmed?—Yes; it ought to be as well lit and warmed as your own club room.

2095. Is not it the fact that owing to the restriction with regard to coals, great difficulty is experienced in getting the rooms properly warmed?—Yes; great expense is incurred in buying coals and paying for the gas.

2096. Is not it very often the case that a sufficient quantity of coals is not allowed?—It is. One has to buy a great deal of coal out of the funds.

2097. In fact, a sufficient quantity of coal is not allowed to warm those rooms?—Not to make them comfortably warm. I would have no subscription from the soldier towards the maintenance of the recreation or reading rooms. I would have all the expenses defrayed from the canteen.

2098. (*Lt.-Col. Chesney.*) Supposing all regiments to be thoroughly provided with proper reading rooms of the description you speak of, do you see in the case of a large garrison a distinct advantage in having what is called a soldiers' institute away from the barracks?—No, certainly not. I would keep it all inside the barrack square as much as I could.

2099. You do not share in the common opinion that men like to go out of the barracks for a little change?—My experience is that they do not care to do so if you give them plenty of amusement inside. There are a certain set of men of course who are attracted by low dancing places outside, but those men would not be likely to go to the institute. My theory generally is to provide as much respectable amusement inside as will counteract the disreputable amusements outside, and to provide good beer inside to counteracts the bad beer outside.

2100. (*Lt.-Col. Fletcher.*) With regard to putting the canteens and the recreation rooms under one roof, do you think that there would be any differenceas regards the places where the troops were quartered? For instance, might not one plan be suitable for Gravesend and London, where there are temptations to the men to go out of barracks, and another plan be suitable at Shorncliffe, where there are not the same temptations?—I think in all cases it would be advisable that they should be in one building, because the whole would be under the supervision of one person having charge of the whole thing; whereas if you separate the canteen from the recreation room and the reading room, you have one man looking after one place and another man looking after another.

2101. (*Maj.-Gen. Wilmot.*) One man could not look after the canteen, the library, and recreation room?—No; but you would have one superior looking after subordinates having charge of the three departments.

2102. You mean a committee of officers?—Yes, who

uld not be nearly so likely to look after it if the e departments were divided. The recreation m at Gravesend is looked after by the canteen geant.

2103. (*Lt.-Col. Chesney.*) In putting the recreation m under the canteen committee and giving the mmittee full power to use the funds of the canteen for it, would you debar them from using the canteen funds for other purposes than those which benefit the recreation room and the canteen?—No; always considering that the expenditure is under the authority of the commanding officer. I would leave the commanding officer the entire responsibility of the canteen and its funds.

Capt. Drake.

24 March 1870.

Recreation rooms.

The witness withdrew.

LIEUTENANT J. M. ELLIOT, 94th Regiment, examined.

Lieut. J. M. Elliot.

24 March 1870.

School of Musketry, &c.

2104. (*Chairman.*) You are musketry instructor of 94th regiment, and you obtained a first-class tra certificate at Hythe last year?—Yes.

2105. When did you leave Hythe?—In the latter d of June last year.

2106. How long were you there?—About six eks altogether.

2107. Do you think that the course might have en shortened?—Not very well.

2108. You do not think that you could have rned what you acquired in a shorter period?—, I do not think so.

2109. Did you consider it a disagreeable ordeal go through?—No, I rather liked it, I always did e anything concerning musketry, but there was ther too much catechising.

2110. Were you treated too much like a school y?—The system was much stricter than I thought as necessary.

2111. Had you to learn the platoon exercise?—es.

2112. Did you consider that necessary?—We are t supposed to require it as instructors of musketry regiments, but I think that it is always necessary at a musketry instructor should know it so as to mind the men where their errors are.

2113. You would not have known it unless you ad been taught it at Hythe?—Yes, every officer on oining his regiment is taught the platoon exercise, ut not to communicate the instruction as is taught t Hythe.

2114. (*Lord E. Cecil.*) You had already learnt the latoon exercise when you first joined your regiment?—When I joined as a recruit I was taught the latoon exercise for the muzzle-loader, but since then he breech-loader has come into use, and of course he exercise is not the same in the one case as in he other.

2115. All officers would now, on first joining, be nstructed in the platoon exercise with the breech-oader?—Yes, they have a general idea of it, but I do not know that they know it word for word as we were taught it at Hythe, or as the adjutant would know it; they know quite sufficient to correct a man in his errors.

2116. Have you any suggestions to make by which you think that the course at Hythe could be improved?—I thought that the course was rather too short. I should have liked to have received more information upon the higher branches of musketry than I did; I certainly received lectures for an hour a day for the time that I was there, but still I should have liked to have had more time at my disposal for studying the text-book.

2117. You think that you had too much to learn by rote?—Yes, still I think most of the subjects indispensable to learn by heart; I think that a musketry instructor should know everything concerning musketry perfectly. Learning the platoon exercise by *rote* might be dispensed with, especially in the case of officers of long service.

2118. An hour a day for six weeks ought at all events to put a man in a fair way of instructing himself upon any subject?—Yes, it ought, but it also depends upon the nature of the subject and the intelligence of the man.

2119. Were the lectures good lectures, did you go to them with pleasure?—Yes, I did. The lectures delivered by the commandant, although interesting, might be dispensed with, and officers allowed to read up the extra subjects at their leisure. It frequently happened that when officers had been at the butts all the morning they could not concentrate their attention to the lecture in the afternoon.

2120. (*Lt.-Col. Fletcher.*) Did you benefit by being obliged to learn very accurately the platoon exercise at Hythe?—No, I did not benefit much by it, because it is not, as I consider, my duty as musketry instructor to teach men that, that devolves on the sergeant-major and the adjutant; still I think that I as musketry instructor should know everything concerning the platoon exercise.

2121. Did you learn the platoon exercise much more accurately at Hythe than you would have done with your regiment, supposing both platoon exercises to be the same?—No, I do not think so, but I could not have communicated it.

The witness withdrew.

BREVET-COLONEL E. NEWDIGATE, examined.

Colonel E. Newdigate.

24 March 1870.

School of Musketry, &c.

2122. (*Lord E. Cecil.*) You are assistant adjutant-general at Aldershot?—Yes.

2123. We are anxious to know whether, if it were thought desirable on other accounts to remove the school of musketry from Hythe to Aldershot, there would be any physical impediments to doing so?—If fixed times were laid down for using the ranges, I do not see any difficulty. If fixed times were laid down for the classes to go through their courses when the ranges were not required for the annual course of musketry instruction so as not to interfere with the regiments quartered at Aldershot, I think that it could be arranged.

2124. With the number of men going through Hythe every year would not it be necessary that they should have the butts at their disposal at all times?—I do not know how many courses there are.

2125. There are four courses in the year?—I think that it could be done.

2126. If it could be done do you think that it would be advisable to remove the school of musketry to Aldershot?—I think that Aldershot would be the best place.

2127. Why?—Because so many soldiers go there for one thing, then it is an easy place of reference, and the inspector of the district might be in charge of the school.

2128. If the school was removed it might perhaps be contemplated to reduce the school from its present condition to that of a training and normal school for the education of instructors rather than for the education of the men; would that make any difference?—No, I think not; I think that would be a great advantage. It should be a training school.

2129. Aldershot being the great central military station in England it would seem natural perhaps that the instruction in musketry should be in that vicinity?—That is my opinion.

2130. Have you a strong opinion upon the point?—I have a strong opinion that Aldershot should comprise the instruction of arms as much as possible, and I think that the more it is concentrated there the

Colonel E. Newdigate.

24 March 1870.

School of Musketry, &c.

greater would be the facilities for the imparting of that instruction.

2131. Has the suggestion been at all mooted amongst the officers?—No, I never heard it mentioned till it was suggested to me.

2132. It would be possible to multiply the ranges infinitely at Aldershot, would not it?—At Woolmer there is plenty of ground for ranges. I do not see why several regiments should not be encamped at Woolmer in the month of May for musketry instruction, and for drill too.

2133. (*Lt.-Col. Fletcher.*) If the shooting were at Ash would not it be necessary, owing to the distance of the ranges from the camp, to build barracks there?—No, I do not think so; it is not so very great a distance, the guards quartered in the north camp march out every day, and prefer to do that to being under canvas at Ash.

2134. Would the adjutant-general's department without an increase in the staff be able to conduct the duty of the district musketry inspectors if they were instructed in those duties?—I do not think they would. I think they would want a little assistance they have harder work than anybody.

2135. (*Sir C. Russell.*) Were you ever through Hythe yourself?—No.

2136. Do you see any difficulty in combining with the instruction given in a normal school of musketry at Aldershot instruction in simple field engineering —I think the same officer might superintend both of those branches.

2137. And Aldershot would be a fitting place for that instruction?—Certainly.

2138. (*Lord E. Cecil.*) Are you in favour of maintaining the system of allowing battalions to compete in shooting?—The firing should be regimental entirely and only marksmen; there should be an allowance for prizes within the regiment, but I do not approve of the system of battalions competing against each other.

2139. For what reasons do you disapprove of that system?—I am aware that there have been instances of irregularities in the marking which are very difficult to detect.

The witness withdrew.

LIEUTENANT-COLONEL C. B. EWART, C.B., Royal Engineers, examined.

Lieut.-Col. Ewart, C.B.

24 March 1870.

Regimental instruction in field engineering.

2140. (*Lord E. Cecil.*) You are in command of the Royal Engineers of the London district?—I am.

2141. I believe that both before the Crimean war you have superintended instruction in field engineering and more especially of late that which has been given to the second battalion of the Scots Fusilier Guards at the Tower; perhaps you will kindly explain to the Commission what you have done in that direction?—In the year 1852 I was employed as instructor in field works at Chatham, under the late Sir Harry Jones, then director of the Royal Engineer establishment, and at that time it was arranged between Sir Harry Jones and the Adjutant-General that detachments of different regiments of Guards and of the Line should send parties of one sergeant and 25 men each to form classes of instruction during the spring and summer of that year; we had about 200 men under instruction at a time, and I think we had four courses. The instruction which was given was the sort of work which those men would have to do in the Field; we did not attempt to make Sappers of them; what we aimed at was giving them an insight into what they would really have to do in the Field. I will state the subjects they were instructed in: they were taught to make gabions and fascines; they were taught to prepare and throw hand grenades; they were taught escalading, the preparation of musketry holes or rifle pits, as they are now called, the demolition of field works, the duties of covering parties, throwing up portions of first and second parallels, throwing up batteries and magazines, widening saps which had been prepared by Sappers, throwing up field entrenchments, the means of surmounting military obstacles; and they were further, upon wet days when it was not convenient to work out of doors, given instruction in the lecture room as to the names of different parts of field and permanent works, the different kinds of field works that would be used in the Field, the defence of houses and of villages, and a general outline of the system pursued in attacking a fortress. That instruction was carried out at the present school of engineering at Chatham, and I believe it was intended to have repeated it the next year, but the Chobham camp was established and that prevented it, as pontooning and field-works were carried on there, and all the troops available were employed there, and the year after that the Crimean war began. The recent instruction at the Tower was proposed by the officer at that time in command of the battalion of Guards quartered there (Lieut.-Colonel Fletcher), and the tools were obtained from the War Office; a non-commissioned officer of the Royal Engineers was employed as instructor; he was not specially sent for this duty, but he is the instructor attached to the Tower Hamlets Volunteer Engineers and he gave up a great deal of time during the day to the Guards when he was not required for the service of the Volunteer Engineers. I should mention that there was some little difficulty in getting ground for the instruction, but part of the ditch of the Tower was used, and an old building on the wharf which was not otherwise required was turned into a shed for sand modelling. The Guards were instructed in making gabions and fascines; they threw up a small portion of a first parallel, so as to show them the work of each of the three reliefs; they threw up a one-gun portion of a battery; they were shown how to trace batteries elevated, sunken, and half-sunken; they were taught how to lash barrel piers together and they formed a raft of barrel piers; then they were practised at launching the piers and forming a raft on the water; they were given such limited instruction as was practicable in what we call sapper bridging, which was a particularly useful thing for them to be instructed in, because it shows them the way a broken arch in the field would be temporarily repaired for the passage of troops; they were taught how to revet with gabions, fascines, and sand bags; they were instructed in forming rifle pits and making sand bag loopholes; they were shown how a redoubt is traced, and they threw up a length of about 18 feet of it; they were also shown many of the other works on a small scale by sand modelling. Generally each day there were six or eight men sand modelling, and 16 or 18 men at work; the party never exceeded about 30 a day. About 90 men in all, including six or eight sergeants, went through this course of instruction. I gave them a general lecture myself upon the duties of troops in the field in connection with field works. Several officers used to attend, especially the commanding officer and the adjutant. I should mention that the officers took a great interest in the instruction.

2142. Did the men as well as the officers take a great interest in this instruction?—All took a great interest in the instruction, both officers, non-commissioned officers and men, and I should mention what I think very praiseworthy on the part of the men, that they received no pay for it, because generally speaking it has been the habit to give the men a small allowance to make up for the wear and tear of boots and clothes, but these men were all volunteers and received no pay for it. The instruction was carried on during about three months.

2143. Have you any acquaintance with the school of musketry at Hythe?—I was quartered at Hythe as an engineer officer for two years. I had charge of the Shorncliffe Camp and that part of the coast.

2144. You know generally the system of musketry now existing in the army regimentally?—I know it generally.

2145. Do you think it would be possible to require of the regimental musketry instructors in the first place to qualify themselves for giving instruction in musketry, and in the next place to superintend the instruction in those subjects to which you have referred, namely, the elements of field fortification?—I think it would be quite practicable.

Regimental instruction in field engineering.

2146. You think that the musketry instructors would have sufficient time?—I think a great deal of it could be done during the winter months when there is no musketry instruction to give, because that is only carried on during the spring and summer, and probably by some little reduction in the musketry course part of this work might be added to it.

2147. When the musketry instructor is employed his time is fully occupied?—During the spring and summer he is pretty constantly employed.

2148. (*Sir D. Cameron.*) Would there be any difficulty in getting tools and implements for the purpose of this instruction?—Yes, a good deal of difficulty has been experienced in getting them for the use of the Guards at the Tower, and there was considerable delay. It is a somewhat new thing, and it appears that there are no general regulations at present under which those tools can be issued. I think it would be very desirable if there were some regulations that would enable them to be given for this purpose.

2149. Did you examine the men theoretically?—Yes, I questioned both the non-commissioned officers and the men on the works.

2150. Do you know on what principle the men were selected for this instruction—were they the most intelligent men?—In the instruction I spoke of first that took place at Chatham in 1852 they were principally selected as being men of good conduct rather than men who were good hands at the work.

2151. Was there much wear and tear of clothing?—At that time at Chatham they were allowed 4*d.* a day as compensation.

2152. I mean at the Tower?—There must have been a certain amount of wear and tear there.

2153. In the case of those whom you examined what sort of examination did they pass?—I found them very intelligent. I was quite surprised at their answering the questions I put to them so well.

2154. Did they take to sand modelling readily?—Yes, they took a great interest in it.

2155. You think there would be no difficulty in carrying out that kind of instruction throughout the army?—Not at all. It would mainly depend on getting tools and on there being ground available for the purpose. You may do a great deal with a small amount of ground.

2156. (*Maj.-Gen. Wilmot.*) You do not think the wear and tear of clothes is so great as to hinder such an arrangement being made?—No, the men appear to have worked entirely voluntarily.

2157. You do not think such an amount of expense is thrown upon the men as to make it distasteful to them?—No, but I think it would be desirable if they were given some small compensation as part of the system; if the instruction was made compulsory a very small compensation would be sufficient; 4*d.* a day was given to the detachments I speak of at Chatham.

2158. How many hours a day were they under instruction at the Tower, or how many hours a week?—The Guards were under instruction about three hours a day, each course occupying from three weeks to a month.

2159. (*Lt.-Col. Fletcher.*) Do you not consider that consequent on the advance of military science it will be more than ever necessary to instruct the officers and men of the infantry in field engineering, owing to the increased work which in war will now be thrown on the Royal Engineers?—I have always thought it very desirable, and it is now particularly so.

2160. Also would it not be the case in the event of a war that the officers of the Royal Engineers would have to turn their attention to the more scientific portions of their work?—Yes, quite so. In fact, in the Crimean war we never found that we had engineer officers enough to do what they had to do, and now the want would be felt a great deal more, because many additional duties would fall upon them.

2161. Therefore the work of making gabions, fascines, and similar works ought to be left to the infantry?—Yes; we never could attempt to do these ourselves. All that we could do would be to superintend them.

2162. You probably consider that even the superintendence of such works ought to be left to the infantry officers?—Yes. I might instance what we did before we went to the Crimea. At Varna the gabions and fascines were prepared in large quantities by the divisions and then were sent in to the engineers' depôt at Varna; but any superintendence which at that time was required was given by the engineers attached to the divisions.

2163. Of course it would relieve the Royal Engineers very much if the preparation of those works were left to the infantry?—The Royal Engineers would be able to attend to other duties if Regiments could do those things themselves.

Recreation rooms.

2164. (*Lt.-Col. Chesney.*) As to recreation rooms, you have not long since built recreation rooms at Windsor on rather a new principle, have you not?—I have.

2165. Will you state to the Commission upon what principle those recreation rooms have been established?—The principle adopted in the re-construction of the Guards barracks at Windsor, which has been going on under me during the last four years, has been that we should have under one roof, first, a canteen with a tap; second, a grocery store and a bar for the sale of miscellaneous articles to the married people or to the pay sergeants of companies; and, thirdly, a good reading room, with a book room attached and a recreation room. The recreation room was provided with a bar, with the intention that tea or coffee or provisions should be served from that bar. What we had in view in this was that there should be under one roof a central administration; that is to say, that the non-commissioned officer should be in charge with his assistants, and that one kitchen should serve for the whole. We considered that by this arrangement we saved fuel, and we saved non-commissioned officers and men; but we took care that there should be separate entrances; in fact, no one can go from the tap of the canteen into the recreation room and the reading room without going into the open and walking round to another door, and in the same way the grocery store was separated from the canteen.

2166. Can you tell us whether any objection has been raised to that arrangement?—I have not heard any objections. I am very strongly in favour of the system myself. I have tried both systems. I reconstructed the old canteen at Hounslow on the same principle by adding to it; and at the cavalry barracks at Windsor, which were also reconstructed under me, I was anxious to have done the same thing; but at that time it was not approved of, and the recreation and reading rooms were placed in a separate building by themselves. I very much prefer the whole under one roof, but with separate entrances.

2167. (*Lord E. Cecil.*) Have you any suggestions to make with regard to the improvement of recreation rooms? Do you think that the fuel which is at present allowed by Government is sufficient?—The fuel does not come under my department, but I have not heard of any serious complaints about it.

2168. (*Lt.-Col. Chesney.*) It has been suggested to the Commission that the present canteen committee should have charge of the recreation room of the regiment also, and be allowed to devote the profits of the canteen towards improving the recreation room. Do you see any objection to that?—I think that that would be desirable, because I know from having been

Lieut.-Col. Ewart, C.B.

24 March 1870.

Recreation rooms.

employed on the staff at Head quarters at the Horse Guards, and having had, when there, an opportunity of seeing a great number of reports upon canteens and examining the canteen accounts, that there were very large profits, and the difficulty was to arrange how these profits should be spent, and eventually it was decided that the provisions were to be cheapened very much; but as a general rule commanding officers were not in favour of cheapening the beer too much; they did not think that the beer should be sold much below what it was sold for outside. If you merely keep the beer at the price at which it is outside, you make a large profit.

2169. (*Lord E. Cecil.*) The soldier would naturally prefer to drink pure beer instead of adulterated beer if he had the chance?—Yes.

2170. Always, provided you kept the price the same?—Yes, you should not have it higher certainly than outside; but the soldier would rather go to the canteen, because he can go there without dressing himself.

2171. Have you formed any opinion with regard to the question whether such an institute as has been spoken of should be built inside the barracks, or whether the men should be allowed to go to an institute outside the barracks?—I consider it very desirable that anything of that kind should be Regimentally conducted, and should be within the walls of the barracks.

2172. I suppose in some places there is a difficulty in providing sufficient accommodation for lecturing purposes. Would you be in favour of having a large lecture room built in garrisons?—I think that in a large garrison an establishment for lectures, or which could be used as a theatre, would be desirable.

2173. You would, in short, make the same building available for several purposes; you would make it capable of being turned into a lecture room or a theatre or a place of recreation, even for dancing if a ball were given by the non-commissioned officers of the garrison or regiment?—Yes, it might, I think, be used for all those purposes.

2174. (*Mr. Parker.*) Do you think that such instruction in simple field works as you have described should form part of the regimental training of officers and men?—I think it would be very desirable to the extent of a short course.

2175. Do you think that such a course could be given by a regimental instructor?—I think it might, provided that he had instruction in those things, and I think if he was to instruct in those duties he ought to go through a short course of instruction at the school of Engineering at Chatham.

2176. It has been suggested that some such instruction might be combined with the musketry instruction at a central school of arms, would you think it preferable to have a separate central school in which should be given instruction in engineering?—I should prefer that the officer should qualify for his musketry at Hythe, and qualify for his Engineering at Chatham.

2177. Do you think it would be possible for the same officer to give instruction both in musketry and in Engineering, having separately qualified for musketry at Hythe, and for Engineering at Chatham?—Yes, I think so.

The witness withdrew.

CAPTAIN AND ADJUTANT THE HONOURABLE P. S. METHUEN, Scots Fusilier Guards, examined.

Capt. P. S. Methuen.

24 March 1870.

Regimental instruction in field engineering.

2178. (*Lord E. Cecil.*) I believe you are adjutant of the 2nd Battalion of Scots Fusilier Guards?—Yes.

2179. Last year and this year has there not been some field engineering instruction given to your battalion at the Tower?—Yes.

2180. Will you give the Commissioners some idea of the effect of that instruction upon the men. Has it been beneficial or otherwise?—It was very beneficial as regards the health of the men. The average of sickness during the three months before the instruction was carried on was as follows, September 31·50, October, 27·46, November, 26·46, whereas in the three months after the instruction was given the average sickness was as follows, December 24·77, January 19·67, February 18·25.

2181. Did you observe that in their general conduct there was a marked improvement in consequence of this instruction?—It gave them plenty to do and less time to get into trouble.

2182. Would you be in favour of extending it largely throughout the army?—Yes.

2183. I suppose you would apprehend some difficulties in some quarters, or do you think that every barrack and every station would afford the appliances for such instruction?—I think that in every case where a bit of land is attached to the barracks the officers and men on joining the regiment should go through a course of field engineering. If they once went through that course I do not think that they would require to go through the course again for some time.

2184. Would you offer any extra inducements, prizes, or any working pay?—No, none; it ought to be considered as a part of their drill. I think the men employed should be allowed compensation for the wear and tear of their boots. I think also an extra serjeant should be appointed to superintend the party, and act as instructor.

2185. (*Lt.-Col. Fletcher.*) Did you find that the men took much interest in their course of instruction?—Yes, they did.

2186. Did they pass any examination in the theoretical part of it?—Yes, all of them did before they were dismissed.

2187. Did most of them answer their questions well?—Yes, certainly, most of them did. Then they were the best men we could get out of the battalion.

2188. You took a great deal of interest yourself in it?—Yes.

2189. Do you think that it was owing a great deal to the interest which some of the officers and the higher non-commissioned officers took in it, that the men worked so well?—I think the success greatly due to the interest shown for it by some of the officers.

2190. (*Maj.-Gen. Wilmot.*) Do you think, taking one of the sergeants whom you have so instructed, he would be competent now to instruct others in those things which he learned himself?—Yes, I think so, without going to Chatham. He would be all the more competent if he had gone to Chatham, but still he is fairly competent without having gone there.

2191. Supposing the instruction to be given generally throughout the army, would you like to see every regiment go through a certain course of it every year as a part of its annual drill and training, or would you confine it simply to men on first entering the army, to have them taught, and then left alone afterwards?—I should think that the men could be thoroughly instructed on first joining, and that it should be optional for a man to go through a second course.

2192. In addition to the works outside you have a sand modelling room?—Yes.

2193. Do you think that any of the sergeants who have gone through a course of instruction with you could instruct the men of their regiment in what they learnt there?—Yes, Certainly.

2194. The work in the modelling room involves no wear and tear of clothes?—No.

2195. You do not think that the work outside involves sufficient wear and tear of clothes to prevent the men from engaging in it?—No; they can use their swabbing clothes. I think they might complain of wearing out their boots as well as their shirts.

2196. (*Lt.-Col. Fletcher.*) Was not it the fact that ne men asked to be allowed to extend their work in ne modelling shops in the afternoon?—Yes, they like very much.

2197. (*Sir D. A. Cameron.*) How many non-commissioned officers and men are employed at one time this instruction?—Between 20 and 30 men; two asses, about 15 in each.

2198. Do you attribute the decrease in the sickness the employment in that work of so small a number men?—To a great extent, as also to the great umber of men employed on working fatigues.

2199. You think that the decrease of sickness is to e accounted for by their employment?—Yes; we ever got so low an average before.

2200. (*Maj.-Gen. Lysons.*) For what length of time as each class under instruction?—The course would e 21 days, but sometimes it would be more and sometimes less.

2201. It would be 21 days provided there was no in?—Yes; and some classes might want more time han others would. 21 days was the average.

2202. (*Lord E. Cecil.*) Have you heard of any omplaint in your battalion as to the insufficiency of uel and lighting in the recreation room?—Yes.

2203. Could you suggest any improvement in that aspect?—I think that we should get the allowance hat we used to have, but it was cut down I think.

2204. When was it cut down?—I think that it was either at the end of September or the beginning of October.

Capt. P. S. Methuen.

24 March 1870.

Regimental instruction in field engineering.

2205. (*Sir C. Russell.*) We have been told that your apparatus was valued at about 140*l.*, are you of opinion that a less expensive apparatus would answer nearly the purpose, or do you think that you only had what was actually necessary in the way of appliances?—I think we had only what was necessary, but it ought not to have cost 140*l.* ar anything like that sum.

2206. Have you ever made anything approaching to an estimate as to the cost at which you could supply the necessary materials to your battalion?—No, but I could do it very easily, and I will send it to the Commission.

2207. (*Maj-Gen. Wilmot.*) Was the apparatus which you used so entirely destroyed that it was of no value afterwards?—No, certainly not; there was no extraordinary wear and tear.

2208. If you had an opportunity, at the same station where you are now, the same apparatus would serve your instruction perhaps this year and next year too?—Yes.

2209. The first outlay is comparatively all that is required?—Yes.

2210. (*Lt.-Col. Fletcher.*) The apparatus comprised a barrel pier bridge and also some of Alderson's platforms, did not it?—Yes.

The witness withdrew.

Mr. Thomas Carson, Regimental Schoolmaster, examined.

Regimental Schoolmaster Carson.

24 March 1870.

2211. (*Lord E. Cecil.*) You are schoolmaster of he Royal Engineers at Aldershot?—Yes.

2212. How long have you been in the service?—16 years.

2213. Have you ever served abroad?—Yes, at Gibraltar and the Cape of Good Hope.

2214. How many years have you been stationed at ome since you returned from foreign service?—Seven years.

2215. Have you been the whole of that time at Aldershot?—I was 17 months at Dover and eight months at Aldershot with the 59th regiment, about three years and three months at Parkhurst with the 5th Depôt Battalion, and the remainder of the time at Aldershot with the Royal Engineers.

2216. The Commission are very anxious to have a little additional information on the subject of recreation rooms, and perhaps you may have some suggestions, from your own personal experience, to make upon that subject?—I managed recreation rooms for the three years following their first institution in the 59th regiment and the 5th Depôt Battalion, and from my experience of them their success is unequivocal, and they have unquestionably conferred greater benefit upon the private soldier than any other moral agency which has been brought to bear upon him. Men of all tastes find occupation in them, and there is generally quiet and good order prevailing. I have heard for some years past that it was probable that there would be an amalgamation of those institutions with canteens; that would be a step that I would deplore. Its effect would be to lower the tone of recreation rooms to that of the canteen, rather than to raise the tone of the canteen to that of the recreation rooms. The canteen and its neighbourhood contrast unfavourably with the recreation rooms, and any step to amalgamate these institutions by placing them both under one roof would be a retrograde movement. I think from my experience of the management of recreation rooms that great advantage would result from their being amalgamated with canteens as far as management goes. It was a very liberal idea of the war minister at the time to concede the management of the recreation rooms altogether to the soldier, for which change the soldier was scarcely fit, and practically now, though nominally the committee is elected by the private soldiers, it falls into the hands of one of two men, perhaps the president, perhaps the librarian. I think that where the canteen is in regimental management, excepting the supply of furniture, fuel, and light, which should be continued as at present, the support of the recreation rooms should fall upon canteen funds. The subscription to recreation rooms could then be abolished, their doors would thus be as freely and widely open as those of the canteen, and men could resort to them without let or hindrance of any kind. In that way I think the canteen funds would be spread most beneficially over a greater number of men, and every man would have a better chance of participating in the benefit of the funds than perhaps he has at present. The elective committee of the recreation room is a failure, few subscribers care to serve on it, and I know from my own experience the difficulty there is in getting together the members of the committee in order to close accounts or to transact other necessary business. In the matter of refreshments, if we sell refreshments we do so in competition with the canteen, for many things which we sell in the recreation rooms they sell also in the canteen; but if the recreation rooms were under the management of the canteen committee those refreshments might be sold at a much less rate than at present, as then the recreation rooms would have the advantage of the wholesale purchases made for the canteen, instead of, as now, buying from the canteen itself, at retail prices, most of the articles sold in them. Regiments in which an interest is taken in recreation rooms, are sure to be in possession of pictures and other property, which are carried about with them; it may, therefore, be desirable to recognize recreation rooms to the same extent as schools in Schedule of Baggage on page 122 of the Transport Regulations. As regards libraries, the sum now paid into them, which is a compulsory allowance of 5*s.* a quarter out of the recreation room fund (that is, per company), is altogether too small a sum at small stations. At Parkhurst, for instance, there were 16 companies, there being eight depôts, and we could barely pay our way, that is to say, out of the sum that we had to provide for keeping the books in proper repair, and in providing a very few new books, and for meeting various contingencies connected with the library, we were just barely kept from going back. I find this passage in the 16th section of the fifth Report of the Council of Military Education on Army Schools:—"In 59 instances "the number of volumes has been reduced, and in

Recreation rooms.

Regimental Schoolmaster Carson.

24 March 1870.

Recreation rooms.

"some of these the decrease bears so large a pro-
"portion to the whole as to threaten early extinc-
"tion," which bears me out to a remarkable ex-
tent. "All the above libraries, 59 in number, are,
"except those of the Royal Artillery at Woolwich,
"very small libraries, where the subscriptions are
"insufficient to cover the expense of repairs and
"renewals." Now abroad the same sum only is allowed, and I know, from experience at the Cape of Good Hope, it would be impossible there to purchase even at the enhanced rate of 25 per cent. the same books as at home. At Gibraltar, before recreation rooms were at all recognized, I managed the reading room of the 31st Regiment, and we had the same difficulty to contend with there, we had to purchase papers and books at an increased price. The allowance at present is not sufficient, and as showing the difficulty that we have felt in the matter of the library I happen to have by me an old recreation room form of report of the 5th Depôt Battalion at Parkhurst, and in it I find that there was paid to the library the sum of 7*s.* 6*d.* per company instead of the authorized 5*s.* We were the the only corps or battalion using it, and we found it to our own interest to make the extra contribution.

2217. (*Lt. Col. Chesney.*) Do I rightly understand you that you would give up the recreation room grant to the library entirely?—The principle I would act on is this, I would take from those who have and give to those who have not. I would do away with the recreation room grant in its present form. A grant of 7*s.* 6*d.* per quarter for each company serving at home, and 10*s.* per quarter for each company serving abroad, should be given for the maintenance of the garrison libraries. As a matter of simplicity of account this allowance should be placed by the Control Department to the credit of the Garrison Library Committee, on the fifteenth day of the second month of each quarter, on the certificate of the officer commanding the garrison of the number of companies present in it at that date, instead of passing through recreation room accounts and having to be collected from each regiment serving in a garrison as at present. Regiments having canteens of their own should not have any grant in aid of their recreation rooms; those regiments so exceptionally situated as not to have canteens of their own should receive a special allowance in aid of their recreation rooms of 7*s.* 6*d.* per quarter for each company if serving at home, and 10*s.* per quarter for each company if serving abroad. The corps I belong to now suffers very materially from having no regimental canteen, and is placed at a great disadvantage by the organization of a branch of it. The Royal Engineer train consists of two troops, each troop is composed of two sections, each section numbers 100 men, and there is besides a depôt numbering over 40 men. Its total strength is equal to that of a cavalry regiment, compared with which it receives only one-fourth the allowance in aid of recreation rooms. This, I believe, explains the non-progressive state of the recreation rooms, though seven in every ten men subscribe to them, paying the maximum rate. Each section, as regards the recreation room allowance, should be considered a company, the depôt should also be considered one.

2218. (*Lord E. Cecil.*) I understand you to say that you would not have the canteen and the recreation room under the same roof?—No.

2219. With respect to the comparative advantages of recreation rooms outside the barrack walls and recreation rooms inside the barrack walls, which do you think the men would most approve of, which do you think would be most beneficial for them provided they could get equally good or better refreshments inside the barracks and at the same price as outside?—From my own experience they would patronize both.

2220. Can you suggest anything by which the recreation rooms inside the barracks might be made so inviting as to induce the men to patronize them altogether?—No. I believe no matter how tempting or how inviting the recreation rooms inside the barracks may be made, the men will go out of the barracks; we had at Parkhurst everything to induce them to come to the recreation rooms inside the barracks. We even had billiard tables.

2221. Can you assign any reason for the desire shown by some of the men to go outside the barracks for recreation instead of remaining inside?—No, except that the men desire to go out of barracks to get away from restrictions for the time being. The men are fully aware of everything provided for them inside and many of them are grateful and have a very proper feeling with regard to it, still they will go outside no matter what is provided for them inside.

2222. (*Lt.-Col. Chesney.*) At Parkhurst they have a similar institute in the town, have they not?—An institution existed in Parkhurst for about four years called the soldiers' institute, which was got up by subscription. At the time the recreation rooms in barracks were opened, it was thought that the subscriptions to it would decrease, but that was not the result. The men subscribed to both places, frequenting each as it suited them. We charged 1*d.*; they charged 3*d.*; so far from their subscriptions decreasing they rather increased, and the institution was very prosperous till 1866, when a change of depôts took place. When the new depôts came to the station a little struggle took place, and the number decreased, and I think the commanding officer for that reason closed the institute, but it was not in debt at the time; there was a sum standing to its credit.

2223. (*Lord E. Cecil.*) Have you ever heard any complaints made with regard to the insufficiency of the fuel and lighting of the recreation room?—No, my experience was that the recreation room was well lighted, and with economy there was plenty of fuel, and many men subscribed for no other purpose than to have the advantage of sitting by a good fire in the winter. The provisions of War Office Circular 846 of the 9th December 1863, are liberal. It may not be generally known, that by it where the rooms are kept open after tattoo, one-sixth more fuel may be issued on the requisition of the officer commanding.

2224. You would not advocate any increase of the Government allowance in that respect?—Some rooms are much more easily warmed than others. The model recreation rooms are much larger than the rooms we had at Parkhurst, and having the same number of fire-places, and consequently receiving the same allowance of fuel, I can quite understand they would be very much colder, and in that case an increased allowance of fuel would be necessary.

2225. Do not soldiers generally prefer warm and well lighted rooms to cold and badly lighted rooms?—That is the greatest inducement to men to resort to them, and is, in fact, the most essential condition of the success of recreation rooms, because the recreation rooms well warmed and well lighted contrast with the barrack room.

2226. Do I rightly understand you to say that you would prefer that the whole of these buildings, the canteen and the recreation rooms, should be under one management, under one committee, and one sergeant?—They could be under one committee of officers, but they could not be under one sergeant. I would have a sub-committee for the recreation rooms nominated by the commanding officer, and a sub-committee as at present for the canteen; the librarian would have the actual charge of the recreation rooms, and the canteen serjeant that of the canteen, as at present.

2227. (*Sir D. A. Cameron.*) Would you allow beer in the recreation room?—No.

2228. (*Lord E. Cecil.*) Would you have any special rooms where the soldiers could see their friends; male as well as female?—I have been repeatedly in our recreation room, and I have seen men bringing their friends into the reading room. They are permitted to receive them there.

2229. Female as well as male?—Yes; those are persons whom I believe from their style to have

ome from a distance. They are received there by the oldiers, and they partake of refreshments there.

2230. Do the men look upon that as a great boon? —I think so.

2231. Have you any other suggestions to offer o the Commission?—There is one subject to which would wish to refer. By General Order No. 28 f April 1868, schoolmasters are not allowed to fill ither the office of treasurer or president of the egimental recreation rooms. My objection to that rder is this. I do not know of any way in which, esides actual school work, a schoolmaster might act nore profitably, as far as influencing the education of he men goes, than by mixing himself up in the nanagement of the recreation room; for instance, in he revision of the list of books to be purchased for he garrison library.

2232. (*Lt.-Col. Chesney.*) Before that order was ssued was it a frequent thing for schoolmasters to take harge of the recreation room?—Not very frequent. know of several instances where schoolmasters were ngaged in the management of recreation rooms.

2233. Do you know the origin of that order, or whether there was any special reason for it?—The reason schoolmasters believe to be this. About a year before the order was issued a young man who came from the Royal Military Asylum at Chelsea, and who was a man of rather blemished character before his appointment, became schoolmaster of a certain regiment, the recreation room funds of which he misappropriated. We believe in consequence of that this order was issued; but the origin of the prohibition was so well understood in the garrisons of the Curragh and Dublin that it almost amounted to a public stigma on schoolmasters. There is a further point in connexion with this to which I would wish to refer. The commanding officer often has a difficulty in providing men to take charge of the recreation room. It may happen that the senior non-commissioned officers are sufficiently engaged in other matters, and he might wish, if it were not for this prohibition, that the schoolmaster should share the burden of the management of these recreation rooms; but he is prohibited from doing so.

2234. Is the prohibition looked upon as a grievance by schoolmasters?—Yes, they regard it as a stigma.

2235. In a large garrison like Aldershot, for instance, if the recreation rooms inside the barracks were made thoroughly comfortable, do you think it would be regarded as a boon to the men to have another set of rooms of the same sort in the town for the same harmless amusements?—Yes.

Regimental Schoolmaster Carson.

24 March 1870.

Recreation rooms.

2236. The men you think would still go to the town?—Yes, I think so. I have known men to leave the barracks in Parkhurst, to go out for a walk in the country, to come back and wash and refresh themselves in the little institute in the town and go out again and return, remaining all the time perfectly sober, notwithstanding that they had the same advantages in barracks. The advantage of that institute was that it kept many of them out of the low public-houses.

2237. (*Maj.-Gen. Wilmot.*) Supposing the recreation room and the canteen to be separate buildings, but under the same management, could it not be so arranged that all ordinary refreshments could be sold at the same price at both places?—That should be so.

2238. In which case no rivalry need exist between the two?—No, every article sold in the recreation rooms should be sold for and on account of the canteen.

2239. Supposing all canteens had a room large enough for the accommodation of men who wished to drink beer, would not it then be unnecessary to take beer into the recreation room?—I think so.

2240. (*Lt.-Col. Fletcher.*) Are the recreation rooms kept open after roll call?—Yes.

2241. Do you find the men use them much then?—At Parkhurst very many used them then. This return will show that we had billiard tables there which were a great attraction to the men (we realized by the use of those billiard tables in one quarter 13*l.* 8*s.* 5*d.*), and those men who had been out and had not read the papers during the day would come then and read them, but nothing occurred that made the opening of the rooms inimical to the discipline of the battalion.

2242. Are the libraries open after roll-call?—No, the libraries are only open a certain number of hours a day for the men to change their books.

2243. (*Mr. Parker.*) To what hour are the recreation rooms open?—Half-past 10.

Adjourned.

Thursday, 7th April 1870.

PRESENT:

THE RIGHT HONOURABLE LORD DUFFERIN AND CLANDEBOYE, K.P., K.C.B., IN THE CHAIR.

LORD EUSTACE CECIL, M.P.
GENERAL LORD DE ROS.
LIEUT.-COLONEL SIR CHARLES RUSSELL, BART., V.C.
LIEUT.-GENERAL SIR D. A. CAMERON, K.C.B.
MAJOR-GENERAL EARDLEY WILMOT.
MAJOR-GENERAL LYSONS, C.B.
REV. DR. BUTLER.
C. S. PARKER, ESQ., M.P.
LIEUT.-COLONEL FLETCHER.
LIEUT.-COLONEL CHESNEY.

HIS ROYAL HIGHNESS THE DUKE OF CAMBRIDGE, K.G., &c. &c., examined.

H.R.H. the Duke of Cambridge, K.G.

7 April 1870.

Army schools.

2244. (*Chairman.*) I will first ask your Royal Highness whether it would be possible, advantageously, to establish by general regulation a system of compulsory attendance at school for soldiers who cannot read and write; would you make the attendance at school compulsory?—No, I certainly would not. I think that all compulsory education is an impossibility. I think that you ought to give such advantages to those men who have acquired knowledge that it would come to the men's own minds that they had better attend school; but the compelling a man to read and write is, I think, an impossibility.

2245. (*Lord de Ros.*) As a recruit?—Yes.

2246. *Pari passu* with the drill?—Yes. You cannot compel any man to attend school; it is like taking a horse to drink water when he will not drink.

2247. (*Chairman.*) Your Royal Highness would not require the men to enter school at all?—I would encourage their doing so by every means in my power.

2248. But you would not think it necessary for a recruit to enter school, so as to see whether he could learn or not?—There is no objection to its being to that extent compulsory, that they should all go to school, but very soon after going to school it would be developed whether a man was able to learn or not, and the moment that you were satisfied that a man had no capacity or will to progress with his education, I should not go on compelling him to attend school.

2249. But still you would see no objection to the attendance being rendered in some degree compulsory, and that an opportunity should be given to the school-

H.R.H. the Duke of Cambridge, K.G.

7 April 1870.

Army schools.

master to ascertain whether or not a man possessed the requisite capacity?—Most assuredly. I think that it would be a very great advantage to do so; but the question is what you call a recruit. I think that a recruit at first has not time to attend school at all. I think that so much time must be devoted to forming him into something like a soldier that he would not be able to attend school, say for the first three or four months; after that time I think that he should attend school.

2250. Of course there must always be a certain proportion of men joining the regiments whose education might be considered as hopeless?—Exactly so.

2251. And those men would be eliminated as soon as their incapacity appeared?—Yes. I would let it be clearly understood that whilst every man had an opportunity of testing his capacity for instruction, as soon as it was found that it was of no avail to continue it, it should not be carried on as a mere parade, but that he should then be understood to fall into the ordinary routine of duty without requiring him to go on with it.

2252. (*Lord de Ros.*) Would you leave that to the discretion of the schoolmaster?—I would leave it to the discretion of the commanding officer. I am quite satisfied that the more you require commanding officers themselves to attend to these subjects, the more easily you will get the system to work satisfactorily.

2253. (*Chairman.*) I daresay that your Royal Highness would not recommend that men already in the army should be restrained, even to that extent?—I would not compel any man to attend school, because I think that there are men whom you might send to school every day, but who would never get beyond what they knew on the day that they commenced; but I think that that fact is very soon ascertained, and then I think that you ought to hold out inducements (which is the case now), and that a man would soon find it to be greatly to his advantage to possess information, and as a matter of course he would be desirous to acquire it; and I should give him every facility of acquiring it in any way that you could allow him to do so, without, of course, its interfering with his duties, which must be the first consideration.

2254. Would your Royal Highness be inclined to leave it to the discretion of the officers in command of the regiments to determine whether the attendance at school should take place during the period of drill, or subsequently?—I would leave it to the commanding officers as much as possible.

2255. Do you think that it would be advisable that the Horse Guards should lay down as a permanent regulation that so many hours during the week, or during the month, should be absolutely devoted to instruction in school, leaving it to the commanding officers to regulate the periods during each day, or during the week, in which that regulation should be complied with; for instance, that the Horse Guards should say that so many hours per week, five or six, as the case may be, must be devoted to instruction; but that the commanding officer is to determine whether there is to be an hour and a half one day, or an hour one day and half an hour the next, and so on?—You must leave great discretion to the commanding officer, because the circumstances in different garrisons are so very different. For instance, one garrison has a very large amount of duty, and of course the men would have to perform it, and if so, they would not have time to go to school. Of course, under such circumstances it would be an absurdity to lay down a regulation which could not be carried out; and it is always very objectionable to lay down anything which would not be complied with. Therefore, I think, that whilst you say that a certain number of hours, whenever practicable, should be devoted to school, it should be very much left to the discretion of the commanding officer; because, otherwise, I do not see how you could make school attendance come in with the other avocations of a soldier, which at times are light, and at times are very heavy.

2256. (*Lord de Ros.*) Your Royal Highness would take into consideration the difference of the seasons of summer and winter?—Yes. In winter time I think that the school would be very much more attended than in summer. I think that in summer there should be very little school, because there is then a great deal of out-door work; a man is then engaged during the day, and he comes home fatigued, and so on, and is incapacitated from attending school.

2257. (*Chairman.*) But you would not object to a general regulation emanating from the Horse Guards, to the effect that so many hours over a certain period, per day, without actually distributing the time, should be absolutely devoted to instruction, subject, of course, to such modifications as might appear desirable?—I think that you might to a certain extent do that by laying down such a regulation as would show that the object of the authorities was that such should be done; but I think that you must leave a great deal to the discretion of the commanding officer, because it depends so much upon the circumstances of the station where the corps happens to be in quarters.

2258. Would you consider it desirable in time of peace, which is the only period which we can pretend to consider, that promotion from the ranks to the position of sergeant, &c., should be dependent upon the possession of an educational certificate?—I think that whenever practicable it is very desirable that it should be so, but I would not make any regulation absolute, because I think that there are circumstances which require the commanding officer to promote a non-commissioned officer or a private who perhaps has not the information which would qualify him for a certificate. I think that it would be very hard, and very disadvantageous to the service, if you made such a certificate absolutely necessary; but of course it is very desirable, and the commanding officer himself would feel the necessity and advantage, for his own sake, of its being so. Therefore, I think, that as a rule it would be well to have such a requirement, but I should not make the rule so stringent that the commanding officer would be debarred from promoting a man unless he had a certificate.

2259. Supposing that we were to say that the rule should be that a man should possess a certificate, but that on the recommendation of the commanding officer, and subject to the approbation of the Commander-in-Chief, or of the General of the District, such relaxation as your Royal Highness mentions should be permissible, would that be sufficient?—The commanding officer promotes his own non-commissioned officers without reference to anybody; and therefore I do not think that you should interfere with him in that respect at all; you should not make it compulsory that if he deviated from the rule he should report it to a higher authority, because I think that that would very much stand in his way in promoting a man whom he thought really qualified. I think that it is desirable, and essential, that you should let it be understood that as a rule a man should be promoted with a certificate; but that of course under circumstances where a commanding officer wished to promote a man without a certificate, he should do so, if he thought fit. Of course the higher authority would call upon him for explanation if that authority thought it expedient to do so; but I should still leave it to the commanding officer.

2260. Would you object to the commanding officer reporting the fact, even though it did not require confirmation?—I should object to it, because nobody can be so good a judge of the matter as the commanding officer; nobody can know the details of a man's character so well as the commanding officer.

2261. Might it not rather impress the commanding officers with that which your Royal Highness seems to consider is desirable, namely, that these persons should possess these certificates, if while the discretion was left to them to make exceptions to the rule, they were recommended to bring those exceptional cases under the notice of the officers in command over

hem?—In my opinion it would be a great pity to nterfere with the unfettered discretion of the com- anding officers. I remember many years ago, when was in the 12th Lancers, a corporal or two, who vere the best corporals in the regiment, but who ould not read or write—consequently they were never romoted beyond the rank of corporal, but as corpo- als they were most efficient men—they were encou- aged to learn to read and write, but they would not o so, and consequently they were not promoted, ecause it is impossible to make a man a sergeant vho cannot read or write, but still he may be a very fficient corporal, and a very good man to keep other nen in order.

2262. Your Royal Highness probably would not hink it desirable that the schoolmaster should have he rank of warrant officer?—Most undoubtedly not. We had that at one time, and it led to the greatest pos- ible confusion. I was at Dublin, in command, when he system was introduced, and the result was that in hose days these men considered themselves more ike gentlemen than anything else. They used to write to the Chaplain-general, who was then at the ead of the department, and to report their command- ing officers. We had endless trouble and confusion arising out of it, and they were positively encouraged to do so, and the result was that it produced such a bad feeling against the whole system, that it was very nearly breaking down. Since we have relaxed that state of things, the system has worked admirably; and the relaxing that original system has been an encouragement to the good schoolmasters, and the whole system has been found to work beneficially for the army, instead of the reverse.

2263. Do you think that the soldier assistants make good schoolmasters?—If you ask my opinion, I decidedly prefer a man being a schoolmaster who has first been a soldier, because he understands dis- cipline. When these young men first came they did not understand discipline, or what the meaning of discipline was; they did not understand the position of the commanding officer as regards themselves, they did not understand that he was superior to them and that the officers were superior to them, and they consequently thought that in their own sphere they were supreme, and such being the case, there was, of course, no controlling them in any way. It is desirable that there should be as little interference as possible with the schoolmaster, but there should be perfect submission on his part if the necessity arises; and that, I think, you can only instil into the mind of a man who from early life has known what discipline means.

2264. The particular class to whom we are refer- ring have submitted certain objections to some of the regulations to which they are at present subjected, amongst which there appears to be put prominently forward the examination of their kit; that hardly seems to be necessary, does it?—I do not think that it is necessary. Some irregularity occurred, and it was felt that there ought to be some restraint on them, and then this order was given out; but there is no necessity for that order being carried out very strictly.

2265. Do you think that it is necessary that they should wear a sword and chevrons; would it not be better, while preserving a certain amount of uniform, that it should be rendered as little military as pos- sible?—Certain advantages would arise from that, because their duties are completely non-military, and therefore to that extent, if you had a separate uniform for them, there would be no disadvantage. They had a uniform so very like that of the officers that it was found to be better to make a change. On the other hand, as they have to deal with soldiers and soldiers only, or their children, a uniform is essential, because it carries with it a certain weight. A soldier attaches great importance to small matters, and the uniform is one of them, and the moment a man is in uniform he is in authority; a man in plain clothes has no authority at all, and we maintain that principle very stringently. We do not allow an officer to interfere unless he is in uniform, because the fact of his having a uniform on characterizes him as being a man in authority, and on the same principle, I say, that a certain distinctive and military mark of what he is, ought to be given to the schoolmaster.

H.R.H. the Duke of Cambridge, K.G.

7 April 1870.

2266. (*Lord de Ros.*) The same as in the case of the surgeon or assistant surgeon?—Yes. Status of schoolmasters.

2267. (*Chairman.*) The schoolmasters complain that their pay is rather insufficient; do you think that that is a well-founded complaint?—I think that their pay has been rather reduced of late. I admit that perhaps it is rather lower than it ought to be in the case of men who aspire to a higher sphere of knowledge.

2268. From the evidence which has been sub- mitted to us, it has, I think, been brought very clearly to our notice, that commanding officers do everything in their power to assist the schoolmaster in his duties?—I am sure that they do to the fullest extent; and I would let the schoolmaster be inter- fered with as little as possible. I am sure that the less he is interfered with the better; but, at the same time, he must perfectly understand that, if anything arises which requires interference, he must be sub- missive to any order or directions which he may receive.

2269. You would attest him and keep him under the Mutiny Act?—Yes; but I do not think that he should be superior to the serjeant-major. I think that only the serjeant-major ought to be superior to him in the regiment; and if the schoolmaster was put over him after a certain length of service, I am afraid that there would be a great clashing, whereas now there is none.

2270. It has been suggested to us that the liability of a schoolmaster to reduction to the ranks is an ob- jectionable contingency, and that dismissal would be a preferable punishment; would you agree in that opinion?—I decidedly think that there is a great awkwardness in reducing a schoolmaster to the ranks; at the same time dismissal is a very serious thing; a man's whole career is at an end, and it is a very serious punishment to give a man for, perhaps, an offence which in itself might be dealt with more leniently.

2271. Could your Royal Highness suggest any medium punishment?—I think that a man might be fined to a certain extent; a regulated scale of fines might certainly be inflicted for any minor offences, but for offences of a serious nature, which do not often occur, but which have now and then occurred, such as gross cases of drunkenness, or immorality, or cases of defalcation, I do not think that there is any alternative left, except to reduce the man to the ranks, unless you dismiss him. The only thing is that, if you dismiss him, he may afterwards give a great deal of trouble, by declaring that he has been ill-treated, and so on. There is not the same meed of justice given to a man who is dismissed as is given to a man who is reduced to the ranks, because he is still in the army; and he has the power of being brought forward again in various ways, and retrieving his character, while if you dismiss a man, he is ruined for ever.

2272. So that your Royal Highness rather thinks that reduction to the ranks is, under certain circum- stances, an indulgence?—It is decidedly more an indulgence than dismissal, though I very much object to it, if it is possible to avoid it.

2273. (*Lord de Ros.*) Would he not be a very mischievous man if you reduced him to the ranks?—Yes, he might be; but he might be very mischievous if you dismissed him, because you would have no control over him.

2274. (*Lt.-Col. Chesney.*) Might you not inflict upon him loss of service, as is done with a boatswain, and so on, in the navy?—Certainly.

2275. (*Sir C. Russell.*) I suppose that to those men, who were soldiers originally, a reduction to the ranks is practically no hardship at all?—It would certainly be a lesser hardship.

H.R.H. the Duke of Cambridge, K.G.

7 April 1870.

2276. But to those men who are civilians, it appears from the evidence which we have received, that it is a hardship ?—Yes ; and therefore I think that it is better to get schoolmasters from the ranks than to get civilians, because you can deal with men from the ranks much more satisfactorily than you can in the other way.

Recreation rooms.

2277. (*Chairman.*) Has your Royal Highness any strong opinion in regard to the canteen and recreation rooms being in juxtaposition or being separated ?—That is one of the most difficult questions to deal with. There is a great advantage in having them under one roof, but there are also very great disadvantages, and I am almost inclined to think that the disadvantages are more marked than the advantages. The advantages are these, that you can bring the management of the whole thing under one direction. The disadvantages are, that many a man goes to the canteen who would never think of going to the recreation room, and many a man goes to the recreation room who is not generally in the habit of going to the canteen. I am afraid that the recreation room would never attract a regular canteen man ; whereas, on the other hand, I should fear that a recreation room man would be very much attracted by the canteen if it was put so close before him. I am afraid that it would have an effect on the good men, and not on the bad. I think that it would not improve the bad men, but that it might have a demoralizing effect on the good men. Certainly the entrances ought to be kept quite separate. But I must admit that there is a very great difference of opinion in the army on that subject ; in fact, a Committee sat which reported in favour of the canteen and the recreation room being under one roof.

Model school, Chelsea.

2278. Would you be inclined to remove the Duke of York's School into the country ?—No, I am not in favour of it. I think that it is better to have it in London. The mothers and the friends of the boys can see their children here, whereas they could not do so in the country. I think that it would be very well if we could a little extend the premises, and if the Normal School was done away with you would have an opportunity of very materially improving the Institution. The situation is very healthy, and I believe that the only reason why the boys have not been so healthy as at the Hibernian School is because they have been so cramped for room. The situation of the Duke of York's School is on a gravelly soil, and we know that the Chelsea Barrack, which is close by, is very healthy.

2279. The only thing is that, generally speaking, the atmosphere of London is not supposed to be so good for children as that of the country ?—I have lived a good deal in London, and I confess that I think that it is the healthiest place I was ever in in my life ; and if you took the statistics I believe that you would find that London is healthier than most places with which you would meet. It has great advantages in the facility of obtaining access.

2280. I suppose that the boys get no holidays ?—No ; they get whole holidays, but they do not get continuous holidays.

2281. They do not go home ?—No.

2282. (*Lord de Ros.*) Has your Royal Highness been struck with the bad condition of those premises, and the bad state of the paint and whitewash and everything of that kind in that establishment ?—Certainly, but we have not money for it ; it is under the Office of Works, and we can do nothing.

2283. (*Lord E. Cecil.*) Does your Royal Highness think that there is sufficient room for recreation purposes ?—I think that they might make a great deal more of it in the large field in front of Chelsea Hospital ; they might avail themselves of the bridge, and they have great facilities to take the children to Battersea Park, and I should let them rove about there, and stray for two or three hours. I would give them a half-holiday twice a week, and they might play at cricket, or anything else, and breathe fresh air. I think that arrangements of that sort would make the boys very much more healthy than I admit they now are. They are very small boys, and therefore they are not accustomed to much roving about, or amusing themselves beyond the mere amusement of a little boy by playing with a ball, or a hoop, or something of that sort.

2284. (*Lord de Ros.*) Your Royal Highness knows the Hibernian School well ?—Yes.

2285. There is a great contrast ?—No doubt.

2286. There is an excellent playground there ?—An excellent one. I was very much surprised to see that it has been stated here that the boys of the Duke of York's School were supposed to behave so ill in going into church, and so on. I have inquired into that matter, and I cannot discover that there is any foundation for this assertion. I believe it will be found to be quite incorrect, and I regret the statement was made.

2287. (*Chairman.*) No schoolboys are very demure on entering church ?—No, but I have not heard a single complaint made.

2288. (*Lord de Ros.*) I was very much struck with the dirty state of the place ; the rooms were dirty, and the beds were not property or neatly made, particularly in the normal part of it ?—I am sorry to hear you say so.

If the Commission will allow me I should like to say a word more with reference to the recreation rooms. I think that the recreation rooms are an excellent system, and that the present canteen system is an excellent system ; but it has its disadvantages, and one is the great difficulty which we have in keeping serjeants in charge of the canteens from peculating. I am sorry to say that we have had more instances of that kind than could be conceived possible ; we have had constant changes of serjeants, and it was thought an advantage. Now, I believe it to be a great disadvantage ; I believe that if you got a steady non-commissioned officer who would attend to the matter, it would be a great improvement, and that he would not have the same desire to peculate as a man has who only takes the place for six months. A man takes it for six months, and he thinks that it is his harvest time, and he tries to make as much out of it as he can. We constantly have cases of most excellent men who get into difficulties at the canteen, and who are ruined for life. If we could have a change in that direction, I think that it would be very desirable. Then there is a subject connected with canteens which is of very great importance; there is a great deal of money often in hand, and the difficulty is what to do with this money. A committee of officers has hitherto superintended it ; but a committee of officers is rather a doubtful mode of supervision There are some regiments in which individual officers take great interest in the canteen ; and where that is the case there is very good supervision ; but I am sorry to say that there are a great many regiments in which the officers do not take the same interest in the matter ; besides they dislike having the charge of this money, and this can be easily understood, for if they have the charge of the money there is the responsibility of replacing money which may be lost. Officers do not like to have that responsibility. My conviction is, that the only way of getting over that difficulty, is by having a captain in every regiment receiving some remuneration for taking charge of the canteen and recreation room. I think that the same officer should have charge of the two. I do not think that they should be under the same roof if it could be avoided ; at all events there ought to be separate entrances ; but I think it essential that there should be an officer in every regiment to have charge of those funds ; and until you have that I am afraid you will find that the chances of irregularities or peculation, instead of diminishing, will only increase.

2289. Do you think that an allowance to the paymaster would effect that object ?—If the paymaster would undertake it, I should not object at all ; but the paymasters hitherto have always objected to undertake it, and you cannot force them to undertake

it. I think that in every regiment a captain should be paid for that duty, and that is the feeling throughout the army.

2290. (*Lt.-Col. Chesney.*) At present an officer may have to make up a large sum of money, such as 70*l.*?—Yes, that happened the other day. It is a question of very great importance, and as this subject is under consideration, I hope that it may attract the attention of the Commissioners.

2291. (*Chairman.*) Would your Royal Highness like to make any suggestion with regard to the amount of pay which an officer taking charge of the canteen should receive?—I think that such an officer ought to be paid the same amount as an adjutant's pay. You might oblige him to give security, so as to provide against defalcation, and so on. We should then get out of a very great difficulty. We are now in a very great difficulty, because we have constant defalcations, and we do not know where to get the money from. The officers say, "We are not responsible for this, we only superintend it; the serjeant "has neglected his duty, and therefore we decline to "pay." There is another thing upon which I should also wish to remark. I see that it has been stated that the money should be left more at the disposal of the commanding officers, as regards the profits from the canteen fund. The sum retained in hand at present has been reduced as much as possible We tried the other system, and it did not answer at all. The singular proposals which have been made as to how that money was to be spent are remarkable, and therefore the only way is not to allow much money to be kept in hand; and as to the surplus, we decide upon how it is to be spent, because as the canteen receipts arise from every non-commissioned officer and soldier of the regiment, it is essential that whatever you do with the money, it should be made generally useful to the regiment. For instance, commanding officers very often want to give it to pay for the baggage of married soldiers on the move, but that is of no advantage to the unmarried soldiers, and the large majority of soldiers are unmarried. I have had some very injudicious proposals made, which has satisfied me that the distribution of the profits should be regulated by authority.

2292. Would there be any objection to supplying that money to the recreation room?—To a certain extent I think that it might be applied to the recreation room, and with great advantage; but I think that there would be an amount of money in hand beyond what the recreation room would require, and I think that we should keep the distribution in our own hands. I do not object to coffee and tea in the recreation room, but I should very much object to the men in the recreation room having beer or spirits, or anything of that kind, because I think that it is not the place for it; it is intended to be a place for men to enjoy themselves rationally, and not to be interfered with by men who might become noisy and troublesome.

2293. (*Lt.-Col. Chesney.*) Do not the men now look upon the recreation room as a great privilege?—I am sure that they do.

2294. (*Maj.-Gen. E. Wilmot.*) You would allow them to have food in the recreation room?—Most assuredly, but I would not allow them to have anything in the shape of spirituous drinks.

2295. (*Sir D. A. Cameron.*) You would allow them to smoke there?—Certainly. On that point there is another matter which I think is of importance—there is no doubt that unless you have these recreation rooms in barracks they are of no use. If you have the recreation room away from the barracks, however good it may be, the men will not go to it. The moment a soldier is obliged to dress himself he will not go to these places. Now one would be very much surprised to see soldiers walking about London with white jackets unbuttoned, and walking about in their shirt sleeves. In the barrack you let them go about anyhow; they may go about in any way they like, and then they enjoy themselves; but if you force them to dress, they say, "We will not take the "trouble of going to this place, we will go to some "public house, where we can enjoy ourselves much "better." That has been found to be the case wherever the recreation rooms are away from the barracks.

2296. (*Chairman.*) Upon the subject of the schools, do you think that it would be necessary to maintain the Normal School at Chelsea?—I have very great doubts whether it would be necessary. I think that men who are intended for schoolmasters must pass examinations, and that they ought to have an opportunity of obtaining a certain amount of experience in instruction at a school. I think that you might do that by having such a class attached to the Duke of York's School; but I do not see the advantage of the Normal School, it is an entirely separate establishment, and I think that if we could get the premises which are now occupied by the Normal School, and could convert them to the uses of the Duke of York's School, it would be a great reason for not removing the Duke of York's School, because I think that it would improve it very much. I admit that the Duke of York's School requires certain improvements, and I should like it to have that increased amount of accommodation.

Normal school.

2297. Your Royal Highness is in favour of maintaining a school of musketry for the army?—I am very much in favour of it. I do not see how the army could go on without it. I have read with great regret the opinions of several commanding and other officers; but it must be remembered that commanding officers are apt to object to any arrangement which takes away their officers or men, even for a time, from their direct control. I believe that the system we have adopted at Hythe is thought so highly of abroad that the French school has been remodelled on our system, and that the Prussians have established a school on the model of Hythe, so that, although we are a non-military nation, we have actually taken the lead in this system. I admit that it is a very dull and extremely tedious system, and unless it is strictly kept up it will deteriorate, but it is essential. Commanding officers do not like whole companies of their regiments being taken off duty at a time for musketry instruction and practice, but that cannot be helped; it is impossible to have a proper system unless you do it.

School of Musketry.

2298. Do you think that it is absolutely necessary, not only that the officers should be instructed at Hythe, but that the rank and file should be passed through Hythe?—You do not pass a great many of the rank and file through Hythe, and it is a great advantage to pass a certain number of privates through, because many men who pass will probably become musketry instructors. It is exactly like sending a corporal and a private to the Maidstone establishment for riding.

2299. (*Lord de Ros.*) They are all selected for it?—They are all selected for it; and if the army at any time is to be increased, you have assistants who would be very useful, and, I think, it a very good thing, keeping it within due bounds, that a certain number of privates should be at Hythe. Then a certain amount of duty must be done there, and you may as well have these privates as any other men to perform this duty, and they will learn things which must hereafter be to their benefit. I cannot tell you the advantage which the school at Hythe has been to the army; it has raised the whole character of the non-commissioned officers and men, because it has made them think. I believe that they never thought at all till they went to Hythe, and since that system has been introduced, the education, and everything else, has been improved; but you must keep it up strictly. There is another thing which I should like to mention,—officers object to being taught what they call the elements and rudiments of drill. These are taught at Hythe, and with great advantage to the service. Old officers and young all go through the same course. They are taught the elements of drill in squads. In all foreign armies that is the case; in

H.R.H. the Duke of Cambridge, K.G.

7 April 1870.

School of Musketry.

the Prussian army the officers drill their own recruits —with us that is not the case, and I therefore consider the Hythe instruction in this respect of great advantage to the officers. I know that it is not popular, but that is no reason why it is undesirable; there are many things which are not popular, but I do not think them on that account undesirable.

2300. (*Chairman.*) Do you think that there would be any advantage in establishing the school of musketry in the neighbourhood of a great garrison, rather than where it is?—I would not do so, because I think that it is a thing which is apart, and that it ought to be kept separate; I do not wish to mix it with anything else; it is established for study, and for no other purpose, and the sooner the persons who are there get through their study the better, and they will return to their regiments. I am not wedded to the town of Hythe; you may place it anywhere you like, but I would not put the musketry school in a garrison. Then, I also wish to remark, that Hythe is directly under the Horse Guards; no order emanates from Hythe which does not emanate from the Adjutant-General, and, therefore, the idea of Hythe not being head-quarters is a complete mistake. The Adjutant-General has charge of the school, and at the same time the general superintendence of that establishment; therefore the officer in charge of Hythe is virtually the superintendent under the Horse Guards, in the same way as Lord de Ros will remember that at the riding establishment the colonel in charge of it was responsible under the Horse Guards for the riding of the army; and the superintendent at Hythe cannot issue any orders or instructions without their being my orders or instructions, and he reports to me upon every subject that arises. The inspectors of musketry are on the staff of the army; they are not officers of Hythe. They are exactly like brigade majors. A brigade major of the 67th regiment happens to be at Aldershot, and his own regiment is there, and he gives orders to that regiment, certainly not by virtue of his own position, but by virtue of the orders of his general, and therefore it is not a question between a captain of the regiment and the colonel. In the same way the musketry inspector is also a captain of the regiment, and he gives reports to us because he is on the staff, and is employed by us for those duties.

2301. (*Lord de Ros.*) Supposing that the chief of the establishment at Hythe were called assistant adjutant-general for musketry, would there be any objection to that designation?—No; you may call him anything you like, but he has been called inspector of musketry because that is his especial duty, just as we have a commandant of the riding establishment, because that is his especial duty.

2302. (*Chairman.*) In connexion with this subject, one of our witnesses made the suggestion that if one of these inspectors of musketry were to report unfavourably of a regiment it might bring him into collision with the commanding officer of that regiment, and that when once an unpleasantness of that kind had occurred, the commanding officer would become prejudiced against the system of musketry instruction, and the shooting of the regiment would consequently suffer. As a civilian I was much struck with that remark, and I asked the witness in reply whether the discipline of the army, as exercised at the Horse Guards, was not sufficient to overcome any feeling of that kind?—Any officer who would give an answer in the terms which you mention knows very little of his duty. Some of the commanding officers take very little interest in musketry, but they are responsible for the musketry of the regiment; and I always find that in those regiments where commanding officers attend to these duties, the regiment shoots well; but it is in regiments where commanding officers and the officers in general pay little attention to the subject, that the men shoot badly; this is much to be regretted. I am quite satisfied that in these cases neither the commanding officer nor the company officers attend properly to these duties. Every now and then we have a bad musketry instructor, and then he is immediately removed, and another officer is put in his place.

2303. Then you would not be inclined to make any alteration in the present system?—I would not make the slightest alteration, because I think that if you do so you will fall off in shooting, whereas now it is admirable, and as we have a very small army, we ought to keep it as efficient as we can. I cannot understand how these musketry instructors are to be taught if you have not a school of instruction. As to the commanding officers teaching the musketry instructors, I should be very sorry to see such a system adopted.

2304. Do you think that it would be possible to impose upon the regimental musketry instructor any other duties in addition to those which he discharges, such as instructing the junior officers of the regiment in the elements of field fortification?—I think that there are periods of the year when his time is fully occupied, and more than occupied; but there are other times when he has nothing or very little to do, and during those times if you could make him available for other duties, I think that it would be very desirable to do so. I think that the musketry instructor ought to be called upon to do any duties which are desirable. If I had the command of a regiment I should make my musketry instructor do any duty which I thought fit, if he had not other duty to perform; if he objected, I should report him, and the authorities would support the commanding officer. If you chose to make the musketry instructor available for other duties, I have no doubt that you can do so, but not during the time of musketry instruction. No man has a heavier duty on his hand than the musketry instructor then has.

2305. Those are all the questions which I desire to put to your Royal Highness, but we shall be very glad to be favoured with any further suggestions which may occur to you?—I saw that it was suggested that the Duke of York's School and the Hibernian School should not be under military authority, which, I think, would be a great mistake. I cannot help thinking that, excepting they are physically disqualified, the boys at the Hibernian School and at the Duke of York's School ought to go into the army; the country gives them all the advantage of being educated, and I think that they are bound to go into the army. Of course if boys are physically unfit, or if there is any reason which makes it undesirable that they should go into the army, they ought not to be required to do so; but, unless they are physically unfit without very good reason to the contrary, I think that those boys should go into the army, because they turn out very good boys and capital boys for the band, and that sort of thing; and as the public pay for their education, I think that the public have a right to their services.

2306. (*Lord de Ros.*) Would you allow them to go into the navy?—Yes. Then I think it very desirable that they should be encouraged more in music; from many industrial schools we take boys who are better musicians than the boys at the Duke of York's School, and I think that that is owing to their not paying as much attention to music; but they turn out very well, and they are very good boys.

2307. (*Lord E. Cecil.*) Would your Royal Highness give the boys greater advantages both at the Duke of York's School and at the Hibernian School in industrial training?—They are very small and young boys, and you cannot do very much with them. I do not think that it is desirable to keep them after 14; after 14 they are difficult to manage, and do better in the regiments, but up to the age of 14 the more industrial training they get the better. I think that bringing them up to music is a great advantage to them, and that after all is a sort of industrial training.

2308. (*Lord de Ros.*) I believe the Hibernian School clothes itself, in a great measure?—I should like to see the Duke of York's School clothe itself.

School of Musketry.

2309. (*Maj.-Gen. Wilmot.*) At many large schools in the neighbourhood of London they do all the repairs of the buildings?—Yes; and I do not see why they should not do so in the present instance as far as their age will admit.

I would further remark with regard to the system of musketry in the army, that I think it very desirable to encourage competition in shooting. I think that the men have not ammunition enough. Take the case of Volunteers; a Volunteer fires away in a week 90 rounds, and thinks nothing of it. Why are men not to have more ammunition? Of course it ought not to be thrown away, but I think that competition should be encouraged, and that you should make regiments fire against regiments, and sergeants against corporals, or sergeants among themselves. All those things are very desirable, and as it is a dull thing as a rule, I think that the more you encourage it by these competitions the more life you throw into the whole system.

2310. (*Lord de Ros.*) I believe that in some case the men have subscribed for practice ammunition?—Yes, but I think that we ought to do more in that way; we are kept to a hard and fast line of 90 rounds a man. I do not know that I have anything further to add.

2311. (*Chairman.*) There is one question which I have omitted to put to your Royal Highness. With regard to the special classes, does that system work satisfactorily?—I think that it is a most desirable system, and I am glad it has been referred to. I think that if you had special classes men would find great advantage from them, because those who worked through them would certainly get on and get to be non-commissioned officers. That is a great advantage to them, and it would encourage men to pass as recruits, and prepare themselves for these special classes when their turn came, and in that way the more you encourage them the better.

2312. (*Lord de Ros.*) But would you excuse them from duty in order to attend the special classes?—Certainly; from evening parades and things of that sort. In most regiments men who are disposed to go to school are exempted from evening parades.

2313. Would you excuse them from mounting guard?—Mounting guard is a very difficult question, because in some regiments in garrisons that duty is heavy, and, therefore, you would find many men very glad to go to these classes for the purpose of getting off guards. That would not do; it would throw the duty upon others. I do not think that they could be excused from certain duties, but I think that the commanding officers would always regulate the duties to be performed to meet the object in view.

2314. (*Maj.-Gen. Wilmot.*) I think that we found that the feeling at Hythe was very much in favour of increasing the number of non-commissioned officers, and diminishing the number of privates?—I quite agree that you ought not to have too many privates, but if there is a smart young private who goes there, and goes through his preliminary drill for a non-commissioned musketry instructor at Hythe, he probably gets better instruction there than he would get elsewhere, and when his time came he would get through his course in a very short period, and he would be fully qualified as a musketry instructor. You must have a certain number of duty men there, and I think it much better to have them belonging to Hythe than having a detachment of troops specially sent for duty. I do not think that that would answer.

2315. (*Sir D. A. Cameron.*) Colonel Haliday mentioned that the men were badly selected?—I would have a selection.

Army schools.

2316. (*Lt.-Col. Chesney.*) I would ask your Royal Highness, with reference to the numbers of hours a week which should be set apart for school, whether you would prefer leaving it to the commanding officers of regiments?—I should prefer leaving the mode of doing it to the discretion of the commanding officers; it is more convenient.

2317. With regard to the rank of a schoolmaster, would it be objectionable if he held a serjeant-major's rank, and was regarded as non-combatant, in the same way as in the mess there are persons, staff clerks for instance, nominally senior, but who always sit below the serjeant-major?—I think that the serjeant-major of the regiment should always be supreme and should be the senior non-commissioned officer of the corps. Now, if you do not make the schoolmaster a warrant officer (which I hope you will not think of doing), he must be a man of the regiment, and you ought to have no man in the regiment higher than the serjeant-major; there must be one person supreme, and that is the serjeant-major.

2318. With regard to the industrial work of the boys at the two military schools to which reference has been made, would your Royal Highness be inclined to encourage them to do industrial work on certain days in the week, as is done at certain civil schools?—Certainly; I think it very desirable.

2319. Would your Royal Highness be in favour of giving to soldiers in a large garrison some sort of large room for lectures and entertainments, better than is the case now, say at Aldershot for instance?—At Aldershot I think that there should be a good room. We have the old club house, where there is a very good room, but the club house does not belong to the public. At present I understand the club to be entirely under private management. I think that that is a great mistake. All the large stations ought, in my opinion, to have some such room.

His Royal Highness withdrew.

Adjourned.

APPENDIX.

APPENDIX I.—ARMY SCHOOLS, LIBRARIES, RECREATION ROOMS, AND LECTURES.

A.—QUESTIONS AND REPLIES ON THE SUBJECT.

QUESTIONS ISSUED BY THE COMMISSION.

I. Would there, in your opinion, be any difficulty in setting aside a certain time daily, during which attendance at school should be compulsory on soldiers not on duty, who have not given proof of the possession of a satisfactory amount of rudimentary education?

II. In the event of a system of compulsory attendance at school being introduced generally into the service, would it, in your opinion, be preferable that such attendance should commence with recruits on first joining their regiments, or be deferred until after the recruit has been dismissed from drill?

III. Do you think that it would be advisable, or the contrary, to make a third-class certificate of education an indispensable qualification for promotion to the rank of full corporal, and a second-class certificate for promotion to the rank of serjeant, uniformly throughout the service?

IV. Would you see any objection to giving schoolmasters, after a certain length of service, the rank of warrant officers, as contemplated by the school regulations of July 1857; or do you consider the present regimental position of schoolmasters sufficiently good to secure a satisfactory class of candidates for the appointments?

V. Will you favour the Commission with your opinion as to the practical working and results of the present regulations for libraries and recreation rooms, and with any suggestions for alterations or improvements which you may think it desirable to make in connexion with this subject?

Do you consider that it would be advantageous, as a general rule, to place the recreation room adjoining to, though still separate from, the canteen?

VI. Have you reason to be satisfied with the present system of lectures to the troops, or do you consider that their attractions and utility could be in any way increased?

The above questions were addressed to the following officers:—

General the Right Hon. Lord Strathnairn, G.C.B., &c., &c., Commander of the Forces in Ireland.
Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B., Commanding the Aldershot Division.
Lieut.-General Sir J. Hope Grant, G.C.B., Quartermaster-General to the Forces.
Lieut.-General Lord W. Paulet, K.C.B., Adjutant-General to the Forces.
Lieut.-General H. Eyre.
Major-General D. Russell, C.B., Commanding the South-Eastern District.
Major-General Freeman Murray, Commanding the Chatham District.
Major-General G. J. Carey, C.B., Commanding 2nd Infantry Brigade, Aldershot.
Brevet-Colonel C. R. Egerton, Deputy Adjutant-General to the Forces.
Brevet-Colonel J. W. Armstrong, C.B., Deputy Adjutant-General, Ireland.
Colonel R. P. Radcliffe, Commanding the Royal Artillery in Ireland.
Colonel A. T. Phillpotts, Commanding Royal Horse Artillery, Woolwich.
Colonel J. Hall Smyth, C.B., Commanding Royal Artillery, Aldershot.
Colonel G. P. Eaton, Commanding 17th Brigade, Royal Artillery, Dover.
Brevet-Colonel C. Cameron Shute, C.B., Commanding 4th Dragoon Guards.
Lieut.-Colonel R. Clarke, Commanding 7th Dragoon Guards.
Lieut.-Colonel A. Nugent, Commanding Scots Greys.
Lieut.-Colonel the Hon. I. de V. Fiennes, Commanding 9th Lancers.
Brevet-Colonel V. Baker, Commanding 10th Hussars.
Brevet-Colonel T. Oakes, C.B., Commanding 12th Lancers.
Brevet-Colonel Soame G. Jenyns, C.B., Commanding 13th Hussars.
Brevet-Colonel E. B. Cureton, Commandant of the Cavalry Depôt, Canterbury.
Brevet-Colonel C. W. Randolph, Commanding 3rd Battalion Grenadier Guards.
Major and Brevet-Colonel W. G. Cameron, C.B., Commanding 1st Battalion, 4th Regiment.
Brevet-Colonel A. C. Robertson, Commanding 2nd Battalion, 8th Regiment.
Lieut.-Colonel the Hon. S. Mostyn, Commanding 2nd Battalion, 23rd Royal Welsh Fusiliers.
Brevet-Colonel J. C. McLeod, Commanding 42nd Royal Highlanders.
Brevet-Colonel R. B. Hawley, Commanding 4th Battalion, 60th Rifles.
Lieut.-Colonel J. Sprot, Commanding 91st Highlanders.
Brevet-Colonel E. T. Gloster, Commanding 97th Regiment.
Brevet-Colonel J. W. S. Smith, C.B., Commanding 1st Depôt Battalion, Chatham.
Brevet-Colonel A. M. McDonald, Commanding 7th Depôt Battalion, Winchester.

(i.)—ANSWERS received from GENERAL LORD STRATHNAIRN, G.C.B., &c. &c., Commander of the Forces in Ireland.

I. The most gifted men are often the idlest, and I think that, so far from there being any objection, it would be a benefit to the soldier and an advantage to the service to render his instruction compulsory when off duty, *not daily*, but on certain days of the week.

The desideratum is to gain the goodwill of the soldier and to direct his inclinations to education, and for this reason I would not compel him to come to school *daily*, but only so often as would ensure his acquiring instruction gradually, leaving him plenty of time for recreation and healthy exercise.

The duties of artillery (particularly horse artillery) and cavalry soldiers are so engrossing, on account of their having horses and guns to clean, &c., in addition to the work of an infantry soldier, that when they have to attend field-days they have scarcely any time whatever for recreation. To make attendance at school compulsory on them daily would be neither right nor politic.

II. Certainly not on their first joining; it would sicken them of the service. This would not prevent them being encouraged to come to school.

III. Certainly not; I think that gallant and valuable non-commissioned officers, who would be of the greatest use, and give the best example in dangerous and trying circumstances in the field, and who possess the art of exercising discipline, would be lost to the service, were these certificates of education required.

IV. I see no objection, but think that it would be a very proper encouragement for them; but they should possess not only the requisite knowledge, but the tact and temper required for teaching.

V. I think that in foreign armies a description of instruction and reading is given by means of the libraries which is attractive to them as soldiers, and acts advantageously on their military feeling. Regimental libraries are supplied with books containing selections from campaigns of the good deeds and gallant conduct of officers and soldiers in the field,—saving a colour, a general, or an officer,—cutting their way, when surprised, through an enemy,—rescuing or saving a wounded comrade,—swimming a river in heavy marching order,—good or devoted conduct.

I have recently reported on the disadvantageous effect which the new and improved system of canteens, which sell good and popular eatables, exercise on the recreation rooms, and their useful appendage, the refreshment rooms. All my constant efforts to keep them up, except in isolated cases, where a commanding officer takes a great interest in, and understands the matter, have failed. In India, where at that time no competition existed between the refreshment room and the new canteen system, the system of refreshment rooms was attended with good results. When supplied with the eatables and drinkables which the soldiers like, they added to the attraction of the library and recreation room. So unable have I found the refreshment system in Ireland to compete with the canteen that I have suggested the canteen should furnish the refreshment room with refreshments. The Commission might like to ask for my reports on this subject.

It cannot be denied that the success of the whole system of refreshment and recreation rooms is not nearly so great in Great Britain as it is in India; besides other disadvantages, it has to compete with that great attraction the tap and the public house. In India British regiments under my command had from 2,000*l.* to 7,000*l.* in the savings bank. Their return to England caused the greater part, if not all, of these sums to disappear. Still I think that my suggestion as to the canteens, and one or two other conditions, would place them in a better position and render them more attractive and of greater use than at present.

VI. Lectures have not come before me as a recognized system.

Strathnairn, General,
Commander of the Forces in Ireland.

(ii.)—Answers received from Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B., commanding the Aldershot Division.

I. In mounted corps the time of the soldier is so fully occupied by his duties that he could ill spare more than one hour daily, if that, for compulsory education. In infantry, time could be found.

II. When a recruit joins either cavalry or infantry, the school and the gymnasium should supple his mind and body before he commences anything beyond the most elementary military drill; neither should be made irksome to him, they should be a pleasing introduction to military life.

III. I am not aware how much may be included in third or second class certificates; but I am of opinion that no private should be made a corporal unless he can read and write and has a knowledge of the simple rules and practice of arithmetic, all which are necessary for the performance of his duties.

The colour-serjeant requires a better knowledge of numbers and book-keeping; of course the more all grades know the better, provided the knowledge is accompanied by firmness of character, good temper, and discretion, and strict straightforward honesty; without these last-named qualities the more a non-commissioned officer knows the worse servant he will be.

IV. I don't see the advantage of making the schoolmaster a warrant officer if it places him above the regimental serjeant-major, who ought to be the man of most importance next to the officers.

If it is desired to raise the importance of education in a regiment there should be a *Captain Instructor* for fortification, drawing, and languages, with a non-commissioned staff under him to superintend instruction generally in the regiment.

V. The present regulations with regard to libraries and recreation rooms appear to work with good results. More light is needed in the recreation rooms, as men will not go to them if gloomy.

There is no objection to the vicinity of the canteen if on the regimental system and under a separate roof.

VI. The lectures are useful, instructive, and entertaining as a rule, but, of course, much depends on the lecturer. I think the men appreciate lectures of a familiar nature on science, history, or wars, more than magic lanterns and comic performances; they don't like to be treated as children. A good lecture room and a good theatre have much influence over men, and tend to keep them from evil haunts.

J. Yorke Scarlett, Lieut.-General,
Commanding Division, Aldershot.

(iii.)—Answers received from Lieut.-General Sir J. Hope Grant, G.C.B., Quartermaster-General to the Forces.

I. Should the authorities consider they have sufficient power to make a soldier's attendance at the school compulsory, I conceive one hour in the day might be set aside for this purpose, to train men who are not sufficiently educated. But, in my opinion, an education beyond reading, writing, and arithmetic, as far as the rule of three, is not required for a private soldier.

II. The recruit in the summer season has little time to spare for education. But during the winter months he could well afford an hour or two from 4 o'clock to 6. In India it is different. There is abundance of time during the day when a man cannot go out of barracks, which could be devoted to education.

The commanding officer of a regiment should, in my opinion, have the power to make it compulsory for every recruit to attend school.

III. It would be very advisable *not* to promote non-commissioned officers without a certificate, as stated in the question; but commanding officers, at the same time, should have it in their power to promote a man for distinguished conduct in the field, for undoubted good character, or who might be well adapted to make a good drill serjeant. These men would no doubt try to improve their education and attend school, though perhaps unable to obtain a certificate.

IV. I would not raise a schoolmaster above his present position. If made a warrant officer he would rank above all non-commissioned officers, and would not be able to associate with them. He also would not be able to do so with the officers. His present position, in my opinion, is quite high enough. I would even make their dress less like that of an officer.

V. The regulations for libraries and recreation rooms are excellent. I have no suggestions to make in connexion with this subject.

I think it would be better to build the recreation room and canteen separate. But, if they are to be together, in my opinion, the entrances should be from different sides of the building. No doorway should be provided between the canteen and recreation room.

VI. The present system of lectures is occasionally very interesting, but it depends upon the ability of the army schoolmaster, or the individual officers who give the lectures. When not likely to be amusing the attendance is very small. The magic-lantern is of very little use to the men, but a great amusement to the children of a regiment.

Remarks.

I should conceive it very advisable to place *all* schools for the army entirely under the control of the Director General, and all inspectors to be appointed from home. While I commanded a regiment in India (up to 1857) the school was only once visited by an inspector, about a couple of months before I left the regiment. I had no army schoolmaster; a serjeant in the regiment performed the duty very creditably. The recruits were never asked the question whether they would attend school or not. All were obliged to go, and apparently had no objection; but with the old soldiers it was left optional. Some eight or ten per troop attended. The children in India were educated in the same simple manner as the soldiers—in reading, arithmetic, and writing. It would, however, be, in my opinion, a great improvement if the boys were taught trades, viz., carpentering, shoemaking, &c., and especially in a cavalry regiment, working at the forge. This would tend to make them useful soldiers and also give them the means of supporting themselves after they leave the army.

J. Hope Grant,
Horse Guards, Lieut.-General, Q. M. G.
9th March 1870.

v.)—ANSWERS received from LIEUT.-GENERAL LORD W. PAULET, K.C.B., Adjutant-General to the Forces.

I. I am of opinion that compulsory education of adults annot be carried out, and I consider para. 453, section 7, ueen's regulations, provides for everything necessary nder this head as regards soldiers.

II. If compulsory attendance is enforced, I think that e recruit should be excused until dismissed from drill, uring which his time is fully occupied.

III. If there are men with these certificates available would give them the preference, but not to the exclusion soldiers of proved valour, or of those who showed tact d temper as disciplinarians.

IV. I would not give the schoolmaster superior rank to e serjeant major. I believe as many candidates come rward as are necessary to fill the vacant appointments.

V. I think they work well.

The further the library and recreation room are separated om the canteen the better, so that they are within the rrack wall, and the men are not obliged to dress to take lvantage of them.

VI. I believe the lectures are very satisfactory, well ttended, and afford interest and amusement to the soldiers.

W. PAULET,
Adjutant-General.

---

v.)—ANSWERS received from LIEUTENANT-GENERAL H. EYRE.

I. Generally speaking there is no real difficulty in finding ime for the soldiers of the infantry *not on duty* attending chool.

Exceptional circumstances may occasionally interfere o prevent it, but it rarely happens that a commanding fficer may not be able to make the necessary arrangements r so desirable an object.

When a regiment happens to be in garrison, where the en's duties are very heavy, of course the facility to attend chool is lessened.

In the cavalry the men as a rule have less time than n the infantry; but in both the commanding officer can enerally make time for some school instruction.

As to attendance at school being made compulsory, I hink anything of the kind would be very undesirable and ery futile. It is useless to march a man to the school and it him down to the table if he is determined not to learn; nd there always has been more or less jealousy on the art of our soldiers on this subject. "When they enlisted they did not expect to be sent to school;" this stupid otion should be corrected when they are attested as ecruits.

If proper encouragement is given I am sure that all those who are worth teaching may be attracted to the school; and nothing more effectually does it than a liberal exemption from drills, of which the well-drilled soldier has too many in general. Of course such exemption would be conditional on attending school and being well reported of by the schoolmaster.

The system of national education which has been submitted to Parliament, if successful in the country, can scarcely fail eventually to have more or less effect upon the army, by means of the recruits before they enlist having had somewhat more instruction at the parish schools than the generality of them have now. Of course some considerable time must elapse before this can be seriously felt, if it ever is.

In the meantime the new scheme of short enlistments makes the education of our soldiers, especially the recruits, more than ever a question for the consideration of the Commission.

Unless the plan of enlistment (as I understand it) is modified with respect to the non-commissioned officers, they will relinquish their active service at the end of six or three years; indeed, after the present generation of non-commissioned officers are gone, their successors will probably be a very short time non-commissioned officers before they too are discharged to the Reserve, and the demand for *qualified* men to fill the constantly recurring vacancies will be incessant, and greater than the supply.

With us, this is one of the difficulties of effectually carrying out a system of short enlistments. I believe it will have to be qualified, as far as non-commissioned officers are concerned, by some special arrangement for keeping them, at least the good ones, for a longer term. The younger the private soldiers are, of course the more you require experienced and educated non-commissioned officers.

Any good rule which is acted upon with respect to the officers of the army, should, I think, be applied in principle to the soldier if possible. At Sandhurst, for example, valuable prizes (besides their commissions) are offered to those who distinguish themselves by their proficiency and their general conduct. It may be worth considering whether the same principle might not with advantage be applied to the soldiers' schools. But instead of books and prizes of that kind, I rather think that small sums of money given to the men, or to their credit at the savings' bank, would be more valued; or rewards of each kind could be tried.

II. Subject to what I have said in the foregoing answer to Question I. about compulsion, I consider that recruits cannot too soon be taught to look upon the school attendance as an important part of military training, but, till they have completed their drills, their attendance at the school should be made very easy to them, the drills and schooling being so proportioned that the whole time occupied by both may not exceed that prescribed for parades.

The 32nd Article of War implies (but does not distinctly state) that attendance at school may be enforced if thought necessary, and in general I believe that the recruits will at first be found to go to the schools readily enough, and without disputing their liability to be sent there. It is afterwards that they take up the idea of the old soldier, and attend less willingly.

There is certainly some inconsistency between this 32nd Article of War and the army regulations, as well as the practice of the service, and there is no doubt that this and every other question relating to the soldier should be made clear and unmistakeable.

In order to promote this object, and to remove any uncertainty with respect to the soldiers of the future being subject to attend their regimental schools for instruction, I feel sure that it is very desirable to have the same made known to all recruits on their being attested; and, still more to impress its importance upon them afterwards, I recommend a paragraph to that effect being added to those already printed in the soldier's pocket ledger for his information and guidance on various matters. The young soldiers read over and consider these well-intentioned memoranda very constantly. Moreover, such admonitory observations serve to show their friends what is done for their improvement.

III. No soldier should be made a corporal unless he can obtain at least a third-class certificate; and a second-class one should be required for a serjeant.

To promote uneducated privates to be non-commissioned officers is very injurious to the service, and contrary to reason.

There are special and appropriate rewards for soldiers of good, long, faithful, or meritorious service, without entrusting them with important duties for which their want of education makes them totally unfit.

To see uneducated men made non-commissioned officers is little encouragement to the young soldiers to qualify for such advancement by improving themselves at school.

The admirable plan of training up boys for the navy I have often thought might be applied to the army, with benefit alike to the service and to the country. It would not only provide annually for hundreds of destitute boys, but would eventually supply an educated class of young men well qualified by education to make good non-commissioned officers.

However, I confess I am not prepared to propose any matured scheme for consideration.

IV. I think that the schoolmasters of each grade are extremely well provided for in all respects, and I know of nothing to justify any addition to the privileges which they now enjoy.

A superintending schoolmaster has already the relative rank of a commissioned officer (ensign), with the pay exceeding that of a lieutenant of under seven years; and the same class of schoolmaster, after 14 years' service, receives 8*s.* a day, being a higher rate than any commissioned officer under the rank of captain. Then the other advantages of schoolmasters are very great, and they are comparatively well provided for, whether by half-pay or pension.

Of course it may sometimes happen that a schoolmaster may have proved himself to be of such superior acquirements and so valuable, that his case deserves exceptional consideration. I only object to *promising* any further promotions as a *right*.

I presume it is known to the Commissioners that at present there is no such rank in the army as that of "warrant officer," although it exists in the navy.

This question relating to the schoolmasters naturally suggests another of some interest, viz., Has the present system of instruction in our regimental schools for non-commissioned officers and privates and soldiers' children been so successful as to fully justify the great additional

expense incurred by it, and to what extent has it proved superior to the old system? I much doubt whether the service receives the full value of the additional money thus expended. I even doubt whether as many soldiers are now instructed to qualify for non-commissioned officers as there were formerly when the commanding officers of regiments were more personally responsible than they consider themselves at present, and when they selected their own schoolmasters.

V. The present system of libraries and recreation rooms is founded, I believe, on recommendations which were made by a committee, of which I was the president, in 1861.

I am not prepared to say whether all the recommendations contained in that report have been fully carried out everywhere, but I know that many of them have been adopted. In old barracks difficulties about the required accommodation have existed.

I have reason to believe that the plan recommended with respect to libraries has given full satisfaction.

As to recreation rooms, I am very strongly in favour of their being quite a separate establishment from the canteen in every sense. If they are not, they become virtually a mere extension of the canteen, and will not be worth continuing. What with the canteens inside the barracks, and public-houses every few yards outside, as is the case at all military stations, the facilities for the full enjoyment of such places of refreshment are ample; but places of resort like the recreation rooms, which are intended to be altogether more refined in their character than canteens or public-houses, are not to be found.

There are in every regiment more non-commissioned officers and privates than is generally supposed to whom the chief recommendation of the recreation rooms would be their contrast to drinking places; and this would be still more the case, no doubt, if a higher class of recruits should be attracted to the ranks of the army by the short term of service or by the many advantages which are every day being given to good soldiers. The two establishments cannot be connected or in contact without the influence of the canteen prevailing.

VI. Of lectures I am not aware that there is really any organised system. They are sanctioned and encouraged by the regulations of the army, and they more or less take place from time to time when some officer or other party volunteers to deliver one.

Possibly the Council of Military Education could make some arrangement for procuring periodically such printed lectures of an instructive and amusing kind as may have been delivered in the different institutions, and may be, at all events some of them, suitable to soldiers. A sufficient supply of suitable lectures prepared by officers, or even by the schoolmasters, cannot be calculated on; and printed ones will read equally well, provided they are of an interesting kind. It is useless to attempt dry ones, however clever they may be.

In the report of the committee of August 1861, to which I have alluded, trades-rooms or workshops were suggested, where the accommodation would admit of them. The Commission having entered on the subject of recreation rooms, they may possibly consider the question of trades worth notice, for it must be remembered that there are many trades which would never be brought into active use in carrying out repairs of barracks or any other Government work that is likely to be done by the troops.

Henry Eyre,
3rd March 1870. Lieut.-General.

(vi.)—Answers received from Major-General D. Russell, C.B., commanding the South-Eastern District.

I. None. The attendance at the gymnasium of soldiers under 10 years' service is compulsory. All men under six years' service might in like manner be compelled to attend school.

When a soldier can read his Bible correctly, write a decent letter to his friends, and do the first four rules of arithmetic, compulsory attendance might be dispensed with, while every encouragement should be held out to him to continue to attend of his own free will.

In 1848 an order was issued in the 84th regiment that all men joining should attend school until they could sign their names in the company's ledger.

A recruit, after a short attendance, objected to do so any longer, stating that he had no wish to learn to read and write, and that I had no right to make him. I pointed out to him his folly and his sin, and told him I was quite aware I had no power to make him learn, but that I had authority to order him to parade when and where I pleased. I accordingly directed him to parade at the school with the other recruits, and to remain there with his book and slate before him until all were dismissed.

If my recollection be correct, this man afterwards qualified for a non-commissioned officer.

No objection was ever afterwards made by any one to attending at school.

II. The attendance should commence with recruits on their first joining their regiments—one hour every evening, excepting on Saturday—and be continued until each man has acquired the knowledge specified in the previous answer.

This might tend to break the present ruinous habit of soldiers rushing out of barracks the instant their work is done—too generally to take part in the iniquities so often provided for them in the immediate neighbourhood of their quarters.

Education and character would be a better standard for recruiting than inches.

III. Most desirable that there should be an educational test for the promotion of non-commissioned officers, but I should be inclined to leave the qualifications to be defined by the commanding officer according to the circumstances of the regiment.

The following scale was introduced into the 84th regiment in 1848, and worked admirably until the regiment took the field in 1857:—

"For the appointment of lance-corporal.—A private must "be able to read and write tolerably, to make out a decent "guard report, and read written orders.

"Before promoted to corporal.—He must have so far "improved in his reading and writing as to do both well; "he must be perfect in the first four rules of arithmetic; "and possess a thorough knowledge of duties in camp and "garrison, including advance and rear guards and flank "patrols.

"Before promotion to serjeant.—He must be able to "write correctly from dictation; and in arithmetic, have "advanced as far as and including the rule of three; must "have acquired some knowledge of geography, history, and "grammar, and be able to answer any question in com-"pany drill, including light infantry; drill a squad of "recruits, without arms, and put a company through "company's drill.

"Before promotion to colour serjeant.—In arithmetic he "must have advanced as far as the first four rules of "fractions, including practice; have acquired a good know-"ledge of geography; be thoroughly acquainted with all "the details of company's duty, payment and messing of "a company, &c. He must be able to answer any question "in battalion drill, and command a company at drill, "including light infantry."

IV. Yes, I should be sorry indeed to see the schoolmaster higher in rank than the regimental serjeant-major. The present position of schoolmasters is sufficiently good to secure all that is required.

The great want is that of soldier assistants. Inducements are not held out to men to qualify, and when qualified to retain those appointments.

V. The working and results I consider good; and the benefits to be derived from libraries and recreation rooms will be largely increased, should education be made compulsory. Much, however, in all these matters depends on the views entertained and the personal interest manifested by commanding officers.

I am of opinion that the recreation room should be at the farther end of the barracks from the canteen. And I annex a copy of a letter I addressed to the Assistant Quartermaster General, Aldershot, in March 1866, when called upon to give my opinion on the proposition to unite the canteen and recreation rooms under one roof.

"I desire to express my decided dissent from the pro-"posed arrangement, as I consider it to be one that would "go far to nullify all the efforts made of late years to "raise the tone and morals of the British soldier.

"I am of opinion that the canteen should be for the sale "of liquor alone, that nothing else should be obtain-"able at it, that its situation should be as far as possible "from the recreation room, that, while the liquor sold "should be invariably of the best quality, no extraordinary "inducements should be held out for its consumption, "but that, on the contrary, all attractions should be "devised and arranged in a regiment with a view of "encouraging the men to frequent the recreation room.

"I consequently hold that the reading, recreation, and "refreshment rooms, and grocery store, should be under "one roof and one management. And I submit that thus "the country would possess a happier, a healthier, and "a better army, in every sense of the word.

"Many a young soldier would be saved from becoming "an habitual tippler, to degenerate in due time into an "habitual drunkard, and might be led to see that there

was another end in existence beyond that of mere sensual indulgence.

"A defaulter forbidden the canteen, but admitted to the recreation and refreshment rooms, might be encouraged to reform his ways.

"An old soldier striving desperately to put on a badge before discharge might have some hope if the buildings were thus separated, which he could never possess with the smell of liquor continually before him.

"Wives and mothers going for their tea and sugar, soldiers going for their bacon, tobacco, &c., would not be tempted to take a glass.

"The recreation and reading rooms as now established at this camp, by their quiet tranquillity, attract of an evening many a man tired of noise and racket. They would by this proposed change become liable to the intrusion of half-drunken soldiers, and degenerate into scenes of noisy strife and contention, and pots of beer would be the stakes played for at the various games, the present frequenters being either corrupted or drawn away.

"I feel strongly on this subject, knowing well the utter ruin the proposed amalgamation would bring upon the future prospects of many a soldier; and I can testify, after 13 years' trial, to the benefits accruing from the separation and arrangements I suggest; as I consider it to have been one of the principal causes, under God, of the comparative immunity from crime and sickness enjoyed by my late regiment."

The authorities decided that the canteen and recreation rooms should be under one roof.

All, however, that I have since observed has deepened my conviction of the correctness of the opinion expressed in the above extract, that they should be quite distinct and removed the one from the other as far as practicable.

VI. Not sufficiently attractive.

I append a letter from the superintending schoolmaster, Mr. Stewart, on the subject of lectures and how attended.

D. Russell, Major-General,
Commanding South-eastern District.

Dover,
9th March 1870.

Enclosure accompanying Major-General Russell's answers.

Western Heights, Dover.
28th February 1870.

Sir,

In reference to the subject of lectures to the troops I have the honour to state that they are not generally appreciated; some subjects having special reference to military matters, such as Medals of the British Army, Victoria Cross Gallery, Overland Route, &c., may attract a tolerable audience; but the greater number of lectures, even with the addition of a little music and singing, are poorly attended. The audience generally consists of the married men, their wives and children.

The following are the numbers present at the lectures given to the regiments stationed at the Western Heights during the present lecture season. In the numbers given "adults" include men and women:—

Subject.	Number of Adults present.			Lecturers.
	1st. Bat. 4th.	97th.	91st.	
China and Chinese -	39	21	21	Schoolmaster Masterson.
Views in Scotland -	24	34	44	Rev. J. Millar.
Castles and Abbeys -	49	30	21	Schoolmaster Bacon.
Æsop's Fables - -	56	23	12	Rev. J. Hammond.

Scientific lectures often attract larger audiences; but there are few who come forward as lecturers.

On the other hand, readings, combined with music and singing, attract largely, notwithstanding the admission is by payment, whereas the lectures are free. At one of these entertainments recently given by the 91st Regiment the number present exceeded 350; and upwards of 300 attended one given last week by the 97th Regiment.

I have the honour to be, Sir,
Your most obedient servant,
J. Stewart,
Superintending Schoolmaster.

Lieutenant-Colonel Greaves,
Brigade Major,
Dover.

(vii.)—Answers received from Major-General Freeman Murray, commanding the Chatham District.

I. As regards soldiers of the line, I am of opinion that there would be no difficulty.

As regards the Royal Engineers, there is at present a compulsory course for recruits and a voluntary class in the evening; beyond this it would not, I think, be expedient to set aside any certain time daily for education, as, in the case of trained sappers, interference would thus be occasioned with their working at their trades.

With regard to the soldiers of the Royal Artillery, there would as a general rule be no difficulty, except in case of the men being required as working parties in re-arming works, &c.

II. It should commence, in my opinion, with recruits on their first joining their regiments, so that the recruit may at once get into the habit of considering some rudimentary education at any rate a necessary part of his military training; such compulsory attendance should not, and need not interfere with his drill.

As instruction drill beyond four hours daily cannot be very well carried out, an extra hour for schooling would not prove irksome.

III. I think it would not be advisable to make these certificates indispensable for promotion as regards non-commissioned officers in the line, because good men, capable of becoming efficient corporals, are to be met with who might fail in obtaining a third-class school certificate. As to serjeants, there are many of them whose services are valuable in that rank, but who would not be able to pass for a second-class certificate.

In the corps of Royal Engineers, sappers have to pass an examination before being promoted to the rank of lance-corporal, and all non-commissioned officers have to be examined by a special board before obtaining the rank of serjeant, under special regulations framed for the Royal Engineers.

As regards the Royal Artillery, it would in my opinion be advisable to make a second or third class certificate an indispensable qualification, except in some instances, such as promotion for gallant conduct in the field, &c.

IV. I see no particular objection, although I consider the present regimental position of schoolmasters sufficiently good to secure a satisfactory class of candidates. There might be some danger, if steps were taken to improve upon the present class of candidates, that they should ultimately become dissatisfied with the position of warrant officer.

V. The practical working and results of the present regulations for libraries and recreation rooms are satisfactory.

I think it would be a great improvement if a large room should be always attached to the recreation establishment for use as a theatre, lecture or concert room, and that certain light refreshments, such as tea, coffee, bread and butter, &c., should be obtainable at the recreation rooms. Such provision is made in connexion with the recreation rooms belonging to the Royal Engineers in the Brompton barracks; and in those for the troops of the line in Chatham barracks, this system is found to work very well.

I do not think that it would be advantageons to have the recreation rooms adjoining the canteens, if at the former place refreshments could be obtained as suggested above; still the canteen should not be so far off as to preclude men playing at bowls, skittles, &c. from obtaining a glass of beer.

VI. They answer fairly, but I consider that these lectures might be made more attractive. I have my doubts, however, as to the chance of increasing their utility in any great degree.

Freeman Murray, Major-General,
Commanding the Chatham District.

Chatham,
March 17, 1870.

(viii.)—Answers received from Major-General G. J. Carey, C.B., commanding the 2nd Infantry Brigade, Aldershot.

I. No.

II. Until dismissed drill.

III. Yes, in both cases.

IV. The present system ample, in my opinion.

V. The present system appears to work right well, and is a great boon to the men, especially in winter.

Separated on account of the noise.

VI. Simple lectures on campaigns, illustrated by plans and maps, and on other *military* subjects, bringing forward the acts of soldiers which have led to their advancement in life, would doubtless be received with much attention and good results.

G. J. Carey, Major-General.

Aldershot,
March 2, 1870.

Appendix I. (A.)

Army Schools, &c.

(ix.)—Answers received from Brevet-Colonel C. R. Egerton, Deputy Adjutant-General to the Forces.

I. I have always been opposed to a compulsory attendance at the regimental schools, by either drilled soldiers or recruits.

I have had practical experience both of the evils resulting from it, and the unsatisfactory results obtained therefrom.

Soldiers *ordered* to attend school look upon it for the most part as an extra parade imposed upon them, and an interference with their leisure hours. They do not go there in a frame of mind to profit by the instruction offered to them, and they, for the most part, idle through the time, and are a nuisance and hindrance to those who do wish to profit and improve.

I have known cases of insubordination, such as general coughing and shuffling of feet, arising from it.

You may order men to school, but you cannot make them profit by it.

I would place the pressure on in another direction, by requiring a certain standard of educational proficiency for each step of promotion, and by promoting, as a rule, only those who are found able to pass the required test.

Some exceptions must be admitted, as in cases of meritorious conduct and service, or of gallantry in the field, which it must be left to the discretion of the commanding officers to reward with promotion; but such cases should invariably be referred to in regimental orders as special cases.

Much also may be done by commanding officers interesting themselves in the school, and encouraging men to attend. Having the school at the hour of evening parade, on say two days of the week, and allowing those whose names are on the books to attend instead of parade has a good effect. I am satisfied better results will be obtained in the way I have pointed out than by compulsory attendance.

II. Should it be determined to introduce a system of compulsory attendance, it would be preferable to limit it to the recruits.

They would be more amenable and might be led to consider it part of their training as recruits.

They would be able also to attend more regularly than drilled soldiers, who are prevented by guards, pickets, orderly duties, &c., from attending.

III. Yes; I think, subject to occasional exceptions as referred to in a preceding answer, (see No. I.), the plan may be adopted generally with advantage to the service.

The following scale was adopted at my suggestion in the 89th regiment in 1851, and I believe is still acted up to; at any rate, it was for many years, and with great success and advantage to the regiment:—

"Linen Hall Barracks,
Dublin, 5th March 1851.

"1. Privates candidates for lance corporals:—Good reading and spelling, fair writing from dictation, and the first four rules in simple arithmetic."

"2. Lance corporals candidates for corporals:—The same as for lance corporals, but in a very much improved degree, good writing from dictation, and compound addition, subtraction, multiplication, and division."

"3. Corporals for lance serjeants:—To write well and correctly, both as regards spelling, grammar, and punctuation, and a good knowledge of arithmetic up to proportion."

"4. Lance serjeants for serjeants:—In addition to the above, a thorough knowledge of fractions, and to be able to keep correctly a company's accounts, and in all respects to be able to fulfil the duties of a pay serjeant to a company on detachment."

"Nos. 3 and 4, in addition, will be examined by the adjutant as to their knowledge of their duties in the field and quarters, in which they are expected to be proficient."

"5. Seniority on the list or simple absence from the defaulters' book, if unaccompanied by the required qualification, will not be considered as any claim to promotion."

The possession of a corresponding school certificate would have the same effect.

IV. I am opposed to such a measure.

The serjeant-major should be the highest grade in a regiment next to the officer.

In the interests of the regimental schools also I consider that it is not desirable to place the schoolmasters in a grade so far above those they have to teach.

It has been objected to the trained schoolmasters, that they are above their work, and cannot descend to the very rudimentary teaching that is requisite, but delegate it to the assistants, and that they keep aloof from the non-commissioned officers.

It is obvious how much, when this feeling exists, it must impair their influence and usefulness.

I have had experience of many valuable exceptions, and it is notable when they throw themselves into their work, and are cordial with the non-commissioned officers and men, and assist in their amusements, how much good they may do, and how certainly the school will be well attended.

V. I think the present regulations for the libraries and recreation rooms work very well, and I have no suggestions to make for their improvement.

When the canteen is a regimental one, I think it is an advantage on the ground of management to have the recreation room in the same building with it, but the tap-room should have a separate entrance and be entirely cut off from the recreation and refreshment rooms.

One committee of management, and one set of accounts, would with this arrangement suffice.

On the other hand, if kept distinct and in separate buildings, the machinery of two committees and sets of accounts would be required, and you would have two regimental establishments, in opposition to each other.

VI. I think the lectures I have heard have been, as a rule, too dry and scientific for soldiers.

I have found "readings," occasionally by officers, but as a rule by the non-commissioned officers and soldiers themselves, to be very popular, and it was surprising how much talent and humour as well as good taste was displayed by them.

The pieces to be read were always first approved by the committee.

C. R. Egerton, D.A.G.

Horse Guards, 26th March 1870.

(x.)—Answers received from Brevet-Colonel J. W. Armstrong, C.B., Deputy Adjutant-General, Ireland.

I. In the cavalry and other mounted corps there would be difficulty in setting aside a certain time daily. The infantry soldier has far more leisure at his disposal, and except in garrison towns, where the duties are severe, there is no reason why he should not attend school.

II. It should commence with the recruit, and not be deferred until after he has been dismissed from drill.

III. It is very desirable that candidates for promotion should possess the qualifications of second and third class certificates of education. I am not in favour, however, of making such qualifications indispensable, as experience has proved that some of the best and most efficient non-commissioned officers,—both in the field and in quarters,—have been very deficient in educational attainments. A non-commissioned officer, although an excellent clerk and a first-rate accountant, may yet be utterly incompetent either to drill, direct, or control the men placed under his charge.

IV. I would advise no alteration in the existing regulations.

V. I think the working and results of the present regulations for libraries and recreation rooms are satisfactory; but not having commanded a regiment for some time I am not in a position to offer any practical suggestions.

It would not be advantageous, as a general rule, to place the recreation room adjoining the canteen.

The canteen should not be made too attractive, lest the recreation room should suffer in popularity.

VI. Yes; so far as I know.

J. W. Armstrong,
Colonel, D.A.G.

(xi.)—Answers received from Colonel R. P. Radcliffe, commanding the Royal Artillery in Ireland.

I. I am not in favour of compulsory education with men of the usual age of soldiers, but would rather induce men by every means to take advantage of the opportunities that are offered them to improve themselves. Amongst other inducements I would excuse such duty men from afternoon parades as show themselves to be *really anxious for education* and allow them to go to school instead of parade. I mean by "men who show themselves to be "really anxious for education," such men who work hard when in school and not those who only go there to avoid parade.

II. If compulsory attendance were introduced I think it would be preferable that such attendance should be enforced on recruits rather than on duty men. It would be rather a relief than otherwise to the recruit who is sometimes rather overdrilled on first joining the army.

III. I think a third and second class certificate should be indispensable for promotion to the ranks of corporal and serjeant respectively, except in rare cases amongst the

cavalry and artillery, in which branches of the service the work is so continuous that but little time is afforded for school education. I enforce the above rule in my brigade though I give a loophole to a few *exceptionally good* non-commissioned officers who have not received the certificates required, but in these cases I call for a special report from the captains commanding their batteries to show in what way they are very superior to their brother non-commissioned officers of the same rank. I might remark that I think the examination papers for these certificates might with advantage be made less difficult.

IV. I think the schoolmasters generally are very efficient, that they are contented with their position, and might not perhaps be improved by making too much of them.

V. I consider the present working of the regulations for libraries and recreation rooms satisfactory. The great object to be attained is to make the rooms as comfortable and convenient as possible, and this comfort may be much increased by improving the warming and lighting (more especially the latter), of which most of the recreation rooms are very deficient. I do not recommend the recreation rooms being joined to the canteens.

VI. The lectures are generally good and instructive. They are very well attended, and are appreciated by the men.

R. Radcliffe,
Colonel, R.A.,
Commanding Royal Artillery in Ireland.

(xii.)—Answers received from Colonel A. T. Phillpotts, commanding Royal Horse Artillery, Woolwich.

I. I do not consider that there would be any difficulty in setting aside one hour per day for men belonging to the mounted branches of the service, under two years service, for four or five days in each week when not required for duty.

II. Recruits on first joining.

III. It would be advisable.

IV. I consider the present position of schoolmasters sufficiently good.

V. The results are satisfactory.

I consider it would be advantageous to have the recreation rooms adjoining the canteen.

VI. None are given in this garrison that I am aware of.

Woolwich, 14th March 1870. A. Phillpotts, Colonel.

(xiii.)—Answers received from Colonel J. Hall Smyth, C.B., commanding Royal Artillery, Aldershot.

I. I consider that to compel old soldiers to attend school would not only not be advantageous but would be detrimental to the service. The men would feel that they were treated as children; their passive resistance would irritate the schoolmasters and prevent them devoting much time to the willing scholars.

II. Every recruit should be compelled to attend school until he has obtained a third-class certificate, or until the commanding officer has satisfied himself that any further instruction is useless. Some schoolmasters complain that recruits at drill are often so fatigued and wearied that, however willing they may be to learn, they fall asleep. This, to a certain degree, might be prevented by commanding officers selecting the time for instruction and its duration, according to the season. For instance, recruits after riding, drill, or gymnasium exercise should not be expected to attend, particularly in summer.

III. No man should be promoted to the rank of non-commissioned officer who has not obtained a third-class certificate. A serjeant ought to possess a second-class one, and non-commissioned officers of the higher grades should have a first-class, modified to a certain extent.

IV. A schoolmaster of the first class ought to rank as a warrant officer, and those of the second class with serjeants-major. I do not consider that the present position of schoolmasters is sufficiently good for the attainments expected from them.

V. To attract numbers to libraries and recreation rooms amusements must be found; and that those who wish to improve themselves may be able to do so, means should be provided. I consider that the one great object gained is by the use of well-lighted cheerful rooms, with newspapers, light literature, games, and refreshments; the well-disposed soldier is kept away from public-houses and places of low entertainment, and the nearer these rooms are to those occupied by the men the better for the soldier and the State he serves. I have found even the gratuitous supply of writing paper leads to increased correspondence with distant relatives, and draws many subscribers.

If the canteen be near the barracks the recreation room might be under the same roof; but it should have a separate bar where light refreshments can be procured. When the canteen is some distance from the barracks (for instance, the Royal Artillery canteen at Aldershot, and the rooms occupied by the Royal Horse Artillery) a recreation room should be allowed in the barracks.

VI. Whether instructive lectures are of utility or not, depends greatly on the interest officers take in getting up entertainments which combine amusement as well. Then the attendance is always good; and whenever officers of superior attainments exert themselves for the instruction and amusement of the soldier, they have an attentive and grateful audience.

In conclusion, I would only add that it is useless to endeavour to force education on the soldier. All that can be done and all that is necessary is to convince him that it is for his own advantage to avail himself of the means within his reach. This conviction is becoming general, and as it becomes more so, we may reasonably hope that the improvement in the position of the British soldier that has been taking place for many years past may further raise him in the social scale.

J. H. Smyth,
Colonel on the Staff,
Commanding Royal Artillery, Aldershot.

(xiv.)—Answers received from Colonel G. T. Eaton, commanding 17th Brigade, Royal Artillery.

I. I consider there would be a difficulty in setting aside a certain time daily for *compulsory* school attendance of *duty* soldiers.

II. Recruits should be compelled to attend school for *one* hour daily, four days in the week during the period they are at drill, which in the 17th Brigade lasts eight to nine months.

III. I think it would be advisable, as a general rule, as soldiers would then find time and opportunity to give voluntary attendances until they qualified themselves for certificates.

IV. I would have no objection, in fact, would strongly recommend that the rank of warrant officers, contemplated so far back as 1857, be given to schoolmasters, after eight or ten years' service, provided they are recommended by their commanding officers.

I consider that the present position of the schoolmaster is not so good as it was; but, that if *chevrons* be abolished (especially in the case of those masters who, prior to 1863, were not required to wear them), and a step in rank given them as above, a much greater inducement would prevail than at present of securing a satisfactory class of candidates for the appointment.

V. The working and result of the present regulations are satisfactory, but the Government allowance of 2*l.* 10*s.* per quarter for four batteries is inadequate to cover the supply of new books, binding, and the wear and tear of the different games, &c.; the subscriptions are barely sufficient to pay the librarian, purchase periodicals, newspapers, &c.

VI. I have reason to be thoroughly satisfied with the endeavours made, in the brigade under my command, for these lectures to be both attractive and instructive; but I must admit, that, as a rule they are a failure. This is easily accounted for. Entertainments of readings and music, becoming pretty general now throughout the service, I believe have taken the place of magic lantern lectures; and they have proved beyond doubt that the soldier is going with the stream, that he will support that which is novel and varied, and that he gets tired of that which at the best is dry and monotonous.

I consider, therefore, that as the results are not commensurate with the expense, the magic lantern system should be abolished, and the money devoted to the purchase of school materials.

G. T. Eaton, Colonel,
Commanding 17th Brigade,
R.A.
Dover Castle,
5th March 1870.

(xv.)—Answers received from Brevet-Colonel C. Cameron Shute, C.B., commanding 4th Dragoon Guards.

I. There would be no difficulty whatever in the cavalry if there was a larger proportion of men to horses; but I would not have compulsory education for the old soldiers.

II. In cavalry I would make attendance at school compulsory for recruits from the day on which they are dismissed the riding school, and have then only field drill to learn.

III. I have for the last two or three years made these certificates indispensable to promotion. The rule has been strictly acted up to, and it has answered. I made one

exception in the case of an old soldier of Crimean distinction.

IV. I see many objections and no object. I think the prostitution of military rank, to evade increase of pay when serving, or to promote retirements (such as making colonels generals because they cease to be soldiers), a great error, and it has done much to make military rank less valued by soldiers, and to lower the position of the army socially and in general society.

The more the schoolmaster is on terms of equality with the regimental and troop serjeant-majors and serjeants, the more likely he is, by good tact and manner, to have a good voluntary adult attendance at his school.

The children of a regiment were never so well brought up as when a good serjeant was appointed schoolmaster by the colonel. I consider that a child's education is not a mere question of school hours; the children should constantly be under the eye, more or less, of the schoolmaster and schoolmistress, always obliged to be clean and tidy and well conducted. In both the regiments I have commanded the boys and girls have been clothed by the officers, each having an annual suit, for the care of which the schoolmaster and schoolmistress should be responsible; and this, during the six years I was adjutant of the 6th Dragoons, was never objected to; but the present schoolmasters and schoolmistresses, as a rule, are above anything but what is strictly scholastic.

V. The present regulations would work well, but that to not one barrack in 30 have buildings been added effectively to carry them out.

The best and most popular recreation room is a large well lighted and well ventilated fencing-room; it is always crammed in long winter evenings, and manly exercises are better worth encouraging among soldiers than bagatelle.

In the regiment which I command care and attention are always paid to make the recreation room a source of recreation and comfort to the men. Every year, when practicable, athletic sports are held, principally supported out of its fund, and arranged by its committee. During the winter months readings, concerts, entertainments, &c., are organized, and are found to conduce much to the amusement and recreation of the men in barracks.

The number of subscribers in the regiment is at present 287, the strength of the regiment being 487. Each man pays 3*d.* per month subscription, which includes the use *ad libitum* of stationery for letter writing. The room is open from 9 a.m. until 10 p.m.; it is, however, seldom frequented until after evening stables, a dragoon's duties leaving him little spare time before that hour.

VI. I do not think that the lectures are much cared for by the men.

C. C. SHUTE, Colonel,
Commanding 4th Dragoon Guards.

(xvi).—ANSWERS received from LIEUTENANT-COLONEL R. CLARKE, commanding 7th Dragoon Guards.

I. In cavalry regiments at Aldershot, during the drill season, it is scarcely possible to find time for dragoons to attend school. Their field days, and stable duties after, frequently lasting till four or five p.m. In the winter season, however, and at country stations, there is nothing to prevent their attendance between the hours of two and four p.m. *for four days a week.*

II. Recruits in cavalry regiments have as much work as they can possibly get through during the first 12 months they are in the service; but I would recommend their compulsory attendance during the whole of their second year's service, or until they had a satisfactory amount of rudimentary education.

III. No soldier should be promoted to corporal until he had obtained a third-class certificate of education; in like manner, corporals before being promoted to serjeant should be in possession of a second-class certificate. The only exception to this rule should be when it is desirable to promote non-commissioned officers and men for gallant conduct on active service.

IV. I do not understand the position of a warrant officer. If the non-commissioned officers are better educated, their society and the advantages of their mess, &c. would be quite good enough for a schoolmaster. If the schoolmasters are provided with better quarters at home, abroad, and on board ship, and relieved from showing their necessaries, and from wearing chevrons, they ought to be satisfied.

V. The reading and recreation rooms are very popular with the well-conducted men, and I have every reason to believe will become more so. A greater variety of games is desirable. The recreation room should not be near the canteen.

VI. I have never heard a schoolmaster lecture, and cannot give an opinion. I do not think that lectures are cared for by soldiers.

ROBERT CLARKE, Lieut.-Colonel,
Aldershot, Commanding 7th Dragoon Guards.
15th March 1870.

(xvii.)—ANSWERS received from LIEUTENANT-COLONEL A. NUGENT, commanding Scots Greys.

I. I am of opinion that soldiers should attend school as a duty until able to read from a book of easy narratives, to write an easy passage from the same from dictation, and in arithmetic to work simple multiplication; and I see no difficulty in setting aside, say, one hour and a half daily for this purpose for the men not on duty.

II. A number of the recruits would be able on joining to pass the necessary examination; but to give the others an opportunity of acquiring voluntarily the amount of education necessary to enable them to pass, I would recommend that the attendance of any of them should not be made compulsory until they had been six months joined.

This also on account of a recruit (in the cavalry particularly) having quite sufficient on his hands on first joining.

III. I think any man who either through indolence, false pride, or inherent dullness fails to acquire a certificate of education, in proportion to the rank to which he aspires, should be held to be ineligible for promotion.

The following Regimental Order was published in the Scots Greys on the 17th April 1868, and having been adhered to has been found to work very satisfactorily, viz.:—

"In accordance with the Queen's Regulations the commanding officer has approved of the following qualifications for promotion," viz.:—

"*From private to lance-corporal.*"

"To read the second school book, to write an easy passage from the same (from dictation), and in arithmetic to work simple multiplication."

"*From lance-corporal to corporal.*—3rd class certificate.
„ *corporal to serjeant.* —2nd „
„ *serjeant to higher rank.* —1st „

"An examination of candidates for certificates will take place once a quarter. The names of non-commissioned officers and men holding certificates will be entered in a book kept for the purpose."

IV. Giving a schoolmaster the rank of warrant officer would not afford any stimulus to exertion in the performance of his duty, unless some other condition was annexed than simply length of service.

I think that the prospect of attaining to a higher rank would have the effect of securing a superior class of canditates than could be had without it; at the same time, the duties of regimental schoolmaster ought to be efficiently performed by a person holding the rank of 1st class staff-serjeant, *i.e.*, equivalent rank to that of regimental serjeant-major.

V. The present regulations for libraries and recreation rooms, as observed by me, work very well practically. It would be an advantage to have the latter adjacent to the canteen, but I would recommend that sufficient accommodation be provided to enable these branches to be kept quite distinct, and to ensure for the recreation room that freedom from the noise, &c., inseparable from a canteen which is necessary in a room used for reading and writing.

I would also recommend that an increased number of bagatelle tables, and those of a good size, be provided, this amusement having been found to be a great attraction.

VI. In general the subjects selected for lectures to the troops are not such as possess any interest for the class for which they are intended.

I consider that the magic lantern might occasionally give place with advantage to a system of penny readings.

A. NUGENT,
Dublin, Lieut.-Col. Scots Greys.
26th February 1870.

(xviii.)—ANSWERS received from LIEUT.-COLONEL THE HON. I. DE V. FIENNES, commanding 9th Lancers.

I. There would be no difficulty, I think, in setting apart a certain time daily, and making attendance at school compulsory for soldiers who have not made satisfactory progress in rudimentary education.

II. I am of opinion that it would be better, in the Cavalry at any rate, that a recruit should not commence his attendance at school until he is dismissed his drills.

I would, however, have a voluntary class for those who might be disposed to attend.

III. I think it would be very advisable in the case of Corporals and serjeants that they should receive a certificate of education before obtaining promotion to their respective ranks.

IV. I see no objection to giving schoolmasters the rank of warrant officers after a certain length of service.

V. The libraries and recreation rooms, I think, work very well, and are a great boon to the men.

As a general rule, it seems to me advantageous that the canteen should be near the recreation room; where this is not the case, there should be a bar adjoining the recreation room where the men can obtain coffee and light refreshments.

In my own experience at Newbridge, where the canteen was somewhat distant, a refreshment bar was opened in the recreation room, and proved very successful.

VI. I am, on the whole, very well satisfied with the present system of lectures; to be attractive, they must be amusing and not too lengthy.

Ivo de Vesci Fiennes, Lieut.-Col.,
Commanding 9th Lancers.

(xix.)—Answers received from Brevet-Colonel V. Baker, commanding 10th Hussars.

I. No difficulty in the infantry, nor for a certain number of days in the week in the cavalry. I am a strong advocate for compulsory education in the army.

II. Certainly with recruits on joining.

III. Yes, except in special cases.

IV. I think the present position of schoolmasters sufficiently good.

V. The recreation rooms are rarely large enough, and might be made more comfortable. I should like to see the recreation room arranged as a theatre or lecture room, so that it might be used for those purposes, and every reasonable amusement afforded to the men.

I see no advantage in placing it next the canteen, and possible disadvantages.

VI. The system of lectures is good, but the lecturers are not often very competent.

V. Baker, Colonel,
10th Hussars.

(xx.)—Answers received from Brevet-Colonel Oakes, C.B., commanding 12th Lancers.

I. During the summer it would be impossible to find time for the men to attend regularly. Might be done in winter.

II. Preferable that attendance commence with recruits on first joining their regiments. Agreeable to Regimental Orders, all recruits in the 12th Lancers are obliged to attend school; until dismissed their drill they attend about four hours a week.

III. I think it would be advisable to make a third-class certificate of education an indispensable qualification for promotion to the rank of full corporal, and a second-class certificate for promotion to the rank of serjeant.

IV. I think it would be objectionable, and a disadvantage to the service to give regimental schoolmasters any higher rank than they have at present.

V. The practical working and results of the present regulations for libraries and recreation rooms are good, and very satisfactory.

No; I consider it would be a disadvantage to have them very near each other.

VI. Yes; I recommend lectures being more frequently given.

T. Oakes, Colonel,
Commanding 12th Lancers.

(xxi.)—Answers received from Brevet-Colonel Soame G. Jenyns, C.B., commanding 13th Hussars.

I. I think there would be great difficulty in a *cavalry* regiment in adopting the plan suggested. A cavalry soldier has so very little time to himself that compulsory attendance at school would make men discontented; but I think the attendance of recruits on *joining should* be compulsory. I have always compelled men who cannot read and write fairly to attend on joining the regiment under my command.

There are 62 recruits now attending school in the regiment under my command; of these eight cannot read or write. After they are dismissed drills I do not make school attendance compulsory.

I find that men who are thus compelled to learn something, constantly attend an evening voluntary class in the winter till they can read and write fairly.

II. Certainly on joining as recruits. I know that men had rather get over their drills and school attendance at *the same time*, so as to be able to look forward to lighter work when dismissed.

III. Yes, decidedly, *except always* in the case of special efficiency on points of drill or duty; and I think a commanding officer should not be tied down as to his choice of men for promotion in particular instances.

IV. I think it would be a very good regulation in thoroughly deserving cases.

I think schoolmasters should have a chance of promotion as well as other non-commissioned officers.

V. I think the present system works *very well indeed*, and it is a great source of comfort to the men.

I would suggest three rooms instead of two, occupying the same space; one room, a small one, being entirely given up to *writing*.

Certainly not adjoining the canteen. Quiet and steady men reading or writing would be annoyed by men who had perhaps been drinking too much at the canteen going in and out and making a noise.

VI. The system of lectures works well, and I think they are sufficiently attractive.

I think it would be a great boon to the men, particularly in the cavalry, if gas or lights were allowed to be kept burning in the library and recreation rooms an hour longer. I have tried the experiment and never found the indulgence abused; the roll being called in the reading room after it had been called in the troop rooms.

Soame G. Jenyns,
York Barracks, Colonel, 13th Hussars.
10th March 1870.

(xxii.)—Answers received from Brevet-Colonel E. B. Cureton, Commandant of the Cavalry Depôt, Canterbury.

I. I think every soldier should be compelled to attend school, and to learn to read and write, but I am of opinion the time should not be taken from his recreation hours.

II. I am of opinion that in the cavalry the attendance might commence on the recruit's first joining, and that the most suitable time would be the evening stable hour, as the recruit will gain knowledge of his stable duties at morning and mid-day stables.

III. I am of opinion that it should be left to the discretion of the commanding officer, who would take care not to promote men deficient in education.

IV. I am of opinion that the present regimental position of schoolmasters is good, and should secure a satisfactory class of candidates.

V. I think the regulations for libraries and recreation room work very well; these rooms are very popular and much frequented by the men; the only complaint at this station is, that the recreation rooms are far too small. Out of a total strength of 972 non-commissioned officers and men, there are 774 subscribers.

I think it would be a disadvantage to place the recreation room too near to the canteen.

(The accommodation of canteens might be much improved.)

VI. I do not consider the present system of lectures is attractive, and they draw but small numbers. I think if, with a lecture, they had some musical entertainment, instrumental and vocal, they would be popular among the men, and a considerable number would attend; I am of opinion that such entertainments would be very beneficial in keeping soldiers in barracks during long winter evenings.

E. B. Cureton, Colonel,
Canterbury, Comdt. Cavalry Depôt.
2nd March 1870.

(xxiii.)—Answers received from Brevet-Colonel C. W. Randolph, commanding 3rd Battalion Grenadier Guards.

I. There would be no difficulty in setting aside a certain time in the *afternoon*. Should a man, however, be under punishment, it might interfere slightly with that.

II. It is my opinion that compulsory attendance should commence with recruits first joining. This has been carried out for many years in this battalion, and has answered well.

III. This is exactly what is carried out in this battalion, and I consider it most essential.

IV. I consider the present regimental position of schoolmasters sufficiently good.

V. The present regulations relative to libraries and recreation rooms work well.

I think it advantageous to place the recreation room adjoining, though still separate from, the canteen.

VI. This entirely depends upon the ability, or rather aptitude, of the schoolmaster to make these lectures attractive. In this battalion the lecturer possesses the power of amusing.

C. W. RANDOLPH,
Captain and Colonel,
Commanding 3rd Battalion Grenadier Guards.

Windsor,
24th February 1870.

(xxiv.)—ANSWERS received from MAJOR and BREVET-COLONEL W. G. CAMERON, C.B., commanding 1st Battalion 4th Regiment.

I. I would decidedly make the attendance compulsory as described.

It is the only means of securing continuous daily attendance at the school, without which but little progress is made by the soldier, and the public gets but a poor return for its heavy outlay on the educational establishment of the army.

In this regiment the attendance of soldiers, not on duty, has always been compulsory up to five years' service, unless previously dismissed by the schoolmaster as able to read and write fairly, and possessing a sufficient knowledge of arithmetic.

But I found some time since, that any duty during the day is frequently made an excuse for non-attendance, and the men are now ordered to attend in all cases, when not actually employed on duty during school hours, and are marched to school by a non-commissioned officer, and the rolls checked by the serjeant-major.

Parades and other duties should be so arranged, that, except when on guard, the soldier can rarely claim exemption from attendance at the compulsory class.

They should also be given tasks to prepare in their quarters to a much greater extent than is now the case, and be thus kept usefully employed during much of their idle time now spent in dissipation.

When once a man has put his name down for the special class (which is chiefly for the instruction of candidates for promotion) attendance should likewise be compulsory.

The evening class should be quite voluntary.

II. I think, that the compulsory attendance of recruits should commence from the time they join and before they have got into bad and idle habits; their drill and attendance at the gymnasium can be so arranged as not to interfere with their attendance at school.

III. Most decidedly; as I found some months ago, and gave orders to that effect, which have been attended with the best results.

It is, however, nearly as difficult for our men to obtain third-class certificates at home as second-class ones in India, and I would recommend that one uniform system be enforced at home and abroad.

One of the chief obstacles in teaching the men properly is the difficulty in obtaining good school assistants, and something should be done in this direction.

I think there should be a qualified serjeant selected in every regiment to assist the schoolmaster in instructing, and to enforce that good order, discipline, and attention at the school, which from his habits of command, he is better able to do than the schoolmaster.

Sixpence a day in addition to his pay would be sufficient remuneration.

He should be one of the effective serjeants of the regiment, to be relieved every year; a serjeant withdrawn permanently from duty is apt to lose much of his authority over the men.

One of his duties would be to march the compulsory class to school and see that there are no absentees.

IV. I see no regimental objection to giving schoolmasters the rank of warrant officers after a certain length of service, and in raising their rank it is very likely that a better class of candidates may be secured for the appointment.

V. From my experience at home and in India, I am of opinion that the establishment of libraries and recreation rooms has had a most beneficial effect.

In India they and the workshops are invaluable as a means of recreation and useful occupation, without which the soldier's life is unbearable when confined to barracks during the heat of the day.

As a sanitary measure they are also important in hot climates, where (as I found at Aden during two years residence) the best preservative of health was to keep the soldiers' minds and bodies actively employed and not allow them to sleep away half their time and get into a lethargic state; bad for their livers and digestion.

Our recreation room and library at Dover are nearly always full in the daytime and evening, and form a great attraction to the respectable soldiers.

I think we should not be too impatient of results; it will be a long time perhaps before they are fully apparent in the improved moral tone of the army.

But I am sure, that not only is there a great improvement gradually going on, but that these institutions, which afford a pleasant retreat to the respectable soldier from his noisy and comfortless barrack-room, will be partly the means of inducing a better class of men to enlist.

They cannot be expected to have any great beneficial influence on the confirmed drunkard, who has been addicted for years to intemperance and debauchery; their influence and that of our excellent schools will be chiefly felt by the young soldiers, who it is to be hoped will grow up with very different habits.

I have not had sufficient time to prepare a full report on the questions submitted to me, and can think of hardly any suggestions at present regarding the management of libraries and recreation rooms.

The present regulations are sufficient to ensure the success of the institution provided a proper interest is taken by the commanding officers of the regiments, and an officer in each corps is selected to superintend, who will take a pride in his office.

I would suggest that there should be small libraries at each hospital, branches of the garrison library, and in charge of the surgeon.

Under existing regulations, patients in hospital are seldom well supplied with books and papers.

Complaints have been made, that the charges for damage done to very old books are so heavy, that the men are afraid to take books away from the library.

I think some instructions might be given limiting these charges.

I consider that it is decidedly disadvantageous to place the recreation room adjoining to the canteen, so that the men can pass in and out from one establishment to the other.

This is by no means conducive to the comfort of the quiet men who frequent the library and recreation room.

VI. As far as I have seen, the lectures are not of that amusing character which attracts soldiers; but the recreation rooms are used for penny readings and glee singing, and other entertainments, which are very popular with the men.

I cannot see that any further assistance is required from Government; every regiment has now ample means of affording the men every sort of amusement in the recreation room.

In large garrisons the regiments vie with each other in getting up these entertainments, as here at Dover, and the attendance of the men is so large that there is hardly room for them.

W. G. CAMERON,
Colonel, Commanding 1st Battalion
4th (King's Own) Regiment.

Dover,
9th March 1870.

(xxv.)—ANSWERS received from BREVET-COLONEL A. C. ROBERTSON, Lieut.-Colonel, commanding 2nd Battalion 8th (the King's) Regiment.

I. I think there would be no difficulty in organizing a system of military training in which compulsory school attendance should form part of the daily routine of the instruction of all non-commissioned officers and privates, by whom the teaching of the schoolmaster was required and for whom it was likely to prove beneficial.

In organizing such a system of training the hours of instruction should be prescribed by a general or district order, but the manner of employing them left mainly to the discretion of officers commanding battalions. Subject to certain general regulations, and under the immediate control of the general commanding the brigade or district, officers commanding battalions should be permitted to vary the soldier's employment so as to adapt his daily routine of instruction to the climate of the place where he was serving, to the season of the year, and to his special defects and individual requirements.

At home, during the summer months, setting up drill, running drill, and gymnastic exercises might be practised for an hour before breakfast.

Two of the forenoon hours might be devoted to battalion

light infantry drill, and for two hours in the afternoon the battalion might be broken up into squads, to each of which such special exercises might be assigned as were considered most suitable for the soldiers composing it.

While, for instance, awkward, stupid, and careless men were employed during these afternoon hours in practising the manual and platoon or bayonet exercises, and while 3rd class shots received extra instruction in position drill, young non-commissioned officers and smart well-conducted privates, if imperfectly educated, might be ordered to attend school.

Throughout the winter months one or two drills a week would suffice for a non-commissioned officer or a smart private, and, if thought advisable, all the remainder of the prescribed training hours might be spent in school by men of this class.

Private soldiers, when perfect in their drills and exercises, and non-commissioned officers after obtaining second-class school certificates, might during the greater part of the year be exempt from attending parade or school in the afternoon.

II. I think school attendance should commence as soon as the recruit joins, and should be compulsory on every recruit until dismissed from drill.

During this period, there being no interruptions from guards and duties, school attendance is continuous, and the schoolmaster has ample opportunities afforded him to judge of the recruit's aptitude for learning.

After the termination of this probationary period I see no advantage, either to the public service or to the individual soldier, in enforcing school attendance on men of vicious dispositions and dissolute habits, or on the hopelessly stupid, or on the incorrigibly idle.

A certain amount of elementary education is a necessity for an efficient non-commissioned officer, and when defective the public interest clearly requires that the necessary training to remedy the defect should be enforced.

As regards private soldiers, the education of those only is a matter of public interest who are intelligent and well-conducted. A commanding officer ought therefore to be allowed to exercise his discretion in selecting for compulsory education those only whom he considers likely to repay the trouble and time spent in their instruction.

The stupid, the idle, and the vicious should be permitted, and might even be encouraged to attend school. But I cannot see that any advantage either to themselves or to their regiments is likely to result from enforcing the attendance of such men. To do so would only overcrowd the classes, waste the time of the schoolmaster, and impede the progress of those soldiers who are likely to benefit from school attendance.

III. I think it would be extremely desirable to make a third-class certificate an indispensable qualification for promotion to the rank of corporal, and a second-class certificate for promotion to the rank of serjeant.

In fact, it appears to me that, until our system of training admits of the application of this rule, our regimental organization, as regards the guarantee it affords for the efficiency of non-commissioned officers, cannot be considered to be in a satisfactory state.

It will be seen by reference to the annexed return that in the battalion now under my command, during a period of nearly four years, I have found it practicable to act on the proposed rule. (Vide Enclosure "A.")

Under the present system of purely voluntary school attendance the supply of men who are both well educated and well conducted is however so exceedingly precarious, that I do not think it would be advisable to make a school certificate absolutely essential to render a soldier eligible for promotion, unless discretionary power were also given to commanding officers to enforce school attendance as part of the regular routine of military training. The judicious exercise of this power would, I have no doubt, suffice, without any other provision, under all circumstances to render it practicable to obtain a sufficient number of well-educated and well-conducted privates to supply all vacancies in the non-commissioned officers' ranks of the army. If, however, it be considered desirable so to stimulate exertion as to obtain educational results proportionate to the quality and quantity of the instruction given, then I think it quite essential that proficiency in school work should be awarded by premiums.

Referring to G.O. 46, 1869, clause 14, which states:

"The amount accruing from fines will be formed into a general fund to be applied under the direction of the Secretary of State for War to objects tending to the benefit of the soldiers of the army generally."

It appears to me that no better way could be devised for applying this fund, than to expend the money accruing from fines in rewarding, and thereby promoting, the educational acquirements of non-commissioned officers by grants of extra rates of pay.

What I suggest is:—

1st. That all serjeants, corporals, and lance-corporals who possess first-class school certificates should receive 3*d.* per diem.

2nd. That all corporals and lance-corporals who possess second-class school certificates should receive 2*d.* per diem.

3rd. That all lance-corporals who possess third-class school certificates should receive 1*d.* per diem.

A return marked "B" is appended, by which it will be seen that in the actually existing state of education among the non-commissioned officers and lance-corporals of the battalion under my command the expense of carrying out this scheme would be 6*l.* 17*s.* 6*d.* per month, and that the monthly average of fines for drunkenness from 1st May to 31st December 1869, was 8*l.* 3*s.* 5*d.*

If the suggested rates of extra pay were granted, and if commanding officers were invested with power to enforce school attendance, there would no doubt be a very great increase in the number of non-commissioned officers holding the higher classes of school certificate; but as soon as it was found that the expenditure for premiums exceeded the income from fines, the expenditure could be easily diminished by raising the qualifying standard for first and second class certificates.

By restricting the premiums to non-commissioned officers and lance-corporals, none but men of good character whose attainments could be made available for the public service would receive rewards. This obviates an objection, which I have heard made to proposals for giving premiums for school work, that good scholars are not unfrequently very bad characters and worthless soldiers.

Two returns marked "C" and "D" are appended, which may be interesting to the Commissioners as showing the educational results obtained under the present voluntary system in a class composed of men specially selected for intelligence and good conduct.

The progress recorded does not seem to me to indicate that there is much effort made on the part of the learners. It will be observed that the few who obtained second-class certificates are classified on joining the class as having already reached a high standard of attainment.

IV. I am not aware of any objection to giving schoolmasters, after a certain term of service, the rank of warrant officers, but I do not consider myself competent to offer any opinion as to the conditions of service necessary to attract suitable candidates for this appointment.

The attainments of those schoolmasters with whom I have served seemed to me quite sufficient for the satisfactory performance of their duties, and their conduct has been such as became their position.

V. I think the present regulations work well and produce good results.

I think that at all barracks usually occupied by the headquarters of a regiment, a stage and other requisites for dramatic performances should be constructed, and I think the expense of this improvement might be admitted as a charge out of canteen profits, a certain proportion of the expenditure being levied from each regiment that occupied the quarters. This addition to recreation rooms, if planned by the engineers, would be very economically executed by the troops themselves.

There is a large class of soldiers who frequent both the canteen and the recreation room, and no doubt it is a convenience to these men when the canteen adjoins the recreation room. If the effect of this convenience were to induce these men to spend less time in the canteen and more in the recreation room, I would consider this an advantage; if the effect were the reverse, I would consider it a disadvantage. I have no experience or other means of forming an opinion which effect would be most likely to be produced. If no change either way were produced in the habits of the soldier (which I am inclined to think would in most instances be the case), then as the increased convenience would be attended by no disadvantage, I should say that whenever practicable the best arrangement would be to have the two establishments adjoining one another, care being always taken to preserve sufficient distance between them to prevent the noise of the canteen causing annoyance to the occupants of the reading, writing, and recreation rooms.

VI. The utility and attractions of a lecture altogether depend on the ability and tact of the lecturer. I do not know any way in which the services of lecturers, eminently endowed with these qualities, can be more frequently secured than they now are.

Generally speaking, lectures do not excite much interest among soldiers. Entertainments in which reading, recitation, and singing are combined are better liked; dramatic representations are still more popular, and are the amusement which soldiers like best. The superior interest they feel in theatricals is manifested by soldiers resorting to them in greater numbers than to lectures or readings, and by

Appendix I. (A.)

Army Schools, &c.

their being ready to pay for admission to the former, but not to either of the latter.

A. Cunningham Robertson,
Colonel and Lieut.-Colonel, Commanding
2nd Battn., 8th (the King's) Regt.

Bury, 5th March 1870.

Enclosures accompanying Colonel Robertson's answers.

Enclosure A.

Return of number of promotions to the rank of Serjeant and Corporal in the 2nd Battalion, 8th "The King's" regiment, from 3rd May 1866 to 4th March 1870, showing the class of School Certificates possessed by each of the Non-commissioned officers promoted.

Class of School Certificate.	Number of each class promoted. To Serjeant.	To Corporal.	Remarks.
1st Class -	2	3	N.B. — The five corporals promoted without certificates are thus accounted for :— 1st. A Lance-corporal appointed Master Shoemaker and afterwards promoted. 2nd. A reduced Colour-Serjeant re-promoted. 3rd. An orderly-room assistant, well educated, promoted under promise of passing the prescribed examination, but which promise has not yet been fulfilled. 4th. A pioneer to corporal of pioneers. 5th. A drummer who after long service as a lance-corporal was promoted to corporal.
2nd Class -	8	18	
3rd Class -	„	30	
No Certificate	„	5	
Total number promoted -	10	56	

Annexed is a copy of a regimental Memorandum issued on 18th September 1866, and which has been acted on since that time.

Memo. for Officers Commanding Companies.

1. Officers Commanding Companies will explain to the corporals and lance-corporals belonging to their companies, that in filling up vacancies in the establishment of non-commissioned officers, if there be two or more men whose qualifications in respect of conduct and efficient performance of duty are nearly equal, the Commanding Officer will generally select for promotion the man who has the best School Certificate, without reference to his seniority in the roll of non-commissioned officers.

By order.
(Signed) J. P. Jones,
Lieut. and Adjutant,
2 Batt., 8th "The King's" Regiment.

Malta, 18th Sept. 1866.

Enclosure B.

Return showing the number of School Certificates in possession of Non-commissioned officers and Lance-Corporals of the 2nd Battalion, 8th "The King's" regiment, together with estimate of monthly cost of allowing holders of certificates specified daily rates of extra pay.

Class of Certificate.	Rank of Holder.	No.	Proposed daily Rate of extra Pay.	Monthly Cost.	Total Amount of each Class.
			d.	£ s. d.	£ s. d.
1st Class	Serjeant -	2	3	0 15 0	
	Corporal -	2	3	0 15 0	
	Lance-Corporal .	3	3	„ „ „	1 10 0
2nd Class	Corporal -	12	2	3 0 0	
	Lance-Corporal	3	2	0 15 0	3 15 0
3rd Class	Lance-Corporal	13	1	1 12 6	1 12 6
	Total all Classes	32			6 17 6
Monthly average of fines for Drunkenness from 1st May to 31st December 1869 - - - -					8 3 5

Enclosure C.

Return showing progress made by Men who have attended Special Classes. Between June 1866 and July 1869.

	Number in each Standard. Reading. Below D.	D.	C.	B.	A.	Dictation. Below D.	D.	C.	B.	A.	Arithmetic. Below E.	E.	D.	C.	B.	A.	Total Number who went through a Course	Average Number of Attendances at 1½ Hours.	Number who obtained Certificates. Class 2.	Class 3.	Per-centage of Number instructed who obtained Certificates. 2nd Class.	3rd Class.	Both Classes.
On joining	6	9	21	29	14	35	17	17	8	2	43	17	10	9	0	0							
On leaving -	2	8	16	29	24	20	16	20	17	6	8	19	15	14	22	1	79	135	4	25	3·2	19·7	22·9

Enclosure D.

Nominal Roll of Men who have obtained School Certificates after instruction in the Special Class, showing degree of progress made during period of instruction. Between June 1866 and July 1869.

No.	Rank and Name.	Standard on joining. Reading.	Dictation.	Arithmetic.	Standard on leaving. Reading.	Dictation.	Arithmetic.	Standards advanced. Reading.	Dictation.	Arithmetic.	No. of attendances averaging 1½ hours.	Certificate obtained.	Remarks showing subsequent Promotions or Reductions, &c.
1	L.-Corpl. Patk. Moore -	A	B	D	A	A	B	0	1	2	128	3rd.	Reduced and re-appointed Lance-Corporal.
2	Private Jas. King - -	A	C	D	A	B	C	0	1	1	118	3rd.	Appointed Lance-Corporal; reduced.
3	„ John Ryan - -	A	C	D	A	B	B	0	1	2	128	3rd.	Promoted Corporal and reduced.
4	„ Geo. Cameron -	A	B	C	A	A	B	0	1	1	128	3rd.	Promoted Corporal and transferred to Commissariat Staff Corps.
5	L.-Corpl. J. McCormick -	B	C	C	B	B	B	0	1	1	148	3rd.	Promoted Corporal.
6	Private Jas. Duncan -	B	D	D	A	C	A	1	1	3	128	3rd.	Promoted Corporal and Lance Serjeant; since discharged.
7	„ Jno. Howard -	B	C	E Below	B	B	B	0	1	3	162	3rd.	Appointed Lance Corporal and reduced.

Nominal Roll of Men who have obtained Certificates—*cont.*

No.	Rank and Name.		Standard on joining.			Standard on leaving.			Standards advanced.			No. of attendances averaging 1½ hours	Certificate obtained.	Remarks showing subsequent Promotions or Reductions, &c.
			Reading.	Dictation.	Arithmetic.	Reading.	Dictation.	Arithmetic.	Reading.	Dictation.	Arithmetic.			
8	Private	Thos. Loftus -	B	C	E	B	B	C	0	1	3	113	3rd.	
9	„	Jas. Bryan - -	B	C	E	A	B	C	1	1	2	169	3rd.	
10	„	Geo. Collins -	B	C	Below E	B	B	D	0	1	2	170	3rd.	Appointed Lance-Corporal and reduced.
11	„	William Mullam -	B	C	E	A	B	C	1	1	2	157	3rd.	
12	L.-Corpl.	Thos. Bees - -	B	D	E	B	C	C	0	1	2	161	3rd.	Promoted Corporal and reduced.
13	„	Thos. Brady -	B	D	C	B	C	B	0	1	1	183	3rd.	Promoted Corporal twice and reduced.
14	Private	J. Hoskins - -	B	B	C	A	B	B	1	0	1	178	2nd.	
15	„	E. Ladbrook -	A	A	C	A	A	B	0	0	1	131	2nd.	
16	„	C. McCarthy -	B	D	E	A	B	B	1	2	3	156	3rd.	Promoted Corporal.
17	„	P. Walsh -	A	D	E	A	C	B	0	1	3	180	3rd.	
18	„	William Slater -	A	B	D	A	B	B	0	0	2	188	3rd.	
19	„	William Valentine -	B	C	E	B	C	B	0	0	2	177	3rd.	Promoted Corporal. Discharged.
20	„	P. Minogul -	B	D	E	B	C	C	0	1	2	184	3rd.	Promoted Corporal.
21	„	Wm. Young -	A	B	E	A	A	B	0	1	3	120	2nd.	
22	„	Jno. Donohoe -	C	D	E	C	C	D	0	1	1	77	3rd.	Promoted Corporal and reduced.
23	„	R. Germani -	A	C	D	A	B	B	0	1	2	109	2nd.	
24	„	Ed. Baker - -	B	C	Below E	B	B	C	0	1	3	119	3rd.	Promoted Corporal and reduced.
25	L.-Corpl.	M. McCarthy -	B	D	Below E	B	C	D	0	1	2	101	3rd.	Promoted Corporal.
26	Private	Thos. Bott - -	A	B	D	A	B	B	0	0	2	113	3rd.	Appointed Lance-Corporal; reduced.
27	L.-Corpl.	S. Bourke - -	B	C	E	A	B	B	1	1	3	125	3rd.	Promoted Corporal.
28	Private	W. Branagan -	A	A	C	A	A	B	0	0	1	69	3rd.	
29	„	James Spencer -	A	B	D	A	A	B	0	1	2	117	3rd.	Appointed Lance-Corporal.

xxvi.)—ANSWERS received from LIEUT.-COLONEL the HON. S. MOSTYN, commanding 2nd Battalion 23rd Royal Welsh Fusiliers.

I. I think it would be difficult to set aside an hour at which the attendance *daily* of every man on duty could be made compulsory. I also am of opinion that such compulsory attendance would be very unpopular among trained soldiers and in every way undesirable.

II. I see no objection to compulsory attendance for one hour daily in the case of recruits, provided their knowledge of reading and writing was such as to make such attendance desirable.

III. I think any arrangement of this sort would interfere with the commanding officer's prerogative in the matter of selection, and that any such interference would be prejudicial to the ends of discipline.

IV. I do. I think the present position of the schoolmaster quite good enough.

V. The recreation room system, according to my experience, works admirably; the only drawbacks that I am aware of have arisen from a want of liberality in the issue of fuel and light, the supply of which is sometimes insufficient for comfort. With regard to libraries, I am of opinion that regimental libraries would be more popular with the men, and that the extra expense of that system would be very trifling. With regard to recreation rooms, I think it very undesirable that they should be placed anywhere near the canteen.

VI. I am not satisfied with the present system of lectures to the troops, the result of my inquiries being to prove to me that they are dull and unattractive.

S. MOSTYN, Lieut.-Col.,
Commanding 2nd Battalion
12th March 1870. 23rd Royal Welsh Fusiliers.

(xxvii.)—ANSWERS received from BREVET-COLONEL J. C. MCLEOD, commanding 42nd Royal Highlanders.

I. There would be no difficulty.

II. Attendance at school should be deferred until after the recruit has been dismissed drill.

III. Notwithstanding the advantage of having a well-instructed body of non-commissioned officers, it would be inadvisable to make any certificate of education an indispensable qualification for promotion.

IV. Since the door of promotion has been virtually closed to the combatant, there are objections to opening it to the non-combatant; however, the present regimental position of schoolmasters is sufficiently good.

V. The practical working of these institutions is good, and their results are beneficial. Still the regimental library, which was established in the 42nd forty years ago, and was maintained until the regiment was ordered home from India in 1867, gave greater satisfaction to subscribers, a more ready access to the books desired, and a better description of book, than the present regulations for libraries affords. The inconveniences of its transport was overbalanced by the advantages it offered.

The regulations for recreation rooms are very good.

The canteen should contain within itself little diversions for the men, but the recreation room should not adjoin the canteen.

VI. The present system of lectures is unsatisfactory, but I cannot suggest anything that would increase their popularity.

J. C. MCLEOD, Colonel,
Lieut.-Colonel Commanding
Aldershot, 42nd Royal Highlanders.
25th February 1870.

(xxviii.)—ANSWERS received from BREVET-COLONEL R. B. HAWLEY, commanding 4th Battalion 60th Rifles.

I. I am averse to making it compulsory on soldiers to attend school.

II. An adult being taken into the service to protect the country, first let him be taught how to carry out what he is engaged for.

III. I am opposed to any school certificate being obligatory on commanding officers in selecting non-commissioned officers.

What you require in non-commissioned officers is temper and determination, such qualifications colonels look for; only a very elementary education is required to back these gifts to form the best non-commissioned officers. Such elementary education the present special school classes afford, *but* these special classes should be carried on in the *summer afternoons* as well as in the winter months.

The order issued year by year in the 4th battalion 60th Rifles, regarding men for special school classes, is attached.

IV. The schoolmaster of the 4th battalion 60th Rifles I would gladly see promoted to the rank of warrant officer. I am in favour of rewarding the class generally by ready promotion to warrant rank.

V. I find the present regulations for libraries, &c. work well. The reading rooms are constantly full. The more

homely and comfortable these rooms are made in furniture and fittings the more they draw.

The refreshment. bagatelle (or billiard), and reading rooms should be under the same roof as the canteen (though still separate). If a man sees a comfortable tea room on his way to the tap room of the canteen, he very likely will enter the former and forget the last.

If the period of enlistment becomes shorter, it will be more *necessary than ever* to look to the good management of the reading room, &c. (Of 125 of the youngest soldiers lately drafted out of the battalion, but nine did not subscribe to the reading room.)

VI. The lectures the men don't care much for. Theatricals they do like (the battalion *built* two theatres in Canada), and such entertainments as in the printed bill sent herewith.

To every canteen there should be *attached* a skittle alley, it is no use unless it is *at the canteen.*

These (skittle alleys) I also built in Canada, but then I was trusted with spending the profits from the canteens.

R. B. HAWLEY,
Colonel, 4th battalion 60th Rifles.

Aldershot,
4th March 1870.

Enclosure to Colonel Hawley's Answers.

STANDING ORDER, 4th BATTALION 60th RIFLES.

"Officers commanding companies will recommend, by office "hour to-morrow, four men per company for the special school "class.

"The commanding officer wishes these men to be good march- "ers, good shots, and men of such general intelligence that they "will be likely to make good non-commissioned officers. Men "at present not being able to read or write are not to be excluded "from the benefit of the class, provided they come up to the "qualification named above."

Mem.—This order has been in use many years.

R. B. H., Colonel.

(xxix.)—ANSWERS received from LIEUT.-COLONEL J. SPROT, commanding 91st Highlanders.

I. Little or no good would in my opinion arise from *compelling* soldiers over 20 years of age, who do not possess a satisfactory amount of rudimentary education, to attend school; it would be very distasteful to and hard upon them.

If men were compelled to attend, the best hours would be from 5 to 7 p.m.

I am about to commence an experiment to induce men to attend. There are in the week five afternoon parades; two "full attendance," under the commanding officer or adjutant, is enough in most regiments. I would allow it to be optional with the men to attend the remaining three, or go to school from 2 to 3.30, but would oblige them to decide on the first of each month between school and parades for that month.

II. The compulsory attendance at school of recruits should certainly be deferred until after they have completed their drill and rifle instruction; after that they should be *compelled* to attend for 12 months, or until they take third-class certificates. The hours I would recommend would be from 5 to 7 on Mondays, Tuesdays, Thursdays, and Fridays, but not oftener. This would also have the advantage of giving them less time to idle and drink in the towns of evenings.

III. At the time I assumed command of the 91st Highlanders, on the 12th November 1869, an order was issued that a third-class certificate for promotion to corporal, a second to sergeant, and a first to colour-sergeant would be necessary. This has greatly stimulated the men and non-commissioned officers to educate themselves.

But the test, as it now stands, is too severe to be of much practical use. I had to give up asking for the first class, and fear I shall have to do the same with the second, in which case I purpose to issue certificates of my own.*

I would not recommend a certificate being *indispensable* to promotion, but the proportion of promotions with and without certificates would in a great measure depend on the strictness of the examination, and the state of education in the corps.

IV. I am not at present prepared to answer this question.

V. The advantage of a recreation room depends exactly on its proximity to the men's barracks.

It has not, in my opinion, any connexion with the canteen. Efforts have been made to sell cakes and coffee in these reading rooms, but never with much success. When the recreation room of my regiment was at the South Front, 470 yards off, there were 197 subscribers; it is now in the barracks, attached to the canteen, and there are 300 subscribers. Coffee and biscuits can be passed in through a window, and are always ready but never called for. The most used recreation room I ever saw was the "Soldiers' Institute," at Chatham, in the barracks; the least used the "Guards' Institute" in London, a mile from the barracks.

Were I allowed to propose I would suggest that all new recreation rooms be built in or as near to the barracks as possible; that the room be capable of holding 300 to 400 persons; that the ceiling be made on good acoustic principles; that a stage be erected at one end; that the room be divided by folding doors into school room, reading room, and game room, and that the screens be so arranged that talking in one room be not overheard in another, and that when necessary they can be folded back to form one large hall for concerts, theatricals, or lectures.

VI. Here lectures are scarcely at all attended; but is it likely that men will leave a warm room and walk half a mile and back across a wet plain to hear a dull lecture in a cold church?

J. SPROT,
Lieut.-Colonel Commanding
91st Highlanders.

Dover,
5th March 1870.

* Since writing the above I have had to give up asking for the second-class certificate. March 22, 1870.

(xxx.)—ANSWERS received from BREVET-COLONEL E. T. GLOSTER, commanding 97th Regiment.

I. It all depends on where a regiment is quartered. In a regiment situated as the 97th regiment is at present the thing would be simply out of the question, as between guards, working parties, gymnasiums, &c., the commanding officer never sees the regiment from one half-yearly inspection to another, and as a rule hardly gets men enough to form a company on parade. I am adverse to compulsory education.

II. The recruits of the 97th regiment attend school compulsorily. I think it would be preferable, if compulsory education is introduced, that men should be compelled to attend while recruits; once duty men you never see them.

III. No. I do not think the best educated men make the best corporals or sergeants, added to which I fear that promotion would come to a dead lock were such qualification made indispensable. A scale of educational requirements, as attached, is required from men seeking to be non-commissioned officers in the 97th regiment; and even with these slight qualifications fault has been repeatedly found with the extreme youth of the non-commissioned officers of the 97th regiment; old soldiers do not come forward for promotion.

IV. I think it would be most unadvisable to put any non-commissioned officer over the head of the sergeant-major. If schoolmasters are to be made warrant officers why not bandmasters, who hold a most respectable and responsible position and are now junior to the sergeant-major?

V. I do not think that the present supply of the various games provided by Government is sufficient. We have always had to expend money in supplementing the Government allowance. The canteen and recreation room should be as far separate as possible.

VI. No; the subjects are usually too childish or dry. Soldiers will not go to hear lectures on the subject of Æsop's fables, or to see magic lanterns, or to listen to lectures on a dry subject like geology; something more rational and instructive ought to be provided for them. At present the audience usually consists of women and drummer boys.

E. T. GLOSTER,
Colonel, Commanding 97th Regiment.

Dover,
4th March 1870.

ENCLOSURE ACCOMPANYING COLONEL GLOSTER'S ANSWERS.

Men for appointment to lance corporal, to read and write fairly and work arithmetic as far as multiplication of money.

For promotion to full corporal, to read fluently books of easy narratives, to write fairly a passage dictated from the same, and to work in arithmetic the four simple and compound rules, and reduction of money.

A candidate in possession of a third-class certificate is held qualified.

For promotion to the rank of sergeant, to read a book of moderate difficulty, to write well a passage dictated from the same, and in arithmetic to work questions in simple proportion, practice, and interest, with a knowledge of regimental accounts.

A candidate in possession of a second-class certificate is held qualified.

Table of Marks for Corporal and Lance Corporal.

Rank and Name.	Reading.	Writing.	Spelling.	Arithmetic.	Total.	Remarks.
Maximum	50	50	50	60	210	

Table of Marks for Sergeant.

Rank and Name.	Reading.	Writing.	Spelling.	Arithmetic.	Total.	Remarks.
Maximum	50	50	50	100	250	

(xxxi.)—Answers received from Brevet-Colonel J. W. S. Smith, C.B., commanding the 1st Depôt Battalion, Chatham.

I. In a regimental battalion there would be no difficulty in the case of duty men not upon duty. This might be done either by enforcing attendance in addition to the usual parades and drills, or in lieu of a portion of them.

I consider the latter preferable, as men thus attend more cheerfully,—the satisfaction of many no doubt arises only from escaping drill, but even of these men, some being in good spirits might acquire a taste for learning, whereas men attending school by compulsion after the usual quota of drill, &c., regard it only as another parade, and very few take that interest in it which can alone make it profitable; like all other classes, their officers included, they require some inducement to undergo the drudgery of learning beyond the mere possession of knowledge.

I am averse from the rigid rule of the compulsory attendance at school of all soldiers until they can give proof of the possession of a satisfactory amount of rudimentary education; my experience and observation dispose me to believe that compulsory schooling on a soldier, who has not some rudimentary education when he first attends a regimental school, is nearly universally a waste of the time and labour of both teacher and scholar. I have never known an instance of a soldier, who had not some previous rudimentary education, acquiring sufficient learning in a regimental school to be useful to him, or to enable him to read and write for amusement; in fact, as a rule, I have no faith in adult education without some previous groundwork in youth.

II. In a regimental battalion I am of opinion that the schooling should be deferred until the recruits have been dismissed drill.

In a depôt battalion, as the recruits embark for foreign service soon after they are dismissed drill, there appears to be no alternative, if the depôt battalion schools are to be utilized at all, but to enforce attendance at school before they are dismissed drill; but this compulsory attendance on recruits uninterested in the work, tired and sleepy, is too often, though not unnaturally, only a form.

Instead of enforcing attendance on all until they have attained a certain standard of proficiency, I would on the contrary empower a schoolmaster to recommend the dismissal of those who after a fair trial show no disposition or aptitude to learn; they are indeed now, for all useful ends, practically dismissed, as the classes are very large, and the schoolmaster directs his teaching to the most intelligent and the most advanced, the results thereby tending mostly to the credit of the school. So long as the general education of the classes from which the soldiers are recruited is so defective, I hold it to be hopeless to expect to educate *every* soldier; the more reasonable and useful aim seems to be to improve the education of those who already possess rudimentary instruction, and to confine the elementary teaching to those who are found to be desirous and capable of learning, as these are the men who furnish the non-commissioned officers of the army, and when their characters correspond, give tone to, and raise the morale of, the army.

III. I do not think it would be advisable. Whilst encouraging education in every way amongst the non-commissioned officers of the army, I would not set up education as the sole or the chief recommendation for promotion; a certain amount of it is of course indispensable, but I consider that the standard of a 3rd and 2nd class certificate for each rank, respectively, of a corporal and serjeant, is much too high to be rigidly adhered to; the material of the army does not admit of so stringent a test,—it should be remembered that even at present there is a great difficulty in every regiment in filling the positions of serjeant and corporal with suitable men, many are retained in each rank for the sole reason that better cannot be found.

IV. I see no objection beyond that I do not think it requisite. I consider that the pay and present position suffice to procure competent teachers.

V. These are on the whole very satisfactory. The success of the practical working depends very much on the temper and accommodating spirit of the librarian, and others in charge.

I would keep the recreation room as far removed as possible from the canteen, the men who attend habitually the one do not as a rule frequent the other; in a general way it may be said that in a depôt battalion the recruits resort to the recreation room, and the soldiers who come from the service companies to the canteen.

VI. I have not lately attended any lectures to soldiers; when I used to attend I did not think that the soldiers generally appreciated them.

A suitable room in barracks provided with chairs, or forms with backs, would assist to induce the men to repeat attendance; perhaps the lecturers do not sufficiently aim at being thoroughly understood. I believe the troops derive more amusement and profit from a few popular subjects perfectly mastered, which they can carry away and talk about, than from a much cleverer lecture of which they only have a confused idea.

J. W. S. Smith, Colonel,
Commanding 1st Depôt Battalion.

(xxxii.)—Answers received from Brevet-Colonel A. M. McDonald, commanding the 7th Depôt Battalion, Winchester.

I. No difficulty, but I suggest that it should be compulsory on commanding officers to enforce attendance three times a week, and that daily attendance should be recommended to him.

II. Considering that the first requirement of a soldier is his military efficiency, I deem it preferable to defer until he is dismissed drill.

III. I am decidedly of the opinion that a third-class school certificate should be expected even for the *acting* rank of corporal, although exceptions might be left to a commanding officer to make. I think a corporal can hardly do his duties without the third-class qualification. I should be disposed not, in all cases, to insist on the higher certificate for serjeants, although its presence should be expected except in some exceptional ones, such as peculiar power to control men, &c., that practically arise.

IV. I think their position at present sufficiently good.

V. In my experience these have worked very well, collecting large numbers of men, and no doubt preventing that idleness so productive of crime. The men through their committee select their own books, and these are purchased after being examined by the commanding officer and approved (at least such was my system); this is a duty requiring much discretion, knowledge of books, and appreciation of their moral tendency, and as the men prefer sensational literature, it would be advisable, in my judgment, to have catalogues of such works as inculcate no bad principle furnished to commanding officers, and the selection confined to such; the catalogues should be as ample, and furnish lists of as attractive works (within bounds) as would please the men.

I could suggest little improvement in the working of the recreation rooms, they seem to possess all the advantages of a club, and to place the soldiers on a far better footing than their officers.

The canteen and recreation rooms under my charge are contiguous, one being on the floor above the other. I can see no drawback to contiguity if there are separate entrances to each, to avoid a quietly disposed man being taken off to treat his comrades in passing the beer bar, and provided the sound of the conversation and fumes of the beer, &c. do not reach the reading and recreation rooms.

VI. I think these do not succeed, they are only resorted to by children and a few of the weak-minded, and those who assist the schoolmaster in teaching; they are cheaply got up and are unattractive.

Schoolmasters are very monotonous in their delivery; the magic lantern slides are childish. I have found *experimental* philosophical lectures and music attractive when conducted by such people as the Polytechnic institution furnishes. I would suggest that suitable persons be hired to go from station to station. Soldiers prefer comic or theatrical displays to science.

A. McDonald, Colonel.

Appendix I. (B.)

Army Schools, &c.

B.—Tabular Summary of the Answers to Questions on the subject

Name of witness.	Appointment.	Opinion as to making attendance at school compulsory on soldiers.	Time at which attendance should commence with recruits.	Should certificates of education be made indispensable to promotion
Gen. Lord Strathnairn, G.C.B.	Commander of the Forces in Ireland.	Advantageous to do so with soldiers not on duty, on certain days of the week, but not daily.	Not on first joining, though they should be encouraged to attend.	Certainly not -
Lieut.-Gen. Sir J. Scarlett, G.C.B.	Commanding Aldershot Division.	In cavalry, not more than one hour daily, as a *maximum*, could be spared for compulsory education. In infantry time could be found.	On first joining, before commencing anything beyond the most elementary military drill.	No private should be ma a corporal unless he c read and write, and h a knowledge of the sim ple rules of arithmet A colour-serjeant requi a knowledge of boo keeping.
Lieut.-Gen. Sir J. Hope Grant, G.C.B.	Quartermaster-General to the Forces.	One hour a day might be set aside for the purpose. Nothing beyond reading, writing, and arithmetic required in a private.	Commanding officers should have the power of making the attendance of recruits compulsory. Time could well be found in winter, even if not in summer.	Very advisable except special cases.
Lieut.-Gen. Lord W. Paulet, K.C.B.	Adjutant-General to the Forces.	It cannot be carried out - -	Not until dismissed drill -	Preference to be given men with certificates, not to the exclusion other qualifications.
Lieut.-Gen. Eyre -	- - - -	Time could generally be found in the case of men not on duty, but compulsory education is undesirable.	Immediately on joining; but till they have completed their drill, attendance should be made very easy.	Decidedly - -
Maj.-Gen. Russell, C.B.	Commanding South-Eastern District.	No difficulty in it. All men under six years' service might be compelled to attend until they could read, write, and work the simple rules of arithmetic.	On first joining. One hour every evening except Saturday.	Most desirable to have educational test for p motion, but preferabl leave the qualificati to be defined by co manding officers.
Maj.-Gen. Freeman Murray.	Commanding Chatham District.	No difficulty in the line, nor as a general rule in the artillery. In the engineers it would not be expedient to carry compulsory education beyond recruits.	On first joining - -	Not advisable in the l but in the artillery sirable, except in spe cases. In the engine an educational test is present enforced.
Maj.-Gen. Carey, C.B.	Commanding 2nd Infantry Brigade, Aldershot.	No difficulty - - - -	Until dismissed drill -	Yes - - -
Col. Egerton - -	Deputy Adjutant-General to the Forces.	Compulsory education unadvisable. If introduced should be limited to recruits.	- - - -	Yes, except in special c
Col. Armstrong, C.B.	Deputy Adjutant-General, Ireland.	In mounted corps there would be difficulty, but none in infantry.	On first joining - -	Very desirable that c didates for promo should have these qu fications, which, howe should not be indis sable.
Col. Radcliffe -	Commanding Royal Artillery in Ireland.	Not favourable to compulsory education; preferable to offer inducements to voluntary attendance.	If compulsory education is introduced it would be preferable to enforce it on recruits rather than on duty men.	Yes, with rare excepti The rule generally forced in the brig under command of witness, unless in ex tional cases when special report is quired.
Col. Phillpotts -	Commanding Royal Horse Artillery, Woolwich.	No difficulty in setting aside one hour a day on four or five days weekly, for men under two years' service when not on duty.	On first joining - -	Advisable -
Col. Smyth, C.B. -	Commanding Royal Artillery, Aldershot.	Decidedly objectionable in the case of old soldiers, but desirable in the case of recruits.	On first joining - -	Yes - - -
Col. Eaton - -	Commanding 17th Brigade, Royal Artillery.	There would be a difficulty in the case of duty soldiers, but recruits should be compelled to attend.	During the period they are at drill; one hour daily, four days in the week.	Advisable as a ge rule.
Col. Shute, C.B. -	Commanding 4th Dragoon Guards.	Would make attendance compulsory on recruits, but not on old soldiers.	After being dismissed riding-school.	The rule has been str enforced, with only exception in a special in the 4th Dra Guards for two or t years.

Schools, Libraries, Recreation Rooms, and Lectures.

pinion as to g warrant rank to schoolmasters.	Opinion as to regulations for libraries and recreation rooms.	Suggestions on the subject of libraries and recreation rooms.	Should the recreation room adjoin the canteen?	Opinion as to present system of lectures to troops.
ction; it would be proper encouragement for them.	- - - -	Libraries might be provided with a better selected supply of books tending to foster military feeling.	The canteen has a disadvantageous effect on the recreation room.	——
ntage in doing so, egimental serjeant- should be next to licers.	They appear to work with good results.	More light required in the recreation rooms.	No objection if the canteen is on a regimental system, and under a separate roof.	Useful as a rule. Lectures on science, history, and military subjects more appreciated than magic lantern exhibitions.
rable - -	They are excellent -	No suggestions to make -	Better to keep them separate. If combined they should have separate entrances, and no internal communication.	Their value depends much on the ability of the lecturer. The magic lantern of little use to the men.
isable to place him the serjeant-major.	They work well - -	- - - - -	The further they are apart the better.	Very satisfactory.
isable; their present ion and privileges sufficient.	They give satisfaction -	Work-shops suggested -	They should be quite separate establishments.	Printed lectures of an interesting character, delivered at other institutions, might be utilized.
ionable; their present ion sufficiently good.	Their working and results good.	- - - - -	They should be quite distinct, and removed from each other as far as practicable.	Not sufficiently attractive.
articular objection; heir present position fficiently good.	Satisfactory - -	Refreshments should always be procurable in the recreation-rooms. A large lecture-hall or theatre should be provided.	Not adjoining, but not too far removed from each other.	Might be made more attractive, but the chance of increasing their utility doubtful.
present arrangements cient.	They work well; a great boon to soldiers.	- - - - -	Should be separate -	Lectures on military subjects suggested.
visable both on mili- and educational unds.	They work very well -	No suggestions - -	Advantageous, on the ground of management, to have them adjoining if the canteen is regimental; but they should have separate entrances.	Too dry and scientific. Readings preferred by soldiers.
teration advised in the ting arrangements.	The results are satisfactory	No suggestions - -	Not advantageous as a general rule.	Satisfactory so far as is known.
cessary to do so -	Their working satisfactory	The warming and lighting (especially the latter) should be improved.	No - - -	Generally good and instructive, and appreciated by the men.
present position iciently good.	Results satisfactory -	- - - - -	Yes, it would be advantageous.	——
sable; their present ition not adequate to ir attainments.	- - - - -	The rooms should be made in every way attractive.	No objection if the canteen is near barracks.	Their utility depends greatly on the interest taken by officers.
ld strongly recommend it, after eight or years' service.	Satisfactory - -	The Government allowance to a battery of artillery insufficient.	- - - - -	As a rule a failure. Readings much preferred. The magic lantern should be abolished.
y objections and no antage.	The regulations would work well if proper accommodation were provided.	Provision of fencing rooms recommended.	- - - - -	Not much cared for by the men.

APPENDIX I. (B.)

Army Schools, &c.

Tabular Summary of the Answers to Questions on the subject

Name of witness.	Appointment.	Opinion as to making attendance at school compulsory on soldiers.	Time at which attendance should commence with recruits.	Should certificates of education be made indispensable to promotion
LIEUT.-COL. CLARKE -	Commanding 7th Dragoon Guards.	In cavalry during the summer months at some stations there would be difficulty, but in winter attendance could be required for four days a week.	Not for the first year, but during the whole of the second year's service.	Yes, except in cases gallant conduct on act service.
LIEUT.-COL. NUGENT -	Commanding Scots Greys.	No difficulty in setting aside 1½ hour daily for men not on duty.	Not until after they had joined six months.	Yes, the rule has been a hered to and has work very satisfactorily in t Scots Greys.
LIEUT.-COL. FIENNES -	Commanding 9th Lancers.	No difficulty in setting aside a certain time daily.	Not until dismissed drill -	Very advisable -
COL. BAKER - -	Commanding 10th Hussars.	Strongly advocated. No difficulty even in cavalry for a certain number of days in the week.	On first joining - -	Yes, except in special ca
COL. OAKES, C.B. -	Commanding 12th Lancers.	Possible in winter, but not in summer	On first joining. In the 12th Lancers recruits are compelled to attend about four hours a week.	Yes - - -
COL. JENYNS, C.B. -	Commanding 13th Hussars.	Great difficulty in the cavalry for duty soldiers, but attendance should be compulsory on recruits.	Certainly on first joining. Recruits in the 13th Hussars who cannot read and write fairly are compelled to attend on joining.	Decidedly, except in t case of special efficien on points of drill or du
COL. CURETON -	Commandant, Cavalry Depot, Canterbury.	Should be compulsory on every soldier who cannot read and write, but not in time taken from his recreation hours.	On first joining - -	Should be left to the d cretion of the comma ing officer.
COL. RANDOLPH -	Commanding 3rd Battalion, Grenadier Guards.	No difficulty in setting aside time for it in the afternoon.	On first joining; the system has answered well in the battalion.	Yes, it is most essenti is carried out in the b talion.
COL. CAMERON. C.B. -	Major, 1st Battalion, 4th Regiment.	Would decidedly make attendance compulsory. It is enforced in witness' regiment with soldiers under five years' service, when not on duty, till a fair knowledge of reading, writing, and arithmetic is acquired.	On first joining - -	Most decidedly; an or to that effect in the re ment has been atten with the best results.
COL. ROBERTSON -	Commanding 2nd Battalion, 8th Regiment.	No difficulty in doing so - -	On first joining; and continue until dismissed drill.	Extremely desirable t they should be so.
LIEUT.-COL. MOSTYN -	Commanding 2nd Battalion, 23rd Royal Welsh Fusiliers.	Compulsory attendance with trained soldiers difficult to carry out, and undesirable; but no objection to it for recruits.	- - - -	No; it would interf with the command officer's prerogative.
COL. MCLEOD - -	Commanding 42nd Highlanders.	There would be no difficulty - -	After being dismissed drill	Unadvisable -
COL. HAWLEY - -	Commanding 4th Battalion, 60th Rifles.	Averse to compulsory attendance -	Military duties should be taught first.	Should not be obligat on commanding office
LIEUT.-COL. SPROT -	Commanding 91st Highlanders.	No good would result from it in the case of old soldiers; but it should be enforced on recruits.	After completing their drill and rifle instruction.	Not universally indisp sable, but in certain portions.
COL. GLOSTER . -	Commanding 97th Regiment.	Adverse to compulsory education; but school attendance is enforced on recruits in the 97th Regiment.	While recruits, before becoming duty men.	No - - -
COL. SMITH - -	Commanding 1st Depot Battalion.	Adverse to compulsory schooling -	In a regimental battalion after dismissal from drill, but in a depôt battalion on joining.	Not advisable -
COL. MCDONALD -	Commanding 7th Depôt Battalion, Winchester.	No difficulty. Attendance should be enforced three times a week at least.	Not till after being dismissed drill.	Decidedly for corpo except in special ca but not in all cases serjeants.

Schools, Libraries, Recreation Rooms, and Lectures—*continued.*

inion as to warrant rank to schoolmasters.	Opinion as to regulations for libraries and recreation rooms.	Suggestions on the subject of libraries and recreation rooms.	Should the recreation room adjoin the canteen?	Opinion as to present system of lectures to troops.
ary - -	Very popular - -	A greater variety of games required.	No - - - -	Not cared for by soldiers.
ssary - -	Work very well practically	An increased number of bagatelle tables recommended.	Adjacent, but still quite distinct.	The subjects do not generally possess interest for soldiers. Readings preferable to the magic lantern.
tion - -	Work very well, and are a great boon to the men.	A refreshment bar should always be provided in the recreation room when the latter is not near the canteen.	Yes, as a general rule it would be advantageous.	Satisfactory on the whole.
osition sufficiently	Accommodation insufficient.	The recreation room should be arranged to serve also as a theatre or lecture room.	No advantage, and possible disadvantages.	The lecturers not often very competent.
nable, and a dis- ige to the service.	Practical working good, and very satisfactory.	- - - - -	No, it would be a disadvantage.	Satisfactory. Lectures should be more frequently given.
l be a good regula- thoroughly deserv- ies.	The present system works very well indeed, and is a great source of comfort to the men.	The provision of three rooms instead of two, one entirely for writing, recommended. Also permission to keep lights in the recreation room an hour longer.	Certainly not - -	The system works well.
position good -	They work very well; the rooms are popular and much frequented.	Recreation-rooms at Canterbury far too small.	No, it would be a disadvantage.	Not attractive, and draw but small numbers. Musical entertainments preferable.
position sufficiently	They work well - -	- - - - -	Adjacent, but still separate	Entirely depends on the aptitude of the schoolmaster.
mental objection -	Have had a most beneficial effect.	Should be under the superintendence of a selected officer in each regiment. Charges for damage to books too heavy.	It would be decidedly disadvantageous.	Not attractive. Readings and musical entertainments much more popular.
are of any objection	They work well and produce good results.	Should have facilities for theatrical entertainments, &c. Canteen funds might be utilised for improvements in recreation rooms.	It would afford increased convenience, and probably not lead to disadvantage.	Generally do not excite much interest; readings, &c. preferred.
ionable. Present on quite good gh.	They work admirably -	More fuel and light required. Libraries should be regimental.	Very undesirable - -	Dull and unattractive.
are objections to it -	Very good - - -	Regimental libraries more satisfactory.	No - - -	Unsatisfactory.
ble - - -	They work well - -	Canteen profits might be applied to general regimental improvements.	Under the same roof, but still separate.	Not much cared for; theatrical entertainments preferred.
nswer) - -	- - - -	Recreation-rooms should be so built as to be available for theatrical entertainments, &c.	There is no connection between the two institutions.	Scarcely at all attended at Dover.
nadvisable - -	- - - -	Supply of games insufficient -	No; they should be as far separate as possible.	Unsatisfactory; the subjects too childish or dry.
ection, but not re- e.	On the whole very satisfactory.	Suitable rooms for lectures suggested.	No; it should be as far removed as possible from the canteen.	Not generally appreciated. Popular subjects more amusing and profitable.
t position sufficiently	Work very well - -	No suggestions - -	No drawback to the arrangement if each has a separate entrance.	Unsuccessful; the magic lantern childish; theatrical displays preferred.

Appendix I. (C.)

Army Schools, &c.

C.—REPLIES TO QUESTIONS ADDRESSED TO ARMY SCHOOLMISTRESSES.

Questions issued by the Commission.

I. Are there any points in regard to the present position, &c. of Army Schoolmistresses which you would wish to bring to the notice of the Commission?

II. Will you favour the Commission with any suggestions which you may think it desirable to make in reference to the system of instruction in Army Schools, so far as it comes under the superintendence of the schoolmistresses?

The above questions were addressed to two Regimental Schoolmistresses.

(i.)—Answers received from Mrs. C., Regimental Schoolmistress.

I. The position accorded to an Army Schoolmistress if married to any one in the service is precisely that of a woman of the regiment. She is included as such in all returns and travels as such with the troops by sea and by land. If unmarried she is privileged with lodging allowance, 8*s.* 6*d.* a week, in lieu of quarters, travels second class and is rationed as a second class passenger in passages by sea. It now sometimes happens under these regulations that a pupil-teacher, when promoted to schoolmistress, is elevated in emolument and treatment above the mistress who trained her.

The pay too of schoolmistresses and assistants is quite inadequate to support an appearance of respectability unless the husband or parents be in a position to help in the matter. Twenty-four pounds a year, the pay of the majority of schoolmistresses, is less than that of a drummer of infantry, while that of a pupil-teacher or monitress, 2½*d.* to 6½*d.* a day, is far less than could be earned by a grown girl or young woman of intelligence at any other, even partial, occupation. A treatment so inconsiderate and illiberal leads, in my opinion, to an indifferent appreciation of the worth, duties, and calling of regimental teachers, both among parents and officers. In India, where I served eight years, the old regulations as to position still obtain, though the pay (10*s.* a month better than at home) is but barely a recompense for the hire of native servants to look after home and children in one's absence. At the same time the duties in India are heavier and more onerous on account of the sole instruction of grown girls being in the charge of the schoolmistress. Civilian schoolmistresses in India draw from four to six times the pay of those in the army there. Schoolmistresses too are liable to be placed on the unemployed list, or discharged altogether without notice; a measure which acts with great severity on unmarried ones and others having no resources to fall back upon, since the smallness of pay precludes the possibility of laying by a provision for such a contingency.

II. The present system of instruction as arranged for army infant and girls' industrial schools is well defined and suitable. I think that in some cases infants are sent to school too young, and that it would be well to leave a discretionary power with the schoolmistress as to the time, under three years of age or so, when they should be admitted as regular attendants.

The grant in aid of the industrial school may be considered too much or too little, according to the intention of Government. If it is solely intended as a means to purchase materials whereby to teach needlework, it is too much by half: but if it is intended to give a fair amount of clothing to each child it is too little by half. At present the common feeling with parents is that for every child attending school a grant of 5*s.* a year is allowed. Quite a wrong impression since but 5*s.* is allowed on the average daily attendance of children over four years of age, which is generally 25 per cent. under the number borne on the books. On Saturday there is generally but a very small attendance, as the mothers keep the elder children to assist in the domestic work, and do not take the trouble of getting the younger ones ready for school. Under such circumstances the Saturday morning school might be done away with.

(ii.)—Answers received from Mrs. D., Regimental Schoolmistress.

I. Single schoolmistresses are treated as second-class passengers, whether travelling by sea or land, and in reference to this and other matters relating to position, I think no dissatisfaction prevails.

The majority of single schoolmistresses receive 24*l.* a year, and the feeling is general that this amount is insufficient.

Increase to 30*l.* only comes with advancement to 2nd class. Very many schoolmistresses of 8 to 12 years standing, of unexceptionable character and ability are only 3d class. Young schoolmistresses see this, and it disheartens many who would, with better pay and prospects, be cheerful and zealous teachers. As a rule the single mistresses rely for assistance on their friends, and those who are unfortunate enough to have no such resources are obliged to deprive themselves of necessaries, in the way of food, to keep up respectable clothing.

It is only when a single schoolmistress is in receipt of lodging money that she can really be said to have a living.

They are not permitted to obtain a ration of bread and meat by paying the Government rate. If this were allowed I feel sure that it would be considered a favour by all single schoolmistresses.

II. The system of instruction is I think well adapted to infants of from three to six years; children under three years are taken together with some who cannot speak. These children are too young to keep themselves clean, or make known their wants; they impair the discipline of the school and take the attention of the mistress from the children who would benefit by her instruction. It would doubtless be to the benefit of the other children if all under three years were excluded from the school. The industrial grant, in its present state, is a cause of annoyance in almost every regiment. The mothers think that 5*s.* is allowed for every child in the regiment for clothing; whereas all children under four years and boys attending the masters school are not entitled to it by the regulation. If it be the intention of the authorities to cloth the children the grant is insufficient; but if the grant is intended only to provide materials for teaching the children to sew, knit, darn, &c. one-third of the present grant would be enough.

It would also I think tend to the convenience of the parents if the hours for the infant school were from half-past 9 to half-past 12 and the industrial school from half-past 1 to half-past 3.

The pay of pupil-teachers and monitresses is too little to induce them to care much about the situation, the pay of the former being 6*l.* a year and that of the latter 4*l.* The parents, in the case of the monitresses, complain that it is not sufficient to find them in clothes and boots.

Appendix I. (D.)

Army Schools, &c.

D.—MEMORANDA RELATING TO ARMY SCHOOLS.

(i.)—Memorandum by the Rev. G. R. Gleig, M.A., Chaplain General to the Forces.

The regimental and garrison schools of the army are an immense boon, both to the men and to the children. No one knows so well as I how hard it was to make this, at one time, understood. But I fancy that there are not now two opinions on the subject among persons acquainted with barrack-life. Men who take an interest in learning acquire tastes by degrees which lift them out of the slough. Not a few of them become religious, and this is strikingly the case in adult schools of which the masters are musical and fond of giving lessons in singing. The men come to them at bye hours and enter in considerable numbers after being taught to sing into the church choir; this is always a result to be rejoiced in. The adults, however, receive from the schoolmaster no direct religious instruction. When he is a wise as well as a good man, he contrives to convey such instruction indirectly, and it tells.

Lads under a certain age, I think 18, are in most regiments put under the chaplain for special religious instruction. Such of them as attend the day-school with the children are present, when duty permits, at the daily Bible lesson. But their special instruction goes on on Sunday, and on two other days in each week, for one hour in each day. I find no young people anywhere so well taught as these lads generally, and the children of soldiers. This is, of course, due in part to the discipline which constrains them to be present when instruction is given. But it is likewise owing—and quite as much—to the skill with which the school

masters open the intelligence of the young people, and the earty manner in which our chaplains and many officers nd their families throw themselves into the work of eaching. The schoolmasters also are always ready to help.

I have seen a good many civil schools, both in town and ountry, but very few indeed come up to the schools of the rmy in this as in other respects.

If I rightly understand a question which has been put to me regarding the moral results of the regimental schools, requires me to say what I think of the moral condition of the drummer boys and soldiers' children out of school. have seen them in all situations, and I honestly declare hat in my opinion they are better disposed in every respect han young people of the same class in civil life. They are vonderfully clean and always respectful, never use bad anguage, and are kind to each other. The moral influence upon them of the schools, both secular and religious, is very striking.

I knew the army long before these schools existed; here is a vast difference between what soldiers' children were then and what they are now, towards bringing which about the schools have played no mean part.

G. R. Gleig,
Chaplain-General.

(ii.)—Memorandum by Brevet-Colonel A. C. Gleig, Inspector of Army Schools, supplementary to his Evidence.

Attendance of Soldiers at School.

I have stated in my evidence to the Commissioners that I should not be disposed to order commanding officers to give men leave to attend school instead of attending drill parades, although I have known this indulgence granted by some commanding officers with very good effect. I should like to qualify this opinion in some degree. I think there could be no objection to make it a rule of the service, to which all commanding officers should conform, that well-conducted men in the first class for drill should be allowed to volunteer for school, and should be exempt from ordinary fatigue and drill parade on the school days. I have seen this plan in operation in one of the best drilled regiments in the service, with excellent effect. It has so many things to recommend it. It makes attendance at school the reward for proficiency in drill, and tends to encourage both school and drill.

I am not sure that I expressed as strongly as I intended to do in giving my evidence, the necessity which I think exists for making men attend school, after having once joined it, whether on compulsion as recruits, or voluntarily, until possessed of a school certificate of the third class at least. The qualifications indicated by this are of so humble a character that it seems to me a waste of time, and of labour, and of money, to keep school open for men who fail to derive so moderate an amount of instruction from their attendance. For the mere discipline of school, which with children is so important, is of less value for soldiers, who are constantly receiving lessons in conduct and manners and so forth outside the school.

Some few men might not be able to get even a third-class certificate. Such men should be dismissed without it, but only after they had attended a certain number of times, and for a certain period, to be established by authority.

A man once at school as a recruit should attend regularly. No duty whatever should be allowed to interfere with his doing so. And only certain *specified* duties should be allowed to prevent the attendance of a man who had been allowed to enter his name on the school books as a volunteer. Guard mounting, picquet duty, and general officers' parades alone, under ordinary circumstances, should be allowed to do so, I think. The school hours must of course be so arranged as to fit in with this with the least interruption of other regimental work.

The attendance of band boys, drummers, buglers, and trumpeters is much less regular in many corps than it ought to be. I think this very important. And I would have it established as a regulation of the service that all such lads, under a certain age, should attend school at least as frequently as recruits, and as regularly.

The attendance of non-commissioned officers cannot be as regular under ordinary circumstances as that of other classes of soldiers may be made. It should be ordered that the most convenient arrangement should be made to enable this class of soldiers to attend. But the widest discretion must be allowed to commanding officers in reference to them. For the commanding officers are responsible for the efficiency of their corps; and this depends greatly upon the character of the non-commissioned officers whom *they* appoint and train.

Soldier Assistants.

I think the system on which assistant teachers are detailed and paid is very defective. So many teachers are allowed for so many nominal pupils, whether these actually are present in school or not. And the proportions are such that if all the pupils were present at one time the teachers could not possibly instruct them. On the other hand it sometimes happens that teachers are paid for doing nothing or almost nothing, when the school attendance is small, and the nominal roll of those belonging to the school is large. It has been proposed to base the number of teachers to be allowed in a school upon the average attendance. But this would not do unless the attendance were less variable than in many schools it now is. Because this arrangement would not provide a sufficient staff of teachers to meet the requirements of the school on days on which the attendance might be much above the average. I think the proper arrangement would be somewhat of this kind.

The number of adults to be taught in one class should be first determined. This would be less in the more elementary classes than in those of more advanced attainments. But all this having been duly considered, the next thing would be to determine how many classes (each to be taught by one man, and one of them by the schoolmaster) the schoolroom would hold. This being done, a soldier should be detailed for every class except the one to be taught by the schoolmaster, to act as school assistant. The assistants thus detailed should parade at the school hour invariably, and should be employed in the school or not according to the number of classes present. But the full allowance of pay for the whole body of assistants should only be allowed by the public when the proper number of men to constitute a class for each teacher was actually present and under instruction in the school at one time. The pay actually drawn, whether in full, or for somewhat less than the full number of classes, should be divided equally among all the assistants. A certain small margin should, however, be allowed in favour of these. Thus if there were any number less than the half of a class absent from school, the attendance might still be allowed to count as a full one, and the full pay of the assistants be drawn accordingly.

If regulations should be introduced by which a regular school attendance can be secured, the defects of the existing arrangements will be very easily removed. But those arrangements, as they now exist, will be more unsuitable than ever.

It has been often recommended that the payment of the teachers should be proportioned to and dependent upon the amount of work they do. And the advantages of such a system of payment, if practicable, are obvious. But it has not been found practicable to secure them. The arrangement which I now submit to the consideration of the Commissioners would, however, to a great extent secure them, as far as the assistants are concerned. And a direct inducement would be presented to them to persuade their comrades to attend school. Under the existing arrangement if a teacher be disposed to be lazy, the inducement is all the other way. Because so long as a sufficient number of names are kept upon the school books to authorize the payment of the assistant, the smaller the actual attendance of men, the more comfortable does he find himself.

I am very far from thinking that either schoolmasters or their assistants discourage the attendance of the troops at school; or would prefer a small attendance to a large one. I am quite sure, speaking of them as a body, that their feeling is all the other way. And this incidental advantage of the change which I suggest is by no means that which induces me to recommend the change. But so far as it goes I think it *is* an advantage. The great object which I have in view is to secure a just proportion between the numbers of pupils and of teachers, with a view to more efficient teaching and to a fair return for the wages which the public pays to the teachers.

Duties of Superintending Masters.

The duties of superintending schoolmasters have changed considerably since this class of officers was first established. I hope they will be still further extended, so as to embrace the examination of detachment schools of importance. A much more appropriate title, because more indicative of the character of the duties which these officers now perform, would be sub-inspector. I think too, and have always thought, that it would be advantageous to the service to employ officers who had never been schoolmaster (perhaps from the half-pay list) in a certain proportion to perform the duties of sub-inspectors of schools. The appointments of these officers would of course not be for life, as in the case of schoolmasters promoted to be sub-inspectors. The expense of retirements would therefore be

saved to the public. And I think it would be of advantage to receive reports of schools occasionally from officers who view them not from a schoolmaster's point of view.

It would not do, however, to employ as sub-inspectors of schools more officers from the combative ranks than from the list of schoolmasters, otherwise the chances of the schoolmaster's promotion would be too much diminished.

Periodical Examination.

Under the existing regulations every regimental school is examined and reported upon twice a year by the regimental schoolmaster, and once a year by a superintending schoolmaster. I think these periodical examinations, at any rate of adult schools, might be made less frequent in regiments in which a satisfactory number of school certificates was taken each year.

Schoolmasters' and Schoolmistresses' Quarters and Allowances.

When the army schools were first established upon their present footing, special quarters were commonly provided for the masters. This is no longer the case; although special quarters are still to be found for them at certain stations. The older masters complain that they are losers by this. The younger ones are of course not affected by it in the same way, because they joined the service since the new arrangements came into force. As schoolmasters are still, upon the whole, better lodged than subaltern officers, I do not think them very hardly treated in this particular. But there are one or two others in which I think they might be more liberally dealt with. I think that a schoolmaster who is expected to prepare lectures for the troops should receive a small addition to his allowance of fuel and of light, as he can only prepare his lectures at night, unless he either neglects his school work, or neglects to take the exercise which is essential to the maintenance of his health. Some additional light can indeed be granted under the existing regulations. But great complaints are made at stations where there is no gas, of the hardship of having to study by the light of a single tallow candle. And at some stations at which there is gas, schoolmasters are not allowed to consume it after it has been put out in the men's barrack rooms. A little more liberal treatment would involve no perceptible addition to the expenses of the schools, and would go far to put men in good humour who at present think themselves hardly dealt with in some respects.

Relating to the subject of quarters, it has always seemed to me to be very hard that when a schoolmaster marries a schoolmistress, the pair are only entitled to the quarters and fuel to which every schoolmaster is entitled who marries with leave. I cannot see on what ground the public is entitled to deprive the mistress of that to which she was entitled before her marriage, and to which she would still be entitled if she married anybody but a schoolmaster or a non-commissioned officer entitled on his own account to quarters.

The regulations under which schoolmistresses are paid bear very hardly upon some of the most deserving of the body, and I think should be assimilated to those under which schoolmasters are paid. The conditions of service of these two classes of teachers are not precisely similar, and this would have to be considered in drawing up new regulations; but there would be no difficulty in that. Under the existing rules of the service some of our most skilful and most hardworking mistresses have no prospect that I can see of ever receiving a larger salary than that which they got on first joining; viz., 24*l.* per annum.

Schoolmasters' Grievances.

Adverting for a moment to the subject of schoolmasters' grievances, perhaps I may be allowed to suggest, with great deference to the Commissioners, that as it is the sense of injustice even more than the amount of substantial injury done to a man which is apt to make him discontented, it might be worth while to consider whether some small addition might not be made to the pay of the older masters who may have been induced to enter the service by the prospect of advantages of which recent regulations have deprived them. Even though this were so small (as it necessarily must be in perhaps most cases) as to bear no proportion to the pecuniary loss which certain changes of regulation have brought upon individuals, the mere recognition of their title to consideration on the score of their lost privileges would gratify them; and an increase of pay, however small, would clearly be a substantial improvement upon their present circumstances, as far as it went.

A. C. Gleig, Colonel,
Inspector of Army Schools.

4th March 1870.

(iii.)—Memorandum by Walter McLeod, Esq., Head Master of the Model School, Royal Military Asylum, Chelsea, supplementary to his evidence.

The following suggestions, respecting army schools and schoolmasters, are respectfully submitted for consideration.

I.—Army Schoolmasters.

1. That the existing Normal School be done away with.
2. That candidates for the office of army schoolmaster be,—
   - (1.) *Civilians* who have been in a training college for not less than 12 months, and who have passed the examination prescribed by the Committee of Council on Education:
   - (2.) *Soldiers* of the rank of serjeant, who have passed such an examination as may be considered necessary:
   - (3.) Pupil-teachers of the Model Schools who have attained the age of 21 years.
3. Civilian candidates to spend six months in the Model Schools; and soldier candidates and pupil-teachers to be sent (1) for six months to a training college at the expense of Government, and (2) to the Model Schools for an additional six months.

Or, soldier candidates might be prepared at a large camp or garrison,* under a first-class army schoolmaster, and sent afterwards, for six months, to the Model Schools; and pupil-teachers might be fully qualified to pass the requisite examination before leaving Chelsea.

4. That all candidates, whether civilians, soldiers, or pupil-teachers, when appointed army schoolmasters, be attached for six months to a garrison school or to a camp.
5. That the pay of the civilian pupil-teachers of the Model Schools be increased *annually*. The rate of pay to be,—

6*d.*	a day for those	between	17 and 18 years of age.
7*d.*	„	„	18 and 19 „
8*d.*	„	„	19 and 20 „
9*d.*	„	„	20 and 21 „

6. That the pay of schoolmasters on appointment be 4*s.* a day, and that it rise by *biennial* and *triennial* increments of 6*d.* a day to a maximum of 7*s.*

The pay therefore to be as follows:—

On appointment	-	-	4*s.* 0*d.* a day.
After 2 years' service	-	-	4*s.* 6*d.* „
„ 4 „	-	-	5*s.* 0*d.* „
„ 6 „	-	-	5*s.* 6*d.* „
„ 9 „	-	-	6*s.* 0*d.* „
„ 12 „	-	-	6*s.* 6*d.* „
„ 15 „	-	-	7*s.* 0*d.* „

7. That if it be considered necessary to arrange the army schoolmasters into classes, the classification be as follows:

III.	Class schoolmasters,	on appointment.
II.	„ „	after 6 years' service.
I.	„ „	after 12 years' service.

All schoolmasters, if deserving, should receive warrant rank after six years' service.

8. That superintending schoolmasters be chosen from Class I.; their pay to be 7*s.* 6*d.* a day, and to be increased to a maximum of 8*s.* 6*d.* a day after 15 years' service.
9. That after 21 years' service the pension of army schoolmasters be 3*s.* 6*d.* a day, and 4*s.* a day after 28 years' service.
10. That the clothing of army schoolmasters be as stated in art. 6 of Army School Regulations of January 1, 1859.†
11. That there be no inspection of the kits of army schoolmasters; and that proper accommodation be provided on board ship for a schoolmaster and his family.
12. The lowering of the pay on appointment and other alterations have tended to introduce a class of candidates inferior in character and qualifications to those formerly received. Major-General Portlock thus predicts the results that have actually taken place‡: "By lowering the pay on "appointment, it lessens the motives for competing for "the appointment amongst civilians, and this, in the end, "would lower the tone and ability of army schoolmasters. "The old system has raised to the position of school-"masters some of its best masters from the army, and the "number of competitors is every day increasing. By "lowering the pay at starting the motive for competing "will be diminished; *civilians will be discouraged from*

* Certain stations, such as Aldershot, the Curragh, and Woolwich, might be recognised as training schools for soldier candidates.
† A sword need not be supplied.
‡ Appendix to Second Report of Army Schools, p. 20.

competing, and soldiers of a lower degree of attainments will be encouraged to compete; the same class of candidates will not be induced to come forward from the civilian class, and the general standard of qualification will be lowered."

II.—Army Schools.

1. That army schools be examined *once a year*, either by the inspector or by the superintending schoolmaster, and *not by the master of the school.*

2. That the *written examinations* required of children be done away with, with the exception of those belonging to the first class, or to the first and the second classes; and that the written examinations be restricted to dictation and arithmetic.

The lower classes and the upper classes in subjects not specified above, to be examined *viva voce.*

3. That the number of school forms be reduced and simplified. A great deal of the master's time is devoted to these forms, to the detriment of the school. Colonel Gleig, when writing of one of the forms which the schoolmaster has filled up, "regrets that the testing of the accuracy of "the schoolmaster's return on form A, leaves an inspector "very little time for observing the master in the manage- "ment of his school, and his assistants in that of their "several classes." If this is the result when *testing* the accuracy of a *single form*, the result to a school may be imagined when several forms have to be filled up, some of them in duplicate, two or three times a year, in addition to the monthly reports and the daily school register.

4. That instead of examining and classifying new men at the time they first join the adult school,—a plan which withdraws the master continually from direct teaching and materially interferes with the discipline of the classes,—an afternoon be set apart, *once a fortnight*, or *once in three weeks*, for such examinations; and arrangements might be made to hold these examinations at such times as shall not interfere with the regular school duties.

5. That the plans in use for registering progress, by requiring each man and each child able to use it to have an examination book (1) for the examinations on joining school, (2) for those of the assistant inspector, (3) for those of the superintending schoolmaster, or of the schoolmaster, are, in reality, a bar to progress. Colonel Maude says.* "The time of the schoolmaster and of his assistants is "frittered away arranging these men into classes, enter- "ing their names in the registers, finding and putting "away their copy books when they attend, and in exa- "mining, classifying, and reporting their progress every "half year, when they have attended so seldom since "the last examination took place, that no great change, "if any, can be expected."

6. That the two-fold classification of schools according to attainments (1) in arithmetic, (2) in reading, is injurious to discipline.

7. That the questions in arithmetic for first and second class certificates should be less difficult, and arranged in proper logical order. It is absurd, for instance, to teach proportion and practice before fractions.

The questions should be printed and placed in the hands of each man; fewer questions should be given, and more time allowed for the solutions.

Full marks are given, at present, when the answer is absolutely correct; but no marks, I understand, are allowed when there is an error in the working, although the soldier may show that he thoroughly understands what he is doing. This disheartens the men.

The stereotyped form of questions must, inevitably lead to "cramming." The schoolmaster knows the kind of question that will be given at the arithmetical examination, and carefully drills his pupils in working sums according to the prescribed models. Greater scope and greater variety would produce more thorough arithmeticians. Slates or scribbling paper should be allowed at all examinations; such aids are allowed to all candidates at the Civil Service and other competitive examinations.

8. That the method of noting the number of mistakes in the dictation exercises is unfair. Dictation is given in order to test the *spelling*, and only those words that are incorrectly spelt should be noted as mistakes in the spelling of words. But in all examinations "the improper use of "capital letters in the exercises written from dictation has "been reckoned as mis-spelling, and it is probable that "nearly a fourth part of the mis-spellings noted were of "this kind, but I have no record of the precise number,"† Mistakes, therefore, which properly belong to composition and grammar are noted under the head of spelling, and thus men and children are made to appear worse spellers than they really are.

9. The fairest method of examination for certificates is to attach a numerical value to the *exercise* in dictation and to *each question* in arithmetic, and to grant a first-class certificate to every man who obtained 70 or 75 per cent. of the total number of marks, a second-class certificate to those who obtained 50 per cent., and a third-class certificate to those who received 40 per cent. of the whole.

Thus, if the number of questions in arithmetic for a first-class certificate were 10, and the total number of marks 200, and if the total number of marks for dictation were 50, deducting *one mark* for every mistake in spelling, then a first-class certificate would be granted to every man who obtained 175 marks, reckoning 70 per cent. of the whole as the number to be obtained by a holder of a certificate of the first order. The same method would be adopted in granting certificates of the second and the third class.

10. That an impetus would be given to education generally in all army schools,—

(1.) If an order were issued that all soldiers should attend school until qualified to read fairly, to write fairly from dictation, and to work questions in the four simple and compound rules of arithmetic, and in reduction of money.

(2.) If a money value were attached to the possession of a first-class certificate.

(3.) If commanding officers only promoted those men who held a certificate.

Promotion to be as follows:—

(1.) A third-class certificate to qualify for corporal.
(2.) A second-class certificate to qualify for serjeant.
(3.) A first-class certificate to qualify for staff-serjeant.

11. Should these recommendations be carried into effect, no real grievances would any longer exist. The army would possess not only a competent, but a contented and a zealous staff of schoolmasters, and an efficient system of education in regimental and garrison schools.

Walter McLeod,
Head Master,
Model Schools, R. M. Asylum.

E.—STATE OF EDUCATION IN THE ARMY.

Table showing the State of Education in the Army on the 1st January 1869, from a return received from the Adjutant-General, dated 1st March 1870.

	Number returned.	Per centage in 1869.	Per centage in 1868.
Class 1. Who can neither read nor write -	15,207	9·00	9·46
„ 2. Who can read but not write - -	15,263	9·04	10·59
„ 3. Who can read and write - -	127,959	75·84	73·80
„ 4. Who have a superior degree of education.	10,283	6·09	6·1

This return does not include nine battalions of infantry and two regiments of cavalry, from which no returns have as yet been received.

The following table shows the proportion of "uneducated" among the several branches of the service, comprising under that term classes 1 and 2 of the above table. The per centages in the last six columns are taken from former Reports of the Council of Military Education.

Corps.	Classes 1 and 2 uneducated.						
	1868.	1867.	1866.	1865.	1864.	1860.	1858.
Cavalry - -	8·20	10·90	19·13	19·78	20·80	22·03	24·8
Royal Artillery -	18·03	18·30	20·42	19·41	22·09	25·65	40·4
Royal Engineers -	0·39	1·34	3·17	3·34	3·44	5·36	3·0
Military Train -	23·44	24·37	24·30	38·62	35·06	42·37	32·6
Foot Guards -	7·16	8·12	8·66	10·06	9·73	10·96	20·4
Infantry of the Line	21·01	23·54	33·99	35·71	36·40	45·62	44·6

Wm. Napier.

* Appendix to Fourth Report of Army Schools, p. 31.

† Report of Colonel Gleig.

Appendix I. (F.)

F.—DOCUMENTS CONNECTED WITH THE ESTABLISHMENT OF ARMY SCHOOLS.

Army Schools, &c.

(i.)—Letter of His Royal Highness the Duke of York to Viscount Palmerston, Secretary-at-War, recommending the Establishment of Regimental Schools.

My Lord, Horse Guards, 26 August 1811.

The advantages which must attend the establishment of regimental schools throughout the Service, for the education of young soldiers and soldiers' children, are so apparent, that I feel it incumbent upon me to request your Lordship will submit the measure to the immediate consideration of the Lords Commissioners of the Treasury.

The efforts which hitherto have been made on this head are unavoidably kept within narrow bounds, owing to the inadequate means of carrying any effectual or general arrangement into execution; and when I state the few wants in which the present difficulty originated, I trust the Lords Commissioners of the Treasury will be induced to sanction the expense, which will be trifling comparatively with the benefits attending such an establishment. In the first place, it is essential that a serjeant-schoolmaster should be appointed to each battalion, and I would recommend that he should be paid according to the rate of pay now attached to the paymaster's clerk; and it would be the duty of this person to instruct the boys receiving pay, and also the soldiers' children, gratis.

It will also be necessary that the Commissioners for the affairs of barracks shall be authorized to appropriate one room in each regimental barrack for the use of the school, with a proportionate amount of fuel in the winter months; and it will be essential to allow an extra charge upon the contingent account of each regiment for the articles of stationery and books which may be requisite for the use of the boys and children.

As the future discipline of the Service is much involved in the importance of this subject, I shall be glad to be furnished with the decision of the Lords Commissioners of the Treasury, in order that in the event of their approval I may take the earliest opportunity of carrying the necessary arrangements into execution.

I am, &c.
(Signed) Frederick,
C. in C.

(ii.)—War Office Circular announcing the Establishment of Regimental Schools.

Circular No. 79.

Sir, War Office, 27 December 1811.

The Prince Regent having had under his consideration the advantages which would result to the army from the establishment of regimental schools for the instruction of young soldiers, and of the children of soldiers, I have the honour to acquaint you that His Royal Highness has been graciously pleased to order, in the name and behalf of His Majesty, that, in each battalion or corps, a regimental school shall accordingly be forthwith established.

The school is to be placed under the superintendence of a serjeant-schoolmaster, and you are to select a person properly qualified for the situation, who is to be an attested soldier, and will be borne on the establishment, with the same pay and allowances as the paymaster-serjeant of the corps.

When the corps is in barracks, a room will be appropriated for the school, and an allowance of fuel in the winter months.

The sum of 10*l.* per annum will also be allowed, from the 25th instant inclusive, on account of the charges to be incurred for stationery and other incidental expenses of the school, and may be stated half-yearly in the paymaster's regimental accounts.

Instructions as to the plan of education to be adopted in the regimental school will be issued by His Royal Highness the Commander-in-Chief.

I have, &c.
Colonel of the (Signed) Palmerston.
Regiment of

Appendix I. (G.)

G.—DOCUMENTS CONNECTED WITH THE APPOINTMENT AND PAY OF ARMY SCHOOLMASTERS.

Army Schools, &c.

(i.)—Royal Warrant creating the Rank of Schoolmaster-Serjeant, dated 2 July 1846.

Victoria R.

Whereas with a view of improving the system of instruction in the regimental schools, We have deemed it expedient to introduce into Our army a class of men better calculated to perform the duties of schoolmasters in the several regiments of Cavalry and Infantry, Our will and pleasure is that such persons as, after having obtained a certificate of fitness from the training school established by Our authority, shall be appointed schoolmaster-serjeants, shall be allowed the pay of 2*s.* 6*d.* a day, with an increase of 6*d.* a day to be granted by Our Secretary-at-War at his discretion, for efficiency and good conduct.

The schoolmaster-serjeants so appointed will take rank next after the serjeant-major, and will be entitled when placed on the pension list to an increase of 6*d.* a day to the pension to which they would have been entitled as serjeants.

It is Our further will and pleasure that assistant-schoolmasters, who shall also have obtained a similar certificate of fitness, shall be allowed the pay of serjeants, with an increase of 6*d.* a day, to be granted by Our Secretary-at-War at his discretion, for efficiency and good conduct.

The assistant-schoolmaster will have the same claim to pension as a serjeant.

In order to secure an efficient superintendence over the regimental schools, it is Our will and pleasure that an inspector of regimental schools shall be appointed by Our Secretary-at-War.

Given at Our Court at Buckingham Palace this 2nd day of July 1846, in the tenth year of Our reign.

By Her Majesty's Command,
Sidney Herbert.

(ii.)—Royal Warrant constituting Three Classes of Army Schoolmasters, dated 31 May 1854.

Victoria R.

Whereas We have deemed it expedient to revise Our warrants of the 2nd July 1846 and of the 30th March 1850, Our will and pleasure is that from and after the 1st July 1854 this Our warrant shall be the sole authority for regulating the appointment, pay, and pension of army schoolmasters and assistant-schoolmasters, and for establishing and regulating army infant and industrial schools.

2. Army schoolmasters and assistant schoolmasters shall be appointed by Our Secretary-at-War from candidates who have obtained a certificate of fitness from the training school established by Our authority.

3. Army schoolmasters shall be divided into classes, to be termed,—

First-class schoolmasters,
Second-class „
Third-class „
Assistant „

The classes shall respectively consist of such numbers as, in the opinion of Our Secretary-at-War, the exigencies of the Service shall require; and the selection for and promotion to each class shall be regulated by Our Secretary-at-War.

4. The first-class schoolmasters shall be warrant officers, and Our Secretary-at-War is hereby empowered to grant warrants to such schoolmasters as he may select for this class. The first-class schoolmasters being warrant officers will rank next to the commissioned officers; and the second and third class schoolmasters will rank next to the serjeant-major, and the assistant schoolmasters will rank as serjeants.

5. The pay of each class shall be as follows:—

	s.	d.		
First-class - -	7	0	a day	without beer money.
Second-class - -	5	6	„	
Third-class - -	4	0	„	
Assistant-schoolmasters -	2	0	„	

6. Schoolmasters of the first class will be entitled to pension at the rate of 6*d.* a day in addition to that of a serjeant-major; and the schoolmasters of the second and third class to 6*d.* a day in addition to that of serjeant.

Assistant-schoolmasters will be entitled to the same rate of pension as that of serjeant.

7. In every garrison or regiment to which a trained master has been appointed, there shall be established, under such regulations as may from time to time be promulgated by Our Secretary-at-War, an infant and industrial school.

8. The infant school is to consist of the younger children of both sexes, and shall be under the sole charge of the schoolmistress, who will instruct the children in reading and writing until they are sufficiently advanced to receive instruction from the trained schoolmaster or assistant-schoolmaster.

9. The industrial school shall consist of the female children, and shall be under the sole charge of the schoolmistress, who will instruct the children in needlework, knitting, and household occupations. The younger boys may likewise attend the industrial school if their parents desire it.

10. Non-commissioned officers, drummers, and privates who may send their children to the infant and industrial schools, or to either of them, shall be required to pay for this privilege at such rates as may be fixed by Our Secretary-at-War, and the amounts of such payments, or such portion thereof as Our Secretary-at-War may decide, shall be appropriated to the use of the schoolmistress.

11. The schoolmistress will be allowed 14*l.* per annum in each regiment of Cavalry, and 2*l.* per company per annum in each regiment of Infantry, in addition to the amount which may be received by her for instruction given in the infant and industrial schools.

12. The children of barrack serjeants, of warders and servants of military prisons, or of pensioners or discharged soldiers holding civil situations at the station where a garrison or regimental school with a trained schoolmaster is established, may attend the same on payment to the schoolmaster, if they attend his school, or to the schoolmistress if they attend one or both of the schools under her charge, at such rates as may be fixed by Our Secretary-at-War.

13. In order to secure an efficient superintendence over army schools, it is Our will and pleasure that an Inspector-General of Schools be appointed by Our Secretary-at-War.

14. Given at Our Court at St. James', this thirty-first day of May 1854, in the seventeenth year of Our reign.

By Her Majesty's Command,
SIDNEY HERBERT.

(iii.)—WARRANTS to FIRST-CLASS SCHOOLMASTERS.

SIDNEY HERBERT, one of Her Majesty's most Honourable Privy Council, Secretary-at-War, &c., &c., &c.

To .

BY virtue of the authority to me by the Queen's most Excellent Majesty in this behalf given, upon the good testimony and assurance which I have received of your loyalty, integrity, and ability, I do hereby nominate, constitute, and appoint you the said to be an army schoolmaster of the first class from the day of 185 , and to continue in the said office so long as I, or the Secretary-at-War for the time being, shall think proper. You are therefore carefully and diligently to discharge the duty of schoolmaster by doing and performing all manner of things thereunto belonging; likewise to observe and follow such orders and directions as you shall from time to time receive from the Secretary-at-War, or from the Commander-in-Chief, or from any other your superior officer according to the rules and discipline of war.

Given under my hand at the War Office, this day of 185 , in the year of Her Majesty's reign.

(iv.)—ROYAL WARRANT of 19th May 1863, regulatiug the present Position and Pay of Army Schoolmasters.

VICTORIA R.

WHEREAS it has been represented to Us that it is expedient to revise the Regulations hitherto in force in regard to the pay and position of trained army schoolmasters, and to confer upon such as shall be appointed superintending schoolmasters a commission with the relative rank of ensign;

Our will and pleasure is that the following rules shall be established:—

The rates of full pay shall be,—

	s.	*d.*	
Superintending schoolmaster on appointment	7	0	per diem.
Superintending schoolmaster after 14 years' service as trained schoolmaster, of which five years shall have been as superintending schoolmaster	8	0	per diem.
Trained schoolmaster ranking as non-commissioned officer next below serjeant-major, on appointment	3	0	„
After 2 years' service	3	6	„
„ 4 „ „	4	0	„
„ 6 „ „	4	6	„
„ 8 „ „	5	0	„
„ 10 „ „	5	6	„
„ 12 „ „	6	0	„
„ 14 „ „	6	6	„

The periodical increase shall however only be granted on the recommendation of the Council of Military Education to such trained schoolmasters of whom satisfactory reports are received, both in regard to general conduct and the management and conduct of their schools. Each year's service as assistant or fourth-class schoolmaster under the former Regulations being allowed to reckon as six months towards the above periods.

Time spent at the Royal Military Asylum in qualifying for appointment as trained schoolmaster, whether the candidates are from civil life or from the ranks of the army, is not to reckon for the above rates of increased pay; service from date of appointment as trained schoolmasters being alone admissible.

Superintending schoolmasters, who on promotion to that rank were in the receipt of 8*s.* a day, will be permitted to retain that pay, but without further increase.

The rate of half-pay or retiring allowance for a superintending schoolmaster shall in all cases be determined by the service which he may have rendered to the public as schoolmaster, or in any former military capacity.

If a superintending schoolmaster shall have served at least 10 years as a trained or superintending schoolmaster, he shall, in case of being placed on half-pay by disability or ill-health, duly certified by an Army Medical Board to the satisfaction of the Commander-in-Chief and the Secretary of State for War, be allowed half-pay according to the following scale, viz.:—

	s.	*d.*	
Ten years' total service, and under five as superintending schoolmaster	3	0	per diem.
Ten years' total service, with five years' service or upwards as superintending schoolmaster	4	0	„
Fifteen years' total service, of which five or upwards as superintending schoolmaster	4	6	„
Fifteen years' total service, of which ten as superintending schoolmaster	5	0	„
Twenty years' total service, of which five or upwards as superintending schoolmaster	5	6	„
Twenty years' total service, of which ten as superintending schoolmaster	6	0	„
Twenty-five years' total service, of which five or upwards as superintending schoolmaster	6	6	„
Twenty-five years' total service, of which ten as superintending schoolmaster	7	0	„
Every superintending schoolmaster who shall have served for an aggregate period of thirty years, of which five years or upwards shall have been as superintending schoolmaster, may, with the sanction of the Commander-in-Chief and Secretary of State for War, be permitted to retire on	7	6	„
Ten years as superintending schoolmaster, with an aggregate service of thirty years	8	0	„

In calculating the service for half-pay the whole of the period passed as a student in the training schools of the Royal Military Asylum will be excluded, but half of the service in any former military capacity will be allowed.

Schoolmasters when placed on the pension list will be entitled to pensions according to the following scale:—

	s.	*d.*	
After twenty-one years' service, during the last three years of which they shall have been in the receipt of the highest rate of pay	3	0	per diem.
After twenty-one years' service, and should they not have been uninterruptedly in the receipt of the highest rate of pay during the last three years	2	6	„

Appendix I. (G.) Army Schools, &c.

The cases of schoolmasters invalided before the completion of twenty-one years' service will be specially considered by the Commissioners of Chelsea Hospital.

In calculating the time of service of a superintending schoolmaster for half-pay or of a schoolmaster for pension, the whole of the period passed in the training schools of the Royal Military Asylum, as well as half of any former service in the army prior to his admission thereto, are to be deducted.

Given at Our Court at St. James' this Nineteenth day of May 1863, in the twenty-sixth year of Our reign.

By Her Majesty's Command,

De Grey and Ripon.

Appendix I. (H.) Army Schools, &c.

H.—PAPERS CONNECTED WITH ARMY SCHOOLS HANDED IN BY COLONEL POCKLINGTON.

(i.)—Forms of Reports, &c., connected with Regimental Schools.

A.

Regiment of , commanded by

Report of the Adult School after Inspection by on the , 186 ; for the information of the Council of Military Education.

Station Schoolmaster Class .

Assistants { }

I.—Table showing Degrees of Attainment.

Class.*	Numbers present.	Number who have attained the Standard of Reading, denoted by†				Number who have attained the Standard of Dictation, denoted by†				Number who have attained the Standard of Arithmetic, denoted by†					Number whose Knowledge is above or below the Standards.		
		A.	B.	C.	D.	A.	B.	C.	D.	A.	B.	C.	D.	E.		Above A.	Below D. or E.
Special															Reading		
1st															Dictation		
2nd															Arithmetic		
3rd																	
4th																	
5th																	
6th																	
Total																	
Total per cent. of those examined																	

* The classes referred to in this table and in that of the Degrees of Progress are to consist of the pupils who are ordinarily taught the same subjects together, the first being the highest of the numbered classes.

† *Reading and Dictation.*—Standard A., supplement to the fourth book of lessons; Standard B., fourth book of lessons; Standard C., sequel to the second book of lessons; Standard D., second school book.

Arithmetic.—Standard A., vulgar fractions, decimals, compound proportion; Standard B., practice, simple proportion, interest, with application to regimental savings bank accounts; Standard C., the four compound rules‡ and reduction of weights and measures, with application to mess book and ledger accounts; Standard D., the four compound rules and reduction of money, with application to mess book and ledger accounts; Standard E., simple multiplication and division (long).

A pupil is to be classed under any standard when he does fairly any portion of the work denoted by that standard. Pupils whose work is indifferent or bad will be reckoned under one of the lower standards, according to the judgment of the examiner.

II.—Special Report of Instructions in History, Geography, and other Subjects.

III.—Table marking Degrees of Progress as shown by the Examination Books.

Classes.	Dictation.					Writing.					Arithmetic.				
	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
Special															
Ordinary															
Total															
Total per cent. of those examined															

In the entries of these Tables the examination books of those not present, as well as of those present at the examination are to be included.

‡ Troy weight, avoirdupois weight, long measure and time measure will here be considered sufficient. Questions may be set in dry and square measure in the higher Standards.

GENERAL REPORT.

I.—On the attainments of the pupils, and on their progress.*

II.—On the regularity, or otherwise, of the attendance at school as shown by the register, and whether the register is properly kept.

III.—On the discipline of the school.

IV.—On the sufficiency and condition of the school books and school materials.

V. On the condition of the schoolrooms, and their sufficiency, or otherwise, for the wants of the school.

VI.—On the character and efficiency of the schoolmaster and his assistants.

* Should the results be bad, the schoolmaster's written explanation should be appended, and the Assistant Inspector will write his comments thereon in this place, and on the fourth page if necessary.

VII.—Certificates of Education.

—	Number of Certificates in Possession.*						Numbers recommended to be granted on this occasion.†						Remarks.
	1st.		2nd.		3rd.		1st.		2nd.		3rd.		
	a.‡	b.	a.	b.	a.‡	b.	a.‡	b.	a.‡	b.	a.‡	b.	
Serjeants - -													
Corporals - -													
Drummers - -													
Privates - -													
Total - -													

* No man is to be considered as holding more than one certificate.

† The first-class certificate is to correspond to Standard A. in reading, dictation, and arithmetic; and is to include also general geography and English history. The second-class certificate is to correspond to Standard B. in reading, dictation, and arithmetic; and the third-class certificate to Standard C. in reading and dictation, and to Standard D. in arithmetic.

‡ Column *a* is to contain men who have received any portion of their education in the regimental school; column *b* is to contain men who have never attended the regimental school.

Further remarks on the above or on any other subject which it is thought desirable to bring to the notice of the Council:

B.

Regiment of commanded by

Report of the Grown Children's School, after inspection by on the 187 for the information of the Council of Military Education.

Station Schoolmaster Class

Assistants - -

I.—Table showing Degrees of Attainment.

Class.*	Numbers present.	Number who have attained the Standard of Reading, denoted by †				Number who have attained the Standard of Dictation, denoted by †				Number who have attained the Standard of Arithmetic, denoted by †					Number whose Knowledge is above or below the Standards.		
		A.	B.	C.	D.	A.	B.	C.	D.	A.	B.	C.	D.	E.		Above A.	Below D. or E.
Special - -																	
1st - - -															Reading -		
2nd - - -															Dictation -		
3rd - - -															Arithmetic		
4th - - -																	
5th - - -																	
6th - - -																	
Total -																	
Total per cent. of those examined - -																	

* The classes referred to in this table and in that of the Degrees of Progress are to consist of the pupils who are ordinarily taught the same subjects together, the first being the highest of the numbered classes.

† *Reading and Dictation.*—Standard A., supplement to the fourth book of lessons; Standard B., fourth book of lessons; Standard C., sequel to the second book of lessons; Standard D., second school book.

Arithmetic.—Standard A., vulgar fractions, decimals, compound proportion; Standard B., practice, simple proportion, interest, with application to regimental savings bank accounts; Standard C., the four compound rules‡ and reduction of weights and measures, with application to mess book and ledger accounts; Standard D., the four compound rules and reduction of money, with application to mess book and ledger accounts; Standard E., simple multiplication and division (long).

A pupil is to be classed under any standard when he does fairly any portion of the work denoted by that standard. Pupils whose work is indifferent or bad will be reckoned under one of the lower standards, according to the judgment of the examiner.

‡ Troy weight, avoirdupois weight, long measure, and time measure will here be considered sufficient. Questions may be set in dry and square measure in the higher standards.

II.—Special Report of Instructions in History, Geography, and other Subjects.

III.—Table marking Degrees of Progress, as shown by the Examination Books.

Classes.	Dictation.					Writing.					Arithmetic.				
	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
Special - - -															
Ordinary - -															
Total - -															
Total per cent. of those examined - -															

In the entries of these Tables the examination books of those not present as well as of those present at the examination are to be included.

General Report.

I.—With respect to the Bible lesson - - -

II.—Remarks on the attainments of the pupils and on their progress.*

III.—On the regularity, or otherwise, of the attendance at school, as shown by the register, and whether the register is properly kept.

IV.—On the discipline of the school, and on the manners, cleanliness, tidiness, and general appearance of the children.

V.—On the sufficiency and condition of the school books and school materials.

VI.—On the condition of the schoolrooms, and their sufficiency, or otherwise, for the wants of the school.

VII.—On the character and efficiency of the schoolmaster and his assistants.

Further remarks on the above or on any other subject which it is thought desirable to bring to the notice of the Council:

C.

Regiment of commanded by

Report on the Infants' and Industrial School, after inspection by on the 187 for the information of the Council of Military Education.

Station

Schoolmistress
Assistant schoolmistress
Pupil-teacher
Monitress
Class

I.

——	Boys.	Girls.	Total.
Numbers present at the examination - -			

Numbers of infant children, of proper age for school, in the regiment:—Boys ; Girls .

II.—Remarks on the Instruction in—

Reading.	Writing.	Arithmetic.	Objects.	Singing.	Any other Subjects.	Physical Exercises.

* Should the results be bad, the schoolmaster's written explanation should be appended, and the Assistant Inspector will write his comments thereon in this place, and on the fourth page if necessary.

III.—Remarks on the Industrial Work.

Hemming.	Sewing.	Darning.	Cutting and making	
			Under-clothes.	Dresses.

General Report.

I.—On the religious instruction - - -

II.—On the general instruction, discipline, and efficiency of the school.

III.—On the manners, cleanliness, tidiness, and general appearance of the children.

IV.—On the sufficiency and condition of the school books and school materials.

V.—On the condition of the schoolroom, and its sufficiency, or otherwise, for the wants of the school.

VI.—On the regularity of attendance, as shown by the register, and whether the registers are properly kept.

VII.—On the character and efficiency of the schoolmistress.

VIII.—Report on the assistant schoolmistresses and pupil-teachers.

D.

Schoolmaster's Report.

Regiment of commanded by

Report of the School, after examination by schoolmaster

on the 187 for the information of the Council of Military Education.

Station Schoolmaster Class

Assistants - -

I.—Table showing Degrees of Attainment.

Class.*	Numbers examined.	Number who have attained the Standard of Reading, denoted by †				Number who have attained the Standard of Dictation, denoted by †				Number who have attained the Standard of Arithmetic, denoted by †					Number whose Knowledge is above or below the Standards.		
		A.	B.	C.	D.	A.	B.	C.	D.	A.	B.	C.	D.	E.		Above A.	Below D. or E.
Special - -															Reading -		
1st - - -																	
2nd - - -															Dictation -		
3rd - - -																	
4th - - -															Arithmetic		
5th - - -																	
Total -																	
Total per cent. of those examined - -																	

* The classes referred to in this table and in that of the Degrees of Progress are to consist of pupils who are ordinarily taught the same subjects together, the first being the highest of the numbered classes.

† *Reading and Dictation.*—Standard A., supplement to the fourth book of lessons; Standard B., fourth book of lessons; Standard C., sequel to the second book of lessons; Standard D., second book.

Arithmetic.—Standard A., vulgar fractions, decimals, compound proportion; Standard B., practice, simple proportion, interest, with application to regimental savings bank accounts; Standard C., the four compound rules‡ and reduction of weights and measures, with application to mess book and ledger accounts; Standard D., the four compound rules and reduction of money, with application to mess book and ledger accounts; Standard E., simple multiplication and division (long).

A pupil is to be classed under any standard when he does fairly any portion of the work denoted by that standard. Pupils whose work is indifferent or bad will be reckoned under one of the lower standards, according to the judgment of the examiner.

II.—Special Report in History, Geography, and other Subjects.

Instructions.

This form of report is to be used by the schoolmaster for his half-yearly examinations, and for the examination during the month immediately preceding the inspection by the Assistant Inspector.

If the inspection takes place less than two months after the half-yearly examination, the schoolmaster's examination previous to inspection may be dispensed with.

If the inspection takes place less than two months before the half-yearly examination, the latter may be dispensed with.

The report of the half-yearly examinations is to be sent to the Secretary of the Council of Military Education, and a duplicate to the Assistant Inspector.

‡ Troy weight, avoirdupois weight, long measure, and time measure will here be considered sufficient. Questions may be set in dry and square measure in the higher standards.

III.—TABLE marking DEGREES of PROGRESS as shown by the Examination Books.

Classes.	Dictation.					Writing.					Arithmetic.				
	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
Special - - - -															
Ordinary - - -															
Total - - -															
Total per cent. of those examined - -															

REPORT of PROGRESS of NON-COMMISSIONED OFFICERS and SOLDIERS under special instruction for admission to the Normal School; or for the duties of Detachment Schoolmaster, in accordance with Article 46 of the School Regulations.

GENERAL REPORT.

I certify that I have carefully examined the school under my charge, and that the above Tables and Reports represent, to the best of my judgment, the attainments and progress of the pupils.

Schoolmaster.

REMARKS by the COMMANDING OFFICER on forwarding the Schoolmasters' Half-yearly Report of Examination.

Officer Commanding.

E.

ABSTRACT of REPORT by ASSISTANT INSPECTOR of ARMY SCHOOLS.

ABSTRACT of REPORT of the EXAMINATION of the SCHOOL of the
held on the 186
for the information of the officer commanding.

I.—DEGREES OF ATTAINMENT.

Standard.	Number passed in		
	Reading.	Dictation.	Arithmetic.
A. - - - - - - -			
B. - - - - - - -			
C. - - - - - - -			
D. - - - - - - -			
E. - - - - - - -			
Total number examined -			

Reading and Dictation.—Standard A., supplement the fourth book of lessons; Standard B., fourth book of lessons; Standard C sequel to the second book of lessons; Standard D., second school book.

Arithmetic.—Standard A., vulgar fractions, decimals, compound proportion; Standard B., practice, simple proportion, interest, wit application to regimental savings bank accounts; Standard C., the four compound rules* and reduction of weights and measures, wit application to mess book and ledger accounts; Standard D., the four compound rules and reduction of money, with application to me book and ledger accounts; Standard E., simple multiplication and division (long).

II.—HISTORY, GEOGRAPHY, and other Subjects.

* Troy weight, avoirdupois weight, long measure and time measure will here be considered sufficient. Questions may be set in dry and squa measure in the higher Standards.

III.—TABLE marking DEGREES of PROGRESS as shown by the Examination Books.

Classes.	Dictation.					Writing.					Arithmetic.				
	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.	Number of Books examined.	Great Progress.	Progress.	Stationary.	Gone back.
ecial - - - -															
dinary - - -															
Total - - -															
tal per cent. of those examined - - -															

In the entries of these Tables the examination books of those not present, as well as of those present at the examination, e to be included.

I.—Remarks on the attainments of the pupils, and their progress.

II.—On the regularity, or otherwise, of the attendance at school as shown by the register, and whether the register is properly kept.

III. On any other matters connected with the school.

CERTIFICATES OF EDUCATION.

Nominal List of Non-Commissioned Officers and Soldiers recommended for 1st, 2nd, and 3rd Class Certificates respectively.

H.

From Superintending Schoolmaster
To the Officer Commanding

18

SIR,

I HAVE the honour to report that, in compliance with General Order visited the school of the under your command, at the times specified in the margin, and to submit for your information the following remarks, made in conformity with directions printed on the last page, on

(1.) The Instruction.
(2.) The Discipline.
(3.) The Time Tables.
(4.) The Schoolrooms and School Furniture.
(5.) The Organization and Management.

I have the honour to be,
Sir,
Your most obedient Servant,

on the
on the
on the

Adult school - at
Grown children's school - at
Infant and Industrial School at

REMARKS.

DIRECTIONS to be observed in making this REPORT.

Superintending schoolmasters will carry with them the note-books (with which they will be supplied) whenever they visit a regimental school, and they will enter in them their remarks upon (1) instruction, (2) discipline, (3) time tables, (4) schoolroom and furniture, (5) organization and management of the schools, as these come under their observation.

They will also record in them the precise time at which they entered and at which they quitted the schoolroom.

They will make use of their memoranda to complete their reports to the Commanding Officer. They will be careful to specify in their reports the particular schools which they visited (*i.e.*, whether adult or grown children, &c., &c.), and the time spent in each school. Under the different headings above enumerated they are to observe particularly on certain points, viz. :—

1. Upon the character of the Bible lesson given by the schoolmaster or schoolmistress. Upon the character of the secular lessons given by the schoolmaster and schoolmistress. Upon the character of the lessons given by assistants.
2. Whether the pupils are orderly, attentive, courteous, and (in children's schools) clean. Whether the business of the school is carried on with regularity and alacrity, and without undue noise.
3. Whether the schoolmaster and schoolmistress appear to possess proper authority, and to exercise it with firmness and temper. Whether the assistants appear to have a sufficient education themselves, and to have a fair knowledge in teaching; and whether they appear to exercise authority themselves, and to support that of the schoolmaster and schoolmistress efficiently.
4. Upon the cleanliness and state of repair of the schoolrooms. Upon the state of repair, sufficiency, and suitableness of the school furniture.
5. In what respects, if any, the arrangements of the school are contrary to regulations, peculiar, or unusual.

Appendix I. (H.)

Army Schools, &c.

J.

Half-Yearly Report by Superintending Schoolmaster on the Schools of at

18

Date of Visit.	Adults' School.			Grown Children's School.			Infants and Industrial School.		
	Hour of Visit.	Duration of Visit.	Number present.	Hour of Visit.	Duration of Visit.	Number present.	Hour of Visit.	Duration of Visit.	Number present.

REPORT.

K.

Assistant Inspector's Report on Schools examined by Superintending Schoolmaster.

Regiment

Station Date of visit

—	Certificates of Education.					
	Number in Possession at Date of Visit.			Number since recommended to this Date.		
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Serjeants - - -						
Corporals - - -						
Drummers - - -						
Privates - - -						
Total - -						

Remarks by the Assistant Inspector.

1. On the discipline and general efficiency of the school
2. On the character and qualifications of the teachers -
3. On the attendance, and on the state of the register -
4. On the school materials - - - -
5. On the school buildings - - - -
6. On the arrangements for giving effect to Regulations pars. 94 to 103 on religious instruction - -
7. On the special class - - - - -
8. On the general arrangements: Whether according to regulation; whether peculiar or unusual. On the encouragement given to adults to attend school - -
9. On any other subjects connected with the school which the Assistant Inspector desires to bring to the notice of the Council of Military Education - -
10. On the accompanying report of the examination by Superintending Schoolmaster dated

Assistant Inspector.

187

L.

(To accompany Examination Papers sent to Assistant Inspector by Superintending Schoolmaster or President of Board.)

Return of Soldiers belonging to examined for School Certificates at on the 18 under the Superintendence of

Rank.	Name.	Certificate for which examined.

M.

For the information of the Officer Commanding the Corps to which the Candidates for School Certificates belong.)

ETURN of Soldiers belonging to recommended for School Certificates after Examination at on the under the Superintendence of

Rank.	Name.

ETURN of SOLDIERS belonging to who failed to qualify for Certificates at the Examination held at on the under the Superintendence of

Rank.	Name.	Subjects in which the Candidates failed.

Assistant Inspector of Army Schools.

W.O. Form 369.

This Return is to be rendered in *duplicate* at the expiration of every quarter. One copy is to be furnished to the aymaster; the other is to be transmitted to the Council of Military Education.

Regiment.

Stationed at

ETURN showing the NUMBER of CHILDREN who have ATTENDED the REGIMENTAL SCHOOLS, and the Amount received for their Instruction, and credited to the Public in conformity with Arts. 105 to 111 of the Army School Regulations, W.O. Circulars 821 and 840.

For the Quarter ending 187

Number of Children attending the Schools during the Quarter.					Amount received for Instruction during the Months of			Amount received.	Credited to the Public by the Paymaster.*
——	Rate per Month.	Numbers during the Months of			£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Children: Of Officers†	‡								
„ Soldiers, staff of militia									
„ Deceased soldiers									
„ Warders of military prisons, barrack serjeants	At 1*d.*§								
„ Pensioners in regimental or garrison employ									
„ Ditto	At 1½*d.*§								
„ Ditto	At 2*d.*§								
„ Civilians	At 5*s.*‖								
„ Pensioners *not* in regimental or garrison employ, coastguardsmen, officers' private servants, canteen keepers, foremen and labourers employed in garrison duties	3*d.* per week.¶ ‡								
„ Soldiers serving abroad, who have been left at home on the embarkation of their fathers	Free.**								
Total	-								

Schoolmaster.

Date

* See Articles 115 and 116, Army School Regulations.

† Show the number of weeks in each month during which each child (at 3*d.* a week) of pensioners attended school, and the number of children in each officer's family.

‡ W.O. Letter, 2nd December 1861, for one child 5*s.*, and for every additional one of the same family 2*s.* 6*d.* per month. Art. 110, Army School Regulations.

§ Arts. 105 and 107, Army School Regulations. W.O. Letter $\frac{50}{\text{Gen. No. } 322}$ 12th February 1861, and 27th March 1861 $\frac{50}{\text{Gen. No. } 330}$.

‖ W.O. Circular $\frac{50}{\text{Corfu } 20}$ 14th August 1860. Art. 109, Army School Regulations.

¶ 3*d.* per week each child, W.O. Letter $\frac{50}{\text{Gen. No. } 207}$ 14th December 1860. Art. 108, Army School Regulations.

** See W.O. Circular, No. 758, 20th May 1862 $\frac{50}{\text{Gen. No. } 387}$ Art. 106, Army School Regulations.

Officer Commanding.

(ii.)—SPECIMENS OF TIME TABLES IN USE IN REGIMENTAL SCHOOLS.

DEPÔT BRIGADE, ROYAL ARTILLERY.

TIME TABLE.—BOYS' SCHOOL.

Day.	Hour. From	Hour. To	I. Class.	II. Class.	III. Class.	IV. Class.	V. Class.	VI. Class.	Remarks.
Monday	9	9.30	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	—
	9.30	10	Reading and spelling.	English history.	Reading and spelling.	English history.	Reading and spelling.	Tables.	—
	10	10.30		Composition.		Tables.		Writing.	—
	10.30	11	Dictation.	Reading and spelling.	Dictation.	Reading and spelling.	Dictation.	Reading.	—
	11	11.30	English history.	Dictation.	English history.	Dictation.	Writing.	Spelling.	—
	11.30	12	Composition.	English grammar and exercises.	Tables.	English grammar and simple parsing.	Tables.	Transcribing.	—
	2	2.30	English grammar and exercises.		English grammar and parsing.		Reading and spelling.	Reading and spelling.	—
	2.30	3.10							
Tuesday	9	9.30	Prayers and arithmetic.	Prayers and writing.	Prayers and arithmetic.	Prayers and writing.	Prayers and arithmetic.	Prayers and writing.	—
	9.30	10	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	—
	10	10.45	Writing.	Do.	Writing.	Do.	Writing.	Do.	Religious instruction by chaplains from 11 to 12.
	2	2.30	Arithmetic (or algebra).	Geography.	Arithmetic.	Geography.	Arithmetic.	Do.	
	2.30	3.10	Geography.	Arithmetic.	Geography.	Arithmetic.	Do. (mental).	Do. (mental).	—
Wednesday and Friday	9	9.30	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	—
	9.30	10	Reading and spelling.	English history.	Composition.	Reading and spelling.	Writing.	Tables.	—
	10	10.30		Reading and spelling.	English history.		Reading and spelling.	Writing.	—
	10.30	11	Dictation.		Reading.	Dictation.		Reading.	—
	11	11.30	English history.	Dictation.	Spelling.	English history.	Dictation.	Spelling.	—
	11.30	12	Composition.	Composition.	Dictation.	Writing.	English history.	Transcribing.	—
	2	2.30	English grammar.	English grammar and parsing.	English grammar and parsing.	English grammar and parsing.	Reading and spelling.	Reading and spelling.	—
	2.30	3.10	Simple analysis.						
Thursday and Saturday	9	9.30	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	Prayers and Bible lesson.	—
	9.30	10	Arithmetic.	Writing.	Arithmetic.	Writing.	Arithmetic.	Tables.	—
	10	10.30	Do.	Geography.	Writing.	Geography.	Do.	Writing.	—
	10.30	11	Geography.	Arithmetic.	Geography.	Arithmetic.	Writing.	Arithmetic.	—
	11	11.30	Composition.	Transcribing.	Tables and mental arithmetic.	Tables.	Geography.	Do.	—
	11.30	12	Writing.	Tables and mental arithmetic.	Transcribing.	Transcribing.	Tables.	Transcribing.	—
	2	2.30	Arithmetic (or algebra).	Geography.	Arithmetic.	Geography.	Arithmetic.	Tables and mental arithmetic.	No afternoon school on Saturday.
	2.30	3.10	Geography.	Arithmetic.	Geography.	Arithmetic.	Transcribing.	Arithmetic.	

1st Battalion Grenadier Guards.

Time Table for Adult School, Beggar's Bush Barracks, Dublin.

First Class.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1 to 1.30	Reading and spelling.	Dictation,	Dictation.	Dictation.	Writing in copies.
1.30 to 2	Transcribing.	Slate arithmetic.	Slate arithmetic.	Slate arithmetic.	Slate arithmetic.
2 to 2.30	Slate arithmetic (simp. proportion).	Simple and compound rules.	Interest and practice.	Reduction and simple proportion.	Regimental accounts and practice.

Second Class.

1 to 1.30	Writing in copies.	Dictation.	Reading and spelling.	Dictation.	Dictation.
1.30 to 2	Reading and spelling.	Slate arithmetic.	Transcribing.	Slate arithmetic.	Reading and spelling.
2 to 2.30	Arithmetic (reduction).	Simple and compound rules.	Slate arithmetic (compound rules).	Compound rules and mess accounts.	Slate arithmetic.

Third Class.

1 to 1.30	Reading and spelling.	Transcribing.	Dictation.	Writing in copies.	Dictation.
1.30 to 2	Writing in copies.	Slate arithmetic.	Reading and spelling.	Slate arithmetic.	Reading and spelling.
2 to 2.30	Slate arithmetic (simp. rules).	Compound rules and pay books.	Slate arithmetic (compound rules).	Simple and compound rules.	Slate arithmetic (compound rules).

Fourth Class.

1 to 1.30	Dictation.	Reading and spelling.	Writing in copies.	Reading and spelling.	Reading and spelling.
1.30 to 2	Writing in copies.	Transcribing.	Reading and spelling.	Dictation.	Writing in copies.
2 to 2.30	Slate arithmetic.	Slate arithmetic.	Slate arithmetic.	Slate arithmetic.	Slate arithmetic.

Fifth Class.

1 to 1.30	Reading and spelling.	Arithmetic or tables.	Reading and spelling.	Arithmetic or tables.	Reading and spelling.
1.30 to 2	Transcribing on slates.	Reading and spelling.	Transcribing on slates.	Reading and spelling.	Transcribing on slates.
2 to 2.30	Reading and spelling.	Writing in copies.	Reading and spelling.	Writing in copies.	Reading and spelling.

Sixth Class.

1 to 1.30	Reading and spelling.	Reading and spelling.	Reading and spelling.	Reading and spelling.	Reading and spelling.
1.30 to 2	Writing in copies.	Transcribing on slates.	Writing in copies.	Transcribing on slates.	Writing in copies.
2 to 2.30	Reading and spelling.	Reading and spelling.	Reading and spelling.	Reading and spelling.	Reading and spelling.

Dublin, November 26, 1869. J. Newsom, Superintending Schoolmaster.

1st Battalion Grenadier Guards.

Time Table for Children's Afternoon School, Beggar's Bush Barracks, Dublin.

First Class.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
2.30 to 3	Reading and spelling.	Dictation.	Geography.	English grammar.	Writing in copies.
3 to 3.30	Writing in copies.	English grammar.	Slate arithmetic.	Dictation.	Reading and spelling.

Second Class.

2.30 to 3	Dictation.	Writing in copies.	English grammar.	Slate arithmetic.	Writing in copies.
3 to 3.30	English History.	Geography.	Writing in copies.	English grammar.	Slate arithmetic.

Third Class.

2.30 to 3	Reading and spelling.	Slate arithmetic.	Reading.	Slate arithmetic.	Reading and spelling.
3 to 3.30	Dictation.	Reading and spelling.	Writing in copies.	Reading and spelling.	Writing in copies.

Fourth Class.

2.30 to 3	Writing in copies.	Reading and spelling.	Reading and spelling.	Transcribing on slates.	Writing in copies.
3 to 3.30	Reading and spelling.	Transcribing on slates.	Writing in copies.	Reading and spelling.	Reading and spelling.

Fifth Class.

2.30 to 3	Reading and spelling.	Reading and spelling.	Writing in copies.	Transcribing on slates.	Reading and spelling.
3 to 3.30	Writing in copies.	Transcribing on slates.	Reading and spelling.	Reading and spelling.	Writing in copies.

Sixth Class.

2.30 to 3	Transcribing on slates.	Writing in copies.	Reading and spelling.	Reading and spelling.	Transcribing on slates.
3 to 3.30	Reading and spelling.	Reading and spelling.	Transcribing on slates.	Writing in copies.	Reading and spelling.

Dublin, November 26, 1869. J. Newsom, Superintending Schoolmaster.

Appendix I. (H.)

Army Schools, &c.

1st Battalion Grenadier Guards.

Time Table for Children's Morning School, Beggar's Bush Barracks, Dublin.

First Class.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 to 9.30	Bible lesson (N.T.).	Geography.	Bible lesson (O.T.).	Bible lesson (N.T.).	Bible lesson (O.T.).	Bible lesson (N.T.)
9.30 to 10	English history.	Writing in copies. Euclid.	Slate arithmetic. Euclid.	English history.	English history.	Dictation.
10 to 10.30	Slate arithmetic to Standard B. Algebra.	English history.	English history.	Dictation.	Dictation.	Geography.
10.30 to 11	Geography, British Islands.	Slate arithmetic. Mensuration.	Writing in copies.	Geography of Palestine.	Arithmetic. Mensuration.	English composition.
11 to 11.30	English composition.	Religious instruction.	English grammar.	Writing in copies. Algebra.	Geography.	Slate arithmetic. Euclid.
11.30 to 12	English grammar.		Singing.	Slate arithmetic.	English grammar.	Singing.

Second Class.

9 to 9.30	Bible lesson (N.T.).	English history.	Bible lesson (O.T.).	Bible lesson (N.T.).	Bible lesson (O.T.).	Bible lesson (N.T.)
9.30 to 10	Geography (child's geography the whole book).	Dictation.	Jones's Advanced Reading Book.	Writing in copies.	Writing in copies.	Geography.
10 to 10.30	Mental arithmetic.	English grammar.	Geography.	English grammar.	English history.	Dictation.
10.30 to 11	Reading 4th book.	Slate arithmetic.	Dictation.	Slate arithmetic.	Slate arithmetic.	English history.
11 to 11.30	Slate arithmetic.	Religious instruction.	Slate arithmetic, compound rules.	Reading 1st poetical book.	Geography.	Slate arithmetic.
11.30 to 12	Writing in copies.		Singing.	Dictation.	Dictation.	Singing.

Third Class.

to 9.30	Bible lesson (N.T.).	Slate arithmetic.	Bible lesson (O.T.).	Bible lesson (N.T.).	Bible lesson (O.T.).	Bible lesson (N.T.)
9.30 to 10	English history.	Geography.	Reading sequel 2nd book.	Dictation.	Reading sequel.	English history.
10 to 10.30	Sequel to 2nd book.	Writing in copies.	Slate arithmetic.	Reading sequel.	Slate arithmetic.	Geography.
10.30 to 11	Child's geography, to page 53.	Reading sequel 2nd book.	Geography.	Slate arithmetic.	Writing in copies.	Writing in copies.
11 to 11.30	Writing in copies.	Religious instruction.	Writing in copies.	Writing in copies.	English history.	Reading sequel.
11.30 to 12	Slate arithmetic.		Singing.	English history.	Dictation.	Singing.

Fourth Class.

9 to 9.30	Bible lesson (N.T.).	English history, Pt. 1.	Bible lesson (O.T.).	Bible lesson (N.T.).	Bible lesson (O.T.).	Bible lesson (N.T.)
9.30 to 10	Adult reading book.	Clock face.	English history.	English history.	English history.	My second sc book.
10 to 10.30	Writing in copies.	My second school book.	Transcribing.	Writing in copies.	Transcribing.	Transcribing.
10.30 to 11	My second school book.	Writing in copies.	My second school book.	My second school book.	Adult reading book.	English history.
11 to 11.30	Slate arithmetic.*	Religious instruction.	Slate arithmetic.	Mental arithmetic.	Writing in copies.	Slate arithmetic
11.30 to 12	Simple truths.		Singing.	Adult reading book.	Slate arithmetic.	Singing.

Fifth Class.

9 to 9.30	Simple truths (O.T.).	Simple truths (N.T.).	Writing in copies.	Simple truths (O.T.).	Reading sheets.	Simple truths (N
9.30 to 10	Transcribing.	Transcribing.	Reading sheets.	Clock face.	Mental arithmetic.	Writing in copi
10 to 10.30	My first school book.	Reading sheets.	Slate arithmetic.	Reading sheets.	Secular E. L. book.	My first school b
10.30 to 11	Writing in copies.	Slate arithmetic.†	Secular E. L. book.	Transcribing.	Writing in copies.	Slate arithmetic.
11 to 11.30	Reading sheets.	Secular E. L. book.	Transcribing.	Secular E. L. book.	Transcribing.	Reading sheets.
11.30 to 12	Clock face.	Writing.	Singing.	My first school book.	My first school book.	Singing.

Sixth Class.

9 to 9.30	Writing.	Writing.	Transcribing.	Writing.	Transcribing.	Transcribing.
9.30 to 10	Reading cards.	My first reading book.	Reading cards.	My first reading book.	Reading cards.	My first reading
10 to 10.30	Arithmetic.	Arithmetic.	Arithmetic.	Clock face.	Arithmetic.	Mental arithmet
10.30 to 11	My first reading book.	Reading cards.	My first reading book.	Reading cards.	My first reading book.	Reading cards.
11 to 11.30	Transcribing.	Clock face.	Reading cards.	Arithmetic.	Clock face.	Writing.
11.30 to 12	Reading cards.	My first reading book.	Singing.	My first reading book.	Reading cards.	Singing.

Dublin, November 26, 1869. J. Newsom, Superintending Schoolmast

O.T.—Old Testament; N.T.—New Testament.

* Multiplication.

† Addition, subtraction, and multiplication by one figure.

SCHOOL, ROYAL ENGINEERS, ALDERSHOT.

TIME TABLE.—CHILDREN.

Day.	Class.	9 to 9.30.	9.30 to 10.	10 to 10.35.	10.35 to 10.45.	10.45 to 11.15.	11.15 to 11.45.	11.45 to 12.30.	Boys only.	
									2 to 2.45.	2.45 to 3.30.
Monday.	1	Prayers and Bible lesson.	Arithmetic.	Writing.	Play.	Reading.	Dictation.	Geography.	Grammar.	1st section. Algebra.
	2						„	„	Transcribing.	2nd sect. Arithmetic.
	3						Spelling.	Transcribing.	Reading.	Arithmetic. Transcribing.
Tuesday.	1	Prayers and Bible lesson.	Arithmetic.	Writing.	Play.	Grammar.	Composition.	History.	English history.	1st sect. Mensuration.
	2					Reading.	Dictation.	Tables.	Transcribing.	2nd sect. Arithmetic.
	3					„	Spelling.	Reading.	Reading.	Arithmetic. Transcribing.
Wednesday.	1	Prayers and Bible lesson.	Arithmetic.	Writing.	Play.	Reading.	Dictation.	Grammar.	Grammar.	1st sect. Algebra.
	2						„	Tables.	Transcribing.	2nd sect. Arithmetic.
	3						Spelling.	Transcribing.	Reading.	Arithmetic. Transcribing.
Thursday.	1	Prayers and Bible lesson.	Arithmetic.	Writing.	Play.	History.	Composition.	Geography.	English history.	1st sect. Mensuration.
	2					Reading.	Dictation.	„	Transcribing.	2nd sect. Arithmetic.
	3					„	Spelling.	Reading.	Reading.	Arithmetic. Transcribing.
Frid.	1 2 3	Mental arithmetic and tables.	Arithmetic.	Writing.	Play.	Religious instruction by chaplain, 11 to 12.		—	Examination.	
Sat.	1 2 3	Recapitulation and examination.			Play.	Recapitulation and examination.		—	—	—

(True copy.)

24th November 1869.

JNO. BELLING, B.A.,
Superintending Schoolmaster.

SCHOOL, ROYAL ENGINEERS, ALDERSHOT.

TIME TABLE.—ADULTS.

Day.	Class.	Recruits, R.E.I.		Non-commissioned Officers, R.E.I.		Voluntary Evening School.	
		3.30 to 4.	4 to 4.30.	4.45 to 5.20.	5.20 to 6.	6.30 to 7.15.	7.15 to 8.
Monday	1	Reading.	Dictation.	Dictation.	Arithmetic.	Regimental accounts.	Dictation.
	2					Arithmetic.	„
	3					Reading.	Writing.
Tuesday	1	Arithmetic.	Writing.	Dictation.	Arithmetic.	Arithmetic.	Dictation.
	2					„	„
	3					Reading.	Writing.
Wednesday	1	Reading.	Dictation.	Dictation.	Regimental accounts.	Regimental accounts.	Dictation.
	2				Arithmetic.	Arithmetic.	„
	3				—	Reading.	Writing.
Thursday	1 2 3	No attendance.		No attendance.		No attendance.	
Friday	1	Arithmetic.	Writing.	Reading.	Dictation.	Arithmetic.	Dictation.
	2					„	„
	3					Reading.	Writing.

(True copy.)

24th November 1869.

JNO. BELLING, B.A.,
Superintending Schoolmaster.

Appendix I. (H.)

Army Schools, &c.

Time Table.

Non-commissioned Officers, Gunners, and Troopers, Depôt Brigade, R.A.

Class.	Hour. From	Hour. To	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
I.	5	5.30	Reading.	Reading.	Dictation.	Reading.	Regimental accounts.
	5.30	6	Arithmetic.	Geography.	Arithmetic.	Dictation.	
	6	6.30	„	Dictation.	„	English history.	
II.	5	5.30	Writing.	Writing.	Transcribing.	Reading.	Regimental accounts.
	5.30	6	Arithmetic.	Reading.	Arithmetic.	Dictation.	
	6	6.30	„	Dictation.	„	Tables and mental arithmetic.	
III.	5	5.30	Writing.	Reading.	Transcribing.	Spelling.	Regimental accounts.
	5.30	6	Arithmetic.	„	Arithmetic.	Transcribing.	
	6	6.30	„	Transcribing.	„	Tables and mental arithmetic.	
IV.	5	5.30	Reading.	Reading.	Spelling.	Writing.	Arithmetic.
	5.30	6	Arithmetic.	„	Arithmetic.	Reading.	
	6	6.30	„	Writing.	„	„	

Woolwich, 27th November 1869.

Time Table.

Infant School, Depôt Brigade, R.A.

9 *till* 9.30.

Prayers and Bible lesson.

9.30 *to* 10.

I. Class - Arithmetic.
II. „ - „
III. „ - Reading.
IV. „ - Ball frame.
V. „ - Reading (alphabet).

10 *till* 10.30.

I. Class - Reading.
II. „ - „
III. „ - Ball frame.
IV. „ Reading.
V. „ Cubes.

10.30 *to* 11.

I. Class - Spelling.
II. „ - „
III. „ - „
IV. „ - Ball frame or cubes.
V. „ - Reading (alphabet).

11 *to* 11.10.

Playground for all.

11.10 *to* 11.35.

I. Class - Reading.
II. „ - „
III. „ - „
IV. „ - „
V. „ - Cubes or alphabet.

11.35 *to* 11.55.

Monday - Clock face.
Tuesday - Natural history.
Wednesday - Poetry and singing.
Thursday - Object lesson.
Friday - Marching and singing.
Saturday - Poetry and singing.

11.55 *to* 12 *noon.*

Dismissal.

N.B.—In changing classes and in marching to and from the playground singing is practised.

Copy of the Time Tables used in the Adult and Children's Schools of the 2nd Battalion 7th Royal Fusiliers.

Time Table for Children's School.

Morning.

Time.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 to 9.30.	1	Bible lesson.	Bible lesson.	Bible lesson.	Bible lesson.	Dictation.	Bible lesson.
	2	„	„	„	„	Reading.	„
	3	„	„	„	„	„	„
	4	„	„	„	„	„	„
9.30 to 10.15.	1	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.
	2	„	„	„	„	„	„
	3	„	„	„	„	„	„
	4	„	„	„	„	„	„
10.15 to 10.45.	1	Geography.	History.	Geography.	History.	Geography.	Reading.
	2	History.	Geography.	History.	Geography.	Grammar.	Geography.
	3	Reading geography.	Reading history.	Reading geography.	Reading history.	„	Reading.
	4	Reading.	Reading.	Reading.	Reading.	Reading.	„
11 to 11.30.	1	Dictation.	Grammar.	Composition.	Parsing.	Religious instruction.	Vocal music.
	2	„	Writing.	Dictation.	Writing.		
	3	Writing.	Dictation.	Writing.	Dictation.		
	4	„	Writing.	„	Writing.		
11.30 to 12.	1	Reading.	Reading.	Reading.	Writing.	Religious instruction.	Vocal music.
	2	„	„	„	Reading.		
	3	„	„	„	„		
		„	„	„	„		

Afternoon.

Time.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
to 2.30	1	Writing.	Mental arithmetic.	Dictation.	Dictation.	Composition.
	2	Geography.	Reading.	Reading.	History.	Reading.
	3	Reading.	"	"	Reading.	"
	4	"	"	"	"	"
.30 to 3	1	Learn poetry.	Dictation.	History.	Grammar.	Parsing.
	2	Grammar.	"	Spelling.	Dictation.	Learn geography.
	3	Spelling.	Transcribing.	"	Transcribing.	Spelling.
	4	"	"	"	"	"

Time Table for Non-commissioned Officers and Recruits.

Morning.

(Attendance, one hour.)

Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1st	Reading. Writing.	Arithmetic. Dictation.	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.
2nd	Reading. Writing.	Arithmetic. Dictation.	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.
3rd	Reading. Writing.	Spelling. Reading.	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.
4th	Reading. Writing.	Spelling. Reading.	Arithmetic. "	Reading. Writing.	Spelling. Reading.

Time Table for Drummers and Ordinary Class Men.

Afternoon.

(Attendance, one hour.)

Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1st	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.
2nd	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.
3rd	Dictation. Reading.	Reading. Writing.	Arithmetic. Dictation.	Reading. Writing.	Arithmetic. Dictation.
4th	Dictation. Reading.	Reading. Writing.	Arithmetic. Spelling.	Reading. Writing.	Writing. Reading.

The special class receive instruction with the children of their respective classes during their attendance from 9.30 to 12 and from 2 to 3. The time table used for them from 12 to 12.45 and from 3 to 4 is the same as that fixed for adults attending during those times. The time table for the adults attending the voluntary evening school from 5.30 to 6.30 is identical with the adult morning time table.

(True copy.)

Aldershot, 24th November 1869.

Jno. Belling, B.A.,
Superintending Schoolmaster.

Time Table used in all Infant Schools at Aldershot.

Time.	Lessons.	Remarks.
9 to 9.30	Prayers and Bible lesson.	The monitress to receive instruction at the grown children's school from 9 to 9.30 and from 10.15 to 11.15. She must be present in the infant school from 9.30 to 10.15 and from 11.15 to 12.
9.30 to 10	Reading.	
10 to 10.15	Spelling.	
10.15 to 10.30	Arithmetic.	
10.30 to 10.45	Singing.	
10.45 to 11	Recreation.	
11 to 11.20	*Collective lesson.	
11.20 to 11.50	Reading.	
11.50 to 12	Roll call, singing, and dismissal.	

* Object lesson. Clock face and natural history alternately.

The above time table, drawn up by me for the purpose of making the greatest use of the monitress in the infant school, and approved by Colonel Gleig, has been in use in every school at Aldershot for nearly four years with the most beneficial results.

Jno. Belling, B.A.,
Superintending Schoolmaster.

Aldershot, 24th November 1869.

Appendix I. (J.)

Libraries and Recreation Rooms.

J.—PAPERS CONNECTED WITH LIBRARIES AND RECREATION ROOMS HANDED IN BY COLONEL HAMLEY.

(i.)—List of Army Libraries, with Statement of Accounts from the 1st April 1868 to 31st March 1869.

GARRISON LIBRARIES.

Station.	Companies.	Number of Volumes in Circulation.	Number of Volumes in the Library.	Number of Volumes Added.	Number of Volumes Lost or Condemned.	Number of Volumes Repaired.	Contributions from Recreation Rooms, and Officers' Subscriptions to Library Funds. £ s. d.	Librarian's Salary. £ s. d.
Aberdeen	6	4,096	1,092	30	46	91	20 7 6	9 2 6
Alderney	3	1,742	486	5	14	73	3 0 0	—
Aldershot	150	22,134	9,790	1,327	708	453	173 18 3	—
Adelaide	3	2,353	499	4	3	11	9 13 7	8 17 0
Ashton	5	896	336	67	8	—	5 0 0	—
Athlone	11	5,744	1,704	66	53	52	22 12 6	9 2 6
Ayr	2	2,489	346	23	7	25	7 3 10	4 11 10
Bahamas	—	—	126	—	—	—	—	—
Ballincollig	—	30	649	—	—	—	—	—
Barbadoes	12	1,373	2,494	—	11	53	20 19 0	9 3 6
Bathurst	2	280	701	—	—	—	8 1 8	6 1 8
Belfast	9	3,961	1,304	72	58	295	8 15 0	—
Bermuda	21	4,409	2,014	—	20	—	30 2 0	9 2 0
Birmingham	2	760	529	4	12	18	6 11 3	4 11 3
Birr	2	2,275	1,494	—	16	16	2 0 0	—
Brighton	4	2,573	430	38	6	18	11 7 6	8 7 6
Burnley	2	363	541	—	—	—	4 0 0	3 0 0
Bury	4	2,529	526	30	2	18	8 10 0	—
Buttevant	7	3,350	1,238	54	200	27	17 12 6	9 2 6
Bradford	2	427	89	—	8	—	1 10 0	—
Carlisle	3	138	150	—	—	—	3 0 0	2 5 0
Cahir	4	2,150	499	5	16	45	12 12 6	9 2 6
Canterbury	12	3,078	2,510	30	41	178	21 2 6	9 2 6
Cape Coast Castle	4	194	451	40	—	—	13 2 6	9 2 6
Cape Town	13	1,730	1,724	101	50	35	23 5 6	9 2 6
Ceylon	24	7,030	4,020	31	16	128	35 2 6	12 14 6
Chatham	48	26,766	6,216	272	113	274	41 16 2	—
Chester	5	2,7 3	496	55	—	48	5 10 0	—
Chichester	8	1,525	554	3	33	20	6 0 0	—
Clonmel	4	3,374	524	20	17	31	12 19 6	9 0 0
Colchester	32	5,706	2,277	191	171	152	41 17 6	9 2 6
Cork	15	2,240	2,092	122	49	48	14 10 4	—
Coventry	2	587	337	—	3	8	7 8 3	5 8 3
Curragh	50	11,722	4,406	373	99	152	67 16 2	—
Demerara	2	—	928	—	13	—	1 10 0	0 7 6
Devonport	29	9,219	4,249	184	27	—	28 15 0	—
Dorchester	1	950	543	81	—	16	1 0 0	—
Dover	32	6,253	3,129	281	17	185	34 4 8	—
Dublin	64	10,381	7,697	482	136	416	75 19 7	9 2 6
Dundalk	7	3,169	735	96	75	84	16 12 6	9 2 6
Edinburgh Castle	10	4,257	1,494	182	178	173	7 10 0	—
„ Piershill	3	2,130	1,090	6	11	9	9 18 0	16 16 6
Enniskillen	4	2,012	761	18	—	—	14 4 6	7 3 6
Exeter	—	—	408	—	—	—	—	—
Fleetwood	6	398	491	30	4	—	5 5 0	2 5 0
Fermoy	14	3,465	2,043	53	29	128	23 12 6	5 12 6
Fort Beaufort	10	1,323	648	—	28	—	17 2 6	9 2 6
Fort George, N. B.	6	1,272	484	51	7	—	6 15 10	2 17 6
Fredericton	10	2,954	850	15	6	48	12 5 6	2 5 6
Gibraltar	50	6,368	5,864	315	160	80	68 8 4	18 5 0
Glasgow	5	2,615	1,543	—	7	15	14 13 6	9 2 6
Graham's Town	9	2,358	874	398	13	14	18 11 1	9 2 6
Guernsey	3	862	1,243	—	1	—	7 14 3	4 11 3
Halifax Citadel	10	4,302	1,161	32	73	31	16 16 6	6 16 6
„ Wellington Barracks	10	3,850	1,150	59	69	91	19 2 0	9 2 0
Hamilton, Canada	4	560	1,017	—	1	—	3 10 0	—
„ N. B.	4	2,307	501	22	15	22	12 10 0	8 10 0
Hong Kong	11	2,960	2,017	160	210	146	21 2 6	9 2 6
Horfield	4	600	580	45	14	28	3 0 0	—
Hounslow	5	3,229	673	25	5	35	11 8 2	6 1 6
Hythe	4	—	—	—	—	—	7 0 0	3 0 0
Hobart Town	8	1,147	1,832	23	—	—	12 2 6	9 2 6
Ipswich	—	—	543	—	—	—	—	—
Isle of Man	—	293	488	—	—	—	0 7 11	—
Jamaica	19	3,618	2,234	—	—	—	27 17 0	9 2 6
Jersey	5	2,536	1,081	18	63	64	13 7 6	8 7 6
Kilkenny	4	2,793	823	—	5	33	14 17 6	9 2 6
King William's Town	12	1,266	1,683	93	37	194	20 2 0	9 2 0
Kingston	9	962	1,365	64	3	—	19 3 4	9 2 4
Kinsale	6	2,380	590	1	30	199	11 5 0	1 5 0
Leeds	5	506	281	—	—	—	7 13 6	3 8 6
Limerick	14	3,164	2,688	94	6	158	21 13 6	8 16 6
Liverpool	—	—	343	—	—	—	—	—
London (Tower)	—	563	498	—	—	3	1 15 4	—
London, Canada	5	980	719	51	32	115	3 5 0	2 5 0
Londonderry	3	1,522	348	28	2	15	5 18 9	2 11 3
Longford	2	241	490	—	—	—	3 15 0	2 5 0
Maidstone	2	1,835	752	19	71	48	11 2 6	9 2 6
Malta	60	10,218	6,553	357	116	390	60 0 0	—
Manchester, Hulme	6	1,808	7 2	48	71	74	13 17 0	8 12 0
„ Salford	10	6,238	1,540	134	1	69	19 2 6	9 2 6
Mauritius	10	1,570	2,140	93	68	133	26 12 6	9 2 6
Melbourne	5	2,570	775	73	11	2	5 5 0	—

List of Army Libraries, with Statement of Accounts—*continued.*

Station.	Companies.	Number of Volumes in Circulation.	Number of Volumes in the Library.	Number of Volumes Added.	Number of Volumes Lost or Condemned.	Number of Volumes Repaired.	Contributions from Recreation Rooms, and Officers' Subscriptions to Library Funds.	Librarian's Salary.
							£ s. d.	£ s. d.
Montreal	48	6,938	2,277	127	89	306	55 5 0	—
Mullingar	3	1,555	858	—	—	39	4 5 0	—
Natal	4	1,343	859	12	3	54	17 12 8	13 14 0
Newbridge	10	1,981	949	87	25	27	19 17 6	9 2 6
Newcastle	4	1,731	771	—	4	102	13 2 6	9 2 6
Newfoundland	3	2,565	780	8	9	156	19 9 8	6 1 8
Newry	3	1,854	706	30	28	36	10 6 0	6 1 0
Norwich	1	1,077	269	—	1	3	5 12 8	4 7 8
Paisley	3	975	559	—	3	21	4 10 2	2 5 2
Parkhurst	18	12,520	2,427	183	57	20	32 7 6	9 2 6
Pembroke	17	2,634	2,114	77	7	38	24 16 4	9 2 6
Perth	3	1,990	515	—	5	49	12 3 2	8 1 6
Portsmouth	53	6,074	6,423	445	906	446	57 2 8	—
Portland	7	6,390	338	7	9	52	7 7 9	1 2 9
Preston	14	10,529	1,697	71	119	139	24 7 6	9 2 6
Quebec	20	1,718	1,682	41	18	19	29 3 11	9 1 6
Sheffield	10	5,909	1,683	88	87	46	17 19 0	8 19 0
Shorncliffe	36	11,160	4,044	353	105	133	37 15 0	—
Sierra Leone	6	45	529	—	—	—	7 11 6	4 11 6
Spike Island, Cork Harbour	10	2,629	1,148	97	83	32	13 11 0	4 6 0
Stirling	4	3,728	1,291	20	25	37	11 2 0	6 17 0
St. Helena	4	3,237	1,213	3	9	—	18 8 9	8 19 6
St. John, New Brunswick	11	5,501	1,209	170	8	41	31 16 9	9 2 6
St. Lucia	—	—	636	—	—	—	—	—
Sunderland	3	444	474	—	9	3	8 3 0	5 18 0
Sydney	6	3,235	2,080	63	13	—	17 2 6	9 2 6
Templemore	3	2,174	1,349	—	8	91	3 0 0	—
Toronto	14	3,120	1,212	75	3	4	25 1 8	9 2 6
Tralee	2	1,119	357	—	22	—	2 15 0	—
Trinidad	2	1,316	1,077	—	39	—	8 10 6	6 5 6
Tynemouth	3	415	502	—	6	5	3 0 0	—
Walmer	12	3,030	1,723	93	7	41	19 10 6	6 17 6
Warley	5	4,655	3,426	53	32	59	18 13 11	9 2 6
Waterford	7	1,092	807	80	80	—	15 12 0	9 2 6
Weedon	6	3,014	854	—	3	128	15 3 6	9 3 6
Weymouth	5	1,196	413	29	1	15	9 6 3	4 11 3
Winchester	16	7,277	1,839	78	14	55	24 18 10	9 2 6
Woolwich	9	1,264	719	34	4	19	18 9 2	9 2 6
Yokohama	10	2,613	1,132	—	12	39	21 12 6	9 2 6
York	8	2,299	1,226	—	61	53	14 12 0	7 12 0
Total garrison	1,351	387,135	177,222	8,918	5,320	7,595	2,126 8 7	648 10 4

ROYAL ARTILLERY LIBRARIES.

Station.	Batteries.	Number of Volumes in Circulation.	Number of Volumes in the Library.	Number of Volumes Added.	Number of Volumes Lost or Condemned.	Number of Volumes Repaired.	Amount of Contributions to Library.	Librarian's Salary.
							£ s. d.	£ s. d.
Alderney	1	1,112	423	26	1	32	7 8 9	—
Barbadoes	1	620	926	17	6	22	1 0 0	—
Bermuda	2	1,329	531	73	31	23	6 14 7	—
Dover	8	4,151	1,074	108	24	33	5 17 6	—
Dublin	3	1,750	1,473	45	45	—	6 19 3	—
Gibraltar	8	4,471	1,518	52	264	17	9 15 5	—
Halifax	3	4,010	1,515	15	—	—	2 0 0	2 5 6
Jamaica	2	2,220	458	51	—	22	7 15 10	3 0 0
Jersey	1	1,016	531	11	2	—	1 9 0	—
Leith Fort	1	1,253	827	27	—	12	2 6 1	—
Malta	8	11,132	1,895	324	17	1	26 0 0	6 0 0
Mauritius	2	1,198	737	45	25	158	6 15 4	—
Plymouth	5	5,841	1,230	85	159	92	21 19 3	—
Portsmouth	7	3,320	803	84	208	58	13 15 11	—
Quebec	4	2,789	967	65	75	25	33 5 2	—
Sheerness	5	9,590	1,575	176	—	87	23 7 5	6 1 8
Shoeburyness	3	3,921	1,123	128	43	20	13 4 0	—
Shorncliffe	2	2,443	973	13	17	10	3 5 5	—
Woolwich, non-commissioned officers	19	20,800	5,795	304	185	201	74 8 4	—
" gunners	19	1,4963	3,910	—	58	—	2 5 4	—
St. Helena	8	3,967	711	2	331	42	8 6 4	1 10 8
Total Royal Artillery	107	101,896	29,015	1,651	1,491	845	277 18 11	18 17 10

APPENDIX I. (J.)

Libraries and Recreation Rooms.

List of Army Libraries, with Statement of Accounts—*continued*.

ROYAL ENGINEER LIBRARIES.

Station.	Companies.	Number of Volumes in Circulation.	Number of Volumes in the Library.	Number of Volumes Added.	Number of Volumes Lost or Condemned.	Number of Volumes Repaired.	Contributions from Recreation Rooms, and Officers' Subscriptions to Library Funds.	Librarian's Salary.
							£ s. d.	£ s. d.
Aldershot	3	4,015	706	29	15	49	5 13 6	—
Bermuda	4	917	207	—	79	—	—	—
Chatham	8	9,540	2,499	515	297	206	82 18 6	—
Dublin	1	1,330	2,023	56	90	—	18 3 6	2 12 0
Guildford	1	662	1,117	—	—	—	3 14 0	1 6 0
Halifax, N. S.	2	1,081	568	25	5	15	8 6 2	—
Inverness	1	351	704	8	—	—	4 16 1	1 6 0
King William's Town	2	2,240	672	39	—	—	7 13 4	—
Malta	2	2,374	874	37	5	52	9 3 8	—
Mauritius	1	467	789	38	40	—	—	—
Portsmouth	1	533	311	13	65	—	2 2 0	—
Southampton	1	1,138	1,460	132	36	21	17 2 2	1 6 0
Woolwich	2	782	490	11	3	4	2 10 6	—
Total Royal Engineer	29	25,430	12,420	903	635	347	162 3 5	6 10 0

ABSTRACT.

			Total.
Number of companies, troops, or batteries making use of the libraries	Garrison	1,351	
	Royal Artillery	107	
	Royal Engineers	29	
			1,487
Number of volumes in circulation	Garrison	387,135	
	Royal Artillery	101,896	
	Royal Engineers	25,430	
			514,461
Number of volumes in the libraries on the 31st March 1869	Garrison	177,222	
	Royal Artillery	29,015	
	Royal Engineers	12,420	
			218,657
Number of volumes added during the year	Garrison	8,918	
	Royal Artillery	1,651	
	Royal Engineers	903	
			11,472
Number of books lost or condemned during the year	Garrison	5,320	
	Royal Artillery	1,491	
	Royal Engineers	635	
			7,446
Number of volumes bound or repaired during the year	Garrison	7,595	
	Royal Artillery	845	
	Royal Engineers	347	
			8,787
		£ s. d.	
Amount of contributions to libraries from funds of recreation rooms	Garrison	2,126 8 7	
	Royal Artillery	277 18 11	
	Royal Engineers	162 3 5	
			2,566 10 11
Amount of librarian's salaries	Garrison	648 10 4	
	Royal Artjllery	18 17 10	
	Royal Engineers	6 10 0	
			663 18 2

(ii.)—ARMY LIBRARIES in INDIA in 1869.—From the Reports by the Superintendents of Army Schools in Madras and Bengal.

Station.	Corps.	Number of Volumes. Property of the Indian Government.	Number of Volumes. Property of the Regiment.	Number of Volumes. Total.	Number of Rooms for Reading, &c.	Number of Subscribers.
MADRAS.						
Bangalore	16th Lancers	—	—	1,424	2	415
"	2/19th Foot	—	—	1,290	1	120
"	3/60th Rifles	—	—	1,000	1	100
Bellary	"	—	—	1,732	1	428
"	Royal Horse Artillery	350	—	350	1	—
"	20th Brigade, Royal Artillery	650	—	650	1	110
Cannanore	1/1st Foot	2,500	—	2,500	1	110
"	D. 20th Brigade, Royal Artillery	836	—	836	1	50
Wellington	Convalescent Depot	1,648	—	1,648	1	89
Calicutt	1/1st Foot	—	—	2,900	1	310
St. Thomas' Mount	5th Brigade, Royal Artillery	1,650	—	1,650	1	80
Secunderabad	23rd " "	—	—	421	2	100
Trichinopoly	C/23rd " "	—	—	170	1	50
Vizagapatam	Veteran Company, European	978	—	978	1	20
Kamptee	Royal Artillery Division	—	—	855	—	—
"	C/Battalion, D Brigade, Royal Horse Artillery.	—	—	273	1	50
"	C/14th Brigade, Royal Horse Artillery.	—	—	305	1	40
"	F/20th Brigade, Royal Horse Artillery.	—	—	310	1	50
Secunderabad	18th Hussars	—	—	1,786	2	327
Trimulgherry	2/10th Foot	—	—	1,900	2	457

Army Libraries in India in 1869—*continued.*

Station.	Corps.	Number of Volumes. Property of the Indian Government.	Number of Volumes. Property of the Regiment.	Number of Volumes. Total.	Number of Rooms for Reading, &c.	Number of Subscribers.
BENGAL.						
Meerut	4th Hussars	500	267	767	2	205
Lucknow	5th Lancers	390	900	1,290	2	440
Muttra	11th Hussars	—	1,100	1,100	2	120
Benares	19th „	999	486	1,476	2	245
Cawnpore	19th „	—	—	—	2	117
Fyzabad	1/11th Foot	804	819	1,623	1	362
Cawnpor	1/4th „	166	—	166	1	250
Fort William	26th „	Attend Garrison Institute, Fort William.				
Shahzehanpore	37th „	—	1,043	1,043	1	632
Futtehgurh	41st „	167	—	167	1	118
Seetapore	2/60th Rifles	191	300	491	2	87
Benares	„ „	221	—	221	1	103
Lucknow	62nd Foot	226	59	285	2	730
Roorkee	79th Highlanders	304	3,000	3,304	2	480
Delhi	„ „	699	—	699	1	186
Lucknow	102nd Foot	150	420	570	3	476
Hazareebagh	107th „	602	1,500	2,100	3	354
Dinapore	3/Rifle Brigade	—	1,128	1,128	2	635
Nynee Tal	Convalescent Depôt	150	770	920	3	270
Meerut	A/A Brigade, R. H. A. R. A. Division	100	380	480	1	113
„	D/A Brigade „	300	370	670	1	61
„	B/16th „ „	166	61	270	1	87
„	C/19th „ „	171	450	621	1	88
„	3/24th „ „	147	305	452	1	86
„	Recreation Hall „	680	250	933	1	—
Benares	F/C Brigade, R. H. A. „	—	400	400	1	110
Lucknow	8/Brigade, Head Quarters „	160	346	506	1	103
„	C/A Brigade, R. H. A. „	272	—	272	1	94
Fyzabad	E/8th Brigade „	—	197	197	1	116
Seetapore	F „ „	176	464	640	2	100
Cawnpore	G „ „	100	313	413	1	119
Agra	H „ „	255	131	386	1	119
Barrackpore	A/16th Brigade „	390	320	710	2	113
„	C „ „	502	348	850	2	100
Dinapore	F „ „	354	314	668	2	113
Fort William	3/22nd Brigade „	87	—	87	Garrison Institute.	
Fortress Agra	7 „ „	193	397	590	1	48
Allahabad	D/16th Brigade „	100	118	218	1	118
„	4/24th „ „	121	269	390	1	64
Darjeeling	1/25th „	—	400	400	1	53
Delhi	2/25th „ „	—	219	219	1	40

(iii.)—STATEMENT showing the Average Cost per Volume of the Books purchased for the Garrison Libraries at the following Stations during the years 1868 and 1869.

Station.	Number of Volumes purchased.	Amount Paid.	Average Cost per Volume.	Mean Average per Volume.
		£ s. d.	£ s. d.	£ s. d.
Aldershot	3,250	364 0 0	0 2 3	—
Curragh	589	101 0 0	0 3 5	—
Dublin	858	105 0 0	0 2 5½	—
Shorncliffe	794	73 10 0	0 1 10¼	—
Gibraltar	634	106 0 0	0 3 4	—
Malta	930	106 0 0	0 2 3¼	—
Total	7,055	856 0 0	—	0 2 5

1,000 volumes at 2*s.* 5*d.* amounts to 120*l.* 16*s.* 8*d.*

(iv.)—NUMBER of ARMY LIBRARIES on the 31st December 1869.

With the Number of Volumes under.														
500	1,000	1,500	2,000	2,500	3,000	3,500	4,000	4,500	6,000	6,500	7,000	7,800	10,800	Total.
35	49	29	17	13	3	2	2	3	1	2	2	1	1	160

(v.)—NUMBER of REGIMENTAL RECREATION ROOMS on the 31st December 1869.

Head Quarters of Regiments and Brigades.	Detachments.	Total.
148	64	212

Appendix I. (J.)

Libraries and Recreation Rooms.

(vi.)—List of Regimental Recreation Rooms, with Statement of Accounts, from the 1st of April 1868 to the 31st of March 1869.

Regiment.	Station.	No. of Rooms.	Refreshments supplied.		Average Number of Subscribers on the 31st March 1869.	Pay of Attendants.	Contributions to Libraries.	Amount of Subscriptions.
						£ s. d.	£ s. d.	£ s. d.
1st Dragoon Guards	Sheffield	1	No	—	135	6 16 0	11 0 0	23 4 5
3rd „ „	Chichester	2	„	—	272	3 6 6	4 0 0	14 5 1
4th „ „	Shorncliffe	2	—	Yes	344	14 14 6	8 0 0	52 9 3
5th „ „	Aldershot	2	—	„	264	9 2 6	8 0 0	27 13 1
6th „ „	Longford	1	—	„	217	9 2 6	8 6 0	39 8 6
7th „ „	Colchester	1	—	„	325	7 4 6	8 0 8	41 13 3
1st Dragoons	Dublin	2	—	„	438	7 12 0	8 6 0	33 7 10
2nd „	Cahir	1	—	„	297	3 10 5	18 7 11	19 2 3
	Cork	2	—	„				
3rd Hussars	Chichester	1	No	—	378	4 11 6	5 10 0	21 19 2
6th Dragoons	Manchester	2	„	—	404	—	21 7 6	37 7 9
8th Hussars	Edinburgh	1	„	—	317	1 10 0	20 2 6	38 15 4
	Hamilton	2	„	—				
9th Lancers	Newbridge	2	—	Yes	494	—	15 7 6	26 9 0
10th Hussars	Aldershot	2	—	„	331	6 17 0	12 10 6	45 5 9
12th Lancers	Dundalk	1	—	„	302	2 9 0	13 0 4	31 6 6
13th Hussars	Toronto	1	No	—	400	9 1 6	8 0 0	49 2 4
14th „	Dublin	1	—	Yes	451	5 13 6	14 0 3	39 19 0
15th „	York	2	—	„	398	—	18 8 0	32 15 9
17th Lancers	Hounslow	2	No	—	368	—	15 12 0	29 13 0
Military Train	Aldershot	3	—	Yes	475	12 0 0	9 15 0	47 9 3
„ „	Curragh	1	—	„	141	5 10 0	2 0 0	18 9 6
„ „	Dublin	1	—	„	123	4 18 9	3 9 3	14 7 9
„ „	Woolwich	2	—	„	303	8 6 0	10 9 4	20 10 6
Grenadier Guards — 1st batt.	Dublin	2	No	—	543	4 11 4	—	6 6 11
Grenadier Guards — 2nd „	Windsor	2	„	—	667	—	—	—
Grenadier Guards — 3rd „	Chelsea	1	„	—	633	9 2 6	—	—
Coldstream Guards — 1st „	„	1	—	Yes	512	—	—	—
Coldstream Guards — 2nd „	Tower	2	No	—	377	—	—	—
Scots Fusilier Guards — 1st „	Wellington Barracks	2	„	—	685	—	—	—
Scots Fusilier Guards — 2nd „	„ „	2	„	—	511	6 2 0	—	—
2nd Foot, 2nd battalion	Aldershot	2	—	Yes	463	6 17 0	12 5 6	43 19 6
3rd „ 2nd „	Devonport	1	—	„	391	15 19 11	10 0 0	53 16 3
4th „ 1st „	Dover	1	—	„	93	10 12 0	7 10 0	14 2 1
4th „ 2nd „	Dublin	2	—	„	331	5 5 0	12 5 2	38 0 11
5th „ 2nd „	Aldershot	2	No	—	308	9 9 6	10 0 0	18 17 8
6th „ 2nd „	„	2	—	Yes	476	9 1 0	12 10 0	61 11 7
7th „ 2nd „	Bury	1	No	—	255	9 2 6	10 0 0	23 12 7
8th „ 1st „	Malta	2	—	Yes	537	4 11 6	5 0 0	15 7 11
8th „ 2nd „	Aldershot	2	—	„	398	9 2 6	10 0 0	45 13 11
9th „ 1st „	King William's Town	1	No	—	312	6 1 8	15 16 7	14 8 1
9th „ 2nd „	Dublin	2	—	Yes	271	10 5 6	8 13 4	24 6 6
10th „ 1st „	Japan	1	—	„	358	9 2 6	10 0 0	42 17 1
11th „ 2nd „	Graham's Town	1	No	—	211	6 17 6	14 5 11	7 13 6
12th „ 1st „	Aldershot	2	—	Yes	390	18 5 0	10 0 0	41 12 0
13th „ 1st „	Gibraltar	2	—	„	491	21 17 7	13 13 8	54 19 4
13th „ 2nd „	Gosport	1	No	—	321	9 3 0	13 15 0	35 12 7
14th „ 1st „	Malta	1	—	Yes	485	4 11 6	5 0 0	17 11 0
14th „ 2nd „	Hobart Town	1	—	„	346	9 2 6	17 13 0	50 2 7
	Melbourne	1	—	„				
15th „ 1st „	Bermuda	1	No	—	446	8 7 6	14 11 0	47 12 3
15th „ 2nd „	Cork	2	—	Yes	257	12 0 0	11 16 10	40 19 0
16th „ 1st „	Halifax	1	—	„	463	5 16 6	13 7 0	46 17 5
16th „ 2nd „	Dublin	2	—	„	249	—	17 13 9	30 14 10
17th „ 1st „	Newry	2	—	„	683	10 5 9	13 0 3	75 15 8
17th „ 2nd „	Mullingar	2	—	„	215	9 2 6	11 12 3	24 12 2
18th „ 1st „	Curragh	2	—	„	373	9 17 9	10 0 0	33 0 6
18th „ 2nd „	New Zealand	1	No	—	139	6 2 8	2 10 0	7 7 0
20th „ 1st „	Aldershot	2	—	Yes	345	9 2 6	9 0 0	32 16 10
20th „ 2nd „	Fort Beaufort	1	No	—	134	3 0 11	14 15 0	29 8 6
21st „ 1st „	Curragh	2	—	Yes	438	6 17 6	10 5 6	46 18 3
22nd „ 1st „	Fredericton	1	No	—	544	—	19 0 6	56 10 0
22nd „ 2nd „	Newcastle	1	—	Yes	196	4 7 8	20 12 10	25 14 4
23rd „ 2nd „	Newport	1	—	„	435	16 0 0	—	43 10 9
	Brecon	1	No	—				
24th „ 1st „	Malta	3	—	Yes	501	9 15 6	10 0 0	65 14 0
25th „ 1st „	Aldershot	2	—	„	579	4 11 0	18 1 0	44 0 0
27th „	Chatham	2	No	—	92	6 19 0	8 15 0	7 0 9
28th „	Gibraltar	1	—	Yes	492	15 15 3	12 16 10	50 14 4
29th Regiment	Toronto	2	—	„	596	—	14 3 9	29 4 4
30th „	Halifax	1	No	—	529	9 2 6	15 14 3	64 11 6
31st „	Malta	1	—	Yes	454	17 8 7	11 17 6	45 3 10
32nd „	Cape	1	—	„	298	9 2 6	13 14 9	35 4 1
33rd „	Portsmouth	1	—	„	334	6 1 6	7 10 0	22 16 6
34th „	Aldershot	2	—	„	494	9 2 6	12 10 0	57 13 7
35th „	Portsmouth	2	—	„	373	9 2 6	10 0 0	32 18 0
39th „	Fermoy	2	—	„	401	6 5 0	16 19 9	38 10 8
40th „	Carlisle	1	No	—	274	15 18 0	8 5 0	44 0 1
	Ashton	2	„	—				
42nd „	Edinburgh	1	„	—	428	2 0 0	20 18 0	21 0 3
43rd „	Jersey	1	„	—	467	0 15 0	£3 11 11	44 11 7
	Guernsey	1	„	—				
44th „	Kilkenny	2	—	Yes	384	12 3 4	19 2 6	42 9 4
47th „	Barbadoes	1	—	„	394	—	18 12 9	46 14 10
	Trinidad	1	No	—				
48th „	Malta	2	—	Yes	488	9 0 0	13 7 6	33 7 4
50th „	Sydney	1	—	„	254	1 2 6	17 2 6	45 4 0
51st „	Portland	1	No	—	396	11 3 2	10 0 0	47 12 6
52nd „	Malta	2	—	Yes	449	9 0 0	13 8 7	53 6 2
53rd „	Quebec	2	—	„	517	13 13 9	14 3 1	50 16 0
54th „	Belfast	2	No	—	315	10 5 1	10 0 0	27 16 10
	Londonderry	1	„	—				

List of Regimental Recreation Rooms, with Statements of Accounts—*continued.*

Regiment.	Station.	No. of Rooms.	Refreshments supplied.		Average Number of Subscribers on the 31st March 1869.	Pay of Attendants.	Contributions to Libraries.	Amount of Subscriptions.
						£ s. d.	£ s. d.	£ s. d.
h Regiment - -	Waterford - -	2	—	Yes	125	7 16 0	12 6 0	13 11 0
th „ - -	Devonport - -	2	—	„	236	9 2 6	12 10 0	28 2 3
th „ - -	Ceylon - -	2	—	„	204	6 16 0	12 8 9	30 10 5
h Rifles { 1st battalion	Montreal - -	1	—	„	608	9 2 6	11 10 2	53 19 6
h Rifles { 4th „ -	New Brunswick -	1	—	„	752	9 17 11	29 18 0	100 9 8
st Regiment - -	Bermuda - -	2	—	„	621	12 2 6	14 11 0	59 16 4
nd „ - -	Cork - - -	2	—	„	639	10 17 6	9 0 0	79 4 9
rd „ - -	Fermoy - -	2	—	„	248	9 2 6	8 17 2	34 3 3
th „ - -	Malta - -	2	—	„	514	9 2 6	10 0 0	69 10 1
th „ - -	Dublin - -	1	—	„	288	9 3 0	10 15 0	40 8 9
th „ - -	Curragh - -	2	—	„	337	9 18 0	11 13 4	33 9 2
th „ - -	Portsmouth - -	2	—	„	137	9 2 6	10 5 0	22 16 4
th „ - -	Manchester - -	2	No	—	407	—	19 2 6	24 16 11
th „ - -	Montreal - -	2	—	Yes	469	9 2 6	10 19 2	28 5 6
th „ - -	Kinsale - -	2	—	„	190	9 0 0	8 15 0	14 5 10
st „ - -	Gibraltar - -	1	No	—	382	9 2 0	11 11 9	35 8 2
nd „ - -	Limerick - -	2	—	Yes	358	8 19 6	13 10 7	33 3 0
rd „ - -	Colombo - -	2	—	„	201	16 6 7	15 5 2	58 16 3
th „ - -	Gibraltar - -	2	—	„	480	12 11 0	13 13 8	51 12 1
th „ - -	Hong Kong - -	1	No	—	367	9 10 0	11 12 0	27 10 8
th „ - -	Montreal - -	2	„	—	733	9 2 6	10 0 0	33 6 2
th „ - -	Fleetwood - -	1	„	—	289	9 2 6	10 0 0	33 16 1
st „ - -	Buttevant - -	2	—	Yes	343	6 6 10	18 7 6	34 13 4
rd „ - -	Gibraltar - -	2	—	„	584	9 11 0	13 13 8	94 6 1
th „ - -	Jamaica - -	2	—	„	559	9 2 6	14 11 3	30 3 0
th „ - -	Mauritius - -	1	—	„	314	9 2 0	17 8 0	18 8 9
th „ - -	Malta - -	2	No	—	453	12 2 6	11 0 0	22 12 5
th „ - -	Athlone - -	2	—	Yes	360	12 2 0	10 10 1	39 4 3
st „ - -	Dover - -	1	—	„	140	2 5 0	2 10 0	3 14 7
nd „ - -	Curragh - -	2	—	„	134	0 11 6	2 10 0	0 17 10
rd „ - -	Bengal - -	2	—	„	349	3 0 0	—	14 8 0
th „ - -	Dover - -	2	No	—	271	9 2 6	10 0 0	23 8 4
th „ - -	Aldershot - -	2	—	Yes	566	9 2 6	12 10 0	28 6 4
th „ - -	„ - -	3	—	„	568	6 1 8	10 0 0	50 19 0
th „ - -	Cape of Good Hope -	1	—	„	323	9 2 0	20 8 7	32 12 3
th „ - -	Montreal - -	2	—	„	577	7 19 0	14 16 7	53 13 7
st „ - -	Gosport - -	2	—	„	194	0 15 6	2 10 0	1 0 0
st Rifle Brigade - -	Ottawa - -	1	No	—	631	4 11 0	11 2 6	30 16 6
nd „ „ - -	Devonport - -	2	—	Yes	455	15 4 0	10 0 0	44 16 0
th „ „ - -	Chester - -	1	—	„	490	9 2 6	17 17 6	46 16 8
st West India Regt. - {	Bathurst - -	1	No	—	57	—	8 1 8	14 14 6
st West India Regt. - {	Sierra Leone - -	1	—	Yes	71	—	14 12 6	27 2 10
nd „ „ -	Cape Coast Castle -	1	No	—	46	—	13 2 6	8 16 3
th „ „ -	Barbadoes - -	2	„	—	18	4 11 3	7 6 0	7 12 9
Ceylon Rifles - -	Ceylon - - -	1	„	—	644	7 19 9	19 1 8	83 16 0
Cape Mounted Rifles -	Cape of Good Hope -	2	„	—	96	9 10 0	7 16 0	16 7 3
Canadian Rifles - -	Chambly - -	1	„	—	75	2 5 8	1 0 0	7 15 3
„ „ - -	Isle Aux Noix - -	1	„	—	60	3 0 0	1 5 0	12 16 0
„ „ - -	Kingston - -	2	—	Yes	266	9 2 6	13 13 8	35 7 1
„ „ - -	St. John, Canada -	2	No	—	151	3 0 10	2 0 0	11 15 1
„ „ - -	Newfoundland - -	1	„	—	124	4 18 6	5 14 8	18 15 2
3rd Depôt Battalion -	Chatham - -	2	—	Yes	173	7 13 6	10 19 2	13 8 1
4th „ „ -	Colchester - -	2	—	„	426	15 0 6	14 8 0	24 0 9
5th „ „ -	Parkhurst - -	2	—	„	424	—	24 1 0	18 6 8
6th „ „ -	Walmer - -	2	—	„	424	—	24 1 0	18 6 8
7th „ „ -	Winchester - -	2	—	„	272	—	24 2 10	44 0 10
8th „ „ -	Colchester - -	3	—	„	590	9 2 6	16 3 9	27 17 2
9th „ „ -	Preston - -	3	—	„	541	—	22 12 6	55 1 8
10th „ „ -	Shorncliffe - -	1	—	„	356	13 13 9	10 10 0	35 15 5
11th „ „ -	Gosport - -	2	—	„	221	8 7 6	12 10 0	32 1 2
12th „ „ -	Shorncliffe - -	1	—	„	265	10 19 2	9 0 0	31 19 0
13th „ „ -	Pembroke - -	2	—	„	307	9 2 6	24 12 6	24 5 5
14th „ „ -	Sheffield - -	2	—	„	504	—	14 2 6	20 14 1
15th „ „ - {	Aberdeen - -	1	—	„	240	—	20 7 6	23 10 8
15th „ „ - {	Fort George - -	1	No	—	159	—	10 14 7	16 1 11
Cavalry Depôt - -	Canterbury - -	2	—	Yes	545	9 2 6	26 2 6	74 18 11
Detachment - -	Perth - - -	1	No	—	117	—	10 8 2	6 4 1
Commissariat Staff {	Aldershot - -	2	—	Yes	112	12 12 0	2 15 0	20 2 6
Corps - - - {	Dublin - -	1	—	„	71	8 12 6	1 0 7	11 7 9
M. T. S. Corps - -	Woolwich - -	1	No	—	167	3 9 6	3 9 10	18 10 6
School of Musketry -	Hythe - - -	1	„	—	44	—	7 0 0	6 17 0
Military Labourers -	Barbadoes - -	1	„	—	175	9 2 6	3 13 0	19 11 7
Royal Horse Artillery -	Aldershot - -	1	—	Yes	199	9 2 6	2 10 0	32 13 3
„ Depôt -	Maidstone - -	1	No	—	200	—	11 12 6	31 11 3
Royal Artillery:								
1st brigade - -	Halifax - - -	1	„	—	126	9 3 6	2 0 0	21 17 9
2nd „ - -	Mauritius - -	1	„	—	62	3 0 0	6 15 4	18 2 8
3rd „ - -	Montreal - -	1	—	Yes	233	6 17 0	3 0 0	18 16 5
4th „ - -	Toronto - -	1	No	—	236	9 2 6	3 0 7	24 12 10
6th „ - -	Portsmouth - -	2	—	Yes	222	9 2 6	13 16 0	41 18 0
10th „ - -	Malta - -	2	—	„	208	3 10 0	26 0 0	21 17 4
12th „ - -	Gosport - -	1	No	—	99	6 17 6	4 10 0	9 13 7
13th „ - -	Plymouth - -	2	—	Yes	273	10 3 3	21 9 3	42 16 6
15th „ - -	Gibraltar - -	2	No	—	368	13 1 9	9 15 9	70 8 7
17th „ - -	Dover - - -	3	—	—	209	9 2 0	5 16 8	31 3 2
Detached batteries -	Alderney - -	1	„	—	78	—	7 8 7	13 0 5
„ „ -	Aldershot - -	1	„	—	178	—	4 1 11	22 13 2
„ „ -	Ballincollig - -	2	„	—	13	—	—	3 9 10
„ „ -	Barbadoes - -	2	„	—	59	—	1 0 0	15 9 8
„ „ -	Bermuda - -	2	—	Yes	145	8 7 0	6 14 7	33 13 10
„ „ -	Devonport - -	2	No	—	116	2 15 0	1 0 0	18 17 11
„ „ -	Dorchester - -	1	—	Yes	144	9 2 6	1 0 0	25 15 3
„ „ -	Dublin - - -	2	—	„	188	4 12 6	6 1 3	23 15 6
„ „ -	Fort George - -	1	No	—	17	—	0 2 0	0 9 5
„ „ -	Guernsey - -	1	„	—	64	—	2 9 5	9 17 7
„ „ -	Hochelaga - -	1	„	—	76	—	1 0 0	8 18 5

APPENDIX I. (J.)

Libraries and Recreation Rooms.

List of Regimental Recreation Rooms, with Statement of Accounts—*continued.*

Regiment.	Station.	No. of Rooms.	Refreshments supplied.		Average Number of Subscribers on the 31st March 1869.	Pay of Attendants.	Contributions to Libraries.	Amount of Subscriptions.
						£ s. d.	£ s. d.	£ s. d.
Royal Artillery—*cont.*								
" " -	Jamaica - -	1	"	—	85	—	7 15 10	15 11 3
" " -	Jersey - - -	1	"	—	73	2 19 8	1 9 0	13 17 9
" " -	Kingston - -	2	—	Yes	159	14 14 0	3 18 3	28 8 10
" " -	Leith Fort -	1	No	—	89	5 10 0	2 6 1	16 3 0
" " -	London C. W. - -	1	—	Yes	145	6 12 0	1 15 0	14 19 11
" " -	Newfoundland - -	1	No	—	85	—	3 0 2	14 16 5
" " -	Quebec - - -	2	—	Yes	227	—	3 10 0	11 1 0
" " -	Sheerness - -	2	—	"	447	9 2 6	23 7 5	74 3 5
" " -	Shoeburyness - -	1	No	—	184	12 0 0	13 4 0	38 11 0
" " -	Shorncliffe - -	1	—	Yes	292	6 1 8	3 5 5	31 15 0
" " -	St. Helena - -	2	No	—	99	2 11 0	3 0 8	10 18 0
" " -	St. Helen's - -	2	—	Yes	51	—	1 0 0	10 7 11
" " -	Tynemouth - -	1	No	—	14	—	—	3 6 9
" " -	Warley - - -	2	—	Yes	208	3 1 0	14 2 6	34 13 8
Non-com. officers -	Woolwich - -	1	No	—	728	57 12 3	74 8 4	177 9 10
Gunners -	" - -	1	"	—	347	38 0 5	2 5 4	48 4 0
Royal Engineers -	Aldershot - -	2	—	Yes	407	6 0 0	5 13 6	55 12 0
" " - -	Bermuda - -	1	No	—	116	6 10 0	—	23 16 3
" " - -	Chatham - -	2	—	Yes	650	31 18 9	82 18 6	88 19 0
" " - -	Curragh - -	2	—	"	142	6 8 1	1 10 0	17 8 7
" " - -	Dover - - -	1	No	—	87	1 3 10	1 0 0	11 6 6
" " - -	Dublin - - -	1	"	—	9	—	—	8 1 0
" " - -	Halifax - - -	1	"	—	42	3 0 0	5 18 9	19 15 7
" " - -	King William's Town -	2	—	Yes	80	6 10 0	7 9 4	19 6 9
" " - -	Malta - - -	2	—	"	179	7 16 0	12 0 0	35 2 7
" " - -	Mauritius - -	1	No	—	26	1 13 0	—	6 2 10
" " - -	Point Levis - -	2	"	—	163	3 12 0	3 2 0	28 7 3
" " - -	Portsmouth - -	1	"	—	65	0 12 0	2 2 0	11 17 6
" " - -	Southampton - -	1	"	—	74	1 6 0	—	33 14 10
" " - -	Weymouth - -	2	"	—	72	0 19 6	2 10 5	6 12 6
" " - -	Woolwich - -	1	"	—	108	1 1 0	2 10 6	20 0 0
	Total - -	91		127	64,611	1,464 2 2	2,221 15 4	6,346 1 7

ABSTRACT.

		Total.
Recreation Rooms, with accommodation of 1 Room - - - - - -	103	
" " " 2 Rooms - - - - - -	109	
" " " 3 Rooms - - - - - -	6	
		218
Recreation Rooms where refreshments are supplied - - - - - -	127	
" " " not supplied - - - - - -	91	
		218
Total number of subscribers on the 31st March 1869 - - - - - - -		64,611
	£	s. d.
Total amount of subscriptions to recreation rooms from the 1st of April 1868 to 31st March 1869 - -	6,346	1 7
Total amount contributed to libraries, during the year, from the recreation room funds - - -	2,221	15 4
Total amount paid to attendants from he funds of the recreation rooms - - - -	1,464	2 2

(vii.)—FORMS of REPORTS connected with RECREATION ROOMS and LIBRARIES.

W.O. Form 208.

A.

REPORT of the Recreation Rooms of the regiment stationed at for the quarter ending 18 .

1. State the number of subscribers, officers, non-commissioned officers, and privates, separately, and the amount of the monthly subscription of each rank.

Month.	Officers.	Serjeants.	Corporals.	Privates.	Per Month.
					Officers, at
					Serjeants, at
					Corporals, at
Total					Privates, at

2. The names of the games, periodicals, and newspapers purchased for the recreation rooms during the quarter.

The number and description of games in possession of the regiment.

3. The salary per month of the librarian.

4. How the committee is composed.

Whether there is a room for games as well as a reading room; and the hours during which such rooms are kept open.

6. Whether refreshments are provided.

7. Append a statement of account for the quarter in detail. Form annexed.

Treasurer (or President of the regimental Committee).

Confirmed

Commanding

(To be rendered in conformity with paragraph 1083 of the Queen's Regulations.)

STATEMENT of Accounts of the Recreation Rooms of the stationed at
for the Quarter ending 18 .

Receipts.	£ s. d.	Payments.	£ s. d.
alance last quarter - - -		Balance last quarter - - - -	
overnment allowance, at 12*s.* 6*d.* per troop, battery, or company, per quarter - -		Contributions to garrison library at* at† per troop, battery, or company -	
ubscriptions for the quarter - -		Paid for newspapers and periodicals - -	
		Purchase or repair of games - -	
		Pay of regimental librarian - - -	
		Contribution towards pay of garrison librarian - - - - -	

President of Committee.

The name of the library to be inserted.

† Not less than 5*s.* per troop, battery, or company.

B.

W. O. Form 207.
18.

QUARTERLY REPORT of the Garrison Library at

1. State the number of troops, batteries, and companies t the station.

Cavalry	troops.
Artillery	batteries.
Engineers	companies.
Infantry	ditto.
Other corps.	

2. Fill up these columns.

NUMBER OF VOLUMES.			
Last Quarter.	Added this Quarter.	Condemned and lost this Quarter.	Balance this Day.

3. State here the number of volumes issued to the troops uring the quarter.

4. State on the next page—
- *a.* The names and prices of all books purchased during the quarter
- *b.* The names of all books condemned during the quarter from fair wear
- *c.* The names of all books lost and chargeable to the troops
- *d.* The names of all books repaired during the quarter
- *e.* The names of all books requiring repair.

5. State here whether all repairs noted in last report ave been executed. Specify any exceptions, and state the cause.

6. State here the name and salary of the librarian, and whether he gives satisfaction.

7. Give a statement of accounts. Form annexed.

Signature of Board,
Barrack Master.

Confirmed
Commanding Garrison.

(To be rendered in conformity with paragraph 1083 of the Queen's Regulations.)

Volumes purchased.			Volumes condemned under fair Wear and Tear.		Volumes lost and charged. (Chargeable to Troops.)			Volumes repaired.		Volumes requiring Repair.		Remarks.
No.	Names.	Price. £ s. d.	No.	Names.	No.	Names.	Price assessed by Committee. £ s. d.	No.	Names.	No.	Names.	

STATEMENT of ACCOUNTS of the Garrison Library for the quarter ending 18 .

Receipts.	£ s. d.	Payments.	£ s. d.
Balance last quarter - - - -		Purchase of books - - - -	
Contributions from regiments - -		Binding and repairs - - -	
regiment - -		Pay of librarian - - - -	
regiment - -			
regiment - -			
regiment - -			
Amount received for books lost or damaged -			
Amount received for librarian's salary -			

Librarian.

Examined by the committee and found correct,

President of Garrison Library Committee.

Appendix I. (J.)

Libraries and Recreation Rooms.

F.

Library and Recreation Rooms.

Report on the Garrison Library at of the and the Recreation Rooms

Library.

1. Whether the room is suitable, and the books kept in good order.
2. General remarks.

Recreation Rooms of the

1. Average daily attendance.
2. Whether the rooms are well warmed, lighted and ventilated, and comfortably furnished.
3. Whether the commanding Officer has any suggestions to offer.
4. General remarks.

Appendix II.

Soldiers' Institutes.

APPENDIX II.—SOLDIERS' INSTITUTES.

QUESTIONS AND REPLIES ON THE SUBJECT.

Questions issued by the Commission.

I. Will you be good enough to give, for the information of the Commission, a general account of the "Soldiers' Institute" or "Home" which is understood to exist at , explaining its objects,—its system of management, and the regulations under which it is conducted,—the means of instruction or amusement provided in connexion with it,—and the funds by which it was originally established, and is at present supported,—stating whether it is a Government, or a purely private institution?

II. Will you express your opinion as to the success of such institutions, their effects upon the habits of the soldiers, and the comparative advantages afforded by them on the one hand, and by regimental recreation rooms within barracks on the other hand?

III. Will you favour the Commission with any suggestions which you may think desirable on the subject of Soldiers' Institutes and recreation rooms?

The above questions were addressed to the following officers:—

Major-General Freeman Murray, Commanding the Chatham District.
Lieut.-General F. W. Hamilton, C.B., Commanding the Brigade of Guards.
Lieut.-Colonel A. Fremantle, Coldstream Guards.
Brevet-Colonel the Hon. W. H. Feilding, Coldstream Guards.
Lieut.-Colonel W. F. Seymour, Coldstream Guards.
Quartermaster J. M'Blain, 1st Battalion Scots Fusilier Guards.
Lieut.-General Sir Richard Airey, G.C.B., Governor and Commander-in-Chief at Gibraltar.
Major-General Guy, C.B., Lieutenant Governor of Jersey.
Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B., Commanding the Aldershot Division.
Major-General D. Russell, C.B., Commanding the South-Eastern District.
Brevet-Colonel J. W. S. Smith, C.B., Commanding at Shorncliffe.
Major-General R. Rumley, Commanding in North Britain.
The officers commanding at Woolwich, Portsmouth, and Parkhurst.*

Chatham.

(i.)—Answer received from Major-General Freeman Murray, commanding the Chatham District.

Sir, Chatham, March 29, 1870.

In reply to your letter of the 23rd instant, I have the honour to forward, herewith, reports giving answers to the questions about Soldiers' Institutes forwarded with your letter.

Major Buckley, late district barrack master here, was the orginator of the Soldiers' Institute at Chatham, and I do not think that any more valuable information could be afforded to the Royal Commission than what is contained in the answers which he has given to the questions referred to.

I also forward reports from Colonel Thompson, commanding the Royal Artillery at Sheerness, and Colonel Rickman, commanding the 2nd depôt battalion, both officers of considerable experience, and in whose opinions I place great confidence. I beg to state that the detailed information called for about the Soldiers' Institute at Chatham, in question I., is given at length in Major Buckley's statement.

As regards questions II. and III., I fully concur in the opinions and suggestions of Colonel Rickman and Major Buckley, and have held the same opinions and advocated the carrying out of such suggestions, on several occasions since I took command of this district.

In support of my opinion that recreation rooms within barracks, when they can be provided on a fitting scale, are preferable to institutes outside the barracks, I beg to state that the number of non-commissioned officers and men of the Royal Engineers subscribing to the Soldiers' Institute here is 91, and the number subscribing to their recreation room within their barracks is 529.

The commandant of the School of Military Engineering informs me that one of the chief reasons for the preference thus shown is the fact of the men having access to their recreation room, without the necessity of putting on their belts, and having to dress to go out of barracks.

I believe that for the same reason the number of subscribers in the Chatham division of the Royal Marine Light Infantry diminished *very considerably* as soon as that division was furnished with a suitable recreation room within their barracks.

I have the honour to be, Sir,
Your most obedient humble servant,
Freeman Murray,
Major-General.

The Secretary to the Royal Commission on Military Education.

Enclosures accompanying Major-General Murray's letter.

Report from Major Buckley.

Sir, Chatham, 28th March 1870.

With reference to the particular information required by the Royal Commission on Military Education on the subject of the Soldiers' Institute at Chatham, I have the honour to state,—

1st. "*Its object.*"—This is explained on the annexed paper marked A., as originally suggested by me in the year 1856; and after repeated applications and the rejection from the annual estimates of the provision of a building for the purpose, the late Lord Herbert, when Secretary of State for War, obtained a grant of 2,000*l.* towards the cost of the erection of that portion of the Soldiers' Institute which comprises the library, librarian's quarter, reading room, and the non-commissioned officers' or committee room. The *constitution* of the Soldiers' Institute is fully explained in the letter marked B., from Sir Benjamin Hawes, the Under Secretary of State, to the secretary of the Institute, dated War Office, 28th November 1860.

2nd. "*The system of management and the regulations under which the Soldiers' Institute is conducted.*"—These are fully recorded in the First Annual Report herewith forwarded.

3rd. "*The means of instruction or amusement provided in connexion with it.*"

* From the answers received it appears that no Soldiers' Institutes now exist at these three stations.

As regards means of instruction, lectures and readings on a variety of subjects were given, as were concerts, and amateur theatricals, and operatic companies very frequently patronized; but after some years' trial it was found that they so interfered with the quiet and order that should prevail, where so many persons are engaged in reading, that it became necessary to discontinue them. Since then efforts have been made to provide, at the expense of the Institute, a lecture theatre, by the conversion of one of the two fives courts adjoining the Institute, but without success.

Another application for the same object, to convert F house into a lecture theatre, is now under consideration, and it is hoped will meet the approval of the authorities.

There is a billiard room, a game room, supplied with several large bagatelle tables, two covered American bowling alleys, and four covered skittle alleys.

3rd. "*The funds by which it was originally established.*"—The cost of the principal building and its several accessories, including internal decorations, the furniture and fitments, amounted to 5,500*l.*, of which the War Department contributed 2,350*l.*, the Lords Commissioners of the Admiralty 300*l.*, and the Council of India 200*l.*; collected from private sources 2,000*l.*

4th. "*The funds by which it is at present supported.*"—The members' subscriptions are sufficient to meet the incidental expenditure without annual subscriptions or donations.

5th. "*Whether it is a Government or a purely private institution.*"—*Not a Government one*, unless all the money expended upon it in its original outlay be repayed to the committee; *not purely private*, as although the committee have the sole management, it is subject to the approval of the commandant of the garrison.

The proceeds have been devoted to the improvement of the institute, and within the last two years no less than 210*l.* have been expended in this respect.

General Remarks.—The success which has attended the Soldiers' Institute may be attributed to several causes:—

1st. Its being *within* the walls of the barracks. The institutes at Gibraltar have failed in consequence of their being outside; that at the Isle of Wight from the same cause; and other institutes, such as that got up by the Rev. Carus Wilson, at Portsmouth, which had the religious element very prominently mixed up with it, as also those in Dublin and Woolwich—none of these now remaining.

A member of our committee visited that in Dublin, which was not far from the Royal Barracks, and in the evening when all the men were out of barracks, but not one soldier was there. He was met by a very sedate, and, as he said, gaunt figure, with a white necktie, and on inquiring why there were no soldiers present, he answered, "No, they will not come to be saved." I would myself desire that every soldier were a Christian soldier, but this is not the way to make him one.

In the constitution of the Soldiers' Institute no religious teaching nor discussion is allowed, the consequence is the Roman Catholics form a considerable portion of our subscribers, and their clergymen are among our warmest advocates and constant visitors; and it is very pleasing to see the smile of recognition that passes between them. If the religious element had been introduced, not one Roman Catholic would have entered the building.

2nd. The immense circulation of books,—more than those issued at Aldershot, where there are three times the strength,—I refer to the regiments of the line only, as the Royal Engineers and Royal Marines have their own libraries and recreation rooms.

I attribute this success to the extraordinary tact and perseverance of the garrison librarian, Mr. Thomson, who is also superintendent, and his constant attention to the wants and tastes of the readers; he spares no pains to make himself useful, and devotes all his time to meet their wishes, the library being open from 11 to 8, except at meal times. If all librarians were to adopt the same mode, a marked increase on the issue of books would be the result.

When I came to Chatham the issue was limited to a couple of hours on certain days, and the librarian's wife made use of the library as her laundry on the Saturday.

JOHN BUCKLEY, Hon. Secretary,
Late District Barrack Master.

The Major of Brigade,
District Office.

P.S.—As the Report for 1868 contains much valuable information, it is annexed.

SUGGESTIONS.

Since the Soldiers' Institute has been erected, reading and recreation rooms have been provided for every corps; and in every instance, I am of opinion, the provision made is superior to that which it was proposed to afford in the original design for new buildings. Having been one of the members of the committee on "Libraries, Reading and Recreation Rooms," I am aware of the opinions expressed by officers commanding every corps in Great Britain, and some colonial stations, and with, I think, five exceptions, all were against these rooms being connected with the canteen. Latterly the beer question has found more favour, but I have a very strong opinion on the subject, and think that if you wish to encourage the men to read, to be studious, and enjoy a quiet evening with their books and newspapers, the further from the canteen they are the better. Had beer been introduced at the Soldiers' Institute, it would have been a failure instead of a success.

It was agreed on committee that where Soldiers' Institutes were established in the barracks, they would be considered the reading and recreation rooms of the corps occupying those barracks, and as far as Chatham is concerned, there is no doubt that they have advantages that no other regiments enjoy; but, as I have shown, the said rooms cannot be used for concerts and theatricals. I would strongly recommend that a lecture theatre should be provided in every barrack, and where there are several regiments one would be sufficient for the whole. The constant notice in every military paper of these gatherings, with the object of providing amusement for the men, is a decided proof that wherever suitable accommodation can be obtained, it is at once taken advantage of. It is quite a mistake to suppose that a very large and necessarily expensive building is necessary. To ask for such is very certain of meeting with a refusal; but the conversion of a building that would hold 500 persons, or even less, is an easy matter, and can always be attainable.

The other means of affording the men amusement *inside* of the barracks is to establish what is known by them as the "Free and Easy." If we judge from the crowds of soldiers who are constantly to be seen at these resorts *outside* the barracks, we may reasonably hope that if they were provided for them within their barracks, they would be equally attractive; care being taken to cater for their tastes, and to make it, at the same time, more to their advantage to enjoy themselves inside, by the offer of prizes to such men as were most successful in contributing to the amusement of their comrades.

My scheme is detailed in the following Paper:—

"*Free and Easy.*"

With a view of affording the soldiers as much amusement and recreation as is desirable *inside* of the barracks, it is proposed to fit up a large room comfortably as a sort of "Free and Easy," where the men could enjoy themselves without the restraint they are under in the reading and recreation rooms, and at the same time within reasonable bounds.

If one may judge from what is to be seen everywhere *out of barracks*, this is the sort of amusement that is most popular among the soldiers, and if means can be devised to induce the men to spend their evenings in barracks, instead of resorting to public houses and dancing saloons, much good will result to the soldier himself and to the service generally.

With this object it is proposed that the following pastimes be encouraged:—

Dancing (musicians to be paid something).
Singing.
Music.
Recitation.
Slight-of-hand.
Feats of strength.
&c., &c., &c.

And as it would be a great inducement to bring the men together, and would incite them to compete for the prizes, a sum of from 1*s.* to 1*s.* 6*d.* for the first, and 6*d.* to 1*s.* for the second prize, might be given to those who had contributed most to the amusement of their comrades during the evening, or by their superior skill had gained them.

These prizes to be awarded by a committee of three, chosen in the beginning of the evening, the chairman having the casting vote, and to keep order during the meeting.

That the men should not have the opportunity of availing themselves of the attractions outside, and then come inside of the barracks to the "Free and Easy," the proceedings should close at the warning bugle for tattoo.

Here the beer can could legitimately have its place, and, with tobacco and pipes, would be provided from the canteen.

It is calculated that the profits on the quantity sold on the occasion would provide the means of giving the prizes; but if not, what better appropriation could be made from the canteen funds?

There are many clever parties who travel from place to place to gain a livelihood, and would gladly avail themselves of the opportunity of exhibiting their talents for a trifling consideration. In that case the amount of the prizes might be given to the individual, and any contribution from the audience would be money well spent.

A committee of officers who take an interest in such things, would cater for the amusement of the men, assisted by a sub-committee of themselves, and through them the wishes of the men as to the entertainments might be conveyed.

Quarterly, there might be a general gathering in the lecture theatre (where there is so necessary an appendage for the recreation of the men), and higher prizes might be competed for by the principal winners of the other prizes. At the same time it is not desirable that the same parties should be awarded more than a certain number of the lesser prizes, in order to encourage others to come forward, and thus induce constant competition. In the meanwhile, all would keep up their practice for the larger awards, and so occupy their time in barracks.

JOHN BUCKLEY, Hon. Secretary,
Late District Barrack Master,
Chatham.

A.

Barrack Office, Chatham, 4th April 1856.

SIR,

IN reply to the inquiry contained in the letter, herewith returned, dated Horse Guards, 2nd inst., submitted to me by the Commandant of the Garrison, I have the honour to state that there are no refectories established in any of the barracks at Chatham. As this subject, however, is connected with the comfort and interests of the soldier, perhaps it would be a favourable occasion to submit for the consideration of the authorities the scheme for the erection of a building in which the soldiers could meet and amuse themselves, read the papers and magazines, write their letters, listen to a lecture or concert, and have amateur theatricals occasionally; a place that would be conducted very much on the principle of a mechanics' institute, though of course subject to the visitation and control of the garrison authorities. Such an institution would be found of the greatest benefit to the private soldier, especially in a place like Chatham, abounding with every temptation to vice. At present the soldier, on leaving the barrack room, has, with the exception of the canteen, but one place to which he can retire, viz., the library, where, it is true, he can sit and read, but where you look for him in vain, as it has not sufficient attractions; he cannot play a game of chess, draughts, backgammon, dominoes, bagatelle, smoke his pipe, drink his cup of coffee, or make himself comfortable and really feel at ease and at home. Failing these inducements to detain him *within* the barracks, he goes to the low public houses, or the haunts of vice, and too frequently lays the foundation of future misery.

(Signed). JOHN BUCKLEY,
Barrack Master.

The Major of Brigade.

APPENDIX II.

Soldiers' Institutes.

Chatham.

B.

Chatham 2
887

War Office, 28th November 1860.

SIR,

WITH reference to previous correspondence relative to the proposed establishment of a Soldiers' Institute at Chatham, I am directed to acquaint you, for the information of the committee of the institute, that Mr. Secretary Herbert is willing to provide the sum of 2,000*l.* in next year's estimates as a contribution towards the erection of the building, subject to the following conditions, viz.:—

1. That the committee erect the building on the site proposed in Chatham Barracks.
2. That the War Department contributes 2,000*l.* towards its erection in April 1861.
3. That the War Department performs all periodical services, internal and external.
4. That the committee performs all repairs which are included in War Office Circular No. 540 for official houses.
5. That the furniture be provided and maintained by the committee.
6. That the Secretary of State for War has power to take the building into his own hands, on repayment to the committee of all money expended upon it as original outlay, reduced by any sums paid off out of the receipts, as hereafter specified.
7. That it be opened before the end of the year 1861.
8. That the committee elected by the subscribers have the sole management, subject to the approval of the commandant of the garrison.
9. That the proceeds be devoted to pay off the original subscriptions, or to the improvement of the institution, as the committee may decide.

The Commanding Royal Engineer has been authorised to give over the site of the building to the committee whenever they are ready to commence the works,

I am, Sir, your obedient servant,
(Signed) B. HAWES.

Major Buckley, Secretary,
Soldiers' Institute, Chatham.

REPORT FROM COLONEL THOMPSON.

Garrison Office, Sheerness, 29th March 1870.

I believe the success or otherwise of these institutes depends a good deal on local circumstances; for instance, there was one established at Gibraltar, which answered for a certain time and then had to be given up, as the men in the garrison would not frequent it. There is one still going on at Halifax, Nova Scotia, which answers exceedingly well. These institutes also depend on the corps in garrison pulling well together, which sometimes they do and sometimes not.

For these reasons I am rather in favour of *regimental* recreation rooms, which I have always found answer well; and, from their being inside the barracks, keep the men from going into the town to public-houses, &c.

The regimental recreation room attached to the Royal Artillery Barracks at this station is always well attended, and I am certain is the cause, to a great extent, of the men behaving so well here.

A. THOMPSON,
Colonel, Commanding Troops.

The Brigade Major, Chatham.

REPORT FROM COLONEL RICKMAN.

My opinion of Soldiers' Institutes is, that the one in Chatham Barracks is a success, but as it really combines recreation rooms for the 1st and 2nd depôt battalions, and is situated in the Chatham Barracks, it can hardly be taken as a fair sample, and I have had no actual experience of the working of any other.

I think recreation rooms within barracks infinitely more constituted to keep men out of the town and from frequenting public-houses, &c., than any institutes outside the walls; and I think the amusements recreation rooms and institutes afford decidedly tend to keep men out of mischief.

I understand, however, that few men of any other corps in this garrison frequent the Soldiers' Institute, all of these having recreation rooms in their own barracks. The *first point* is to have the attraction in barracks, so that men need not be dressed, &c.—which they must be in going to one outside—and that they can go in their spare time between parades, &c., &c.

Institutes and recreation rooms should have a large room attached to hold concerts and theatrical representations. A "free and easy club" should be instituted, and a bar. The profits on the sale of liquor at this bar would enable a slight remuneration to be given to either soldiers or civilians who performed for the general amusement; and under this head might be combined with the above, feats of strength, passages of arms, comic singing, legerdemain, &c., &c., all of which would greatly tend to amuse and keep the men from temptations offered in the towns, and which in the generality of institutes and recreation rooms cannot now be held, owing to their having no space or convenience for the purpose.

W. RICKMAN, Colonel, Commanding
2nd Depôt Battalion.

Chatham, 28th March 1870.

N.B. With reference to other amusements, I think those already provided amply sufficient.

W. RICKMAN, Colonel.

Guards' Institute.

(ii.)—ANSWER received from LIEUT.-GENERAL F. W. HAMILTON, C.B., Commanding the Brigade of Guards.

SIR,

Gun House, 29th March 1870.

IN reply to your letter of the 23rd instant, enclosing certain questions on the subject of the Soldiers' Institute now existing in the brigade of Guards, to which Lord Dufferin, chairman of the Royal Commission on Military Education, requests that I would favour the Commissioners with answers, I beg to state I shall have great pleasure in doing so, and I think I cannot give the Commissioners a more clear explanation of the origin and object of the same than by forwarding to you for their information a copy of the two last annual reports of the committee.

Its object and origin are referred to at page 4 of the annual report for 1868, and at page 10 of the annual report for 1869. Its ob...

Its system of management is explained in page 8 of the former, and pages 10 and 11 of the latter. Syste... manage... Mean... instru...

The means of instruction, beyond the use of a fairly supplied library, were limited to teaching certain trades, and facilities were afforded, and teachers supplied for teaching carpentering, &c.

Owing, however, partly to the constant duty of the soldier, and his consequent irregular attendance, as well as from the distance of the Institute from barracks, and the necessity of dressing in regimentals previous to going to work, the attempt to teach trades has failed; *see* bottom of page 7 and page 8 of report of 1869.

The means of amusement are various and are the chief attraction of the Institute. Commodious billiard rooms with four tables, bagatelle tables, bowling alleys, &c. are afforded; but the evening meetings and dances, theatricals, and concerts which the several ranks give for their own and their friends' entertainment, are the principal causes of the popularity and success of the Institute. Means... amuse...

The funds to defray the original expense of the building, which amounted to about 18,000*l.*, were raised as follows:— Funds...

Above 5,000*l.* subscribed by officers and their friends, 10,000*l.* borrowed by them at different rates of interest, amounting to an annual charge of 430*l.*, and a grant of 3,000*l.* from Government.

The funds to defray the current expenditure are derived from subscriptions of members and from the surplus derived from the sale of beer and provisions at the bar. Curren... receip... expen... ture.

Those funds are found sufficient to cover the charges for taxes, lighting, servants, and everything connected with the establishment; but they are not sufficient to pay the interest of the money borrowed, which is annually defrayed by the officers. The annual charge for interest is now somewhat reduced by further donations towards paying off the capital, and by loans at a lower rate of interest. Inter... sums ... rowed.

It is purely a private institution, towards which the Government have paid 3,000*l.*

The objects of the founders of the Institute have not been completely realised. The success of a similar Institute, though not on so large a scale, was found so great in Canada, when a brigade of Guards was in that country, that a wish was expressed to found a similar Institute on their return home; but the number of friends that the soldier has in London does not allow such an Institute to be resorted to in the metropolis so much as it may be abroad, excepting for the evening entertainments; these are all very respectably and well conducted, but it is a question with some officers whether it is worth maintaining an establishment of such magnitude for the sake only of these evening meetings. Succe...

The good conduct of the members is perfectly maintained without any superintending control. The men are proud of their Institute, and of introducing their friends to it, and they are anxious to show that they are themselves worthy of it. So far it is successful.

The argument of those in favour of maintaining it, at all events for some years longer, is that it cannot be expected to make any immediate change in the habits and customs of so large a body of men, and that having laid out large sums in the establishment of such an Institute, it would be a pity to close it, without giving it every chance of future success, and a longer trial to judge of its effects on the character and conduct of the men generally who frequent it.

With reference to the 2nd question of the Commissioners, as to the comparative advantages of an Institute out of, and of recreation rooms in barracks, I would venture to observe that I consider it a very great advantage to the soldier that he should have the use of the latter rooms in barracks, where he can spend his time when he leaves the barrack room without having the canteen only as a place of resort.

I do not think the Institute is antagonistic to the recreation rooms, but I consider the latter *in* barracks of primary importance.

The Institute is of advantage as an inducement to the men, when out of barracks, to go to, instead of to the low pot-houses.

Where there are Institutes I consider it essential that the men when in them should be as free from military control as is consistent with discipline, for it often happens that the object of a soldier in going to a public house instead of

to the canteen is that he is relieved for the time from military superintendence.

If it is proposed to introduce the teaching of trades to soldiers, I consider it desirable that it should be done in a building in or in the immediate neighbourhood of the barracks, but rather in them, in order that the men may be enabled to go direct from their barrack rooms to their workshops without dressing in regimentals, and without any unnecessary loss of time. I think such a plan would facilitate their attendance.

I have, &c.
FRED. WM. HAMILTON.
Lt.-General,
Commanding Brigade of Guards.

The Secretary,
Military Education Commission.

(iii.)—ANSWERS received from LIEUTENANT-COLONEL A. FREMANTLE, Coldstream Guards.

II. I append hereto an extract from the second annual report of the Guards' Institute. I wrote it myself and consider it a fair exposition of the amount of success attained by the institute.

"The Guards' Institute having now been in existence "two years the committee are able to present a reliable "report with regard to the result.

"As a place of resort for work or instruction it has "failed; as a place of amusement and entertainment, and "in developing in the soldiers a capacity for self-control, "it has proved in many ways successful, beyond the antici- "pation of its most sanguine promoters.

"Every endeavour has failed in getting the men to work "at and to learn trades, and the result of these efforts goes "far to make it doubtful whether in a city which offers so "many inducements to pleasure as the Metropolis, soldiers "will be willing, under almost any circumstances, to "submit themselves voluntarily to continuous work.

"There can be no doubt but that the vast majority of "soldiers are indisposed to labour, to avoid which many "of them have enlisted; but, on the other hand, they are "much inclined to spend their time, when off duty, in "amusement and recreation.

"However comfortable they may now be made in "barracks it is natural for them to go outside for the "enjoyment of the society of their friends, and the large "majority of non-commissioned officers and many men may "resort to places known to be respectable. It is, however, "notorious that from considerations of expense, and still "more from the prejudices of the middle classes, great "temptations are put in their way to frequent houses of the "lowest description; and it is as the antagonist of those "houses that the Guards' Institute must stand or fall.

"The men of the brigade are here given a respectable "place where they can, without any more restraint than is "absolutely necessary in all decent houses of entertain- "ment, amuse themselves in company with their friends. "Dances, theatricals, concerts, billiards, cards, &c., &c., "are provided and are appreciated; and subscribers and "officers interested in the subject are earnestly requested "to visit the building on Wednesday or Friday evenings, "when they may contrast the good order and respectable "behaviour of from 250 to 300 persons of both sexes with "the dissipation and ill conduct known to go on in many "other places.

"During the two years these entertainments have been "in progress no policeman or patrol on duty has ever been "inside the building, and so much cannot be said of any "other place in London where public amusements on a "similar scale are provided.

"So good has been the conduct of the men and so great "their self-control that the committee have been enabled "to relax the rule against the sale of spirits, and no bad "result has followed.

"The committee feel themselves justified under these "circumstances in expressing to the officers of the brigade "of Guards their strong opinion that, in spite of the failure "of the undertaking in regard to the workshops, &c., the "Guards' Institute cannot but have the effect of raising the "social position of the soldier and of increasing his self- "respect, whilst it offers to the agricultural recruit on his "first arrival in London a respectable place of resort "instead of those disreputable houses in which he has "hitherto so often become initiated in all manner of vice, "crime, and disease."

III. I consider that this question must be regarded in a different light when applied to the Guards in London and to other soldiers elsewhere.

The biggest city in the world with the smallest garrison in proportion to its size! Soldiers here—however luxurious their barracks may be made—cannot be kept in, for they have naturally the same desire for society, and especially for female society, which exists in other classes; and this can be gratified to any extent in the metropolis. But it is extremely doubtful whether they can be accommodated with propriety with female society inside the barracks.

On going outside they find themselves debarred from using the more respectable places of entertainment because it is notorious that prejudices exist in the middle and *upper lower* classes against the military profession. On the other hand the soldier finds himself courted and "treated" in the lowest and most disreputable houses.

It is difficult to imagine a state of things more demoralizing to the young agricultural labourer (*the class from which the Foot Guards are most properly recruited*) on his first arrival in London.

The Guards' Institute has a strong tendency to remedy this evil. I have constantly attended the balls, dances, "free and easy's," and theatricals, and it is creditable to observe the respectable conduct and real enjoyment which prevail.

I consider that this costly experiment, though it has not turned out the "temple of industry" which its too sanguine promoters hoped it would, has yet had a humanizing and civilizing effect upon the guardsman as a high-class place of recreation and amusement.

ARTHUR FREMANTLE,
Lieutenant-Colonel and Captain,
25th March 1870. Coldstream Guards.

(iv.)—ANSWER received from BREVET-COLONEL THE HONOURABLE W. H. FEILDING, Coldstream Guards.

(1.) I trust that it will be conceded, as a true and sound principle of military economy and administration, that, inasmuch as the proportion of venereal disease, drunkenness, and its attendant military crimes, is in inverse ratio to the amount of rational and healthful amusement afforded to the soldier, so it would be wise to place within his reach the means of raising himself, by education and by habit, to a higher position in the social scale, than that occupied by him prior to his enlistment.

(2.) In fact, gradually to wean him from the pursuit of those animal pleasures, which, not only tend to military and civil crime, but also lead to an impaired constitution, and diminished physical powers of endurance.

(3.) It is in view of these principles that I should wish to see the present system of regimental (and garrison) canteens, recreation rooms, libraries and gymnasiums, modified and altered.

I should recommend that wherever practicable, the canteen be made the adjunct to an establishment combining the rooms for recreation, the library (or rooms for intellectual developement), and the gymnasium (or room for physical improvement and healthful exercise).

(4.) No one can expect a man, when he changes his smock frock or mechanic's dress for Her Majesty's uniform, to change with it his habits.

(5.) The class from which the soldiers are usually drawn, have been in the habit of looking forward to Saturday, not so much because it enables them to handle their week's wages, but because it provides them with the means of passing their Saturday night and Sunday in the enjoyment of the animal pleasures of women and drink. It is useless therefore to deny that, as the former of these must be tolerated, so we must look on the latter as a necessary evil. It remains to counteract the effect of both; and I cannot but think that, by providing the soldier with physical and mental amusement in barracks, without his being obliged to be buttoned up in his uniform, and at the same time providing him with the same class of refreshments as he would obtain at public houses (only of a superior description and at a smaller cost), there would be less temptation to low company, and less risk of drunken habits being acquired, and disease engendered.

(6.) By making the canteen the adjunct of, or supplement to, the recreation establishment, you will be able to induce the soldier to amuse himself and drink; rather than to drink to amuse himself, as is more frequently the case at present.

(*a.*) In every large barrack therefore I would wish to see one building containing a bar for refreshments of all kinds, (*b*) and on one side of this a theatre with two bar openings, (one for privates, and one for non-commissioned officers); (*c*) whilst on the other side were rooms for billiards, smoking, and conversation, (*d*) for refreshment, (*e*) and for reading and writing. (*f.*) Adjacent to the canteen should be the ball and skittle alleys, (*g*) racket and fives court, all with bar openings. (*h.*) The gymnasium should be close to the canteen, with a covered communication

APPENDIX II.

Soldiers' Institutes.

Guards' Institute.

leading from one to the other, (*j*) and with a gallery for spectators. (*k.*) In this gallery refreshments should be allowed. (*l.*) The buildings should be all lighted with gas, so as to be available during the dark winter afternoons and long evenings. All soldiers who have passed a certain stage in the gymnastic course should be allowed to use the building, but not otherwise. This would induce a greater wish for proficiency amongst the soldiers, and thus improve their physical development.

(7.) It will be observed that the item of expense is treated very lightly. My reasons for so doing are as follows:—(a.) That by raising the soldiers morally and intellectually you will decrease crime, and therefore diminish the number of culprits rendered inefficient by reason of imprisonment. (b.) That by encouraging the soldier in healthful amusements, and by providing him with wholesome refreshments you render him physically and constitutionally stronger, as well as withdraw him from the temptations to contract venereal disease through contact with the low women frequenting the houses wherein the soldier now seeks refreshment and amusement; thus the hospital expenses are reduced, and the number of invalids discharged to pension materially diminished.

(8.) In order to make this system complete I should wish to see it administered financially as one entire business.

(i.) The committee should have large powers of discretion vested in them.

(ii.) A great portion of the profits arising from the sale of refreshments should be spent in increasing the materials for amusement and education contained in the establishment, such as the purchase of books, newspapers, &c., &c., the purchase of furniture, the hire of musicians when necessary, the provision of scenery, costumes, or other theatrical adjuncts, &c., &c.

(iii.) The money made in the refreshment department should be divided into four parts, and accounted for in the following manner:—Two parts towards the increase of amusement and comfort in the building.

One part for the benefit of the soldiers of the regiment or corps using the building.

One part as a reserve to meet any loss which might unexpectedly arise.

(9.) From the above remarks it is plain that The Brigade of Guards' Institute does not at present reach the standard of perfection at which I aim. This may be accounted for in the following manner:—

1stly. Its site (Francis Street, Westminster) is too distant from any barrack, and thus the soldier is compelled to dress himself in order to reach it, and has, moreover, if coming from the Wellington or St. George's Barracks to pass through localities full of temptation to him.

2ndly. That owing to the heavy debt (nearly 9,000*l.*) with which the Institute is saddled it is unable to assist *with funds* any attempt at theatricals, concerts, or dances which the members may wish to set on foot.

(10.) It is my earnest wish that the administration of the canteen system in *The Brigade of Guards* should be worked as a whole by one committee, who should be permitted by the authorities, where practicable and advisable, to erect, in connection with the canteen, the buildings necessary for carrying out the system recommended in this paper.

(11.) This could in a great measure be carried out by the funds obtainable by the sale of the present building, and could gradually be completed by the administration of the profits as suggested above.

(12.) Much needless expense and trouble would be avoided and both the tax-paying public and the soldiers would be the gainers.

W. H. FEILDING,
Colonel,
Coldstream Guards.

April 18th, 1870.

(v.)—ANSWERS received from LIEUT.-COLONEL W. F. SEYMOUR, Coldstream Guards.

II. The success of Soldiers' Institutes depends mainly upon where they are placed. For instance, at Montreal, at Gibraltar, at Parkhurst, and at Chatham, where the seductions of public houses are not too great, they have been reported as extremely successful; whereas in London, the Guards' Institute has failed in some respects to fulfil its original intention, viz., as a place of work and instruction to which soldiers may repair *when out of barracks;* and I may here say, that the chief reason for such an institution *out of barracks* was to induce men who were known to spend many idle hours in public houses, to enter a building where they would be free from the forcible persuasion to drink, that must of course exist in every public house kept for the profit of its owner, to the robbery of the guest; and it is well known that in large towns, however comfortable the recreation and reading rooms may be made, it is impossible to persuade soldiers from going out of barracks, when free from duty, especially the agricultural class, from which the brigade of Guards is mainly recruited, who view the seductions of the metropolis with a far more envious eye than those who have passed their lives in towns, and once out of barracks, it is rare that soldiers will re-enter before tattoo. Then, probably, they have fallen into hands which make the return to barracks a most doubtful one, until their money is exhausted.

I have also known an uneasy feeling created, that if in barracks they are liable to be called upon by an over-officious non-commissioned officer for any sudden or casual fatigue duty.

There is also the wish to make acquaintances, which they see is to their elder comrades a matter of great facility, whether to their advantage or not is doubtful.

I would respectfully refer the attention of the Royal Commission to the reports of the Guards' Institute published in 1868 and 1869, showing that, although unsuccessful in some points, in many others it has come up to the anticipations of its promoters.

The greatest cause of regret to the committee was the failure of trades, and they can attribute this to nothing but a decided indisposition in the soldiers to work or to learn trades in the presence of so many surrounding pleasures as London affords.

A master was paid to teach; work was provided as well as tools, and a few men (about 20 out of 2,000 available) actually began earning money from the commencement, owing to the Royal Engineer Department giving orders for barrack work, which was tardily accomplished by these few men. In short, I believe it impossible that trades could be tried under more advantageous circumstances, except in one particular, viz., that the men had to dress in order to get from barracks to the Institute; but then again the workshops in the barracks at the west end of London, established by some commanding officers, have failed in attracting the men, and even soldiers known to be married without leave have preferred an idle life to one placing before them every means of obtaining bread for their families.

I may here mention, that at this moment any member of the Institute may work in the room, with the use of a very large and valuable collection of tools (the gift of an officer in the brigade), but no one avails himself of this boon.

A tailor's shop tried on the same principle also failed.

At Montreal men of the same regiments had eagerly availed themselves of far fewer facilities to work in the Institute that was established there in 1863–4; and one great feature was noticed in Canada, viz., that the Institute was the means of promoting the greatest concord between the various arms of the service that were assembled in garrison at that time; and this would always, I think, prove the case in large districts, when the superior comforts of an Institute would counterbalance the evils of particular public houses attracting special regiments, and thereby fostering jealousies that have at times led to serious consequences.

III. In answer to Question III. I beg to suggest the following as requirements for an Institute:—

1. That it should be situated in the most central spot of the garrison. Should the neighbourhood be low, the character of such an Institute must be its protection against improper contiguity, and it will more probably be the means of attracting the young soldiers.

2. The rooms should be airy but not too large, as in winter soldiers are more ready to come and sit round fires in different groups than they are to assemble in large rooms without an object.

3. Billiard rooms and skittle alleys. The former separate for non-commissioned officers and privates. This has been found to work well, as the serjeants can now play this game without frequenting houses either too expensive, or where they are liable to be mixed up with the private soldiers—an evil which is now, I think, fully recognised in the army.

For the same reason the coffee rooms should also be separate, leaving only the library and concert room common to all.

4. Lecture room, to be used also for theatricals and concerts.

Too much encouragement cannot be given to soldiers to devise amusements for themselves; when left entirely to their own resources, they are ready to organise entertainments, &c., and rarely has the committee of officers at the Guards' Institute been obliged in any way to interfere.

5. A workshop for carpentering and tailoring, when none exists in barracks, and, if space affords, a forge in the yard teaching horse-shoeing and iron-work. Basket and mat making take up but little room, and are easily taught.

6. Liquors and provisions *of all sorts* to be provided.

The committee of the Guards' Institute were for some time averse to allowing the sale of spirits, but they have had the satisfaction of seeing no evil effects whatever from their introduction; in fact, one of the most creditable points of the Institute is the *almost total* absence of drunkenness that has prevailed since the establishment was opened, and the exceptional cases have been invariably expelled by the members themselves.

In conclusion, I beg to state that while thoroughly advocating the establishment of Institutes, I would in no way lessen the comforts of recreation and reading rooms in barracks.

I do not think one will ever interfere with the other.

With short enlistment in prospect, it is in some quarters deemed probable that a different class of men will be attracted to the army. Should this ever be the case, Institutes ought naturally to be preferred by these men to the public houses, and perhaps the literary taste now found wanting would take life in the more educated mind of the new recruit.

W. F. SEYMOUR,
Capt. and Lieut.-Colonel Coldstream Guards,
Hon. Secretary Guards' Institute.

March 28, 1870.

(vi.)—ANSWER received from QUARTERMASTER J. M'BLAIN, 1st Battalion Scots Fusilier Guards.

Beggars Bush Barracks, Dublin,
SIR, 28th March.

IN reply to questions relating to "Soldiers' Institutes," I beg to observe that—

In my opinion, such institutions as the Guards' Institute will never be a success in large towns—that is, used by a good per-centage of the troops, and self-supporting—the men having such opportunities of forming acquaintances in civil life, and there being so many other attractions to take their attention. Once out of barracks, the general idea is, (with the exception of theatrical and concert nights), get away from soldiering, and everything belonging to it. Lectures and readings the men do not seem to appreciate; they attended on those occasions in very poor numbers indeed, though both lectures and readings were made very attractive.

One of the most important features in the plan of the Guards' Institute—to withdraw men from the low houses so much frequented by soldiers, and, by giving him something interesting to do, to let him earn wages, in addition to his pay—has signally failed, although the most strenuous exertions were made by officers, and many non-commissioned officers, to induce men to work at their trades there, and for others to go there and learn trades.

In my opinion, in addition to the general idea described above, there is another cause, viz., the trouble of dressing to go out. This trifling cause deters many men from even going out for a walk when off duty. Also the fact that men who work must do so in what we term "swabbing clothes," (an extra suit of which they would require at the Institute), or spoil their parade dress.

If workshops, in fact "Institutes" on a small scale, were generally adopted in barracks, I believe *in time* they would become a success, not only as regards men who already know trades, but for the purpose of affording instruction to men to learn trades. Many men would work for a few hours at the beginning, who would afterwards take a liking for the craft they practised, but who would not tie themselves for a week at a time, or even a day at first.

The benefits derived from the Institute being so little appreciated, I have observed no difference in the habits of the men (with the exception of those forward spirits, who lead in most things in the regiment, learning the art of management).

I believe the regimental recreation rooms, under the system in use in this battalion, with a very little extra help in cash, and of course extra accommodation, would furnish all that is required. We have the serjeant-major as permanent president, and two men from each company as members of the committee; the members being chosen by their companies. The serjeant-major knowing all the "ins and outs" (if I may be permitted the expression) of the battalion, and being in constant communication with the commanding officer and adjutant, is able to advise the committee on numerous small matters (which are important as a whole); that anyone else could not do, from lack of information. This system I should think capable of very great extension.

I also beg to observe that the recreation rooms, as at present constituted, should be furnished with a more liberal supply of fuel. During the period (five years) I was president of the committee, I do not remember a cold week during which we had not to purchase coal with the funds which ought to have been used for the purchasing of books, &c.

To successfully compete with the houses outside barracks for the company of the men, the recreation rooms should be made as attractive as possible. Walls should be plastered and coloured or papered (not brick and whitewash, as mostly at present), with a few good prints on the walls. Chairs should be used instead of benches, and iron-trestled tables should be discarded. A plentiful supply of good coffee and tea should be always ready, with other light refreshments.

I have the honour to be, Sir,
Your most obedient servant,
J. M'BLAIN, Quartermaster,
1st Battalion Scots Fusilier Guards.

The Secretary,
Military Education Commission.

(vii.)—ANSWERS received from LIEUTENANT-GENERAL SIR RICHARD AIREY, G.C.B., Governor and Commander-in-Chief at Gibraltar.

I. The Soldiers' Home at Gibraltar, established in 1859, ceased to exist in 1865.

It consisted of three branches—one being in the town, one at Rosia, and one at the north front camp—supported by a subscription of 4*d.* per month from each member. Indoor instruction and amusements were provided, also refreshments, excluding all intoxicating drinks.

The number of subscribers in 1860 amounted to 2,300, but subsequently, as regimental recreation rooms became established in the different barracks, fell off to a few hundreds, and the funds thus became inadequate for the support of the Home.

II. The soldier prefers the regimental recreation room, which is placed within his barrack close at hand, to an Institute usually situated in the town outside. The one he can readily frequent without restrictions as to dress, &c. necessary in getting to the other. At stations where regimental recreation rooms exist the number of members would not, except in very exceptional situations, be sufficient to support an Institute. I am, therefore, of opinion that the advantages resulting from the establishment of the former are greater than those from the latter, and that recreation rooms should be encouraged in preference in every way.

III. Commanding officers generally complain that the furniture allowed to recreation rooms is insufficient, and that to make the rooms comfortable and attractive it is necessary to supplement the barrack allowance from the regimental funds, by the purchase of additional furniture thus increasing the amount of baggage to be carried about by regiments from station to station.

RICHARD AIREY,
Gibraltar, Lieutenant-General Commanding.
April 12th, 1870.

(viii.)—ANSWER received from MAJOR-GENERAL GUY, C.B., Lieutenant Governor of Jersey. St. Heliers.

Jersey,
SIR, 8th April 1870.

In reply to your letter of the 24th ultimo, I have the honor to state that the Soldiers' Institute which was established in Jersey about the year 1863, ceased to exist several years ago, in fact it does not appear to have lasted more than 12 months. The Institute consisted of a few rooms which were hired and furnished in the town of St. Heliers, by private subscriptions among the officers of the garrison; at first all intoxicating liquors were excluded, but were subsequently admitted, when in reality it became a public house. The object for which the Institute was established having entirely failed, viz., the withdrawal of soldiers from the public houses and other objectionable places of resort, this failure was considered due to the locality of the Institute in the immediate vicinity of houses where every inducement of a disreputable character was held out to attract the soldiers.

As to the advantages arising from the establishment of a Soldiers' Institute, I feel convinced that if properly managed and judiciously situated, that is to say, out of a town, and either within, or closely adjoining the barracks, such an establishment could not fail of success; I have always found this to be the case, and with regard to recreation rooms I can affirm from my own experience, that they are regarded by the great majority of soldiers as

Appendix II.

Soldiers' Institutes.

St. Heliers.

a substantial boon, affording the means of instruction, amusement, and comfort.

The following is an extract from a report on this subject by Colonel McKinstry commanding the 2nd Battalion of the 17th regiment.

"An institution of this kind was established at Halifax, "N. S., which succeeded admirably; there was a gymnasium, "skittle alley, theatre, and recreation room, with refresh- "ments and periodicals and various games, all connected "with the establishment,

"The soldiers could move from one branch to the other "without restraint or being buttoned up, and frequently "with their coats off, except during a performance at the "theatre, which for the time only interfered with the "gymnasium.

"The troops were for the foregoing reasons greatly "attached to the institution and thoroughly enjoyed "themselves.

"Any institution conducted on like principles would "be certain to find favor and support amongst soldiers."

There can, I think, be no doubt as to the beneficial effect of these institutions on the habits of soldiers, resulting in an immense advantage to the service at large.

I have the honor to be, sir,
Your most obedient servant,
P. M. N. Guy,
Major-General.

The Secretary
to the Royal Commission
on Military Education.

Aldershot.

(ix.)—Answers received from Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B., commanding the Aldershot Division.

I. In answer to the first question relative to the Aldershot Mission Hall and Soldiers' Institute, I submit to the Royal Commissioner the document appended. (A printed Prospectus and copy of the Regulations of the Institution.) This institution is entirely a civilian institution, independent of any military control beyond the power which the general officer commanding has of placing any house out of bounds, and thereby preventing soldiers frequenting it.

II. With respect to the Aldershot Institution as above, I think it has been useful both to soldiers and their wives, and has kept many men from worse places, and improved the minds and manners of its frequenters. On the other hand there is no military control over the lecturers. The Government supplying religious instruction to every denomination in camp through their respective chaplains, there is in my opinion no necessity for the religious instruction being given to them at the Mission Hall, and there is some danger that weak minds may be acted on prejudicially.

As regards institutes under military control I have not had much opportunity of observing their effect, but I am of opinion that the recreation room is a much safer place as preserving military discipline, and giving a control over the amusements and publications introduced. The present recreation rooms are not equal to the requirements of a regiment, but are good so far as they go.

III. The possibility of Soldiers' Institutes becoming a place for discussing the acts of their superiors, and loosening the bonds of discipline, is the only evil of which I am apprehensive. In other respects the existence of an establishment where soldiers of different regiments may find amusements and refreshment of a better description than can be found in low public-houses and brothels is an obvious advantage. The recreation rooms at present are on too limited a scale, and the very fact of their being in barracks or camp, and under some military control, will make many men prefer inferior amusements, &c., in the town. The more convenient the recreation rooms and out-door amusements in camp and barracks can be made, the higher the tone of men's tastes will be raised, and the less evil influence the town will have over them. I should for these reasons prefer improving the regimental recreation rooms to institutions in the towns.

Probably the Commissioners are not aware that a second Soldiers' Institute has been founded by the Wesleyans in Aldershot, which I believe to be very respectable and well conducted, but from which I have withheld any patronage, not considering it right as commanding the troops of all denominations to give my name to any denominational institution.

J. Yorke Scarlett,
Lieut.-General,
Commanding Division.

(x.)—Answers received from Major-General D. Russell, C.B., Commanding the South-Eastern District.

I. The Dover Soldiers' Home is a purely private institution; it was established and is supported by voluntary contributions; it was opened on the 2nd November 1868, and its objects are:—

1st. To afford the soldiers of the garrison a place for the quiet study of God's Word, and for private prayer, and where the Gospel is daily read to any soldier desiring to hear it.

The Government provides ample means for recreation in barracks, but the soldier has hitherto had no place of retirement for solemn thought and for prayer, and it was to supply this want that the Dover "Soldiers' Home" was opened.

2ndly. The Home provides all the more beneficial uses of a club where the soldiers may write their letters, and read various periodicals, newspapers, and interesting books. Suitable light refreshment, such as tea and coffee, is provided by the Army Scripture Reader and his wife who reside in the Home.

Books are lent to the soldiers from a small library kindly presented to the Institution by the Dover Sailors' Home, where formerly a room was open to the soldiers, who, however, have discontinued to frequent it since the establishment of regimental libraries and recreation rooms.

Two furnished bedrooms are available in the Home, board and lodging being provided at a very moderate rate for the use of men on furlough and the relations of soldiers of this garrison on a visit to Dover.

II. These "Homes" are simply intended to supplement the regimental libraries and recreation rooms, and give the soldier what he cannot get from Government; and I am thankful to say that through their agency, wherever they have been established—and I should like to see one in every garrison town—many soldiers have been reclaimed, and are now an honor to a service which they formerly disgraced.

The model of the "Home" at Dover was the one established at Aldershot, mentioned in the 2nd and 5th reports of the Council of Military Education.

III. I have no further suggestions to offer regarding Soldiers' Institutes and recreation rooms beyond those I have already submitted,

D. Russell,
Major-General, Commanding
South-Eastern District.

Dover,
30th March 1870.

(xi.)—Answers received from Brevet-Colonel J. W. S. Smith, C.B., Commanding at Shorncliffe.

I. I joined at Shorncliffe on the 1st of this month, and am unable to give any information from my own knowledge or experience. I attach four printed papers relative to this Institute which afford the information asked in the 1st question. (Printed Prospectus and Rules of the Soldiers' Institute at Sandgate.)

I would only observe that the management may be said to be entirely in the hands of the manager, for although a committee forms part of the scheme of management, they appear to have no power, and their influence is confined to advising only when the manager may consider their interference desirable.

II. I have never had an opportunity of witnessing the operation and effects of such an Institute as this, but looking at its aim, and the means employed, I cannot have a doubt of its benefit, spiritual and moral, to those who frequent it. I see a difficulty in drawing a comparison between such an Institute and a regimental recreation room; both are useful for the purposes intended, the latter as a counter attraction to the canteen, public houses, dancing saloons, &c., the former appealing to soldiers as fellow Christians.

III. I have no suggestion to make, as I fear such Institutes as this must be left to private beneficence.

J. W. S. Smith, C.B.,
Colonel, Commanding at Shorncliffe.

April 13th, 1870.

(xii.)—Answers received from Major-General R. Rumley, Commanding in North Britain.

I. The enclosed memorandum regarding the Soldiers' Institute at Edinburgh has been furnished by the Rev. James Millar, who has been for many years garrison chaplain, and takes a lively interest in the Institute.

II. Judging by the number of soldiers of the regiment now quartered in the Castle who attend this Institute, viz.,

free, its success appears to be doubtful; but as no amusements are provided, the advantages afforded by this Institute are scarcely comparable with those derivable from the regimental recreation rooms within the barracks.

III. The regimental libraries and recreation rooms, from the construction of the barracks in North Britain, do not afford adequate accommodation for the number of subscribers: the soldiers notwithstanding appear willing to subscribe, and to avail themselves of the privileges; and there can be no doubt as to the advantages to be derived by thus encouraging the men to remain in their quarters, and to employ their leisure hours by the attainment of useful knowledge, and also to acquire sober, regular, and moral habits, instead of resorting to the public-houses and low haunts which are usually to be found in the vicinity of the barracks.

R. Rumley,
Major-General,
North Britain.

Enclosure accompanying Major-General Rumley's answers.

Memorandum respecting the Soldiers' Institute at Edinburgh, by the Rev. James Millar.

(1.) The Institute was established in consequence of the interest taken on behalf of soldiers in connexion with their services in the Crimea and Indian Revolt.

(2.) It has never been under any formal management, the gentleman who founded, and for ten years maintained it, relying on the person placed therein. It is now nominally under the care of eight gentlemen acting as a committee, viz.:—

General Wahat.	Major Pettey.
Lieut.-Colonel Davidson.	Findlay Anderson, Esq.
Lieut.-Colonel Young.	J. Holt Skinner, Esq.
Lieut.-Colonel Clarkson.	Captain M'Kenzie.

(3.) It is not a place for recreation—no amusements are provided. There is a select library, and is only used as a quiet retreat for reading, letter-writing, and religious meetings.

(4.) It was founded by the generous liberality of the late Mr. Douglas, of Cavers, a gentleman of ancient family, distinguished for his religious character and writings. Five hundred pounds were expended on the building, furniture, and library. Founded (I think) in 1856 or 1857.

(5.) It is an entirely private institution, and is maintained by contributions raised in her own circle, by the assiduous efforts of an officer's daughter.

(6.) It has at times been regularly and largely attended by men from the Castle, the recruiting staff, and by soldiers on furlough; the good fire, plenty of gas, books and writing materials, with quiet, rendering it an attraction and shelter to men seeking escape from the temptations around them out of barracks.

(7.) It does not appear to come into comparison with the regimental recreation room, and does not lessen the attendance there, or subscriptions to the garrison library; but, being free, comfortable, and retired, it offers a retreat to quiet and studious men in their spare hours, where they can have a cup of tea or coffee and be entirely by themselves, as it is not open to civilians.

APPENDIX III.—ROYAL MILITARY ASYLUM, CHELSEA.

A.—QUESTIONS AND REPLIES ON THE SUBJECT.

Questions issued by the Commission.

(A.) General Organization.

I. Will you be good enough to give, for the information of the Commission, a general account of the objects of the Royal Military Asylum, its present organization and staff, the mode and conditions of admission to the schools comprised under it, the number of pupils under instruction at each, the nature and length of the courses of instruction, and the regulations for the maintenance of discipline?

(B.) Normal School.

II. Are you satisfied with the present system for the training and appointment of army schoolmasters, or do you consider that it is in any respects capable of improvement?

III. Will you express your opinion regarding the present organization of the establishment, the position and powers of the staff and instructors, and the state of discipline among the pupils?

IV. Do you consider the accommodation afforded by the school in all respects satisfactory?

V. Will you favour the Commission with a brief statement of any suggestions which you may think it desirable to make in regard to the Normal School.

(C.) Model School.

VI. What is your opinion regarding the conditions and mode of admission to the school? Do you consider that any alterations in the present regulations on this subject are desirable?

VII. Do you consider that either the course or the method of instruction at the Model School is capable of improvement? If so, what alterations would you suggest?

VIII. Will you express your opinion regarding the present organization of the establishment, the position and powers of the staff and instructors, and the state of discipline among the pupils?

IX. Do you consider that the accommodation and messing provided for the pupils, and the general sanitary state of the school, are in all respects satisfactory; or would you suggest any improvements in these respects?

X. What is your opinion, derived from your knowledge of the subsequent careers of the pupils, regarding the results of the education given at the Model School, and the advantage of the institution to the service?

XI. Will you favour the Commission with a brief statement of any suggestions which you may think it desirable to make in regard to the Model School?

Of the above questions, Question I. was addressed only to Brevet-Colonel E. A. G. Muller, Commandant of the Asylum, and (with reference to the Normal School) to W. J. Reynolds, Esq., M.A., Head-master of that School.

Questions II. to XI. were addressed to:—
- Brevet-Colonel Muller, Commandant.
- Brevet-Colonel E. Adams, Secretary and Adjutant.
- Rev. G. W. Langmead, M.A., Chaplain.
- Major-General Sir F. Abbott, C.B., late Member of the Council of Military Education.
- Rev. Canon Moseley, F.R.S., Member of the Council of Military Education.
- Rev. G. R. Gleig, M.A., Chaplain-General to the Forces.

Questions II. to V. were addressed also to the Head-master of the Normal School, and Questions VI. to XI. to the Head-master of the Model School.

Question IX. was specially addressed to Deputy Inspector-General of Hospitals J. B. St. C. Crosse, Medical Officer to the Asylum.

(i.)—Answers received from Brevet-Colonel E. A. G. Muller, Commandant.

(A.) General Organization.

I. (*a.*) The object of this institution is to give an asylum and education to the orphan sons of the non-commissioned and private soldiers of the regular army, born in lawful wedlock, whilst their fathers are serving. Its present organization and staff consists of a commandant, a secretary and adjutant (one), a quartermaster and paymaster (one), a surgeon, and a chaplain, 1 serjeant-major, 1 quartermaster serjeant, 1 master tailor, 1 master shoemaker, 6 serjeants, 3 corporals, nurses, &c.

The mode and conditions of admission are divided into three classes—

1st. Complete orphans.

2nd. Those whose father is dead and mother living.

3rd. The father living and the mother dead.

The strongest cases are selected and submitted to the Commissioners at the quarterly boards to fill up vacancies as they occur, probably 20 per quarter.

The number of pupils under instruction at each school is as follows, viz.:—

1st school - - - -	92
2nd „ - - - -	85
3rd „ - - - -	84
4th „ - - - -	83
5th „ - - - -	114
Total - -	458

Appendix III. (A.)

Royal Military Asylum.

The nature of the course of instruction can be ascertained from the annexed list, which shows the subjects taught and the numbers in each case—

Religious knowledge - -	458
Reading - - -	458
Writing on slates - -	458
„ in copy books - -	435
„ from dictation - -	435
Exercises in composition -	285
Arithmetic, slate - -	458
„ mental - -	458
Geography - - -	343
English grammar - - -	343
„ history - - -	343
Vocal music - - -	313
Learning poetry - - -	230
Object lessons - - -	369
Euclid - - - -	30
Mensuration - - -	30
Natural history - - -	86
Model drawing - - -	58
Analyses of sentences - -	86

The average length of the course may be regarded as 4½ years or 5.

The boys are divided into six companies, superintended by the serjeant-major and six serjeants, under the direction of the adjutant. Defaulters are brought up to the office, cases inquired into and punishment awarded, in a minor way, the same as in a regiment.

(*b.*) The Normal School of this Asylum was established for the purpose of training persons for army schoolmasters. Candidates are either civilians or enlisted soldiers. The former must have been pupil-teachers, or certificated schoolmasters in national schools, and be above 20 or under 25 years of age. Both classes are admitted by competitive examination.

The students remain one year in the Normal School, at the end of which time, if they pass a certain examination, they pass to the Model School, where they are employed for six months in teaching the boys and in acquiring a knowledge of the army system of tuition; after which, if found qualified to conduct a school, they are sent to a regiment or depôt battalion.

The Normal School is also recruited by the admission of pupil-teachers from the Model School, who after staying there about three years, at which time they are usually 20 years of age, compete with the other candidates for the normal school. Whilst in the Model School these youths receive a daily allowance of 6*d.* or 9*d.* according to age; there are thirteen at present, one having joined two days ago.

The staff of the Normal School consists at present of two masters, but one of them will be discontinued after the present quarter. Drawing and music are taught by non-resident masters, and instruction in fortification by an officer of the establishment.

(B.) Normal School.

II. I do not approve of the Normal School. It is a most expensive establishment, and I think equally good instructors might be got from the different training schools, and sent here for six months, to be under the head master of the Model School to learn the nature and routine of army instruction, and thus save a great expense to Government.

III. The present organization of the Normal School, now reduced to one head master, and 28 students and pupil-teachers, is good. The powers sufficient for the numbers, and the discipline under one serjeant-major for that school is good.

IV. I think the accommodation for the students is satisfactory.

V. My answer to this question is replied to in No. II.

(C.) Model School.

VI. I do not think that the regulations for the admittance of boys into this institution can be improved; they are founded on strict justice to the orphans.

VII. I do not think the instruction at the Model School can be better than it is.

VIII. The present organization of this establishment with its staff and instructors I think very good, and so is the discipline among the boys generally.

IX. With reference to this question, by the advice of the Sanitary Board and general medical opinion, it is considered essential that each boy should have 600 cubic feet of dormitory; this we cannot attain in the present building and have its full strength of 500 boys. Thus to meet the difficulty until more accommodation can be made, we have been obliged, with the sanction of the Commissioners, to reduce the numbers to 458 boys, of which 120 boys have 600 cubic feet, and the remainder 500. The messing is very good; the sanitary state of the school, with the recent improved ventilation, is in all respects satisfactory.

X. In my opinion, based on the annual returns we receive from every regiment in the service of the conduct of each boy that has joined them, it is most satisfactory and pleasant to hear; the demand for these boys is continuous, thus showing how highly this institution is prized, and the great boon and advantage it is to the service generally.

XI. I have no suggestions to offer with reference to the Model School; I think the system of instruction there excellent.

Edward Muller, Colonel,
Commandant.

Royal Military Asylum,
28th February 1870.

(ii.)—Answers received from Brevet-Colonel E. Adams, Secretary and Adjutant.

(B.) Normal School.

II. If the Normal School is retained, I do not think the present system for training schoolmasters can be improved.

III. I consider the present organization to be good, and that the head master has ample power in all matters relating to the studies. The general conduct of the students is satisfactory.

IV. I consider the halls of study as well as the day rooms of the students to be quite satisfactory, but an improvement in the dormitories is required. At present there is no separation between the beds, and to give greater privacy I would recommend that each be enclosed by a wooden partition or one of corrugated iron.

V. I think it is desirable to reduce the minimum age at which civilian students are admitted from 20 to 19, and that the appointments be thrown open to general competition instead of being confined to such persons as have been previously engaged in tuition. By making these changes I think it possible that a better class and a greater number of candidates will come forward. I would also recommend that more attention be given to the general character of the soldiers who are allowed to compete for admission to the Normal School, and that none be under the rank of corporal or have less than three years' service.

(C.) Model School.

VI. I do not think it desirable to make any changes in the conditions and mode of admission.

VII. I consider that more attention should be paid to grounding the boys in elementary subjects, such as reading, writing, spelling, and simple composition, together with the first four rules of arithmetic and their compounds.

VIII. I am of opinion that the present organization cannot be improved. The course of instruction is superintended by the upper master, who has full power in all matters relating to the education of the boys, subject to the control of the Council of Military Education.

The masters have nothing to do with the discipline of the boys when out of school, which is entirely superintended by the commandant and the military staff. The conduct of the boys is generally very good.

IX. The messing is excellent, and the general sanitary state very satisfactory, but there is a deficiency of sleeping accommodation.

The medical authorities have stated that each boy should have a minimum space of 600 cubic feet, but if that was allowed the authorized number of 500 boys must be greatly reduced. In former years 400 cubic feet were deemed sufficient, and at present no boy has less than 500 feet, but to give that amount the numbers have been temporarily reduced to 458, although the Commissioners reluctantly sanctioned that reduction.

X. An annual return is received from every regiment, showing the rank and character of each individual now serving who was educated at this institution; and judging from those returns I am of opinion that the Royal Military Asylum supplies a number of excellent soldiers and is extremely advantageous to the service. As a proof of the estimation in which boys trained at this asylum are held, I would state that applications are constantly received from commanding officers for volunteers.

XI. I think the number of pupil-teachers unnecessarily great, and indeed that they might be entirely dispensed with by employing some of the elder boys as monitors to assist in teaching the very young children.

I would also suggest that the boys be instructed in the trade of a carpenter in addition to those of tailor and shoemaker. A knowledge of that business would render them very useful whilst in the army, and be highly advantageous to them after being discharged.

E. Adams, Colonel,
Secretary and Adjutant.

1st March 1870.

(iii.)—Answers received from the Rev. G. W. Langmead, M.A., Chaplain to the Asylum.

(B.) Normal School.

II. I consider that the present system of training and appointment of army schoolmasters is capable of improvement, and I have stated my views in answer to Question V.

III. The present organization of the Normal School I believe to be good; the head master is a very superior and well educated man, and has an admirable method of imparting knowledge. I consider that the three other masters, viz., the teacher in fortification, the music and drawing masters, are thoroughly equal to their work. The conduct of the young men, upon the whole, is satisfactory, but I think that they might be allowed less liberty than they have at present.

IV. The accommodation as regards the school and reading rooms is in all respects satisfactory. The rooms are large and airy, but I consider that the dormitories are capable of improvement, as suggested in answer to Question V.

V. In answer to this question, I would respectfully beg to say that I consider it would be desirable to admit more civilians as schoolmasters; there is now much difficulty in securing candidates from this class; only two or three present themselves at the half-yearly examination, but I think that this might easily be overcome by throwing open the examination to all civilians of good moral character of the age of 19, and not confining the selection as it is now done to "pupil-teachers who have completed their apprenticeship, and certificated schoolmasters, between the ages of 20 and 25 years," as at that time of life most young men have made choice of their profession.

I would also strongly recommend that no soldiers be admitted as students under the rank of serjeant, and that the strictest inquiry be made as to their moral character. By admitting soldiers *under* this rank, not only is there a probability of having an inferior class of men, but when they return to the service and take their position as schoolmasters next to the serjeant-major, jealous feelings may be engendered amongst those who held superior rank to them before; and thus their efficiency may be impaired, and they will not command that respect which ought to be paid to them.

I would also take the liberty of mentioning another regulation, now in force, which I think prevents many good soldiers from offering themselves as candidates for army schoolmasters; I allude not only to the fact of their services, previous to their admission, being reduced one-half, but that during the period they are under instruction in the Normal and Model schools their time does not count at all towards a pension; perhaps there is no regulation which tends more to prevent good soldiers from coming forward as candidates than this one.

I consider that it is most essential that an alteration be made in the students' dormitories. No student now, who wishes to spend a short time in private devotion or meditation, has a place to which he may retire. I would therefore suggest that a partition, sufficiently high to screen them from one another, be erected between each of their beds, and thus that privacy would be secured which is so essential to the spiritual advancement and comfort of all well-disposed young men, and which would give them an opportunity, *in private*, of seeking that divine assistance which they so much need to enable them to resist the temptations with which they are surrounded.

I also consider that the students and pupil-teachers should not be allowed out of the institution after 9 o'clock in the evening on ordinary occasions, and that no night passes be granted, except in the case of sickness or death of any of their relations or friends, or on any great emergency.

(C.) Model School.

VI. I consider that the mode of admission to the boys' school is satisfactory, as the greatest impartiality is shown, and the most deserving cases are always selected.

VII. The instruction given in the Model School is of a superior character, and ably conducted under the upper master.

VIII. I consider that the present organization of the Model School is very excellent. The upper master is highly intelligent and thoroughly conversant with the duties of his office. He is ably supported by four masters of excellent qualifications, and the state of discipline in the school is good. Some of the boys are remarkably intelligent, particularly in the First School, and the upper master has a peculiar power of enforcing order, and is rarely compelled to have recourse to any very stringent measures.

IX. I consider that the accommodation provided for the boys and the general sanitary state of the school are satisfactory. Some of the dormitories are particularly spacious and airy.

X. The returns which are annually received from regiments respecting the boys who have left the institution are satisfactory. Some of them soon become non-commissioned officers, but so many are placed in the band of their respective regiments that their promotion is consequently retarded.

XI. I have no suggestion to make relative to the Model School, except that I consider it would be far preferable to employ students as teachers, instead of pupil-teachers, as the latter enter on their duties so young that they are obliged to remain at the institution for many years and associate with others much older than themselves, and are hereby exposed to many temptations and are liable to contract habits which it is difficult for them to overcome as they advance in life.

In conclusion, I would respectfully take the liberty of stating that, agreeably with the order that I received on my appointment as chaplain to the Royal Military Asylum, I have confined myself solely to giving religious instruction to the students, pupil-teachers, and boys, and performing all other spiritual duties connected with my sacred office, and therefore I have not, in any way, been connected with the secular instruction given in the Royal Military Asylum.

G. W. Langmead, M.A.,
Chaplain to the Forces, and Chaplain
to the Royal Military Asylum, Chelsea.

(iv.)—Answers received from Major-General Sir F. Abbott, C.B., late Member of the Council of Military Education.

(B.) Normal School.

II. If we could obtain a sufficient number of candidates on our present terms, I should consider the existing system of appointment to be very satisfactory; but the requirements of a candidate are so high that but few soldiers can be obtained. Men who can pass the examination for admission are pretty sure of promotion in the ranks. They would indeed be generally discouraged by the commanding officer from leaving the regiment. We are thus thrown very much into competition with civil schools, and our terms are not sufficiently good to attract men who have passed through the civil training colleges.

The education given in the Normal School is excellent. In Mr. Reynolds Government possesses a master of great and varied talents, and singularly qualified for the work. I do not remember any part of the course that I would alter, unless, perhaps, the substitution of practical geometry for mechanics.

III. The organization of the Normal School appears to me to be very satisfactory; as also do the position and powers of the head master and his assistant (I think there is only one); and when the commandant was a judicious officer the relations between the military and the civil authorities seemed to work well. I could not suggest any improvement.

Of the state of discipline among the pupils I am not qualified to speak decidedly. It always appeared to be as good as could be expected with reference to the locality of the school.

IV. The accommodation is, I think, abundant; but the position of the school in a very low neighbourhood is objectionable. It cannot, however, be detached from the Model School.

V. The only observations that occur to me regard the mode of appointment. I should recommend the nomination of pupil-teachers in the Model School, who should give some portion of their time in attendance at the Normal School. Something has, I believe, been attempted in this direction.

(C.) Model School.

VI. I cannot suggest any improvement in regard to the terms or mode of admission to the Model School.

VII. The course of instruction requires a thorough revision; at present the education is almost entirely mental; some few of the boys, it is true, are instructed in tailoring and shoemaking, and some few others learn music; but a great deal too much of the day is passed in the dreary round of scholastic exercises in the close, hot schoolrooms; while during the short intervals allowed for recreation the poor children are confined to small gravelled courts surrounded by lofty walls. This is totally opposed to all my notions of what a school ought to be; so that I

Appendix III. (A.)

Royal Military Asylum.

was not surprised to see the unfavourable result depicted in stunted forms and sickly countenances.

The alterations I have to propose are sweeping. If justice is to be done to these hundreds of children of our soldiers the school must be removed to the country. Half the educational day should be devoted to agricultural pursuits, drilling, gymnastics, &c.

VIII. The organization of the establishment, the position and powers of the educational staff are, I think, satisfactory. Mr. McLeod, the head master, is admirably adapted to the work; nothing could exceed his zeal and attention. The boys always appeared to me to be under excellent control.

IX. I have been obliged to touch upon this subject in my reply, No. VII. The bedrooms were crowded and ill-ventilated when I had personal knowledge of the schools. The messing was much improved under Colonel York's administration, but it is still, I think, susceptible of improvement; the meat rations were often very uninviting, and there did not appear to be sufficient discrimination used in adjusting the rations to the size of the boys.

X. Of the subsequent career of the pupils I have no personal knowledge.

XI. I have no further suggestions or observations to make in regard to the Model School.

F. Abbott,
Major-General.

(v.)—Answers received from the Rev. Canon Moseley, F.R.S., Member of the Council of Military Education.

(B.) Normal School.

II. The present system of appointing army schoolmasters is different from that which existed in 1858, and that difference shews itself in the constitution of the Normal School. The establishment of the Normal School on 1 December 1858 was 41 students, of whom 16 were from civil life, 13 were non-commissioned officers, 12 had served as monitors in the Royal Military Asylum or the Royal Hibernian schools.*

The establishment on the 31 March 1868 was 29 students; seven were civilians, 18 were soldiers, four were pupil-teachers. Whilst the whole number was reduced from 41 to 29, the proportion of *soldier* students was thus increased from 46 per cent. to 61 per cent.

The measures out of which this change has resulted, and to which I gave when they were adopted my entire concurrence, will be found stated in the Appendix to the First Report of the Council on Army Schools. Complaints were made to the Council that the regimental schoolmasters were unpopular with the commanding officers; that, having been for the most part unaccustomed to military discipline, they were not easily made amenable to it, and that certain distinctions in respect to uniform which placed them above the non-commissioned officers, together with the higher education they had received, of which they were said to be very conscious, were the cause of jealousies and heart-burnings, and made the relations with some of their commanding officers difficult and disagreeable.

The reversing of the proportion of soldier students from the less to the greater number, from 46 to 61 per cent., has been the result. It has arisen, 1st, from the office of army schoolmaster being considered now to offer less advantages to civilians than it did; 2nd, from the admission of soldier students being thereby rendered easier than it was; 3rd, from the office of 4th class schoolmaster having been abolished, through which office monitors of the Royal Military Asylum and the Royal Hibernian schools were passed on to the Normal School.

The object of obtaining a class of schoolmasters more amenable to military discipline has probably been thus accomplished; but it is not certain whether equally good schoolmasters are sent out into the army, and if this is not the case, the work of educating the army can scarcely be so well done.

The fact which has taken me by surprise, is that the soldier students who come up do not seem to be, as a class, above the ordinary standard even of a soldier's intelligence and energy of character, I mean, not of a class likely to take the lead among their fellow soldiers. They seem not to be the best of their class to be schoolmasters; the best do not seem to pick themselves out, and are not picked out by the officers, to be schoolmasters.

To this rule there is, however, as it regards instruction, an exception. There is a class of men of superior education and manners and gentle nurture who find their way into the army, sometimes by misfortune and sometimes by their own fault to whom the rough associations and the hardships of ordinary military life are unendurable and who prefer the schoolmaster's work. The proportion of this class of students is increasing. During the last two years there have been men in the Normal School, educated at Eton, at Cambridge, at Addiscombe, &c., &c., &c. They are not, in some respects, the best material out of which to form elementary teachers.

On the whole I think that a well-considered plan as a substitute for the 4th class schoolmaster scheme, by which head boys from the Royal Military Asylum and the Royal Hibernian school may be advanced to the Normal School, is desirable. Should the principle of compulsion introduced in the Government Education Bill be extended to adult education in the army, an increase of the establishment at Chelsea will be necessary, and the qualifications of the army schoolmaster will have perhaps to be raised.

III. The constitution of the Normal School is in this respect anomalous, that the Model School is independent of it, and not, as is the case in other Normal Schools, a subordinate part of its establishment. In the Normal School the students learn what they have to teach under one master, and in the Model School they learn to teach it under another; and the two masters are independent of one another. But they are not (except in one subject of instruction) under the authority of the one at *the same time when* they are under that of the other. They spend 1½ years in the Normal School, and then go for half a year or more to the Model School.

The system, although it appears bad on paper, and is different from that of other Normal Schools, does not, however work ill in practice.

The independence of the two masters of one another in no way interferes, as far as I know, with the efficiency of either in the discharge of his duties. It is a question indeed whether the arrangement is not *in itself* the best; certainly it would be no gain to the education of the army to secure a theoretical symmetry in the plan of the Normal School and Model School by sacrificing either of these masters to it.

I believe the head masters have no reason to complain of the discipline of the Normal School in school-hours.

As to the discipline out of school-hours, I have considered myself interdicted from making any official inquiries. I think, however, the neighbourhood a bad one for a Normal School, especially for one having so many soldier students. The necessary intercourse from without created by the boys' school is moreover unfavourable to discipline out of school hours.

IV. I do not consider the accommodation afforded by the Normal School satisfactory. The building was not, I believe, erected for its present use, and it is not suited to it. The lecture rooms are dreary places. There is no library or reading room. The students have no studies. Their dormitory is a large room in which their beds are arranged as in a hospital, without any of that privacy for each individual student which in other Normal Schools is considered indispensable.

(C.) Model School.

VI. There is no educational qualification required for admission to the Royal Military Asylum, as there is to the Royal Navy School at Greenwich, which stands in the same relation to the navy that the Royal Military Asylum does to the army.

Education is now so easily to be obtained everywhere, and especially in the army, that it would not be unreasonable to require that every boy admitted after he is ten years old should be able to read and write and work well the four first rules of arithmetic.

Parents who look forward to their children getting educated at the Asylum are not unlikely (for that reason) to be careless of their education before they go to it, to their serious injury.

VII. I know of nothing that can be changed with advantage in the *instruction* of the Model School.

IX. I do not consider the accommodation provided for the boys and the general sanitary state of these schools good. On this point I beg to refer to the evidence taken before a committee specially appointed to inquire into this subject, and also to my own report on the school in the Second Report of the Council on Army Schools.

Considerable improvements have nevertheless recently been made in the dormitories, the diet, and the clothing of the children; but I believe that no effectual remedy for the sanitary condition of the institution will be found until it is rebuilt in some other locality. The following facts are unquestionable.

* Col. Lefroy's Report, 1859.

1. The boys when they leave the Asylum at 14 years of age are, on the average, considerably* less in height and in weight than the boys who leave the Greenwich Hospital Schools at that age, and (which is more conclusive) they are yet more inferior in stature and weight to the boys of the Royal Hibernian School who leave at the same age.

2. The proportion of boys usually in the infirmary is exceptionally great.†

3. The number of boys who on their leaving are found unfit for the army is exceptionally great. The average of the eight years before 1868 gave 17 per cent., while in 1867–8 it was 21 per cent. In the Royal Hibernian School only 5 per cent. are returned, under the same circumstances, as unfit. The Hibernian School is erected on an open healthy site in Phœnix Park, Dublin. With the money for which the 10 acres (on which the Royal Military Asylum stands) at Chelsea would sell, a new and more commodious Normal College and Asylum might be built in the neighbourhood of the Wellington College on a much larger site.

I first inspected the school in the year 1849. New sanitary regulations were then made under the direction of Dr. Balfour,—the dormitories were altered, the diet was changed, and the standard of instruction in the school was raised, the present head master and the principal of the Normal School being then appointed.

I have not since inspected the whole institution, but only the part of it which is concerned with the instruction of the boys, the functions of the Council being limited to that. As the Commission invite suggestions with reference to the general well-being of the school I venture to suggest that *that* limitation should be withdrawn as it regards the Director-General of Education. Education is not limited to *instruction*, nor is it so understood by the public. It is understood by them to include the whole economy of a school; and nothing seemed more to astonish people when the disorderly conduct of the cadets at Woolwich and Sandhurst was made public than to be told that the Council of Military Education had no authority to inquire into the matter, but only into the *instruction* of the cadets.

In all public schools abuses have a tendency to accumulate; they require to be looked after by some independent authority *in all their* parts, annually. *No* part of a school is not a part of its *education*. It is quite as much *out* of school as *in* it that the boys are educated, and no part of the education of the Royal Military Normal School, or the Royal Military Asylum, ought in my opinion to be withdrawn from the inspection of the Director-General of Military Education, or his control.

HENRY MOSELEY.

(vi.)—ANSWERS received from the REV. G. R. GLEIG, M.A., Chaplain-General to the Forces.

(B.) NORMAL SCHOOL.

II. I am generally satisfied with the present system for the training and appointment of masters for regimental schools. It might however, in my opinion, be improved if the Head Master were more familiar than he is with the usages of the army, and took more pains out of the lecture room to stamp his own character and habits of thought upon the students.

III. The organization of the establishment seems to be good. The position of the instructors, both in the Normal and Model Schools, would be improved if the serjeants and pioneers were required to salute and otherwise treat them with respect, as was the case when the establishments were originally formed, and for many years after; and if pains were taken to make both students and children understand, that upon the report made of them by their teachers, indulgences would depend. The powers of the Staff, meaning thereby the Commandant and adjutant, are ample. The conduct of the pupils is generally good. I do not approve of the permission given to smoke in the only room where the students can meet for private reading. It is offensive to some, the rest might smoke elsewhere.

IV. Not quite. I am and always have been an advocate for giving to each student a separate bunk, open above and below so as not to interfere with ventilation, but securing to him privacy for habits of cleanliness and devotion. The schoolmaster in a regiment ought to be more than a mere teacher.

V. It will be seen from my answers to former questions that I have not much to say in reply to this.

If the Normal School is to be continued I would suggest the propriety of putting at the head of it either an officer who is capable of instructing the students and has a taste for so doing, or the best of the superintendent schoolmasters. Such a man would indoctrinate his pupils with a love of discipline as well as of letters. He would see as much of them as possible out of school hours, and win them to just views of their position and responsibilities by his conversation.

(C.) MODEL SCHOOL.

VI. I consider the Model School, so far as it is taught by the regular staff of masters, at Chelsea to be as near perfection as such an institution can be. Mr. McLeod has no equal as a schoolmaster, and the less he is interfered with in his mode of dealing with the boys and his choice of text books the better.

VII. I can suggest no improvement on the method of instruction in the Model School properly so called.

VIII. I think that the organization of the establishment, meaning the distribution of the boys into classes, &c., is good. The masters might, however, with advantage be entrusted with more power than they possess in maintaining discipline out of school as well as in school. You cannot draw too close the connexion between the master and pupil in such establishments as this.

IX. The accommodation and messing provided for the pupils are both very good. The sanitary condition of the school can never be perfect or anything like perfect in Chelsea. A plan was arranged some years ago for moving the school into the country, but it fell through. I should very much desire to see it revived.

X. Regular returns are sent in to the Commandant from regiments of the conduct and careers of the boys educated at the Asylum, and they are most satisfactory. Few of the boys fail in becoming non-commissioned officers as soon as they are of age to be promoted. Very few so promoted, I may say none, are ever reduced. The best cornet player in England, Lazarus, was a pupil in the school. My opinion, founded on these returns and on my own inquiries when officially visiting military stations, is, that the service gains a great deal from the institution, and that the results of the education therein given are all that we could wish.

XI. Give your confidence more and more to Mr. McLeod. Treat him and the other masters with all the respect that is due to men charged with their responsibilities. Move the establishment if you can and when you can to some healthy and open situation in the country. Don't intermit the teaching of trades, but rather carry it further than you do. Keep up instruction in music. The singing is ill-taught judging from what I hear in the chapel. The teacher comes from a distance, and is never present to guide his pupils in church; this ought to be required of him. Drawing is not carried far, but as far as it goes it is in a more satisfactory condition than singing. The instrumental music is good.

G. R. GLEIG.

(vii.)—ANSWERS received from W. J. REYNOLDS, ESQ., M.A., Head Master of the Normal School.

NORMAL SCHOOL.

I. The Normal School for training army schoolmasters was established in 1846 at Chelsea, within the "Royal "Military Asylum for the children of soldiers of the "regular army," which last-named establishment was at the same time educationally re-organised, having then been in existence about 45 years. The general educational superintendence of the whole was at first committed to a "chaplain and head master," on whom also devolved not only the religious instruction, but also the teaching of several of the subjects in the then laid down normal course of study; it would be difficult satisfactorily to discharge similar duties without the loyal co-operation of colleagues. On the resignation of the "chaplain and head master" in consequence of ill health, a military chaplain was appointed to the clerical duties and to the religious instruction; the assistant master was appointed "head master of the "Normal School;" the Model Schools (the original Royal Military Asylum Schools) were tacitly left as they had gradually come to be some time before the "chaplain and head master's" resignation.

The mode and conditions of admission to the Normal School are as follows:—Candidates (who must be between 20 and 25 years of age, and not under 5 ft. 5 in. in height, and who, if not non-commissioned officers or privates of the regular army, must be either pupil-teachers who have completed their apprenticeship or else certificated schoolmasters) are admitted to the Normal School after successfully passing a competitive examination (with a qualifying *minimum* of marks) in scripture history, arithmetic, geometry, English history, English grammar, and

* The particulars are given in the Second Report of the Council on Army Schools.

† Eight per cent. at our inspection in 1868.—Fifth Report, p. xxvi.

Appendix III. (A.)

Royal Military Asylum.

geography, marks being also assigned to the writing and spelling in the answers.

The period of training (not now regarding exceptional cases) occupies about two years. As candidates are admitted twice a year, viz., after the Christmas and Midsummer vacations, it follows that the students going through a two years' course form four divisions. The first year is passed in the Normal School, the second in the Model Schools, where the students are instructed in the art of teaching.* At the end of the second year the student who has satisfactorily passed the periodical examinations and inspections is appointed army schoolmaster.

The staff of the Normal School at present consists of a head master, the chaplain (who gives religious instruction), an instructor in fortification, and two non-resident instructors in vocal music and in model drawing, who also teach these subjects in the Model School.

The number of eligible and qualified candidates, and accordingly the number of students in the Normal School, have lately much decreased. There are at present only 16 students, eight of whom are in the normal portion of their course, eight in the model portion. The authorised admissible number of students is at present 40.†

The nature of the course of instruction in the Normal School may probably be best shown by the following syllabus of the subjects of study:

1. Arithmetic and Mensuration. — Complete course; instruction by lessons with text-books.

2. Algebra.—Part I. of Colenso's Algebra; instruction by lessons with text-books.

3. Theoretical and Practical Geometry.—Euclid, Books I. to IV.; instruction in use of instruments and in practical geometrical "constructions."

4. Trigonometry, Logarithms. — So much of the subject theoretically as is necessary and sufficient for the complete understanding of the solution of triangles by trigonometrical calculations.

Practical solution of triangles.

Application of trigonometry to measurement of heights and distances.

Logarithms, theoretically explained and practically applied; instruction by lessons.

5. Industrial Mechanics.—Mechanical idea of work and of power.

Solution of examples of finding the amount of mechanical work used up in various cases, as in lifting weights, in drawing carriages, in excavating, in conveying loads. Examples of finding amount of work given out by steam used in steam-engine. Explanation (with examples) of "simple machines." Explanation (with examples) of the "accumulation of work," in weights in motion. Working of examples on specific gravity.

Instruction by lessons with text-books.

6. English History.—From earliest period to present time.

7. History of British India and British Colonies.

8. English Grammar and Grammatical Analysis.—Lessons with text-books.

9. Geography and Physical Geography.—Complete course; lessons with text-book.

Lessons with physical maps.

10. Scripture Knowledge.—Knowledge of the Pentateuch, the book of Joshua, the Gospels, the Acts of the Apostles.

11. Chemistry.—Properties of non-metallic elements (and incidentally of other elements) with reference to the more familiar natural phænomena and to the application and uses of commonly known substances.

Calculations of quantities of matter transformed in chemical actions.

Expression of chemical reactions by means of diagrams or by means of chemical equations. Instruction by experimental lectures and by text-books.

Physics.—At present restricted to subject of "heat," studied by means of text-book, explained and illustrated by oral instruction.

12. Fortification.

13. Vocal Music.

14. Drawing.

15. Reading.

16. Penmanship.—As shown in papers sent in for examination in foregoing subjects.

The regulations for the maintenance of discipline as regards study in the Normal School consist in rules for the observance of a programme of attendance at lectures and of preparation for the same. Infraction of these rules would in minor cases be punished by extra tasks imposed by the head master; in more serious cases the head master reports the same to the Commandant, who may probably punish the offenders by confining them within the precincts of the institution for a longer or shorter period; while grave offences are further reported by the Commandant to the Council of Military Education.

II. The Normal School course of study (now occupying 12 months) seems, on the whole, well adapted to the purpose of training and educating the future army schoolmaster. But the school being admirably situated in a healthy* locality within a few minutes walk of the valuable educational collections and library at South Kensington, and within a half hour's walk of the Jermyn Street Museum, I should desire a slight modification of the form of the course of study, so that the students might be able, under my direction, better to avail themselves of the exceptional educational advantages placed within their reach by the circumstance of the school being where it is at Chelsea.

The students of the Normal School spend 12 months in practising teaching in the Model Schools. This period of time is very much longer than that similarly spent in any other training schools,† and is much too long considered with reference to the students. I fully believe that (to use the words of the Reverend Canon Moseley)—"It is a great "advantage to the students of the Normal School that "they learn the art of teaching under Mr. McLeod's direc-"tion." But in the first place, if a system of teaching can be learnt at all, it can obviously be learnt in at the most six months by an intelligent man whose attention is wholly given to it, and this being so, all further time spent in a state of pupillage as regards learning how to teach is for the pupil wasted; and in the second place, although the system in the Model Schools be for them a good one, and Mr. McLeod is a most able director of it, yet it is defective for the training of army schoolmasters, inasmuch as it is only imperfectly applicable to the small schools of boys and girls of all ages, which are met with in regiments, and more particularly, inasmuch as it affords very little training available in the teaching of adults. These and other considerations have led me to conclude that the period of training in the Model Schools, when regarded by itself and with reference merely to the students, is at present too long.

The modification of the normal course of study, to which I in the former part of this answer alluded as being desirable, consists mainly in having the students going through that course in one class or division, instead of having them in two classes as they are at present. If, however, there were but one class or division under training in the Normal School, going through a course of one year, say from Christmas to Christmas, and then going in the Model School through a practising course of half a year, say from Christmas to Midsummer, it results that there would be students practising in the Model School through the first half of each year, and no students so practising during the second half.

Thus it appears that if the course in the Model Schools is shortened, say to a six months' course, and if further, the supply of students to practise in those schools is to be continuous, then either the normal course must remain in its present duplicate form, or it also must be shortened to six months.

---

* A part of the instruction in the Normal School is in the art of lecturing, the manipulation of lecture apparatus, and the performance of lecture experiments.

† The originally (1846) authorised establishment was for 30 students and monitors (youths taken into the Model Schools, who subsequently passed into the Normal School to go through the regular course). The establishment was 19 years ago increased to 40 students and 20 monitors. In 1860 monitors were abolished and the establishment was merely for 40 students, about half of whom would be in the Normal School, half in the Model School. But the number of students falling off, and 20 being presumed to be the minimum number of teachers (supplementary to the staff of permanent masters) with which the Model School system could be efficiently worked monitors (pupil-teachers) were a short time ago re-introduced.

* This proposition that the locality is healthy has, on high authority, been disputed, but experience decidedly supports it. I believe that the data on which it has been supposed that the locality has been proved to be unhealthy are insufficient, and also that they are otherwise to be accounted for.

† For examples, I may take St. Mark's College, the Warrington Training School (for girls), and the Battersea Training Schools, at each of which establishments the total period of training is two years.

At St. Mark's, the students pass in the Model School five weeks of the first year, four weeks of the second year. If necessary, an extra week or two may be allowed.

At Warrington, the students pass in the Model School 10 weeks of 17 hours, which is found sufficient with close supervision.

At Battersea, the students pass weeks of each year in the practising school.

II. My position and powers relatively to the students have gradually altered with circumstances connected with the school, and are now somewhat indefinite; they are at present mainly, so to speak, of a professorial character. I suppose that any statement or opinion of mine respecting the discipline of the students apart from their duties in the lecture room, would be held by the military authorities to have little weight in an official point of view, less weight than probably it is desirable that such opinion from a person in my official position should have; perhaps it is owing to their uniform courtesy that no formal discussion on the subject has ever taken place.

I would not by any means be understood here to impute blame to the officers of the institution; their desires to promote its interest are, I doubt not, as strong as my own. A reluctance to offer my opinion except under what may seem to me very urgent circumstances or very opportune conditions, and a smaller consideration of it than perhaps it might deserve, are the natural consequences of the anomalous circumstance that the commandant is supposed to have nothing whatever to do with the scholastic discipline in the Normal School (or in the Model School). This anomalous state of things inevitably produces an *official* coolness or constraint which is, I believe, detrimental to the welfare of the institution, and which would be greater and more detrimental if the commandant were not certain, from knowledge of the head master's personal character, that unless the former were fully acquainted with the circumstances, the latter would never take advantage of his official independence to act or to speak either here or elsewhere in a way implying antagonism.

IV. The accommodation afforded by the school might easily be made in all respects satisfactory, but in almost every respect it is most unsatisfactory. The reading room which is the common room of the students, is warmed, but in other respects it is altogether comfortless, very far inferior to that which any soldier has been accustomed to in his regiment. Again, a most serious defect of accommodation is this, that from half-past six, or often from half-past five (at which hour the students and pupil-teachers are provided with tea and bread and butter) until eight the next morning (when they are provided with coffee and bread and butter) no refreshment whatever can be procured by them within the walls of the institution. They are therefore compelled to go to neighbouring public-houses for refreshments required in the interval. Indeed, the students have made arrangement with some of these publicans for the latter to keep for them a small comfortable furnished room from which other customers are excluded. And I have often known a student, desiring to prepare a lesson or a lecture carefully, to go out with his books from the comfortless noisy reading room, (noisy, because the rooms beneath it were designed and are appropriated as play-rooms for boys of the Royal Military Asylum, an arrangement against which I ineffectually protested when the Normal School was built,) to the quiet and comfortable "students' room" in a public-house near the gate of the institution.

A third defect of accommodation for the students is that the dormitories are very ill ventilated, and totally wanting in privacy; they are without any partitions, which, at St. Mark's and other training schools, convert the large dormitories into a series of rooms sufficiently private without interfering with ventilation or necessary maintenance of regulations.

V. The first suggestion which I would make is, that it is most desirable that each soldier-student should have in place of his regimental uniform a non-regimental one, similar in fact to that issued to civilian students. This simple and (as I have ascertained) inexpensive* measure, would, I am convinced, have an immediate effect in raising the moral tone of the school, which would then have an organic unity instead of being as now a mere crowd or fortuitous concourse of men from different regiments; each man's behaviour would be a matter affecting all, and the influence for good of the students of high principle and exemplary character would soon be felt. There are other cogent reasons why the military students at the Normal School should have the same non-regimental uniform as the civilians; but as I am desired to be brief I will merely state them in a note,† and will only add that I earnestly hope this suggestion may be favourably received by the Commission.

I may here note that the students at St. Mark's College, Chelsea, and those at the Borough Road Schools (and probably at some other places) receive each of them a ticket of admission on students' days to the South Kensington Museum and library. The societies with which those schools are connected probably pay annually some moderate sum to the Department of Science and Art in order to have this privilege. It is desirable that some similar arrangement should be made (as would be very easily done) for the students of the Normal School, or perhaps for army schoolmasters also.

With reference to the dearth of candidates from the army, I beg leave to offer some brief remarks of the nature of suggestions. If the information given to me term after term by students be at all trustworthy, the soldier who thinks of trying to become an army schoolmaster, finds himself from the outset deterred from carrying out the intention instead of encouraged to do so. Very seldom indeed is the information on the subject derived from the schoolmaster of his regiment of an encouraging kind. The accounts I hear of the imperfect promulgation of orders periodically issued relative to the examination of candidates are remarkable for their unanimity. And further, it seems that a man determining to become a candidate cannot readily ascertain the extent or nature of the examination for admission. Some of these difficulties would be at once removed if in all regimental schools a syllabus of the examination with a list of the text books suitable for an intending candidate were so placed as to be accessible to every soldier, and if the periodically issued orders relative to examination of candidates were similarly placarded. But probably the best means of discovering and bringing forward the many highly eligible men who undoubtedly are to be found in the army, would be to give a small premium or fee to the schoolmaster of the regiment from which a man should pass into the Normal School, and a larger fee if (supposing the Normal School course to be maintained in its present form) the candidate should pass into the first division of the school. I should here note parenthetically that candidates who show considerable attainments as tested by the examination for admission to the Normal School are placed in the first division when they join, so that *their* Normal training is reduced to a period of six months. If a measure of this kind were found to be efficacious to the extent of bringing forward a considerable number of men qualified to become army schoolmasters after one year's training altogether (six months in the Normal School, six months in the Model Schools), it is apparent that a great saving of time and expense would result. Believing that it might probably be so efficacious, I feel that I am justified in submitting these remarks or suggestions to the Commission.

The regulations by which a soldier becoming an army schoolmaster loses half his service before coming to Chelsea, and all the time he spends at Chelsea,* are practically, I believe, highly deterrent to eligible men who might otherwise become candidates; but this part of the subject is outside my sphere.

---

* Comparative Estimate.

Guards' uniform of corporal, which seems to come about midway between *Cavalry and Artillery* and *Infantry*, the first being somewhat more expensive, the latter less.	£	s.	d.	Royal Military Asylum civilian-students' uniform.	£	s.	d.
2 tunics, with corporal's stripes and g. c. badge	2	14	6	1 blue frock	2	0	0
2 pair winter trousers	1	2	6	1 jacket and 1 vest	1	15	0
1 pair summer ditto	0	10	5	2 pair trousers	1	15	0
2 white undress jackets, with stripes, &c.	0	14	0	1 suit "gymnastic"	1	10	0
4 pair of boots	2	2	0	2 pair boots	1	10	0
2 pair gloves	0	1	9	2 pair shoes	0	15	0
				2 pair gloves	0	5	0
	£7	5	2		£9	10	0

Instead of regimental great coat, the schoolmaster's cloak to be issued. The uniform from regiment to be handed to Quarter-master Stores, so that, if sent back, the uniform could be again served out.

† Much discord and ill-feeling arise from the circumstance that outside the walls of the Royal Military Asylum the civilian-student's uniform is everywhere an advantage, while the soldier-student's uniform is everywhere a disadvantage. Indeed, his regimental uniform puts the soldier-student in a quite wrong position relatively to the civilian-students, and even to the civilian pupil-teachers. Take the case of a pupil-teacher, who in the regular course will be admitted to the Normal School two years hence, compared with that of a corporal who has been for one year and a half a student (*i.e.*, who for one year and a half has been what the pupil-teacher hopes some day to become). The pupil-teacher in his Royal Military Asylum uniform could go into any serjeant's mess, for he would rank as a staff-serjeant; the corporal would not be treated as a serjeant if he ventured to do such a thing; he would be ordered out in a decided way.

Civilian-students and civilian pupil-teachers have often refused to walk out with soldier-students in uniform. One is not surprised by such refusal, for any rapscallion in the street considers himself entitled to accost a soldier and to make inquiries either about the soldier's own or about some other regiment, or respecting some friend said to be in the regiment. The refusal of soldiers to go and drink with persons thus accosting them has more than once led to unseemly quarrel, and, indeed, to serious results. On one occasion a soldier was near being severely handled for refusing to accept an invitation from an utter stranger to go into a public-house to drink.

The inconvenience of a regimental uniform has been much felt by students visiting museums, reading rooms, and libraries.

* Why should soldiers qualifying at Chelsea for army schoolmasters lose previous service any more than soldiers qualifying at Pimlico for master tailors, at Aldershot for master cooks, at Hythe for musketry instructors, at Aldershot for gymnastic instructors?

Appendix III. (A.)

Royal Military Asylum.

In conclusion, I would remark that a man coming into the Normal School should find everything conducive to his improvement; he should, from all points of view, perceive advantages gained by his admission to it. At present this is not the case. All declare that from the Normal School course they gain much in the way of mental improvement, and many who were elementary teachers before joining have told me that they felt themselves much better qualified for that office by their course of study in the Normal School; but I am continually pained by hearing men express their astonishment and disappointment at finding their character of thinking and respectable adults who have voluntarily become students preparing for the calling of a schoolmaster apparently disregarded or even ignored.

It has been stated that the tone of the Normal School would be raised if it were transferred to a site in the country. If it were so transferred, improvements in the accommodation would probably accompany the transference. To these, and not to the change of situation, would amelioration in tone be properly ascribed. The same improvements, if applied to the Normal School in its present locality, would be followed by the same ameliorations. It is supposed by some that the inducements to immorality (using the word in its widest, as well as in its most specific sense,) which beset a student outside the walls of his school, are greater in a metropolitan establishment than in a provincial one. This seems to be a prevalent opinion; I believe it to be a mistaken one. For young insufficiently-occupied or vacant-minded men, under no supervision and with means to a greater or less degree superfluous, there are indeed special allurements to evil in a metropolis like London. To an earnest man, whose time is sufficiently occupied by useful and improving work, and whose mind is capable of receiving and of valuing knowledge of any kind, it is far more correct to affirm that in London there are special inducements to morality. The adult students who in London are immoral, would be immoral anywhere, and they are unfit to become schoolmasters. The immense educational advantages of a two years' student life in a metropolitan establishment are recognised by the parents who send so many of their sons to King's College, to University College, to the various scientific schools; they well know that these advantages far more than counterbalance the risk in particular instances; and the Department of Science and Art recognises the same principle by affording considerable pecuniary aid to successful teachers connected with the department and resident in the country who make a visit to London, provided they stay in London a certain length of time at least.

Induce eligible men to try to become army schoolmasters, give to them when students in the Normal School the same distinctive uniform, adapt the accommodation within the building at Chelsea to the habits and requirements of a selected body of well-conducted men, and then (with those exceptions from which no school or college can ever hope always to be free, and which under due supervision would soon be eliminated when they occurred,) the men will, in fact, conduct themselves well, and the tone of the school will at once become all that could be wished. I affirm this with confidence, founded on the thorough understanding of the men which careful observation for 20 years has given me.

W. J. Reynolds, M.A.,
Head Master.

Addendum.—Presuming that every subject connected with the Normal School may be brought under the notice of the Commission, I would offer a suggestion on a point of interior detail in the institution, viz., that it is desirable that the Sunday school from six to seven in the evening should be discontinued, and that the students after their second attendance at Divine Service should have the rest of the day at their own disposal to attend evening services elsewhere (which many of them would do), or to enjoy the society of their friends. The Sunday school is felt to be a kind of grievance; and it is much disliked by the masters, the students, and the boys; therefore, although personally unaffected by it, I desire to see it abolished.—W. J. R.

(viii.)—Answers received from Walter McLeod, Esq., Head Master of the Model School.

Model School.

VI. The conditions regarding the admission of boys are strictly defined. The boys must have lost one or both parents (or if both of their parents are living the father must be on foreign service), and they must be free from mental and bodily defect or infirmity. They must be the children of men actually serving in the regular army, or have been born before their fathers ceased to serve therein; and their fathers, if living at the time of the application, must either be still in the regular service or out pensioners. No change seems advisable as to these conditions of admission into the school; and, as I am not cognisant of the mode in operation for filling up the vacancies, I cannot give an opinion on this point.

I beg, however, to direct the attention of the Royal Commissioners to the *age of admission.*

Formerly no boys were received into the schools *after* 10 *years of age.* A few years ago the age of admission was raised to 11 years, and more recently to 12 years. This raising of the maximum age of admission is a serious injury to the educational efficiency of the schools, because it is unaccompanied by any educational test, and because it tends to lower the average time during which the boys remain in the schools.

The following tables show the average ages of 20 boys admitted at the beginning of the years 1855, 1863, and 1870, respectively:—

1855. Average age of 20 boys = 7·03
1863. " " = 8·75
1870. " " = 9·005

The average time for the latter to remain in the schools is thus reduced to about five years, instead of seven years.

But this reduction of time would not be of material consequence, if the boys were fairly educated on admission. But, unfortunately, the majority of the boys are sadly ignorant when they enter. Their educational status may be judged from the following:

1. Age $10\frac{4}{12}$. Neither read nor do any arithmetic.
2. Age $11\frac{4}{12}$. Read first book and addition.
3. Age $10\frac{6}{12}$. Not read nor do arithmetic.
4. Age $10\frac{1}{12}$. Read first book and make figures.
5. Age $11\frac{10}{12}$. " "
6. Age 12 . Letters only.

At the examination in June 1869, there were 27 boys in the infant school between 10 and 12 years of age.

Every practical teacher knows the difficulty of dealing with boys so utterly ignorant; the impossibility of eradicating the bad habits that they have formed in the streets and in the gutters; and of making them acquainted with the simplest elements of knowledge. And yet we are supposed to send such boys out from the schools, in two years, fairly educated.

To remedy these evils, either the maximum age of admission must be reduced to 10 years, or an educational qualification must be required of all candidates on admission.

The minimum age of admission has recently been raised from five years to seven years.

VII. I do not recommend any change either in the course or the method of instruction in the Model Schools. The system, which was introduced by me, has been in operation for 23 years, and has worked satisfactorily, as the various reports on the state of education in the schools testify.

I may state that the schools are organized according to the plans adopted in Holland; and the methods of teaching in the galleries and in the classes are based upon those of Pestalozzi, Wood, and Stow.

The following statement shows the subjects taught in the schools, and also the number of boys receiving instruction in each subject:—

Religious knowledge	458
Reading	458
Writing on slates	458
Writing in copy-books	435
Writing from dictation	435
Composition, exercises in	285
Arithmetic, slate	458
Arithmetic, mental	458
Geography	343
English grammar	343
English history	343
Object lessons	369
Vocal music	313
Poetry, learning—	
(1.) Milton's Paradise Lost, Bk. 1.	30
(2.) Goldsmith's Deserted Village	28
(3.) Miscellaneous pieces	172
Model drawing	58
Analysis of sentences	86
Mensuration and Euclid	30
Natural history	86

The Rev. Canon Moseley, in his last published report of these schools, thus writes:—"Fifty per cent. of the boy

on leaving school have reached a standard of attainment equal to that of the most advanced boys in a middle-class school of the best kind; thirty-three per cent. have reached about the standard of the most advanced boys in a national school; while seventeen per cent. are dull and indolent boys."

VIII. The schools consist of five divisions, each of which under a master, but all the divisions are under my control. Each master is assisted by two or three pupil-teachers, or by the students who have completed their training in the Normal Schools. There are at the present time 13 pupil-teachers. This arrangement works well.

The pupil-teachers and the boys when in school or under instruction in the class rooms are under my charge; when not receiving instruction they are under the control of the adjutant. None of the masters have anything to do *with the conduct or the discipline of the boys or of the pupil-teachers out of school or class.* Only a few weeks since, the pupil teachers were ordered "not to report to me any "matters relating to discipline;" that is, all cases of misconduct out of the school were to be concealed from me. But, when appointed to the office of head master, the regulations for my guidance ran thus:—"He shall consider "that he is charged with the moral training of the children "at all seasons, and when reports are made to him of mis-"conduct he will endeavour to correct the same, using no "more personal chastisement than is absolutely necessary." This regulation may now be regarded as a dead letter.

The masters of the schools are, in all respects, distinct from the officers of the asylum.

Again, with respect to my authority in the schools, the regulations say,—"The commandant will distinctly under-"stand that he is not to interfere with the masters relative "to the course and detail of study;" but the routine of instruction is interfered with, and my authority, as head master, set aside when students are allowed to be absent from their classes without my knowledge or permission, and when arrangements are made for the boys to go to some place of amusement without my receiving any communication on the subject. It has frequently happened that my first intimation of their going out has come from the boys themselves, or from the daily newspaper.

The discipline is not what one would expect to find in a military institution; it has been improved during the last 18 months, but there is plenty of room for still further improvement.

To effect these more careful supervision is required, and a better class of men to undertake the duties of serjeants. The frequent change of serjeants and nurses is not conducive to order and sound discipline.

IX. The accommodation has recently been increased by decreasing the number of boys to 458; formerly the number was 500. I understand, however, that there is accommodation for only 405, allowing each boy 600 cubic feet of space in the dormitories. The ventilation of the school-rooms, the workshops, and the dormitories, and the dietary of the boys have been very much improved, and may be considered as satisfactory.

I, however, am of opinion that the boys ought to have bread and butter *twice* a day, at breakfast and at half-past three o'clock, and not at breakfast only.

The boys are improved in appearance, but there is a want of physical energy and activity, and, considering their ages, great numbers of them are very small in stature. The causes of absence from school, with respect to health, are sore heads, chilblains, coughs, scrofula, measles, scarlatina, and general debility.

Some of the conditions requisite to ensure health,—such as pure air and plenty of space for exercise and recreation,—do not exist here, and hence the advisability of removing the schools into the country, where a healthy site, large and well-ventilated schoolrooms and dormitories could be provided, where the boys would not be cramped for recreation space, and where would be found in abundance pure water and pure air.

X. So far as I have been able to trace the career of the boys educated here by me—whether in the army or in civil life—I have every reason to be satisfied with the results of their education.

Of those personally known to me, *one* is, at present, band master of the Asylum; *one* is band master of St. George's Rifles; *one* is being trained at Kneller Hall for the office of band master; one is hospital serjeant and compounder of medicines in the Asylum (the latter post having been obtained after examination by an army medical board); and *fourteen* are army, and *two* civilian, schoolmasters.

The following table, drawn up from the returns and the reports received in 1866–67, from the several regiments which the boys joined, shows results of a highly satisfactory nature:—

RANK.

Officers	2
Staff serjeants and serjeants	57
Band masters	3
Drum and trumpet majors	13
Corporals and bombardiers	49
Drummers	164
Privates	328
Total	616

CHARACTER.

Exemplary	32
Very good and good	545
Indifferent	30
Bad	9
Very bad	0
Total	616

This table shows that 1·4 per cent. are bad, and *that* 88·5 *per cent. are good and very good.*

XI. I beg respectfully to recommend the following changes:—

1. Every boy should be provided with a pocket-handkerchief.

2. The tables in the dining rooms should be furnished with table-cloths at every meal.

3. The boys should have more space for games and play; and should benefit more frequently and thoroughly by the close proximity of Battersea Park, and the open space in front of Chelsea Hospital.

4. There should be a more careful and parental superintendence of the boys in the dormitories and in the playgrounds.

5. The boys should be allowed to visit the Kensington Museum, the British Museum, and other institutions.

6. No boy should be permitted to work in the tailor's or the shoemaker's shop until he is 11 years of age; and the boys ought not to go direct from the school to work. A clear period of an hour, for recreation, should intervene between the two.

7. The power of the head master of the Model Schools should be increased.

I, for instance, can *teach* and *punish*, but I have no power to *reward*. I cannot take the boys to any place, such as the Museum at Kensington; I cannot give them, on my own authority, a half-holiday; and my influence for good is in every way restricted. The accompanying letters will show the kind of treatment I have from time to time received during the last six years in endeavouring to improve the condition of the boys.

ENCLOSURES to Mr. MCLEOD's answers.

Royal Military Asylum,
SIR, 4th December, 1847.

HAVING submitted to the Commissioners of the Royal Military Asylum your letter of the 12th October, suggesting that orders should be issued enjoining the serjeants, pioneers, &c., to salute the masters of the normal and model schools, I now beg to inform you that they have been pleased to direct that the practice in this respect at the Naval School at Greenwich be adopted in this institution, and that in consequence of this resolution I have this day issued an order requiring the serjeants, pioneers, &c., to salute the masters of the normal and model schools, whenever they may meet them or be spoken to by them.

I am, Sir,
Your obedient servant,
P. BROWN,
Colonel Commanding.

The Rev. W. Du Sautoy.

Royal Military Asylum,
GENTLEMEN, August 2nd, 1866.

I HAVE the honor respectfully to submit the following for your consideration and decision:—

1. During the last six months I had frequently to send boys down from school because their hands, necks, &c. were dirty; and, on two or three occasions, several boys were brought to me whose heads were full of vermin. All these were sent to the serjeants of the companies whose duty it is to see that the boys are clean before they are marched to school.

2. As, however, the evil still continued, early in May I brought *several dirty boys specially under the notice of the Commandant.*

3. Because I acted as I did,—because the serjeants were found fault with for neglecting their duty, they, it seems, made up their minds to treat Mr. Dexter and myself with disrespect. I allowed a fortnight to pass without taking any notice of their conduct to us, thinking they really did not intend to be disrespectful. As, however, it was evident that they had resolved not to salute us, as

they had been in the habit of doing, I forwarded on the 16th May a letter to the Commandant informing him of the conduct of the serjeants of the 4th, 5th, and 6th companies, and requesting him to be good enough to re-issue the orders of the Commissioners respecting the saluting of the masters.

4. As I have still to complain of the conduct of the serjeants, I am obliged most reluctantly to lay the matter before you, because it is of vital importance both as regards the discipline of the schools and the conduct of the boys.

5. It may be advisable to state that the serjeants are in reality *civilians*, and that they are termed *serjeants* merely because this is a *military institution*.

6. With reference to this matter I beg to remark:—

(1.) That this is an important educational establishment.
(2.) That there are special regulations for the guidance of all connected with it.
(3.) That among these regulations is one issued in 1847 respecting the saluting of the masters.
(4.) That, for nearly 19 years, this order has been binding on all serjeants, corporals, &c., and is binding until it is annulled.
(5.) That, if the serjeants mentioned in my letter of the 16th May were acquainted with this order, they have been disrespectful to us, and disobedient to the orders of the Commissioners.

And yet these are the men whose duty it is to superintend the boys in the playground and in the dormitories, to watch over their conduct, and to train them to be orderly, obedient, and respectful.

7. I beg it to be understood that this is not a personal matter; I regard it in its educational bearing, and in its relation to the training of the students and the boys.

If the serjeants are not respectful to the masters, the students and the boys may act towards them in a similar manner; for like begets like throughout every department of nature. If, therefore, in addition to intellectual knowledge the students and the boys are to be taught to be *polite*, *respectful*, and *courteous*, then there must be no difference between the teaching in the school and the teaching in the playground; there must be harmony between the two; precept and example must go hand in hand. If this is not the case, then the labours for the moral and religious well-being of the children will be productive of little benefit. That they may be productive of good the education of the mind and of the manners and morals of the children must go hand in hand; and as the young are prone to forget "to order themselves lowly and reverently," hence the necessity of daily training them to be *respectful* and *obedient* to "all who are set in authority over them."

I have the honor to be,
Gentlemen,
Your obedient servant,
WALTER MCLEOD.

The Honorable
The Commissioners of
The Royal Military Asylum.

Royal Military Asylum, Chelsea,
13th November 1866.

SIR,

WITH reference to your letter of the 2nd August last, I am directed by the Commandant to acquaint you that in consequence of the small number of Commissioners present on that day, the consideration of the question of the masters of this institution being saluted by the non-commissioned officers * was postponed until the meeting of the Board held on the 2nd instant, on which occasion the subject was again brought to the notice of the Commissioners, when the following resolution was adopted:—

Resolved,—

"The Commissioners direct that the order of the Commandant, dated 4th December 1847, requiring that the masters of the Asylum should be saluted by the serjeants and pioneers be rescinded, as the compliment of a salute is only due to officers holding Her Majesty's commission."

I have the honor to be, Sir,
Your obedient servant,
E. ADAMS, Colonel,
Secretary.

Walter McLeod, Esq.,
&c. &c. &c.

(xi.)—ANSWER received from Deputy Inspector-General of Hospitals J. B. ST. C. CROSSE, Medical Officer to the Asylum.

MODEL SCHOOL.

Royal Military Asylum, Chelsea,
10th March 1870.

SIR,

IN reply to your letter of the 4th inst., and its enclosure, respecting the accommodation, messing, and general sanitary state of this school, I have the honour to submit, for the information of Lord Dufferin and the Commission on Military Education, the following observations, the result of my experience since June 1866, when I was appointed as medical officer to the institution, premising that since that date various alterations and improvements have been carried out, amongst which may be noted,—

The occupation of three large attics, calculated for 38 boys each.

Removal of waterclosets and urinals from the dormitories to outside of building.

Partial ventilation of sleeping rooms, school rooms, workshops, and cells.

Improved and varied dietary for halls and hospital.

Weekly inspection of boys.

Abolition of double beds for small boys.

Inspection and selection of boys for trades.

New gratings for bath rooms.

Erection of Jennings' privies and urinals in one of the yards.

Raising the standard of age to seven years on entry.

Reduction of some 42 boys to meet the overcrowding.

Accommodation, &c.

With regard to the accommodation afforded, that for sleeping being of most consequence may be taken first; and it is my opinion that many of the dormitories are still overcrowded, and the beds too close together, especially in the rooms in either wing of the building, which, backing on each other, with low ceilings, and facing north and south, are inaccessible to free perflation, and are not as a consequence so promotive of health as they might be.

The number of beds should be reduced, so as to give more lateral space, whilst at least 600 cubic feet should be allotted to each occupant. The places appropriated for playing during winter, wet or hot weather, are inadequate to such a number of boys, and the present "hot houses" (so called) with single stoves, low ceilings, confined space, and ground floors, are perfectly unsuited to the purpose, whilst the yards are too limited, and the green in front of the Asylum is not at all times available or suitable.

In lieu of the above, it would be desirable to utilize the band and gymnastic halls for winter or other inclement seasons, leaving the present ill-adapted places for cleaning boots, knives, &c.; and for out-door recreation the ground facing the Royal Hospital, where the guards, pensioners, and police usually drill, with the permission of the authorities, might be made available for playing cricket and other games, being close at hand and most convenient in every respect.

Messing, &c.

My particular notice was called to this subject, shortly after coming here, since which period, in conjunction with the quarter-master, Mr. House, it has been a constant source of consideration and attention.

A glance at the accompanying rolls,* will show the variety of articles issued and the composition of the different meals, which I am satisfied are of good quality, sufficiently nourishing, and changed as often as necessary to meet nearly every requirement; and after a fair trial, to my idea, the dietary is well calculated for winter and summer, and needs little alteration. It may be added, that whereas some time ago, several boys were in the habit of leaving their meat unconsumed, at present very few indeed are found to do so.

In compliance with your direction, I would beg leave to invite the attention of the Commission to a few recommendations which I feel to be essentially necessary to the preservation of health amongst the boys, and which indeed concern equally every inmate of the establishment, and which, seeing the number of epidemics already passed through in a short time, would appear urgently called for, which is, that some restriction should be placed on the admission of visitors to the school, without which it is next to impossible to guard against or prevent the extension of so-called preventible diseases.

This precautionary measure is the more called for, situated as we are, and bearing in mind the localities whence the visitors generally come.

The cleanliness and health of the boys would be considerably benefited by the use of the swimming bath all the year round; at present it is closed from about October till the warm weather sets in, but if a jet of steam could be introduced, so as to take the chill off the water, which I advocated some time back, all the larger boys could bathe regularly, and great advantage follow.

Under present rule the sheets are only changed once a month, this during the summer weather is most objectionable, and could it be remedied would add to the comfort, health, and cleanliness of the boys.

The substitution of Jennings' waterclosets having answered so well in the small boys' yard, it would materially improve the sanitary condition of the premises by a further extension of the system, in place of the existing conveniences, which in hot weather are most offensive. And lastly, some alteration and extension in the trades appear to be called for; at present boys are selected for band, drummers, shoemakers, and tailors, in the order given.

---

* *Explanatory note by Mr. McLeod.*—All the serjeants are *discharged soldiers*; and the majority of those who have filled the office of serjeant here, were privates in the regular army. They cannot, therefore, be regarded as non-commissioned officers.

* See Scale of Diets, page 169.

After mature reflection, I am come to the conclusion that the shoemakers' shop is more detrimental to the health and development of the boys' physique than either of the other pursuits; and it becomes a question whether its abolition would not be rather beneficial than otherwise; the boys are only taught to repair (which can be of little future advantage, and is not much in favour,) and if abolished, more hands would be available for tailors or other callings, by which the working time might be reduced and more time given for play, and strengthening the system in the open air. I also think it advisable that no boy should be employed at any trade under 11 years of age. The returns called for are herewith enclosed.*

Appendix III. (A.)

Royal Military Asylum.

I have the honour to be, Sir,
Your obedient servant,
J. B. St. C. Crosse,
Deputy Inspector General of Hospitals.

The Secretary,
Military Education Commission.

B.—PAPER SUBMITTED TO THE COMMISSION.

Appendix III. (B.)

Royal Military Asylum.

Memorandum by Mr. Charles Naylor, Second Master of the Model School.

Royal Military Asylum.

It has been long an idea occupying the minds of our leading military administrators how the organisation of the above-named Institution might be altered so as it might supply the army with soldiers capable of bearing arms, instead of as at present merely with drummer boys. The following suggestions are therefore respectfully submitted, as affording in a small degree a solution of the difficulty.

First, all the boys admitted into this institution should be kept here until they are *fifteen* years old, and at the end of that time they should be transferred to another institution of a similar character, in which they would remain until they had completed their *eighteenth* year.

The number of boys in the Asylum might be increased to 600; and accommodation may easily be provided for them in two ways. First, by the abolition of the Normal School; and secondly, by a readjustment of the quarters of the officials in the Asylum. The present staff quarters must in truth be admitted to be far in excess of their absolute requirements, and if the masters of the schools became non-resident, receiving the usual allowance in lieu thereof, more than sufficient accommodation for 600 boys will be available.

The 600 boys may be conveniently divided for the purposes of education into four schools, each of 150 boys; and the educational staff of each school may consist of one master and five pupil teachers. The total number of the staff required will be therefore *four* masters and *twenty* pupil teachers, and no more.

The schoolrooms now in use can be adapted for the increased number of boys at a trifling expense. All that has to be done in the way of enlargement is to knock down two lath and plaster partitions—one between the present second and third schools, and the other between the fourth schoolroom and the ante-room. Each schoolroom should be fitted up with desks for *five classes*, and these can be provided by a re-arrangement of those now used. Four noble schoolrooms will be thus provided, more healthy and more convenient than some of those now in use.

The education of the boys under this arrangement will be greatly facilitated; and in the first school the standard of education may be pushed far beyond its present limits. The boys in the first school ought to receive an education fit for any non-commissioned officer in Her Majesty's army, and disposed as I have suggested it can be given to them. This is no visionary scheme; my experience years ago as the master of a school of 182 boys has taught it me.

Any school benefits greatly by the presence of visitors from time to time; not at stated intervals, but at any time suitable to the officers. The schools at Chelsea in this respect suffer greatly. Visitors are not encouraged, not even the Commandant. If the governor of the institution came into the schools when he liked to notice how the education progresses, it would have a very cheering effect upon the schoolmaster, and a very encouraging effect upon the pupils. For this reason I would suggest that the Commandant be invested with full powers as superintendent of studies; that he should be, in point of fact, the head of all departments.

The pupil-teachers should be admitted at the age of *fifteen years* by a competitive examination, without nomination; but the usual guarantees of respectability, &c., should be demanded of them. On admission they should be articled to the Commandant for five years, as in the national schools. The indentures to be cancelled for misconduct or inefficiency at any time, or, under any other circumstances, after six months' notice.

The pay of the pupil-teachers should begin (as in the national schools) at ten pounds the first year, increasing, after passing an examination for that object, two pounds ten shillings every year; until in the fifth year the teacher would be in the receipt of twenty pounds.

At the end of the fifth year the pupil teacher would become eligible for admission to one of the national training colleges to be educated for the appointment of army schoolmaster.

The residence there is usually two years, but the ability of the individual may shorten the period. The cost of his education and maintenance at the training college would be about thirty pounds a year. On passing from thence with a certificate of *efficiency* he should be appointed army schoolmaster and posted to a regiment (under an experienced schoolmaster) for twelve months, where he would learn *how to teach adults* and how to manage a *regimental* school for himself. This most necessary instruction is obtained indifferently in a garrison school, and not at all in the Model Schools, Royal Military Asylum.

The masters in the Model Schools, Royal Military Asylum, have now on an average 84 boys under their charge. In accordance with this suggestion they would have 150 boys each to educate. I would therefore propose a little alteration in their salaries. First let me notice that instead of five schoolmasters as at present, I propose *four* only.

Salaries.

Master of the first school, if a civilian, 150*l.* to 300*l.* yearly, by a triennial increase of 50*l.*

Master of the second school, if a civilian, 140*l.* to 250*l.* yearly, by a triennial increase of 50*l.*

Master of the third school, if a civilian, 130*l.* to 225*l.* yearly, by a triennial increase of 25*l.*

Master of the fourth school, if a civilian, 120*l.* to 200*l.* yearly, by a triennial increase of 25*l.*

Should a military schoolmaster be appointed to any of the above schools, a yearly allowance in addition to the pay of his army rank, without increase.

This estimate does not include the allowances for diet or quarters, nor yet any compensation for the withdrawal of the privileges of superannuation, should it be so determined.

The Higher School.

With the present strength of about 400 boys, nearly one-fourth enter the army every year. Therefore, with 600 boys I infer that more than 120 boys would be eligible for transfer to the higher school every year.

Annual transfer to higher school.

I would suggest that the unused barracks at Croydon be appropriated for the higher school.

To be situated at Croydon.

This school should be eminently a military institution, for the education of soldiers capable of bearing arms. The boys to be admitted at 15 years old, and transferred to the army on completing their 18th year.

Objects:
1. Military exercises.
2. Handiwork.
3. Education.

It would have its staff of drill instructors, of artificers to instruct the youth in industrial pursuits, and schoolmasters. All these should be military men, and all selected for individual merit and experience in the army.

No more than three hours a day for five days in the week should be permitted for school subjects. The rest of the time should be occupied either in the workshops or on regimental duty.

The cost of carrying out this experiment would comparatively be trifling. The staff of all the departments might be detached from their corps, and receive while so employed extra-duty pay, or some equivalent allowance. After five years' employment in the institution, a step in military rank might be the reward of their services.

Cost probably trifling.

Here the boys would remain for three years, to be well fed, well clothed, well educated, and well drilled; and at the age of eighteen would enter the army as efficient soldiers.

Period of training.

In the third year there would be about 400 youths in the higher school, and this would be from that time the probable strength of the establishment.

Probable strength of establishment.

* See Sanitary Returns, page 167.

Appendix III. (B.)

Royal Military Asylum.

Capable of extension. Success of the scheme depending on the staff.

If the experiment proved successful there would be no difficulty in extending its operation.

The success of the scheme would depend entirely upon the individual capabilities of the staff appointed. Great care would be therefore necessary in making the selection. As regards the schoolmasters, I would suggest that they had at least twelve years' army service as such.

The Commandant would be the soul of the institution, and upon his genius and ability to command, the success of the scheme would depend.

There would be plenty of room for manœuvring on Mitcham Common.

Charles Naylor,
Second Master, Model School.

Appendix III. (C.)

Royal Military Asylum.

C.—ROYAL WARRANTS RELATING TO THE ROYAL MILITARY ASYLUM.

(i.)—Royal Warrant of 21st November 1846, establishing the Normal School.

Victoria R.

With the view of securing efficient schoolmasters in Our several regiments of cavalry and infantry, Our will and pleasure is, that there shall be established at Our Royal Military Asylum at Chelsea a Normal School for the instruction of persons to be appointed schoolmaster-serjeants in Our army, and also a Model School, which shall consist of the boys maintained in Our said Asylum, and upon which all the schools in Our regiments of cavalry and infantry shall be formed.

The Normal or Training School shall be under the management of a head-master, with an annual salary of 350*l.*

The head-master shall be assisted by an assistant master, with an annual salary of 200*l.*, who shall likewise exercise a general control over the Model School.

An upper master and a first and second master shall be appointed to the Model School, with salaries respectively of 200*l.*, 120*l.*, and 100*l.* a year; and also a master to take charge of the infant school, with an annual salary of 120*l.*

It shall rest with Our Secretary-at-War to submit for Our approval such orders, regulations, and instructions as may be necessary for the due government of the schools established at Our said Royal Military Asylum.

Given at Our Court at Windsor this twenty-first day of November 1846, in the tenth year of Our reign.

By Her Majesty's Command,
F. Maule.

(ii.)—Royal Warrant re-organizing the Royal Military Asylum, 21st December 1846.

Victoria R.

Whereas We were pleased by Our warrant of 21st November 1846 to establish at the Royal Military Asylum a Normal School, a Model School, and an infant school; and whereas the warrants now in force regarding the Royal Military Asylum, of dates anterior to 21st November 1846, have under recent arrangements become inapplicable, it is Our will and pleasure that, in lieu of all the said warrants, this Our warrant shall be the sole and standing regulation.

In regard to the general management of the affairs of Our Royal Military Asylum, We declare Our will and pleasure to be as follows:—

The Commander-in-Chief of Our forces in the United Kingdom, Our Secretary-at-War, Our Bishops of London and Winchester, the Paymaster-General of Our Land Forces, Our Master-General of the Ordnance, Our Quartermaster General, Our Adjutant-General, the Governor and Lieutenant-Governor of Our Royal Hospital at Chelsea, the Governor of Our Royal Military College, the Colonels of Our two regiments of Life Guards, Our Judge Advocate-General, and Our Deputy Secretary-at-War, all for the time being, together with His Majesty the King of Hanover, His Royal Highness the Duke of Cambridge, Lieutenant-General Sir Benjamin D'Urban, G.C.B., General Viscount Beresford, G.C.B., Lieutenant-General Sir Howard Douglas, Bart., G.C.B., General the Right Honourable Sir James Kempt, G.C.B., Lieutenant-General Viscount Hardinge, G.C.B., Lieutenant-General Sir John Gardiner, K.C.B., General Sir Thomas Bradford, G.C.B., Major-General George Brown, K.H., Lieutenant-General Lord Fitzroy Somerset, K.C.B., Major-General Sir H. D. Ross, K.C.B., the Right Honourable Sidney Herbert, late Secretary-at-War, to be Our Commissioners for the government of Our Royal Military Asylum; and it is Our Royal pleasure that Our Commander-in-Chief for the time being shall be the President, and Our Secretary-at-War for the time being shall be Vice-President of Our said Royal Military Asylum.

Our several Commissioners above specified, or any five or more of them, forming a board (of whom Our Commander-in-Chief, Secretary-at-War, Paymaster-General, Quartermaster-General, Adjutant-General, or Governor of Chelsea Hospital, shall always be one), shall have full power and authority to direct all such matters and things as they in their discretion shall judge expedient for the due government and maintenance of Our said Asylum. Four quarterly or general boards shall be holden in each year, viz., on the first Tuesdays in the months of January, April, July, and October, or as soon thereafter as may be; of which the Secretary shall give due notice to each Commissioner one week at the least preceding each board.

At those quarterly boards the general business of the institution shall be transacted, such as the authorizing and approving of contracts, the examining and settling of all accounts, and the consideration of the necessary applications from time to time to Parliament for the sums required in support of the institution.

A committee (open to all commissioners, but at which three of those above specially named shall always be present,) shall meet as often as occasion may require to receive reports, to determine on the reception or rejection of children recommended for admittance into the Asylum, under such restrictions and regulations as shall have been previously prescribed by Our Commissioners at any general board, and to give directions in all matters respecting the interior economy of the institution, other than such as relate to the schools; and whenever such committee may find it expedient, it is to direct the Secretary to summon a special general board of commissioners at any intermediate time between the quarterly boards.

In the selection of the children for admission preference in general shall be given,—

1st. To orphans.
2nd. To those whose fathers have been killed, or have died on foreign service.
3rd. To those who have lost their mothers, and whose fathers are absent on duty abroad.
4th. To those whose fathers are ordered on foreign service, or whose parents have other children to maintain.

The merit of the father, as to regimental character, shall be always considered as a principal recommendation.

None shall be admitted except the children, born in wedlock, of warrant and non-commissioned officers and soldiers of Our regular army.

Every child previous to admission must be ascertained to be entirely free from mental or bodily infirmity or defect.

The parents or friends applying for the admission of children shall be required to sign their consent to such children remaining in the asylum as long as Our Commissioners may think fit, and to their being disposed of, when of proper age, at the discretion of the Commissioners, as apprentices or servants, or to their being placed, with their own free consent, in Our regular army as private soldiers.

The number of children to be admitted shall not exceed 350.

There shall be on the establishment of Our Royal Military Asylum a commandant who shall also do the duties of treasurer, with pay at 300*l.* per annum and an allowance of coals and candles for three rooms.

Chaplain.—When a vacancy occurs in the present situation of chaplain, it will be held by the head master, without any addition to his present salary.

An adjutant and secretary with the pay of 10*s.* a day and an allowance of coals and candles for two rooms.

A quartermaster and steward with a salary of 180*l.* per annum and an allowance of coals and candles for two rooms.

A surgeon who holding the rank of surgeon to Our forces shall receive the pay of 15*s.* per diem with an allowance of coals and candles for two rooms and a half.

A quartermaster-serjeant whose pay shall be 3*s.* per diem, with clothing, board the same as the children, and an allowance of coals and candles for one room.

Serjeant-assistants in the proportion of one to every 50 boys; they shall have the pay of 1*s.* 10*d.* per diem each, clothing and board and an allowance of coals and candles, according to the season of the year, in a proportion to be fixed by Our Commissioners.

To such of the serjeant-assistants as shall be employed to instruct the boys in the different trades, We are pleased to allow 6*d.* per diem each, in addition to the pay of 1*s.* 10*d.* as above specified.

A serjeant-porter who shall have the pay of 1*s.* 10*d.* per diem, with clothing and 1*s.* per diem in lieu of board, together with an allowance of coals and candles in proportion to be fixed by Our Commissioners.

Two pioneer-corporals who shall have the pay of 1*s.* 6*d.* per diem each, with clothing, and 1*s.* per diem in lieu of board.

A drum-major to be allowed pay, clothing, and board as the non-commissioned officers.

Nurses in the proportion of one to each ward, to be allowed 10*l.* per annum each and their board, with clothing, and coals and candles the same as the serjeant-assistants.

Nurses for the infirmary in proportion to the number of the sick, to be allowed 12*l.* per annum each and their board, with clothing, and coals and candles as the other nurses.

The officers, assistants, and servants belonging to Our Royal Military Asylum shall not directly or indirectly demand or receive any perquisite, or any emolument whatever, beyond the pay and allowances annexed to their respective employments.

The Commissioners of Our Royal Military Asylum, or any five or more of them, assembled at a General Board, shall appoint from time to time the said officers, assistants, and servants, and displace them or any of them as to Our said Commissioners shall seem meet, excepting the commandant, adjutant, quartermaster, and surgeon, who receiving commissions from Ourselves, shall not be removable unless by Our special command, and excepting the persons belonging to the school establishment.

In all cases when any order or warrant is to be granted for the payment of any sum or sums of money for the uses of Our Royal Military Asylum, every such order or warrant shall be signed by three or more of the Commissioners of whom Our Commander-in-Chief, Secretary-at-War, Paymaster-General, Quartermaster-General, Adjutant-General, or Governor of Chelsea Hospital shall always be one.

Schools.

The appointment and removal of the several persons belonging to the School establishment shall rest with Our Secretary-at-War.

A School Committee shall consist of —

Our Secretary-at-War,
Our Bishop of London,
Our Paymaster-General,
Our Judge Advocate-General,
Our Quartermaster-General,
Our Deputy Secretary-at-War,
Viscount Hardinge, late Secretary-at-War,
The Right Hon. Sidney Herbert, late Secretary-at War,

any three or more of whom will assemble as frequently as they shall deem expedient, to receive the reports of the several masters, and shall give all necessary directions relating to education.

The masters will report periodically to the School Committee and to Our Secretary-at-War.

Finally, the Inspector-General of Military Schools is to have free access at all times to the Schools, for the purpose of inspecting and reporting upon the same.

Given at Our Court at Windsor this twenty-first day of December 1846, in the tenth year of Our reign.

By Her Majesty's Command,
F. Maule.

(iii.) — Royal Warrant of 20th April 1861, regulating the Royal Military Asylum.

Victoria R.

Whereas We are pleased to revise Our warrants of 21st November and 21st December 1846, regarding the Royal Military Asylum; it is Our will and pleasure that, in lieu of the said warrants, this Our warrant shall be the sole and standing regulation.

In regard to the general management of the affairs of Our Royal Military Asylum, We declare Our will and pleasure to be as follows :—

1. Our Secretary of State for War, the General Commanding-in-Chief of Our forces in the United Kingdom, Our Bishops of London and Winchester, the Paymaster-General of Our Land Forces, the Under Secretaries of State for War, the Secretary for Military Correspondence, Our Quartermaster-General, Our Adjutant-General, the Governor and Lieutenant-Governor of Our Royal Hospital at Chelsea, the Governor of Our Royal Military College, Our Chaplain-General, and our Judge Advocate-General, all for the time being, together with such officers and others as have been or may hereafter from time to time be appointed by Us, to be Our Commissioners for the government of Our Royal Military Asylum; and it is Our Royal pleasure that Our Secretary of State for War for the time being shall be the President, and our General Commanding-in-Chief for the time being shall be the Vice-President of Our said Royal Military Asylum.

2. Our several Commissioners above specified, or any three or more of them, forming a board (of whom Our Secretary of State for War, General Commanding-in-Chief, Paymaster-General, Under Secretary of State for War, Secretary for Military Correspondence, Quartermaster-General, Adjutant-General, or Governor of Chelsea Hospital, shall always be one), shall have full power and authority to direct all such matters and things as they in their discretion shall judge expedient for the due government and maintenance of Our said Asylum.

3. Four quarterly or general boards shall be holden in each year, viz., on some convenient day in the months of February, May, August, and November; of which the Secretary shall give due notice to each Commissioner one week at the least preceding each board.

4. At those quarterly boards the general business of the institution shall be transacted, such as the authorizing and approving of contracts, the examining and settling of all accounts, and the consideration of the necessary applications from time to time to Parliament for the sums required in support of the institution.

5. A committee (open to all Commissioners, but at which one of those above specially named shall always be present) shall meet as often as occasion may require to receive reports, to determine on the reception or rejection of children recommended for admittance into the Asylum, under such restrictions and regulations as shall have been previously prescribed by Our Commissioners at any general board, and to give directions in all matters respecting the interior economy of the institution, other than such as relate to the course and detail of study in the schools; and whenever such committee may find it expedient, it is to direct the Secretary to summon a special general board of commissioners at any intermediate time between the quarterly boards.

6. In the selection of the boys for admission preference in general shall be given,—

1st. To orphans.
2nd. To those whose fathers have been killed or have died on foreign service.
3rd. To those who have lost their mothers, and whose fathers are absent on duty abroad.
4th. To those whose fathers are ordered on foreign service, or whose parents have other children to maintain.

The merit of the father as to regimental character shall be always considered as a principal recommendation.

None shall be admitted except the children born in wedlock, of warrant and non-commissioned officers and soldiers of Our regular army.

7. Every boy previous to admission must be ascertained to be entirely free from mental and bodily infirmity or defect.

8. The parents or friends applying for the admission of boys shall be required to sign their consent to such boys remaining in the asylum as long as Our Commissioners may think fit, and to their being disposed of, when of proper age, at the discretion of the Commissioners, as apprentices or servants, or to their being placed, with their own free consent, in Our regular army as private soldiers.

9. The number of children to be admitted shall not exceed such number as We may be pleased to direct from time to time through Our Secretary of State for War.

10. The officers, non-commissioned officers, and others to be borne on the establishment of Our Royal Military Asylum, and the rates of pay and allowances to be issued to them, shall be such as have been or may hereafter be sanctioned by Our Secretary of State for War, with the concurrence of the Lords Commissioners of Our Treasury.

11. The officers, assistants, and servants belonging to Our Royal Military Asylum shall not, directly or indirectly, demand or receive any perquisite or any emolument whatever beyond the pay and allowances annexed to their respective employments.

12. The Commissioners of Our Royal Military Asylum, or any three or more of them, assembled at a general

Appendix III. (C.) Royal Military Asylum.

board, shall appoint from time to time the said officers, assistants, and servants, and displace them or any of them as to Our said Commissioners shall seem meet, excepting the Commandant, Chaplain, Adjutant, Quartermaster, and Surgeon, who, receiving commissions from Ourselves, shall not be removable unless by Our special command, and excepting the persons belonging to the school establishment.

In all cases when any order or warrant is to be granted for the payment of any sum or sums of money for the uses of Our Royal Military Asylum, every such order or warrant shall be signed by three or more of the Commissioners, of whom Our Secretary of State for War, General Commanding-in-Chief, Paymaster-General, Under Secretary of State for War, Secretary for Military Correspondence, Quartermaster-General, Adjutant-General, or Governor of Chelsea Hospital, shall always be one.

Schools.

14. With the view of securing efficient schoolmasters in Our several regiments of cavalry and infantry, Our will and pleasure is, that there shall be established at Our Royal Military Asylum at Chelsea a Normal School for the instruction of persons to be appointed schoolmasters in Our army, and also a Model School, which shall consist of the boys maintained in Our said Asylum, and upon which all the schools in Our regiments of cavalry and infantry shall be formed.

15. The masters and assistants to be borne on the establishment of the training, model, and infant schools, and the pay and allowances to be issued to them, shall be such as have been or may hereafter be sanctioned by Our Secretary of State for War, with the concurrence of the Lords Commissioners of Our Treasury.

16. It shall rest with Our Secretary of State for War to submit for Our approval such orders, regulations, and instructions as may be necessary for the due government of the schools established at Our said Royal Military Asylum.

17. The appointment and removal of the several persons belonging to the school establishment shall rest with Our Secretary of State for War.

18. The masters, instead of reporting as heretofore to the School Committee and to the Secretary-at-War, will report periodically on all matters relating to the details and course of study to the Council of Military Education through the commandant.

19. Finally, the members of the Council of Military Education are to have free access at all times to the schools, for the purpose of inspecting and reporting upon the same.

Given at Our Court at St. James's, this twentieth day of April 1861, in the twenty-fourth year of Our reign.

By Her Majesty's Command,
Herbert.

Appendix III. (D.) Royal Military Asylum.

D.—ADMISSION OF CANDIDATES TO THE NORMAL SCHOOL, &c.

Regulations for the Appointment of Army Schoolmasters, and for the Admission of Pupil Teachers into the Model School Royal Military Asylum.

1. Candidates for the situation of army schoolmaster are required to undergo a course of training in the schools of the Royal Military Asylum, Chelsea.

2. The following persons alone are eligible to become candidates, viz.:—

Non-commissioned officers and privates of the regular army, who are recommended by their commanding officers; civilian pupil-teachers who have completed their apprenticeship; certificated schoolmasters.

3. Candidates must be in good health; free from any defect of vision or voice, and from any physical deformity; between 20 and 25 years of age on the day of examination; and not under 5 feet 5 inches in height.

4. The physical fitness of candidates is ascertained by an army medical officer.

Their admission to the schools is determined by the result of a competitive examination.

5. The examination* comprises the following subjects:—

Reading - { to which, however, no marks are allotted.

Writing - { marks are assigned to the writing and spelling in the answers to the questions.
Spelling - {

English Grammar.—Accidence and elementary syntax.

Scripture History.—Outlines of historical facts of the Bible.

History of England.—From earliest period to death of Richard III.

Geography.—An outline of the geography of the world, and special knowledge of the geography of the United Kingdom, France, and Germany.

Arithmetic.—Elementary rules, practice, simple and compound proportion, simple interest, vulgar and decimal fractions, and extraction of the square root.

Geometry.—Euclid, books I. and II.

6. Candidates, if soldiers, must apply through their commanding officers to the Adjutant-General; if civilians, to the Council of Military Education; in both cases forwarding, with their application, the following certificates or statements:—

Certificate of age.
Statement of height.
Statement of religious denomination.
Certificate of conduct.

If the candidate is a soldier, the certificate of conduct is to be accompanied by a statement of his services, and a recommendation from his commanding officer.

If the candidate is a civilian, his certificate of conduct is to be signed by the minister of the parish, or of the congregation of which he is a member; and it must be accompanied by a recommendation from the minister or managers of the school in which he has been employed.

Civilian candidates must forward, in addition to the foregoing, such certificates as they may have received from the Committee of Council on Education, or from the Board of National Education in Ireland.

7. Should the candidate, after furnishing the above particulars, be considered eligible, he will be permitted to attend the examination next ensuing, the date of which will be communicated to him.

8. The examination of civilian candidates takes place at the Royal Military Asylum, Chelsea; but no charge against the public for expenses incurred by them during the examination, or in travelling to, or returning home from Chelsea, will be allowed.

9. Candidates from the army will be examined at the stations or in the districts where they may be serving.

10. Each civilian candidate, if successful in the competition, will be required to execute a policy with the Provident Clerks and General Guarantee Association for the sum of 50*l.* (on which he will have to pay a premium of 4*l.*), as a guarantee for his good conduct, and for the fulfilment of his engagement to enlist in the army.

11. They will be required to provide themselves with the following articles, of the same pattern as those in use at the Royal Military Asylum, viz.:—

6 shirts.
6 pairs of socks.
3 pocket handkerchiefs.
4 towels.
1 pair of boots.

12. The period of residence at the Royal Military Asylum is about two years.

This period, however, may be reduced, should the candidate prove himself possessed of superior qualifications at the entrance examination.

13. Students are liable to removal at any time for incompetency or for want of application to their studies; and to dismissal with forfeiture of bond for misconduct.

14. During the period of their residence at the Royal Military Asylum, civilian students are messed and provided with uniform at the expense of the public. Military students receive their regimental clothing and pay, subject to a deduction of 6*d.* a day for their messing; and they will be shown in the regimental returns under the head of "Absent on duty as students at the Royal Military Asylum."

15. On completing their course of training as students, and on being reported qualified by the Council of Military Education, they will be enlisted and appointed army schoolmasters; if civilians, they will be enlisted (without bounty) for general service for the period of 12 years; if soldiers, they will be discharged from their regiments and re-enlisted (without bounty) for general service for the

* Usually held in January and August. Candidates should apply at least a month before.

period of 12 years, reckoning towards their pension as schoolmasters one half of their service prior to admission to the Royal Military Asylum, but no portion of the time spent by them at the Royal Military Asylum.

16. Army Schoolmasters rank as non-commissioned officers next below serjeant-majors.

17. Their pay is as follows; with quarters and fuel, or allowance in lieu :—

On first appointment		3*s.* 0*d.*	per diem.
After 2 years' service		3*s.* 6*d.*	,,
,, 4	,,	4*s.* 0*d.*	,,
,, 6	,,	4*s.* 6*d.*	,,
,, 8	,,	5*s.* 0*d.*	,,
,, 10	,,	5*s.* 6*d.*	,,
,, 12	,,	6*s.* 0*d.*	,,
,, 14	,,	6*s.* 6*d.*	,,

The above periodical increase is contingent on the good conduct of schoolmasters, and their success in the management of their schools.

18. Schoolmasters, after 21 years' service, calculated according to the regulations, are entitled to a pension of 2*s.* 6*d.* or 3*s.* per diem.

19. Superintending Schoolmasters are selected from the army schoolmasters for merit and service. They receive commissions as officers, with the relative rank of ensign. Their pay varies from 7*s.* to 8*s.* a day, according to service, with quarters or lodging money, and with an allowance of 1*s.* a day in lieu of a soldier servant.

20. Superintending schoolmasters may, with the sanction of the Commander-in-Chief and the Secretary of State for War, be permitted to retire after an aggregate service of 30 years, calculated in conformity with the regulations, on an allowance of 7*s.* 6*d.* or 8*s.* per diem.

21. The widows of superintending schoolmasters will be eligible for pensions, and their children for an allowance from the Compassionate Fund, under the regulations applicable to officers of corresponding rank.

22. All schoolmasters are subject to the Mutiny Act, and to the rules and discipline of the service.

Pupil Teachers.

23. A limited number of pupil-teachers, either soldiers or civilians, will be admitted into the Model School at the Royal Military Asylum between 17 and 19 years of age.

24. If found physically fit, they will be examined in the subjects named in Art. 5, as far as and including arithmetic.

25. Should the number of candidates exceed the number of vacancies, those who pass highest on the list will be selected for admission.

26. The salary of civilian pupil-teachers will be 6*d.* per diem while serving in the Model School. Soldiers will be entitled to their regimental pay, subject to a deduction of 6*d.* a day for their messing.

27. At the age of 20 years they will compete with other candidates for admission to the Normal School.

28. Articles 6, 7, 8, 9, 11, 13, 14, and 15 apply to pupil-teachers as well as to students.

D. Greentree,
Secretary.

Office of the Council of Military Education,
13, Great George Street, S.W.,
July 1869.

E.—RETURNS, &c. RELATING TO THE ROYAL MILITARY ASYLUM.

(i.)—NORMAL SCHOOL.

(*a.*)—Forms of Reports connected with the Normal School.

(Handed in by Colonel Pocklington.)

ADMISSION AS STUDENT, NORMAL SCHOOL.

Result of Examination of Soldiers and Civilians, candidates for admission into the Normal School, Royal Military Asylum.

Order of Merit.	Name.	Scripture.	English History.	English Grammar.	Geography.	Arithmetic.	Euclid.	Total.	Remarks.
	Maximum - -	100	100	100	100	100	100	600	
	Minimum - -	—	—	—	—	—	—	300	

SECOND DIVISION, NORMAL SCHOOL.

Result of Examination of Students, Second Division, Normal School, Royal Military Asylum.

Order of Merit.	Name.	Index Number.	Scripture.	English History.	Indian and Colonial History.	English Grammar.	Geography.	Arithmetic.	Algebra.	Euclid.	Total.	Remarks.
	Maximum -		110	130	60	100	110	110	80	80	780	
	Minimum -		—	—	—	—	—	—	—	—	390	

FIRST DIVISION, NORMAL SCHOOL.

Result of Examination of Students of the First Division, Normal School, Royal Military Asylum.

Order of Merit.	Name.	Index Number.	Arithmetic.	Algebra.	Euclid.	Logarithms and Trigonometry.	Mechanics.	Total.	Scripture History.	English Grammar.	Geography.	History.		Penmanship.	Reading.	Chemistry.	Drawing.	Fortification.	Vocal Music.	Total.	Remarks.
												English.	Indian and Colonial.								
	Maximum		110	80	80	80	80	430	110	100	110	130	60	75	100	150	80	75	80	1,500	
	Minimum		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	750	

APPENDIX III. (E.)

Royal Military Asylum.

QUALIFICATION REPORT.

RETURN showing the Name, Age, Religion, Qualification, &c., of STUDENTS who will leave the Normal School, Royal Military Asylum.

Name.	Age.	Rank.	Corps.	Religion.		Married or Single.	Qualifications.					General Conduct.	Remarks.	Certificate awarded.
				Faith.	Denomination.		As Teacher generally.	Can lecture.	Can teach Drawing.	Vocal Music.				Class.
										Theory and Practice.	Theory only.			

(*b.*)—RETURN showing the Number of Candidates examined for, and the Number admitted to, the Normal School, Royal Military Asylum, Chelsea, as Students from 1860 to 1870, distinguishing Soldiers from Civilians.

Year.	Examination for Admission.		Successful.		Unsuccessful.		Remarks.
	Soldiers.	Civilians.	Soldiers.	Civilians.	Soldiers.	Civilians.	
*1860 - -	17	6	3	3	14	3	The column headed "successful" does not include those who qualified for admission, but for whom there were no vacancies. The numbers shown in *italics* refer to monitors in the Royal Military Asylum, or Royal Hibernian Military School, who became 4th class schoolmasters, and afterwards qualified for admission to the Normal School as students.
	—	*5*	—	*5*	—	—	
1861 - -	23	29	7	15	16	14	
	—	*5*	—	*5*	—	—	
*1862 - -	8	14	3	6	5	8	
	—	*8*	—	*8*	—	—	
1863 - -	18	20	6	10	12	10	
	—	*11*	—	*10*	—	*1*	
1864 - -	11	5	4	3	7	2	
	—	*12*	—	*12*	—	—	
1865 - -	6	11	4	7	2	4	
	—	*11*	—	*11*	—	—	
1866 - -	20	12	8	11	12	1	
	—	*5*	—	*5*	—	—	
1867 - -	32	12	14	8	18	4	
1868 - -	23	10	8	7	15	3	
1869 - -	14	3	8	1	6	2	
*1870 - -	8	1	4	1	4	—	
Total -	180	180	69	128	111	52	

* *The result of one examination only.*

Military Education Office, 6th May 1870.

D. GREENTREE,
Secretary.

(*c.*)—RETURN of the Number of Trained Schoolmasters who have passed out of the Normal School in each year, from the 1st January 1860 to 1st January 1870.

1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	Remarks.
14	27	13	14	20	24	17	18	19	13	17	The number now in the service is not known, as nothing is heard of them after they leave the Royal Military Asylum.

Chelsea, 1st March 1870.

G. MULLER,
Colonel, Commandant,
Royal Military Asylum.

(ii.)—MODEL SCHOOL.

(*a.*)—RETURN showing the Average Strength of each year, from 1st January 1860 to 1st January 1870, the Number of Boys discharged in each year, and Per-centage of those reported fit and unfit, respectively, for the Army, and the ultimate disposal of each class.

Year.	Average Strength.	Boys whose time expired.			Disposal of Boys fit for the Army.			Disposal of Boys unfit for the Army.	
		Per-centage of Boys.		Total Number.	Enlisted.	Remained as Monitors.	Delivered to Friends.	Apprenticed.	Delivered to Friends.
		Fit.	Unfit.						
1860	489	94·5	5·5	72	43	1	24	2	2
1861	496	98·4	1·6	68	40	1	25	1	1
1862	496	91·5	8·5	83	65	2	9	4	3
1863	497	79·4	20·6	73	42	1	15	8	7
1864	498	72·8	27·2	81	44	1	14	9	13
1865	497	74·3	25·7	78	45	—	13	10	10
1866	496	84·4	15·6	90	60	—	16	7	7
1867	496	82·4	17·6	91	58	—	17	6	10
1868	490	87·6	12·4	89	69	—	9	6	5
1869	457	93·4	6·6	61	52	—	5	1	3
Total -		85·4	14·6	786	518	6	147	54	61

Chelsea, 1st March 1870.

G. MULLER,
Colonel, Commandant,
Royal Military Asylum.

(*b.*)—RETURN showing the Number, present Rank, and Character of Individuals serving in the Army on the 1st January 1869, who were educated at the Royal Military Asylum.

Rank.		Character.	
Officers - - - - -	1	Exemplary - - - - -	4
Staff serjeants and serjeants - -	45	Very good, and good - - -	567
Band masters - - - -	3	Indifferent - - - - -	30
Drum and trumpet majors - -	14	Bad - - - - - -	8
Corporals and bombardiers - -	82	Very bad - - - - - -	—
Drummers - - - - -	144		
Privates - - - - -	320		
Total - - - -	609	Total - - - -	609

Chelsea, 1st March 1870.

G. MULLER,
Colonel, Commandant,
Royal Military Asylum.

(*c.*)—ADMISSION AS PUPIL TEACHER, MODEL SCHOOL.

RESULT of the EXAMINATION of SOLDIERS and CIVILIANS, candidates for admission, as Pupil Teachers, to the Model School, Royal Military Asylum.

Order of Merit.	Name.	Scripture.	Arithmetic.	Geography.	English History.	English Grammar.	Total.	Remarks.
	Maximum - -	60	70	60	60	60	310	
	Minimum - -	—	—	—	—	—	—	"Half marks."

(iii.)—SANITARY RETURNS, &c. RELATING TO THE MODEL SCHOOL.

(*a.*)—RETURN showing the Number and Per-centage of Boys in Hospital on the 1st day of each month during the year 1869, with the Diseases from which they were suffering.

Diseases.	Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.
Chicken pox - -	—	—	1	1	1	—	—	—	—	—	—	—
Measles - - -	—	—	—	1	1	2	2	—	—	15	20	—
Scarlet fever - -	3	5	23	13	14	1	—	—	—	—	—	—
Simple continued fever -	1	—	—	—	1	1	—	—	1	—	1	—
Hooping cough - -	—	—	—	—	6	5	1	—	—	—	—	—
Chronic osteo-arthritis -	1	1	—	—	—	—	—	—	—	—	—	—
Warty tumour - -	—	—	—	—	—	—	—	—	1	—	—	—
Scrofula - - -	3	3	3	2	3	2	3	2	1	1	2	2
Epilepsy - - -	1	1	1	—	—	—	—	—	—	—	—	—
Chorea - - -	—	—	—	1	—	—	—	—	—	—	—	—
Conjunctivitis -	2	—	—	—	—	1	—	—	—	—	1	3
Purulent ophthalmia -	—	—	—	—	—	—	—	—	8	8	3	1

APPENDIX III. E.)

Royal Military Asylum.

(*a.*)—Return showing the Number and Per-centage of Boys in Hospital—*continued.*

Diseases.	Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.
Croup	—	1	—	—	—	—	—	—	—	—	—	—
Bronchitis	11	6	1	1	—	1	—	—	—	1	—	8
Pneumonia	—	1	1	—	2	1	—	—	—	—	—	—
Dysentery	—	—	—	—	—	—	—	—	—	—	—	—
Diarrhœa	—	—	—	—	—	—	—	—	—	—	1	1
Hæmaturia	—	—	—	—	—	1	1	—	—	1	1	—
Necrosis	—	—	—	—	—	—	—	1	1	1	1	1
Abscessus	1	1	—	—	—	—	—	—	—	—	—	—
Psoriasis	—	—	—	—	1	—	1	—	—	—	—	—
Chilblain, ulcerated	—	—	—	2	—	—	—	—	—	—	—	2
Ulcer	1	—	—	2	—	1	1	—	—	—	—	—
Ringworm	1	—	—	—	—	—	—	—	—	—	—	—
Scaldhead	2	2	2	—	—	—	1	—	—	—	2	1
Itch	—	—	—	—	—	—	—	—	—	—	—	1
Fracture of forearm	—	—	—	—	—	—	1	2	1	—	—	—
Wounds	1	—	—	—	—	—	—	—	—	—	—	1
Sprained ankle	—	—	—	—	—	—	—	—	—	—	—	1
Contusions	—	—	—	—	—	—	—	1	1	1	—	—
Total	28	21	32	23	29	16	11	6	14	28	32	22
Per-centage	5·90	4·47	6·92	5·04	6·14	3·52	2·40	1·41	3·07	6·16	7·04	4·08

Royal Military Asylum, 28th February 1870.

J. B. St. C. CROSSE,
Deputy Inspector General of Hospitals.

(*b.*)—RETURN showing the Number of Admissions to Hospital, with the Diseases, for the years 1866, '7, '8, and 9; also the "Average Strength," average "Daily Sick," and "Per-centage" for the same periods.

No.	Diseases.	1866.	1867.	1868.	1869.	No.
1	Small Pox	25	—	23	—	1
2	Vaccination	—	9	1	—	2
3	Chicken Pox	5	2	1	1	3
4	Measles	—	181	57	39	4
5	Scarlet Fever	25	27	29	59	5
6	Simple Continued fever	20	19	27	2	6
7	Febricula	—	—	—	12	7
8	Choleraic diarrhœa	2	—	—	—	8
9	Hooping cough	—	—	—	10	9
10	Mumps	34	10	3	—	10
11	Influenza	1	3	2	—	11
12	Erysipelas	—	1	4	—	12
13	Acute rheumatism	—	—	1	—	13
14	Muscular rheumatism	—	—	—	1	14
15	Chronic osteo-arthritis	2	3	4	—	15
16	Warty tumour	—	1	—	1	16
17	Scrofula	4	3	7	10	17
18	Scurvy	—	1	2	—	18
19	Anæmia	—	—	1	—	19
20	Encephalitis	3	—	2	—	20
21	Hydrocephalus	1	—	1	—	21
22	Paralysis	—	—	1	—	22
23	Epilepsy	4	4	1	—	23
24	Chorea	—	—	—	1	24
25	Conjunctivitis	33	95	42	11	25
26	Purulent Ophthalmia	1	—	—	41	26
27	Strabismus	—	—	3	1	27
28	Otitis	4	—	—	—	28
29	Otorrhœa	15	4	—	—	29
30	Valve disease of the heart	—	—	—	1	30
31	Croup	3	2	—	1	31
32	Bronchitis	34	41	36	26	32
33	Pneumonia	1	—	4	6	33
34	Odontalgia	—	1	—	1	34
35	Tonsillitis	7	1	5	—	35
36	Ebriositas	1	—	—	—	36
37	Dyspepsia	12	5	6	—	37
38	Dysentery	—	—	—	1	38
39	Intussusception	—	—	1	—	39
40	Tœnia solium	1	1	—	—	40
41	Diarrhœa	4	1	2	2	41
42	Colica	3	—	—	—	42
43	Jaundice	—	1	—	—	43
44	Calculus	—	1	—	—	44
45	Hæmaturia	—	—	—	2	45
46	Hydrocele	—	—	—	3	46
47	Orchitis	1	—	—	—	47
48	Caries	2	1	—	—	48
49	Necrosis	—	—	—	1	49
50	Muscular atrophy	2	—	—	—	50
51	Abscess	8	10	10	2	51
52	Urticaria	—	1	2	1	52
53	Psoriasis	—	5	3	4	53
54	Herpes	—	1	—	—	54
55	Pemphigus	1	—	—	—	55
56	Eczema	9	2	1	—	56
57	Chilblain	55	30	12	23	57
58	Ulcer	21	6	20	5	58
59	Boil	8	9	4	3	59
60	Whitlow	—	2	1	—	60
61	Ringworm	12	6	3	—	61

(*b.*)—Return showing the number of admissions to the Hospital—*continued.*

No.	Diseases.	1866.	1867.	1868.	1869.	No.
62	Scaldhead	23	13	18	8	62
63	Itch	29	14	13	2	63
64	Burns and scalds	1	3	3	1	64
65	Contusions	13	7	13	2	65
66	Fractures	1	—	2	3	66
67	Sprains	—	2	1	1	67
68	Wounds	3	11	14	7	68
69	Lachrymal Fistula	—	—	—	1	69
70	Observation for small-pox	8	—	—	—	70
	Total	442	540	386	296	—
	Average daily sick	23·34	31·26	27·34	23·33	—
	Average strength	496	480·5	490·5	457·16	—
	Per centage	4·7	6·5	5·5	5·1	—

Royal Military Asylum,
Chelsea, 10th March 1870.

J. B. St. C. Crosse,
Deputy Inspector-General of Hospitals.

(*c.*)—Scale of Diets issued to the Boys, Royal Military Asylum.

Breakfast.

6 ounces of bread.
½ „ „ butter.
1 „ „ sugar.
} „ „ tea in summer.
} „ „ cocoa in winter.
¼ of a pint of milk.

At 3.30. *p.m., daily.*

3 ounces of bread for each boy.

Dinner.

6 ounces of beef without bone, or
8 „ „ mutton (legs or shoulders).
6 „ „ potatoes in summer and 7 in winter.
3 „ „ bread.

The 6 ounces of beef or 8 of mutton is issued in winter only; during the summer 5 ounces of beef or 7 of mutton, as the boys will not eat more in the hot weather.

Supper.

6 ounces of bread.
⅔ of a pint of milk for the elder boys.
½ a pint of milk for the small boys.

The milk is boiled in winter and cold in summer.
The diet is varied daily throughout the year.

In Summer.

They have fruit pudding once a week as it comes in season, viz., rhubarb, gooseberries, and apples.
One day cold corned beef, lettuce and vinegar.
One day bread and cheese and lettuce.
The remaining four days—
Roast beef and potatoes once; roast mutton and potatoes twice; and once minced beef and suet pudding.

In Winter.

Plum pudding one day in the week.
Roast mutton and potatoes twice.
Roast beef and potatoes once.
Irish stew once.

Beef cut up and baked in a gravy with herbs and suet pudding once.
Boiled beef, soup, potatoes, with carrots, turnips, onions parsley, and celery, thickened with oatmeal and barley, once.

The cocoa issued to the boys is of a very superior description, prepared by C. J. Van Houten and Son, the retail price of which is 3*s.* 6*d.* per pound, but is supplied to the Asylum at the wholesale price of 2*s.* 3*d.* per pound.

P. House,
Quartermaster and Paymaster,
Royal Military Asylum.

Royal Military Asylum,
12th March 1870.

(*d.*)—Hospital Diets, Royal Military Asylum.

Tea Diet.	Milk Diet.	Low Diet.	Boiled Half Diet.	Roast Half Diet.
Bread - - 8 oz.	Bread - - 14 oz.	Bread - - 14 oz.	Bread - - 16 oz.	Bread - - 16 oz.
Tea - - ½ „	Rice - - 1 „	Tea - - ¼ „	Tea - - ¼ „	Tea - - ¼ „
Sugar - - 2 „	Sugar - - 1 „	Sugar - - 2 „	Sugar - - 1½ „	Sugar - - 1½ „
Milk - - 6 „	Milk - - 1½ pts.	Milk - - 15 „	Milk - - 6 „	Milk - 6 „
		Rice - - 2 „	Butter - - 1 „	Butter - - 1 „
		Butter - - 1 „	Potatoes - - 8 „	Potatoes - - 8 „
		Beef (without bone). 8 „	Vegetables - 2 „	Vegetables - 4 „
		Egg - - No. 1	Barley - - ¾ „	Mutton (with bone). 8 „
			Beef (without bone). 6 „	

Breakfast.

Tea - - - ½ pt.	Milk - - ½ pt.	Tea - - ½ pt.	Tea - - ½ pt.	Tea - - ½ pt.
*Bread.	Bread - - 5 oz.	Bread - - 5 oz.	Bread - - 6 oz.	Bread - - 6 oz.
		Butter - - ½ „	Butter - - ½ „	Butter - - ½ „

* Given at discretion.

Appendix III. (E.)

Royal Military Asylum.

DINNER.

Tea Diet.	Milk Diet.	Low Diet.	Boiled Half Diet.	Roast Half Diet.
Tea - - - pt. *Bread.	Rice milk - ½ pt. Bread - - 4 oz. Sugar - - 1 „	Beef tea - - ½ pt. Bread - - 4 oz. Also rice pudding, consisting of— Rice - - 2 oz. Sugar - - ½ „ Milk - - 10 „ Egg - - No. 1.	Soup - - - ½ pt. Meat - - - 6 oz. Bread - - - 4 „ Potatoes - - 8 „	Roast mutton - 8 oz. Cabbage - - 4 „ Potatoes - - 8 „ Bread - - - 4 „

SUPPER.

Tea - - - ½ pt. *Bread.	Milk - - ½ pt. Bread - - 5 oz.	Tea - - - ½ pt. Bread - 5 oz. Butter - - ½ „	Tea - - - ½ pt. Bread - - - 6 oz. Butter - - ½ „	Tea - - - ½ pt. Bread - - - 6 oz. Butter - - ½ „

* Given at discretion.

J. B. ST. C. CROSSE,
Deputy Inspector-General of Hospitals.

Appendix III. (F.)

Royal Military Asylum.

F.—REPORT OF AN INQUIRY INTO THE SANITARY STATE OF THE MODEL SCHOOL IN 1868.

PROCEEDINGS of a COMMITTEE assembled at the Royal Military Asylum, Chelsea, on the 20th August 1868 and subsequent days by order of H.R.H. the Field Marshal Commanding-in-Chief, dated 21st July 1868, for the purpose of inquiring into certain representations regarding the sanitary condition, &c. of the boys of the Royal Military Asylum, Chelsea.

PRESIDENT:

MAJOR-GENERAL FREDERICK W. HAMILTON, C.B., Commanding Brigade of Guards.

MEMBERS:

Colonel Sir EDWARD WETHERALL, K.C.S.I., C.B.
Colonel POCKLINGTON.

Deputy Inspector-General of Hospitals, H. MASSY, attended by order, with the view to affording assistance to the Committee upon all Medical and Sanitary points.

THE Committee having assembled pursuant to order, proceeded to inspect the boys' dinners, the new system of ventilation, and other improvements and additions lately made in various parts of the building. They subsequently made inquiries of the Commandant and the Surgeon (Mr. Crosse) of the establishment regarding the subjects referred for investigation, and in connexion therewith have the honour to remark—

1. Sanitary condition of the boys.

1st. As regards the sanitary condition of the boys, the Committee beg to attach a statement marked (A), drawn up by Dr. H. Massy, and to refer to his opinion thereon, in which the Committee fully concur. Mr. Crosse, the resident medical officer, considers that a low sanitary tone has hitherto pervaded the Asylum, and instanced the persistent infectious diseases that have been most prominent, such as scarlet fever, measles, scald heads, and other infantine diseases. It is reported, though there is a low rate of mortality among the boys, that they do not recover their strength after being attacked. This opinion is borne out by Dr. Massy. The Committee, however, trust that with the advantages recently offered by the opportunity of sending the most sickly boys to Netley (a practice which it is recommended should be still further carried out) coupled with the lately improved sanitary condition of the building, an amelioration may be expected in this respect.

2. Diarrhœa.

2ndly. As to the large number of boys at one time attacked with diarrhœa, though at first it was considered by the medical officer to have been caused by an unusual meal, that officer is now inclined to attribute it to the then very objectionable position of the urinals and waterclosets in close proximity to, indeed adjutting into, the dormitories. Those objections have been now removed.

3. Boys above two years in hospital.

Of the three boys that have been above two years in hospital, their diseases do not appear to have originated from any supposed unsanitary state of the Asylum. Two of the cases are attributable to a persistent scrofulous tendency from childhood, and one to a strong tendency to epileptic fits. In other hospitals incurable cases are generally removed. At the Asylum such cases are considered to have a claim to remain in the establishment (if the boys have no friends) until the age of 14. One boy is remaining above that age, being in the opinion of the medical officer still unfit to be removed.

Diet.

With regard to the allowance of meat not being eaten by many of the boys, the Committee had an opportunity of observing this to be the case in many instances. The practice prevailed more amongst the older than the younger boys. The Committee do not consider that this is attributable to any defect in the culinary department, in the quality of the meat, or in the want of varied modes of cooking it from day to day. Such a state of appetite often occurs, and the only means of overcoming the difficulty may be found in varying the articles of food themselves. Many boys who would not eat meat would eat an extra quantity of bread and butter, or porridge, &c. &c. As a criterion of the quantity of meat left unconsumed, amounts varying from 3*l.* to 5*l.* are amassed monthly from the sale of this refuse at the low rate of 1½*d.* per lb. This represents 800 lbs. of meat, or from 1,600 to 1,800 rations of meat left on the boys' plates unconsumed monthly; that is, above 50 rations per day, and the value of it is credited to the public. This saving might be appropriated for the benefit of the boys in dietary, or a partial change of diet might be introduced, by which no refuse or surplus would occur. The Commandant remarked upon the difficulty that might be encountered in having to prepare different dinners for different boys. The Committee, while recognizing some of the objections, do not consider them insurmountable, and would recommend the trial, as suggested in Dr. Massy's report. The Committee have appended dietaries of three establishments at Chelsea, Greenwich, and Dublin, marked (B), to which are attached some comments by Dr. Massy on the differences existing between them.

Ver

The improvements that have very recently been made in the ventilation of all the dormitories, as well as the extra accommodation afforded by the three large rooms in the attics of the centre buildings, containing 40 beds each, and the removal of the urinals and waterclosets from the dormitories to other localities, with independent ventilation, are of the greatest importance, and calculated most materially to improve the sanitary state of the Asylum. The special apertures for ventilation, 17 inches by 6, affording from 12 to 15¾ inches to each occupant, are reported by Dr. Massy as sufficient, and as much as could be borne in winter, in the absence of fires or stoves. The ventilation in the playrooms and in the workshops is still defective. The Committee would recommend an improvement in the construction of the latrines on the south side of the Asylum, and that Jenning's apparatus be substituted.

Acc dat doz

With regard to more space being required, though the addition of the three large dormitories, with 120 beds, has considerably relieved the smaller rooms, the boys do not yet enjoy the advantage of 600 cubic feet of air each, and it is stated by the medical officers that that amount is as necessary (if not more so) to the young boy as to the grown man (see Dr. Massy's report). Some of the rooms calculated for 11 boys are still accommodating 17. From copies of returns furnished by the Board of Works, and appended to these proceedings, marked (C), there appears to be at present a total of 241,344 cubic feet in the dormitories,

which give an average of 482 cubic feet to each of 500 boys. To give each boy 600 feet the present rooms would accommodate only 402 boys, showing a deficiency of 58,656 cubic feet. The additions which the Committee are informed by the Commandant have been suggested but not finally approved, viz., of a fourth large dormitory in the attics of the centre building, and of two small dormitories, would give 36,678 additional cubic feet, and afford accommodation for 61 boys, thus reducing the deficiency to 21,978 cubic feet, or the accommodation of 32 boys. The Committee would strongly recommend this addition to be made.

There are 130 boys sleeping in 65 double beds. As these could be replaced by 130 single beds, without waiting for additional rooms, the Committee would strongly recommend such change to be forthwith made.

The Committee observed no want of cleanliness in the boys at the period of their inspection, though many were pointed out as sickly looking. The Committee refer to Dr. Massy's report on this subject. From the evidence of the medical officer of the establishment, it appears true that cases have occurred, and that recently, of boys being found with vermin in their heads, notwithstanding the regulations as to bathing and washing, which appear good. Such cases were, it is reported, immediately attended to, and the nurses have been cautioned to be more careful.

The Committee do not consider the actual site of the Asylum to be insalubrious; it is on a gravelly soil and the neighbourhood is thoroughly well drained. There are open spaces in the vicinity. The Committee fully agreeing in the report of Dr. Massy on this subject, refer for further details to that officer's observations, as well as to the statistics showing the comparative mortality amongst male children from five to fifteen years old in the several districts in London.

With regard to the salubrity of the building itself, there is no doubt the former state of things was unsatisfactory, but favourable changes have been recently made, and further improvements are in contemplation. Thus, complaints of its unwholesomeness, formerly well grounded, are not now so manifest; and as the ameliorated condition of the Asylum becomes more apparent, it is reasonable to hope that the sanitary condition of the boys will likewise improve. To ensure this the more, it is recommended that immediate attention be directed to the better ventilation of the playrooms and workshops, in each of which latter some 80 boys work for two hours every evening. The Committee would suggest that the purity of the air in the dormitories, schoolrooms, workshops, and playrooms should be tested by Dr. de Chaumont, Assistant Professor at Netley.

The nurses are distributed by companies as follows:—

	No. of Company.	Strength of Company.	No. of Nurses.	Proportion.
				Average.
Older boys	1	120	1	1 to 100
	2	91	1	
	3	91	1	
Younger boys	4	64	2	1 to 32
	5	67	3	1 to 22
	6	67	3	1 to 22

This return shows that one nurse is appointed for each company of about 100 of the older boys who can take care of themselves, and is reported to be sufficient; one nurse to each 32 of the middle-aged boys, and one nurse to each 22 of the smaller boys, who are all more or less incapable of taking care of or of cleaning themselves. These nurses receive 6*d.* per diem, and 1*s.* a day in lieu of rations; they are lodged in the Asylum. They are not as a class favourably reported on, and frequent changes take place, owing to dismissals for misconduct or drunkenness. It was not intended by the Medical Officer to infer to the Members of the Council of Military Education that these nurses came from a low locality, but that they were of a low stamp, and that owing to the insufficient remuneration the better class did not offer themselves. An additional nurse to each of the two youngest classes, and a slight increase to the nurses' pay for length of service after six months or one year, combined with good conduct, certified by the Commandant, would, it is believed, procure a more respectable class of female attendants, and secure also better conduct while in the Asylum.

In connexion, however, with this question, the Committee wish to draw attention to the age of admission of boys at the Royal Hibernian Military School, which is seven years. The admission of children of the age of five at the Royal Military Asylum undoubtedly lowers the sanitary state of the establishment, and additional expense is incurred by the necessity of having recourse to nurses to superintend them. The Committee therefore recommend that the age of admission should be assimilated to that existing at the Hibernian School.

12. Boys unfit for military service.

The higher per-centage of boys found unfit for the army on leaving the Asylum as compared to those leaving the Royal Hibernian School is very evident and to be deplored, but it may partly result from a different standard of efficiency existing between the two places. It remains to be seen whether different results arise from the improved ventilation, &c. in the Royal Military Asylum.

13. Playgrounds.

The amount of space for the recreation and amusement of the boys as playgrounds is very limited, consisting generally of only gravelled yards, though it was stated that they were occasionally allowed on the grass in front of the buildings. It was reported that the boys were at certain periods of the year marched to Battersea Park, but it was ascertained that instead of being let loose to play and amuse themselves at games, they were only marched there and back again, the reason assigned being that if the ranks were broken the boys would never be brought home again.

The advantages of an unrestrained exercise to lads of their age cannot be too strongly advocated, and the Committee think that it is much to be desired that the boys should benefit more frequently and thoroughly by the close proximity of Battersea Park; also that they should have free access to the enclosure in front of the Royal Military Hospital in common with the public, from which it was reported by the Commandant that the boys were debarred; also that the green in front of the Asylum, in summer time especially, should be made available for the comfort of the boys, with the "parade ground" at all times open to them.

Conclusion.

In conclusion the Committee begs to summarize the recommendations to which it attaches the greatest importance:—

1st. The absolute necessity of providing 600 cubic feet of air, and 60 superficial feet, for each boy in the dormitories; and in order to ensure this as far as possible, the Committee recommend that no boys be admitted to fill up vacancies in the Asylum until the contemplated alterations alluded to in the report are completed, and further improved ventilation in the workshops and playrooms has been effected.

2nd. That the dietary of the boys should be more varied.

3rd. That the play and drill hours should not be less than six per day exclusive of meals.

4th. That the boys should be allowed to play on what is now the parade, and on the grass, in addition to their present playgrounds.

5th. That the boys should be taken to Battersea Park as often as practicable, for the purpose of play, and not merely for a parade march.

6th. That no boy be admitted to the Royal Military Asylum under seven years of age.

7th. That the present faulty construction of the latrines on the south side be remedied.

(Signed) Fredk. Wm. Hamilton,
Major-General.
E. R. Wetherall,
Deputy Quartermaster-General, Colonel.
E. H. F. Pocklington,
Colonel.

Horse Guards,
14th September 1868.

Enclosures accompanying the Report of the Committee.

(A.)

Army Medical Department,
6, Whitehall Yard, S.W.,
11th September 1868.

Sir,

In compliance with your instructions, I beg to forward, for the information of the Committee on the sanitary state of the boys of the Royal Military Asylum, the following observations upon the various points set forth in the letter of the 24th June last from the Rev. Canon Moseley and Colonel Pocklington to Major-General Napier, as to the unhealthy condition of the boys generally in the Royal Military Asylum, for which certain reasons are assigned by the surgeon of the establishment.

Sanitary condition.

On a careful examination of the boys, I came to the conclusion that as a rule they are not so strong and robust looking as boys at their ages, well clothed and fed, should be; and a perusal of the extended correspondence, to which I have been allowed access, evidences that this has been frequently remarked upon before, and that the institution of a comparison with boys at the Royal Naval School at Greenwich and the Hibernian School near Dublin shows that boys at the two latter establishments, of the same age, are taller and weigh more than those at Chelsea; and further, that during a residence of 6½ years at Chelsea a boy only gains 30 lbs. in weight, whereas at the Hibernian School he gains 41 lbs.

Appendix III. (F.)

Royal Military Asylum.

Comparative military efficiency. Admissions into hospitals.

From a return obtained from Chelsea, it appears that 19·3 per cent. of boys have been found unfit for military service during the last six years, and only 11·1 at the Hibernian School for the same period.

The maximum number that has been reported sick on any one day during the last three years at the Royal Hibernian School is stated to have been nine, whereas the large number of 180 is reported as not uncommon at Chelsea.

The following is a statement of the number of admissions to hospital and their proportion to strength in the three establishments, deduced from the statistics of the years 1866 and 1867:—

	Strength average 1866 and 1867.	Admissions average 1866 and 1867.	Deaths average 1866–67.	Admissions to 100 of strength.
Royal Military Asylum, Chelsea.	493	496	1	100·6
Greenwich School	793	717	1·5	90·4
Royal Hibernian School, Dublin.	401	161	1	40·1

From the accompanying analysis of most numerous causes of admissions will be seen the very remarkable difference in favour of the Hibernian School as regards admissions for scarlatina, measles, small pox, scaldhead, and chilblains.

The return for the latter establishment for 1865 is equally favourable; but as only two years' returns are available for Chelsea and Greenwich, it has not been used.

It would appear a fair inference from the large number of admissions for constipation at Greenwich, that boys are admitted into hospital for very slight causes.

Principal Causes of Admissions during the two years 1866 and 1867.

Diseases.	Chelsea Asylum, average strength, 493.	Greenwich School, average strength, 793.	Hibernian School, average strength, 401.
Measles	181†	—	42†
Ophthalmia	128*	66	48
Chilblain	85	71	29
Bronchitis	75	4	44
Scarlatina	52	11	15†
Itch	43	74	20
Parotitis	44	11†	—
Contd. fever	39	7	15
Porrigo	36	—	6
Small pox	27	19†	—
Eczema	11	72	—
Tonsillitis	8	81	14
Phlegmon	3	157	2
Constipation	—	219	—
Catarrh	—	88	—

Causes of Deaths.

Tuberculosisinis	1	—	—
Cephalitis	1	—	—
Cholera	—	1	—
Pneumonia	—	1	—
Phthisis	—	1	2
Average annual deaths per 1,000 of strength	2·03	1·88	2·49

If these boys are from the same class of life, and under the same circumstances in other respects prior to admission to these establishments, the discrepancy would clearly point to some insanitary condition connected with the Chelsea Asylum.

The comparison in favour of Greenwich is explicable, I believe, independent of the institution, from the fact that soldiers' children are in a large proportion born in hot climates, often inimical to health, especially of children—a condition to which the boys at Greenwich are much less subject. The same cannot, however, be said of the boys in the Hibernian School, which, as far as I am aware, must be very similarly situated as those at Chelsea prior to admission thereto.

The foregoing would appear to corroborate the premises that the boys at Chelsea are not as healthy as they ought to be, and it becomes necessary to review the sanitary conditions of the institution, and, as far as practicable, to suggest improvements where requisite.

Salubrity of site.

The Asylum at Chelsea is built upon gravel soil, and is stated to be efficiently drained. The site comprises only 10 acres.

It lies low; but Chelsea Hospital and grounds are between it and the Thames.

The vicinity is fairly open to the south and south-west, including the grounds of Chelsea Hospital, the river and Battersea Park.

* 95 in 1867. † All in 1867.

It is somewhat open also on the west, but is closed by a poor neighbourhood in other directions, especially on the east.

Relative mortality of boys in various London districts.

The accompanying table shows the relative mortality of boys of nearly the same age as those in the Royal Military Asylum in several of the London districts, including Chelsea.

It will be seen that the mortality in Chelsea is less than the average of these districts, taken indiscriminately from the return of the Registrar-General.

Nevertheless I am clearly of opinion that no establishment so situated in a large city can be as healthy, or as suitable for the development of children into robust manhood, as one placed in a well-selected rural district.

Average annual rate of mortality from all causes between the ages of 5 and 15, to 100 living, during the 10 years 1851–1860; males only. From page 64 of the supplement to the 25th annual report of the Registrar-General, 1864:—

Chelsea	1·406
Kensington	1·247
St. George's	1·354
Westminster	1·523
St. James's	1·774
Hampstead	1·265
Islington	1·408
St. Giles'	1·832
Holborn	1·534
St. Luke	1·564
W. London	0·549
Shoreditch	1·349
Whitechapel	1·654
Stepney	1·565
Average for England	1·339
Average for London	1·422

Cubic space and ventilation.

The cubic space and means of ventilation have been described heretofore as very insufficient.

It is said that the former amounted only to 341 cubic feet per boy. Many of the dormitories are badly constructed; they are low, back to back, and with windows at the end; such a cubic space, with indifferent ventilation in these dormitories, was, in my opinion, very inadequate and calculated to be injurious to health.

I am of opinion that 600 cubic feet should be given to each boy, and a superficial area of between 50 and 60 square feet. It is recognized that in proportion to the weight of the body the activity of the respiratory process is far greater in children, and 600 cubic feet are as necessary to meet the physical growth of a boy and develop a healthy constitution in after life, as they are to preserve the health of an adult soldier; and the fact that many of these boys have been born in tropical climates, and badly fed and lodged prior to admission to the Asylum, are additional reasons why they require to be placed under good sanitary conditions.

It is stated that by the proposals made to increase the accommodation in the dormitories, 600 cubic feet will be provided for 468 boys, and it is added that the number remaining (32) will be usually in the infirmary. Less than this would certainly not be conducive to health.

In the dormitories the proposed system of ventilation will, it is stated, give an area of inlet and outlet by special apertures for ventilation, exclusive of doors and windows, of over 15 square inches to each occupant in all the rooms, except in the south side in the rooms of which 12 square inches will be given to each boy.

There are no fireplaces or stoves, nor is it intended to heat the air in any of the dormitories, wherefore my experience induces me to believe that during the winter months this will be as much as can be borne at night. In summer by opening a portion of the windows, the ventilation can be largely increased. Were hot air introduced, or means provided for heating the air in the rooms, a much larger area for the admission of fresh air from without might be provided, and would, I believe, be an advantage; but such an alteration would necessitate the provision of ventilating grates or stoves, or hot-water pipes, which would entail considerable expense, before incurring which I would recommend that the ventilation now provided, and being introduced, be subjected to practical test, and if found still defective some more suitable provision could be made.

Ventil in wo shops.

I would further observe that more ventilation is requisite in the workshops, playrooms, and dayrooms. I believe, however, that in nearly all of them this might be obtained by louvred panes in the windows. In a few instances it might be necessary to introduce other means, as in the back wall of the south playroom.

Latrin

The latrines in the open air south side were very offensive the day of our visit. They are water latrines, said to be regularly flushed; if the latter is the case they must be defective in construction, either from the large surface exposed or incomplete trapping.

I would beg to recommend Jenning's latrines to be substituted.

Those on the north side were not so offensive.

Recre groun

I would invite the Committee's consideration to the question of increasing, if possible, the recreation grounds. It is stated that in the case of the Hibernian School the Phœnix Park renders the space practically unlimited. At Chelsea a large space is apparently retained as a drill ground.

I would recommend its being added to the ordinary playground, by which I cannot recognize how it would be rendered less useful for drilling. I would also suggest that the green space in front of the institution be during the summer months, in the heat of the day, made more use of for recreation.

The shade afforded by the trees would be of great advantage; and injury to it, I imagine, would be avoided by proper precautions.

Advantage should be taken as much as possible of localities in the vicinity, for exercise and recreation.

Rec and

I would strongly urge upon the Committee, that as Chelsea Asylum contrasts unfavourably with the Hibernian School in position, the attention of those vested with the control of the former should be directed to the necessity of considering the health of the boys, as paramount to application to work or study.

It has not been hinted that either have ever been excessive, but

I believe it my duty to direct attention to this, as a cardinal feature in preserving the health of the boys, which contrasts so unfavourably with other institutions.

In furtherance of this object I would express a strong opinion that annually a large number of these boys should be sent to the sea-side.

Twenty were sent this year with an understanding that after a short residence they were to be relieved by a similar number.

I would recommend that this migration to the sea should commence annually on the 15th May, and the boys to return on the 15th October; that three relays of boys amounting to a total of 100 should benefit by this change within this period; as there is always room at Netley or elsewhere, the extra expense would mainly consist of conveyance, third class by rail.

As regards the boys not eating their meat at Chelsea, it does not appear that this is observable to anything like the same extent at Greenwich, or the Hibernian School.

It may be to some degree due to the want of appetite of the boys from less vigour of constitution than in the other establishments; but boys are not admitted to the Hibernian School under 7, or to Greenwich under 10, whereas they are admissible to Chelsea at 5, and it is but fair to observe that the admission of such young children must tend, more or less, to the unfavourable health contrast of the latter with the two former schools.

The nutritive equivalent of the rations at the three establishments is not very dissimilar.

Attached are scales of diet for reference, likewise a few comments on the difference.

It appears that the ration scale for Chelsea is not always adhered to.

I would only observe on this point that during the summer it might be advisable to substitute some light dinner in lieu of meat on a third day in the week for a large proportion of the boys who do not consume the latter.

I saw no evidence of uncleanliness, and if the regulations regarding bathing and ablution are complied with, none ought certainly to exist.

Each boy should have a separate bed.

The foregoing recommendations appear to me to embrace the more important sanitary questions regarding the health of the boys in the Royal Military Asylum, and if carried out cannot, I think, but exert a favourable influence on their health and physical condition; but if a decided improvement does not result after a reasonable time, I would suggest for consideration whether this was not attributable to the urban position of the institution.

I have, &c.
(Signed) H. H. Massy,
Deputy Inspector of General Hospitals.

Major-General Hamilton, C.B.,
&c. &c. &c.

(B.)

DIET.

Chelsea and Greenwich.

1. The breakfast at the Royal Military Asylum differs from that at the Greenwich School in having ½ oz. of butter. The boys also have tea in lieu of cocoa as at Greenwich.

2. At 3.30 3 oz. of bread are given at the Royal Asylum to which there is no equivalent in the Greenwich School.

3. At supper again the Chelsea boys have 1 oz. more bread, but they have milk for supper; whereas the Greenwich boys have tea (with milk and sugar), and butter with their bread.

4. The allowance of meat and potatoes for dinner is the same in each during winter, but the Greenwich boys get 1 oz. more meat than at the Royal Military Asylum during the summer; they have also 1 oz. of bread more. On the other hand the Chelsea boys have fruit puddings during the summer (6 oz. flour, 1 oz. suet, 1 pint apples, to 1 oz. sugar), and apparently greater variety in the winter. At Greenwich, however, they have maccaroni and barley soup every Wednesday, and pease soup in the winter every Saturday, as well as suet pudding in lieu of potatoes two days a week.

DIET.

Chelsea and Hibernian School.

1. At the Hibernian School the breakfast consists of milk (¾ pint) and bread (½ lb.), instead of tea and bread and butter, as at Chelsea.

2. The supper both at the Hibernian School and at Chelsea consists of bread and milk, but the Dublin boys get the largest quantity (⅓ pint more milk, and 2 oz. more bread); but at Chelsea they have 3 oz. of bread in the middle of the afternoon.

3. At the Hibernian School the boys have meat (½ lb.) for dinner four times a week; baked, with potatoes (¾ lb.), onions, salt, and pepper, on Sundays and Thursdays; boiled, with potatoes (¾ lb.), and 1 pint soup, on Tuesdays and Saturdays. They have bread (½ lb.), butter (1¼ oz.), and cheese (1½ oz.), two days, and suet dumplings with treacle one day. They have no bread on meat days, but twice the quantity of potatoes the boys at Chelsea have. There are no fruit puddings. At Chelsea there is no soup during the summer. At Chelsea they appear to have five meat dinners, and only one bread-and-cheese dinner (accompanied with lettuce), and one pudding dinner.

ROYAL MILITARY ASYLUM.

Scale of Diets issued to the Boys.

Breakfast.

6 oz. of bread.
¼ „ of butter.
⅛ „ of tea 3 months, and cocoa 9 months.
½ „ of sugar.
⅓ quart of milk.

Dinner.

In winter	6 oz.	of beef without bone, or
	8 „	of mutton (legs and shoulders).
In summer	5 „	of beef without bone, or
	7 „	of mutton (legs and shoulders).
Throughout the year	6 „	of potatoes.
	3 „	of bread.

When apple pudding.

For each boy	6 oz.	of flour.
	1 „	of suet.
	1 pint	of apples.
	1 oz.	of sugar.

At 3.30 p.m. daily—3 oz. of bread each boy.

Supper.

6 oz. of bread.
¾ of a pint of milk for older boys (300).
¼ a pint of milk for small boys (200).

The milk is boiled in the winter, and cold in the summer.

During the summer they have fruit pudding once a week, as it comes in season, viz., rhubarb, gooseberries, and apples. One day bread and cheese and lettuce, and one day boiled salt beef and cabbage.

In the winter they have plum pudding, Irish stew, beef soup and potatoes, with carrots, turnips, and parsley, thickened with oatmeal and barley; and minced beef, and suet pudding.

Also, in summer, one day cold corned beef, lettuce and vinegar; when lettuce cannot be procured, potatoes.

E. A. G. Muller, Colonel,
Chelsea, Commandant Royal Military Asylum.
3rd September 1868.

Royal Hibernian Military School.

Daily Diet Table for the Boys of the Royal Hibernian Military School.

Meals.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Breakfast	½ lb. of bread. pint milk. Summer, cold milk.	Same.	Same.	Same.	Same.	Same.	Same.
Dinner	Baked. Each ½ lb. beef or mutton. ¾ lb. potatoes. 14 lb. onions. 7 lb. salt. 4 oz. pepper.	Suet dumplings. Each 4 oz. flour 2 oz. suet. 2 oz. treacle.	Boiled. Each ½ lb. beef or mutton. ¾ lb. potatoes. 1 pint soup, composed of— 30 lbs. vegetables 5 lbs. oatmeal. 4 lbs. flour. 7 lb. salt. 3½ oz. pepper. With the uncooked bones from Sunday's meat.	Bread, butter, and cheese. Each ½ lb. bread. 1½ oz. cheese. 1¼ oz. butter.	Roast. Each ½ lb. beef or mutton. ¾ lb. potatoes. 14 lb. onions. 7 lb. salt. 4 oz. pepper.	Bread, butter, and cheese. Each ½ lb. bread. 1½ oz. cheese. 1¼ oz. butter.	Boiled. Each ½ lb. beef or mutton. ¾ lb. potatoes. 1 pint of soup composed of— 30 lbs. vegetables. 5 lbs. oatmeal. 4 lbs. flour. 7 lbs. salt. 3½ oz. pepper. With the uncooked bones from Thursday's meat.
Supper	½ lb. bread. ¾ pint milk. Summer, cold milk.	Same.	Same.	Same.	Same.	Same.	Same.

(Signed) H. Wynyard,
Lieutenant-Colonel Commanding.
8.9.68.

(Signed) Jas. Lewis,
Quartermaster.

Appendix III. (F.)

Royal Military Asylum.

Greenwich School.

Summer Diet.—1st April to 30th September.

——	Breakfast.	Dinner.	Supper.
Sunday	Bread, 6 ozs. Sugar, ½ oz. Cocoa, ½ oz. Milk, ½ gill.	Beef (roasted), 6 ozs. Flour, 4 ozs. Suet, ½ oz. Bread, 4 ozs.	Bread, 5 ozs. Butter, 6 drm. Tea, 1½ drm. Sugar, 6 drm. Milk, ½ gill.
Monday		Mutton (roasted), 8 ozs. Potatoes, 8 ozs. Bread, 4 ozs.	
Tuesday		Beef (boiled), 6 ozs. Potatoes, 6 ozs. Macaroni and barley, ½ oz. each. Onions, ½ oz. Thyme and parsley, ½ drm. each. Bread, 4 ozs.	
Wednesday		Mutton (roasted), 8 ozs. Flour, 4 ozs. Suet, ½ oz. Bread, 4 ozs.	
Thursday		Beef (roasted), 6 ozs. Potatoes, 6 ozs. Bread, 4 ozs.	
Friday		Mutton (roasted), 8 ozs. Potatoes, 8 ozs. Bread, 4 ozs.	
Saturday		Beef (roasted), 6 ozs. Potatoes, 6 ozs. Bread, 4 ozs.	

Salt and pepper as requisite.

Greenwich School.

Winter Diet.—1st October to 31st March.

——	Breakfast.	Dinner.	Supper.
Sunday	Bread, 6 ozs. Sugar, ½ oz. Cocoa, ½ oz. Milk, ½ gill	Bread, 4 ozs. Beef (roasted), 6 ozs. Flour, 4 ozs. Suet, ½ oz.	Bread, 5 ozs. Butter, 6 drm. Tea, 1½ drm. Sugar, 6 drm. Milk, ½ gill.
Monday		Mutton (roasted), 8 ozs. Potatoes, 8 ozs. Bread, 4 ozs.	
Tuesday		Beef (boiled), 6 ozs. Potatoes, 6 ozs. Bread, 4 ozs. Macaroni and barley, ½ oz. each. Onions, ½ oz. Thyme, ½ oz., and parsley ½ drm. each.	
Wednesday		Mutton (roasted), 8 ozs. Flour, 4 ozs. Suet, ½ oz. Bread, 4 ozs.	
Thursday		Beef (roasted), 6 ozs. Potatoes, 6 ozs. Bread, 4 ozs.	
Friday	Bread - 6 ozs. Sugar - ½ „ Cocoa - ½ „ Milk (gills) ½ „	Mutton (roasted), 8 ozs. Potatoes, 8 ozs. Bread, 4 ozs.	Bread, 5 ozs. Butter, 6 drm. Tea, 1½ drm. Sugar, 6 drm. Milk, ½ gill.
Saturday		Pork (corned), 6 ozs. Potatoes, 6 ozs. Peas, ½ lb. * Celery, 12 lbs.; onions, 8 lbs.; carrots, 10 lbs.; mint, 4 drm.; mustard 3 lbs. Bread, 4 ozs.	

Salt and pepper as requisite.

* For 800 boys.

(C.)

Royal Military Asylum.

ubical Contents of the Boys' Dormitories.

North Side, Nos. 1, 2, and 3 Companies.

Third Floor.

Room No. 27	6,627 feet
„ „ 28	6,732 „
„ „ 29	6,695 „
„ „ 30	6,588 „
	26,642

Second Floor.

Room No. 32	6,588 feet
„ „ 33	6,695 „
„ „ 34	6,695 „
„ „ 35	6,588 „
	26,566

First Floor.

Room No. 38	6,490 feet
„ „ 39	6,532 „
„ „ 40	6,532 „
„ „ 41	6,456 „
	26,010

Ground Floor.

Room No. 45	6,568 feet
„ „ 46	6,462 „
	13,030
	92,248

South Side, Nos. 4, 5, and 6 Companies.

Third Floor.

Room No. 53	6,531 feet
„ „ 54	6,423 „
„ „ 56	6,531 „
„ „ 57	6,501 „
	25,986

Second Floor.

Room No. 59	6,600 feet
„ „ 60	6,570 „
„ „ 62	6,600 „
„ „ 63	6,477 „
	26,247

First Floor.

Room No. 65	6,569 feet
„ „ 66	6,420 „
„ „ 68	6,569 „
„ „ 69	6,467 „
	26,025
	78,258

Three Rooms in main Building.

Room No. 1	23,678 feet
„ „ 2	23,468 „
„ „ 3	23,692 „
	70,838

Dormitories occupied by Nos. 1, 2, and 3 companies	92,248 cubic feet.
Dormitories occupied by Nos. 4, 5, and 6 companies	78,258 „
Dormitories occupied in main building	70,838 „
Total	241,344 „

(D.)

1st. A return showing the measurements taken by the Board of Works, a few months since, of the attics and dormitories at the Royal Military Asylum, and of the two dormitories proposed to be added.

2nd. How many square inches of inlets and outlets for air by special apertures for ventilation it is intended to provide in each dormitory for each occupant?

3rd. What would be the amount of superficial area per boy in the dormitories were 600 feet of cubic space given to each?

1st. Annexed is a copy of the return from the Board of Works of the measurements of all the dormitories now occupied by the boys. The proposed new attic will contain 23,692 cubic feet, and the two rooms now used as quartermaster's stores, 6,532 and 6,456 cubic feet respectively.

2nd. The special apertures for ventilation have been completed, and are each 17×6 inches. In the three attic dormitories there are in each six apertures, providing for each occupant 15¾ square inches. In each of the rooms on the north side there are two apertures, giving to each boy 15¾ square inches. On the south side each room has also two apertures; in six of the rooms each boy has 12⅝ square inches, and in the other six rooms 12 square inches.

3rd. The present accommodation, together with the proposed additions, will afford 600 cubic feet only to 468 boys, and, as all the dormitories are about 10 feet high, the superficial area for each boy will be about 60 square feet.

Appendix III. (F.) Royal Military Asylum.

APPENDIX IV.—ROYAL HIBERNIAN MILITARY SCHOOL.

Appendix IV. (A.) Hibernian School.

A.—QUESTIONS AND REPLIES ON THE SUBJECT.

Questions issued by the Commission.

I. Will you be good enough to give, for the information of the Commission, a general account of the objects of the Royal Hibernian Military School, its constitution and government, its present staff and establishment, the mode and conditions of admission to it, the number of pupils, the nature and length of the course of instruction, and the regulations for the maintenance of discipline?

II. What is your opinion regarding the conditions and mode of admission to the school? Do you consider that any alterations in the present regulations on this subject are desirable?

III. Do you consider that either the course or the method of instruction at the school is capable of improvement?

If so, what alterations would you suggest?

IV. Will you express your opinion regarding the present organization of the establishment, the powers of the Governing Body and Staff, the position and authority of the instructors, and the state of discipline among the pupils?

V. Do you consider that the accommodation and messing provided for the pupils, and the general sanitary state of the school, are in all respects satisfactory; or would you suggest any improvements in these respects?

VI. Will you state your impressions, from what is known of the subsequent careers of the pupils, regarding the results of the education given at the school, and the advantage of the institution to the service?

VII. Will you favour the Commission with a brief statement of any suggestions which you may think it desirable to make in regard to the Hibernian School?

The above questions, with the exception of No. I., which was forwarded only to the Commandant, were addressed to—

Lieut.-Colonel Wynyard, Commandant of the School.
General the Right Hon. The Lord Strathnairn, G.C.B., Commander of the Forces in Ireland.
Lieut.-Colonel T. B. Speedy, Secretary and Adjutant.
J. H. Gibbons, Esq., Head Master.
Lieut.-General George Colomb, formerly Commandant of the School.
The Rev. G. R. Gleig, M.A., Chaplain-General to the Forces.

Question No. V. was also addressed to Deputy Inspector-General of Hospitals R. Templeton, M.D., Surgeon to the School.

(i.)—Answers received from Lieutenant-Colonel Wynyard, Commandant of the School.

I.—The charter at present in force was enrolled in the High Court of Chancery, Ireland, on 22nd December 1846.

A copy accompanies this report, and serves to show as follows:—

In the ninth year of the reign of George III., a body politic and corporate, "by the name of 'The Hibernian "Society,' in Dublin, for maintaining, educating, and "apprenticing the orphans and children of soldiers in "Ireland for ever, and by the same name to have perpetual "succession," was incorporated by Letters Patent enrolled in the High Court of Chancery in Ireland.

From time to time, *i.e.*, on
6th February, 48 George III., 1808.
7th December, 59 George III., and 1818.
4th March, 4 Victoria, 1841.
other letters patent were similarly enrolled; and on 22nd December 1846, the body corporate and politic having "besought" the Queen to grant new letters patent, the present charter was enrolled in the High Court of Chancery in Ireland, appointing certain Governors (specified in List A. of Enclosures to this Report*) "anything in the said former "Letters Patent to the contrary thereof in anywise not- "withstanding, to be one body politic and corporate in "deed and in name, for the care of soldiers' children, by "the name of the '*Royal Hibernian Military School.*'"

Present charter, 1846. Appointing new corporation of governors.

The President, the Lord Lieutenant of Ireland.

The Vice-President, the Commander of the Forces or General Officer Commanding in Ireland.

The president and vice-president.

The present staff and establishment are on "B." of Enclosures.†

Present staff and establishment.

The mode and conditions of admission to the staff and establishment are as follows:—

The mode and conditions of admission to it.

The Commandant, the Adjutant, and Secretary, and the Surgeon or Medical Officer are appointed by the Commander of the Forces in Ireland, with the sanction of the Commander-in-Chief, and on the conditions "that the officer "appointed to be commandant shall not be lower in rank "than a lieutenant-colonel, and the person appointed to "be adjutant and secretary shall not be lower in rank than "a captain, such officers so to be appointed by the Com- "mander of our Forces to be considered as purely military "officers or appointments, and in rank equal to staff "appointments."

Appointment of certain officers.

The body corporate appoint other officers and servants.

Other officers and servants.

At their annual general meeting the body corporate nominate and appoint "seven" of their body, in conjunction with the vice-president, to be a committee, to meet at least once in every month, "to carry into execution such orders, "rules, and directions as shall from time to time be made "by the said corporation."

"Committee of seven" governors for the year to carry out orders, &c.

The mode and conditions of the admission of pupils to the institution are as follows, viz.:—

Admission of pupils.

The father or the surviving parent or the guardian of a child seeking admission is required to prefer a petition (Form "C." of the Enclosures‡) as approved by the corporation to the Governors through the secretary, signing an agreement that "the said boy shall remain in the Royal "Hibernian Military School as long as the Governors "thereof shall think fit; and that when of a proper § age "he shall be disposed of at their discretion, as an appren- "tice or servant, or placed, with his own free consent, as "a private soldier in the regalar army."

Mode and conditions.

On the petition being found to be as correctly filled in and as fully vouched as circumstances seem to admit—more particularly as regards the provision of the charter that the boy be "the child of a non-commissioned officer "or soldier of the line, or of a non-commissioned officer or "soldier deceased or discharged"—a notice (Secretary's Form "D." of Enclosures ‖) is sent to the petitioner, showing that the application "has been entered on the list with

* See page 178. † See page 178. ‡ See page 178.
§ Boys quit the school at 14 years of age, by direction of the Governors and with the concurrence of the Secretary of State for War.
‖ See page 179.

Appendix IV. (A.)

Hibernian School.

"others, to be brought under the consideration of the "Governors for admission to this asylum as vacancies "occur and the claims merit."

From this so-called general list of applicants (above 170 at present) there are extracted, monthly as a rule, by the commandant, about 30 or 40 names constituting a "list of "boys submitted as recommended for admission," from which the committee of Governors at their monthly meeting select about a dozen to fill vacancies existing or shortly expected. At these meetings the general list is at hand, with sundry particulars, should the committee, as sometimes happens, require further information as to these or other candidates for admission whose claims may have been brought to their notice.

In these lists the ages of the children are respectively given, together with the services of the fathers, and the number of children in each family. "There is also a column "with the Commandant's remarks, which sometimes con- "tains" (the Committee have stated) "not the least "important information to aid the Committee in their "selection, for a boy whose father was discharged on ac- "count of severe wounds, for example, might naturally "secure the preference of the Governors, even though "there may be other boys of a superior class in the list, "but with no such concurrent claims."

The Committee sometimes have regard also to the advanced age of a boy towards disqualification (for a child is inadmissible over 12 years of age) should there be anything in the services of the father to justify their special consideration.

The religion of the respective candidates for admission is never known to the Committee, and the lists afford no clue to it.

The following extract from the charter shows the rule which governs the Committee's selections *in general*.

"And our further will is, and we do hereby direct that in the selection of children for admission, preference in general shall be given:

First. To orphans.

Secondly. To those whose fathers have been killed or have died on foreign or home service.

Thirdly. To those that have lost their mothers, and whose fathers are absent on duty abroad.

Fourthly. To those whose fathers are ordered abroad on foreign service, or whose parents have other children to maintain."

By direction of the Governors (and in conformity with the desire of the Secretary of State for War) the children to be admitted into this institution must be "*free from "mental or bodily defect or infirmity*," and must not be under *seven* nor above *twelve* years of age, and must quit the school at 14.

Number of pupils.

The number of pupils is 410, and they are posted in four divisions for school, and in six companies for military instruction and discipline.

Nature and length of the course of instruction.

Religion.

A church of England chaplain and a Roman Catholic clergyman are attached to the institution, and a Presbyterean minister at present attends to impart religious instruction and hold divine service, &c.

They give religious instruction to their respective flocks on every Wednesday for 1 hour, and on every Saturday for 2 hours, in the forenoons.

School.

All the pupils attend school in four divisions, time tables for which (with a memorandum of the course of instruction) are in Enclosure E.*

Drill.

For military purposes the pupils are in six companies with a "serjeant assistant" in charge of each.

In Summer.

7 to 7.30 a.m., setting up drill for all hands,
4 to 4.30 p.m., ditto for boys not otherwise employed,
5.45 to 6.15, battalion drill for all hands,
Or one hour and a half daily in the aggregate.

In Winter.

4 to 4.30 p.m., marching or company drill for boys not otherwise employed.

Summer and Winter.

Before marching down from the dormitories, 5 minutes drill at the "extension motions."

Gunnery, including knotting and splicing ropes.

These subjects are taught by one of the six "serjeant assistants," a pensioner (Serjeant Murray) from the Royal Artillery.

The "gunnery class" consists of from 25 to 30 boys.

They are taught the practical part of field-gun exercise with the two three-pounder guns we have for the purpose.

Also questions on gunnery, the weight and length of guns, with the different dimensions of the Armstrong and smooth-bore gun, weight of shot and shell, the different compositions used in filling tubes and fuses, the different charges of powder for all sized guns; also the use of the different material used in mounting and dismounting guns, triangular gyns, shears, rollers, skidding from the models we have for the purpose; also to tie all the knots used in artillery service, to splice ropes, and to tell the dimensions of the different sized ropes, and the weight they will bear respectively.

Time allowed.—*In Summer.*

Mondays, Tuesdays, Thursdays, and Fridays,
From 4 to 4.30 and 5.45 to 6.15 p.m.,
4 hours weekly.

In Winter.

Mondays, Tuesdays, Thursdays, and Fridays,
From 4 to 4.30 p.m.
2 hours weekly.

Marks (60 maximum) are awarded for "gunnery" at the annual examinations for the "*Crimean Banquet Fund Prizes*," in June.

Swim

The "swimming class," so called, numbers from 40 to 50 boys, but all the boys become swimmers by degrees. The fine bath is $56\frac{1}{2} \times 35$ feet, with a depth of $5\frac{1}{2}$ or $4\frac{1}{2}$ feet (at one end, and shallowing $1\frac{1}{2}$ foot to the other) in a large room 70×44 feet, with lofty glass roof.

Marks (50 max.) are awarded for diving, swimming under water, on the back, and plain swimming at the annual examinations for the "*Crimean Banquet Fund Prizes*."

The "time" allowed is merely nominal, before breakfast.

Gymnastics.

The "Gymnastic Class" numbers from 45 to 50 boys.

The "Plant" is very simple, it consists of single and double bars, wooden horses, perpendicular and sloping ropes, planks, poles, and ladders, to most of which, together with three "fly poles," all the boys have access for amusement and voluntary practice when they are on the playground. Some of the boys, by these means, become very expert at climbing, &c.; the object in view, however, is not to form acrobats, but to assist in developing health, muscle, and activity, for which I consider the sort of "plant" we have well adapted, especially the "*fly poles*." Tan is spread beneath for safety and economy.

Marks (50 max.) are awarded for "gymnastics" at the annual examinations for the "*Crimean Banquet Fund Prizes*."

Time allowed for the class, one quarter of an hour daily, before breakfast.

"Ban instru

Band instruction is given on every week-day, excepting Saturday, from 4 till 5.30 p.m., by the "sergeant-instructor of music" (or bandmaster).

There are 47 boys under this instruction, and 4*s.* 11*d.* is allotted and distributed in small sums weekly to the most attentive and deserving pupils.

Marks (150 max.) are given for "instrumental music" (theory and practice) at the annual examinations for the "*Crimean*" prizes.

Vocal music

Nearly all the boys go in for "vocal music" before they quit the school, but there are about 170 always under the instruction of the visiting "singing master," from half-past 11 a.m. to 1 p.m., on Tuesdays and Saturdays, in the theory and practice of vocal music.

Marks (50 max.) are given for "vocal music" at the examinations for the "*Crimean*" prizes.

Bugle and d instru

Bugle, fife, and drum instruction is given on every week-day, excepting Saturday, from 4 to 5.30 p.m., by the "drum-major." There are 72 boys under this instruction, and 6*s.* 10*d.* is distributed weekly to the most attentive and deserving.

Marks, (60 for bugle, 60 for fife, and 60 for drum, the maximum) are given at the examinations for the "*Crimean*" prizes.

Shoemaki

The "shoemaking class" numbers 40. Of these, 20 attend one day, and 20 the next working day, for instruction, from 2 till 5.30 p.m., and so, as there are but five working days weekly here for the "trades' boys," each batch of 20 works five days a fortnight.

The boys of this school are kept shod by contract, part of the bargain being that the contractor shall send competent persons to instruct these classes in repairing and making the boots as far as is practicable with such young boys. Thus as many boys as we can spare learn the rudiments of the craft and can easily take to such work again if required. The institution does not profit much by their work and therefore they get no money for it. However;

* See page 179.

Marks (60 max.) are given for "shoemaking" at the examinations for the "*Crimean*" prizes.

There are at "tailoring" in the

1st Class - 30
2nd Class - 82

Total 112 boys.

who, as the "shoemakers" do, work in two batches and on alternate afternoons for 3½ hours each day. 7*s.* 2*d.* is allotted weekly and distributed in small sums to the most attentive and deserving of the 1st Class only.

The clothing of the boys is all, even to their caps, made in the shop by the "sergeant tailor" and "the sewing machine girl," and the 1st Class boy tailors.

The assistant tailor and the 2nd Class effect the repairs.

Marks (75 max.) are given for "tailoring" at the examinations for the "*Crimean*" prizes.

The carpentry department is just out of gear, but when in proper order eight or ten boys are under an "Instructor "of handicrafts," and work at the same hours as the other "trades' boys."

Marks (50 max.) are given for "carpentry" at the examinations for the "*Crimean*" prizes.

The standing rules for the maintenance of discipline are the "rules and regulations" as revised in 1854 and printed at the end of the accompanying copy of the charter.

I may add that discipline is maintained by as close an adherence as possible to the usage of the army, the chain of responsibility being much the same as in a regiment.

The Commandant is empowered to suspend until next meeting of the committee any of the officers (not holding commissions), non-commissioned officers, assistants or servants, whose conduct may deserve it.

No corporal punishment takes place except in the presence of the Commandant or his representative.

The punishments are at the discretion and on the responsibility of the Commandant, for boys, as follows:—

Reduction for sergeants and corporals, involving the loss of the small rate of pay attached to rank.

Deprivation of "good-conduct badge" and pay. Stoppage of pay (trades' boys and musicians). Bread and water for one or more meals a day.

Drills, one or two.

Cane, on the trowsered breech, two to six strokes administered by the orderly sergeant in presence of the Commandant or his representative.

Birch, on the bare breech, 7 to 21 strokes administered by the orderly sergeant in presence of the Commandant or his representative. (Birch is very seldom administered, being reserved for insubordination and for dishonourable conduct.)

Cells, solitary, for a few detached hours by day, and only in summer. (This punishment is only for boys who have broken out of the Institution, and then chiefly for security until they can be dealt with.)

Rewards for good behaviour tend also most materially to maintain discipline; boys being remarkably appreciative of justice, rewards, to bear their full value, must be conferred consistently and as much by rule as possible.

The rewards at this school are as follows, viz.:—

Promotion to lance-corporal (there are 18 lance-corporals).

Promotion to corporal (there are 18 corporals).

Promotion to sergeant (there are 6 sergeants).

Promotion to colour-sergeant (there are 2 colour-sergeants).

Liberty to walk in the park daily on certain conditions.

Liberty, when two months clear of the "defaulter-book," to go to town on half-holidays, weather permitting.

"Good-conduct marks" (with small pay attached). In my opinion no rewards have more conduced to the maintenance of discipline than those last mentioned (the "good-"conduct marks"), which were established, after having originated, I am told, with General Colomb, by my excellent predecessor, the late Colonel Mylius, in 1860, under rules ("F" in Enclosures *) which have been in force ever since and have never required modification.

The "Crimean Banquet Fund Exhibitions" should also be noticed as being a valuable aid to discipline, not less than 200 out of 2,000 marks being attainable for "conduct" by competitors. (An account, and the rules of these prizes will be found at "G" in the Enclosures.)†

II.—I am of opinion that the conditions and mode of admission to the school are just and considerate; and that as they are supervised closely by governors of military position and experience, every reasonable assurance is afforded to the public and to the army that the sons of the most deserving soldiers are admitted as speedily as possible, preference in general being given in accordance with the classification laid down in the charter.

APPENDIX IV. (A.)

Hibernian School.

III.—I cannot suggest any alteration either in the course or method of instruction. They both seem to me exactly suited for soldiers' sons intending, as almost all of them do, to join the army. Of 983 now in the army, and formerly in the R.H.M. School, 251, or more than one-quarter, have been promoted from the ranks, and yet about 276 of the 983 are still under 18 years of age; another large proportion are detained as musicians in the regiments, and thus cannot (but with few exceptions) be non-commissioned officers.

Opinion of the course and method of instruction at the school.

These results alone would deter me from proposing alterations of the course and method of instruction, more particularly as they seem quite to bear out the opinion of the examiners for the "Crimean" prizes in 1866, when those gentlemen thus expressed themselves,—"Whilst a degree "of proficiency considerably above the average, and which "reflects great credit on the head master, Mr. Gibbons, "has been realized in the several subjects of the school "course, w were particularly gratified to observe that "marked excellence had been attained in those most "important points of primary education—reading and "arithmetic—indeed, we had ample evidence that the "instruction imparted in the Royal Hibernian Military "School is of a thoroughly practical nature, and in our "opinion well adapted to the course of life which the boys "are likely to adopt."

The accompanying return ("H" of Enclosures *), compiled from the regimental returns last received here, will show the different grades in which the pupils from this school are now serving the army.

IV.—I consider the present organization of the establishment good; the powers of the governing body and staff ample (for all strictly institutional purposes); the position and authority of the instructors, what they should be; and the state of discipline among the pupils excellent.

Opinion regarding the present organization of the establishment.

V.—I consider the accommodation provided for the pupils satisfactory except in the following respects.

Opinion of the accommodation and messing.

1. The shed on the playground does not afford sufficient shelter (as the "management" have for the last five years urged on the face of the annual estimates).

A proper shed would afford immediate shelter from the sudden squalls which sweep our position here, and would thus serve to economise health, clothing, time and trouble.

At present we have only a low shed of but 1,111 square feet superficies, whereas for our establishment of 410 boys, there should be as large a shed as the lay of the ground and other requirements will permit, say 4,500 square feet superficies, with a somewhat higher roof than that of the present shed.

2. The play or recreation room should be extended to the front of the building for space, light, and air—when the accommodation in other quarters admits of the present "offices" being removed—as some day it may.

Pupils messing.—I consider the messing provided for the pupils sufficient under present and ordinary conditions. It is governed chiefly by sanitary considerations, and though the commuted allowance for it (as arranged annually by the Secretary of State for War) has to be conformed to, I have always told the medical officer that I am prepared to recommend an increase, which I feel sure would be granted, at any moment should he consider a more liberal dietary desirable for the boys.

A table of the dietary given the boys at present is at "J" in Enclosures.†

VI.—From what I know of the subsequent careers of the pupils my impression is that the results of the education given at the school are very satisfactory, especially to the army (as will have been seen at reply III.), and such as might reasonably be expected from the fact that about 90 boys go from hence annually (at the age of 14), most of them well *grounded* in the principles of religion and all those other branches of useful knowledge which are best calculated to promote their welfare and the benefit of the State.

Advantage of the institution to the service.

VII.—1. Discipline and security demand that the boundary of the institution should be better fenced.

Suggestions.

The nature and condition of the outer fence, instead of affording due protection, rather invite trespass from without and egress from within.

This has been represented annually on the face of the estimates to the "Board of Works," but the result has been only unsightly, ineffective, and expensive patchwork.

2. I consider that there should be a fixed scale of progressive increase of pay, carrying proportionate rates on retirement for such of the 6 "sergeants-assistant" as may be recommended by the Commandant for having dis-

* See page 180. † See page 181.

* See page 181. † See page 182.

Appendix IV. (A.)

Hibernian School.

charged their duties with marked zeal and efficiency for certain specified periods, on somewhat the same principle as that applied to warders in military prisons.

H. Wynyard,
Lieut.-Col., Commandant.

Royal Hibernian Military School,
Phœnix Park, Dublin,
14th March 1870.

Enclosures forwarded by Lieutenant-Colonel Wynyard, to accompany his Answers.

Contents.

A.—List of Governors.
B.—Staff of Establishment.
C.—Form of Petition for Admission.
D.—Notice to Applicants for Admission.
E.—School Time Tables and Course of Instruction.
F.—Regulations for Good-Conduct Marks.
G.—Rules for "Crimean banquet Fund Prizes."
H.—Distribution of Royal Hibernian Military School Boys now serving in the Army.
J.—Dietary Table.
K.—Return of Boys fit and unfit for the Army on discharge.
L.—General Time Table.
M.—List of Teaching Staff.

A.

Royal Hibernian Military School.
List of Governors under present Charter.

The Lord Lieutenant of Ireland, for the time being.
The general officer commanding the forces in Ireland, for the time being.
The general officer commanding the Dublin division.
The deputy adjutant-general to the forces in Ireland.
The deputy quartermaster-general to the forces in Ireland.
The officer commanding Royal Artillery in Ireland.
The officer commanding Royal Engineers in Ireland.
The officer commanding the garrison of Dublin.
Lieutenant-General Shortall, as superintendent of the Magazine Fort (*dead*).
The inspecting field officer, recruiting service, Dublin.
Commissary General Haines (*dead*).
The military secretary, not under rank of lieutenant-colonel.

The Chief Commissioner of the Board of Works
The inspector-general of constabulary
The military commissioner of police
The inspector-in-chief of revenue police
The assistant adjutant general of the Dublin district
The assistant quartermaster-general of the Dublin district
The assistant adjutant-general of the Royal Artillery in Ireland
The Dublin district commanding officer of Royal Artillery
The Dublin district commanding officer of Royal Engineers
The field officers of the garrison of Dublin
The principal military medical staff officer of the army in Ireland

} being an officer of the Army not under the rank of lieutenant-colonel.

The deputy judge advocate-general of Ireland, and such others only, being military officers of rank not less than that of lieutenant-colonel, as shall from time to time be added to the number of said persons by Her Majesty or by the special appointment of the Lord Lieutenant or Chief Governor or Governors of Ireland for the time being.

H. Wynyard,
Lt.-Col. Comt. R.H.M.S.

B.

Royal Hibernian Military School.

The present Staff and Establishment.

1 Commandant.
1 Secretary and adjutant.
1 Surgeon.
1 Quartermaster.
1 Chaplain.
1 Officiating Roman Catholic clergyman.
1 Dispenser of medicines.
1 Head master.
1 Second master.
1 Third master.
1 Fourth master.
1 Singing master.
1 Sergeant instructor in music (band master).
1 Infant schoolmistress.
1 Sergeant major.
1 Quarter-master sergeant.
6 Sergeant assistants.
1 Drum-major.
1 Hospital sergeant.
1 Sergeant gate porter.
1 Sergeant tailor.
1 Assistant tailor.
1 Instructor of handicrafts and sexton
4 Pioneer corporals.
1 Institution cook.
1 Hospital orderly.
1 Matron.
1 Institution clerk.
1 Sergeant gardener, in charge of Roman Catholic chapel.
1 Laundry engineer.
1 Organist and workmistress.
1 Laundress.
7 Laundry servants.
3 Kitchen servants.
3 Nurses.
1 Hospital nurse.
1 Hospital servant.
1 Schoolmaster's cook.
1 Assistant institution cook.
1 Sewing machine worker.
1 Woman servant, for cleaning play and schoolrooms.
2 Farm labourers.

H. Wynyard,
Lt.-Col. Comt. R.H.M.S.

C.

Form of Petition, Certificates, and List of Questions.

Religion of the { Father / Mother }

Dated at 18

To the Right Honorable and Honorable the Governors of the "Royal Hibernian Military School."

The humble petition of in behalf of aged years,

Showeth

That the said the lawful child or children of , soldier of Her Majesty's Regiment of as by the annexed certificates will appear.

Names.	Age.	Names.	Age.
* Here state the names and ages of every child.			

Your petitioner therefore humbly prays that the said may be admitted into the Royal Hibernian Military School; and if this prayer be granted, your petitioner hereby agrees that the said boy shall remain in the Hibernian School as long as the Governors thereof shall think fit; and that, when of a proper age, he shall be disposed of at their discretion, as an apprentice or servant, or placed, with his own free consent, as a private soldier in the regular army.

The parent or person who has charge of the child to sign here. _____

And state if the boy is intended for the army _____

_____

Certificate and Recommendation.

I hereby certify that served in Her Majesty's Regiment of

* Here state if the soldier is now serving, or if discharged, when, and the rate of pension.

years, during which time he conducted himself as a good soldier, that he* _____

_____

_____

_____

To be signed by the Commanding Officer of the Regiment or Depôt.

I certify the child claiming admission has been always brought up in faith.

To be signed by a clergyman or a magistrate.

_____

I certify, according to the best of my knowledge and belief, that the several circumstances contained in the petition are truly stated.

When not signed by an officer, to be signed by a magistrate, or a clergyman and two respectable householders.

_____

_____

_____

N.B.—The children to be admitted into this institution must be free from mental or bodily defect or infirmity. They must be the children of a non-commissioned officer or soldier of Her Majesty's regular forces, or of a non-commissioned officer or soldier deceased or discharged. Children to be admitted must not be under 7 nor above 12 years of age. A Church of England chaplain and a Roman Catholic clergyman are attached to the institution, and a Presbyterian minister at present attends to impart religious instruction and hold Divine service.

Girls are inadmissible.

A Marriage Certificate

Signed by the officiating minister of the parish, must be annexed to this in original. Where it cannot be had, the reason is to be assigned; and in that case the commanding officer or a magistrate is to certify the place and date of marriage, according to the best information he can obtain.

A Certificate of Birth and Baptism,

Signed by the officiating minister, must be annexed to this in original. Where it cannot be had, the reason is to be assigned; and in that case the commanding officer or a magistrate is to certify the place and date of the birth of the child, according to the best information he can obtain.

Name of every Child.	Age.		Date of Birth.	Date of Baptism.
	Years.	Months.		

Royal Hibernian Military School,
Phœnix Park, Dublin.

Sir, 18

In acknowledging the receipt of your letter of the I am directed to acquaint you that upon your signing the petition, &c. &c., and answering the under-mentioned questions in a full and satisfactory manner, a further reply will be given to your application.

Secretary and Adjutant.

The father's Christian and surnames.
Mother's Christian name.
Number of children in the family now living.
Date of the father's enlistment.
Regiment to which the father belongs, or did belong.
Period of service.
Whether now serving in the army.
If the father has ceased to serve, the date of his discharge and rate of pension.
In what manner he is employed.
If the father is dead, state the date of his death, and where he died; forward the burial certificate.
If the mother is living, in what manner is she employed.
If the mother is dead, when and where did she die; forward the burial certificate.
When and where the parties were married.
A certificate of the birth and baptism of every child in the family to be forwarded, to enable the governors to decide upon the claim.
As also are the marriage lines, original certificate to be forwarded.
"Parchment Discharge" and "Pensioner's Instructions" to be forwarded, or state to whom they were given, and when.
State the actions the father served in.
Religion of the father.
Religion of the mother.

It being particularly desirable to ascertain correctly the religion of the parents of all children admitted into this institution, it is requested that the same may be certified by a clergyman of the parish or by the nearest magistrate.

Petitioner's Address.

Signature of Parent or Guardian.

D.

Royal Hibernian Military School,
Phœnix Park, 18

Your application for the child, has been entered on the list, with others, to be brought under the consideration of the governors for admission to this asylum as vacancies occur and the claims merit.

Immediately the child is admitted, a printed notice will be sent to you; but from the number of candidates already on the list, who have prior claims, the period is very uncertain. It is, however, quite unnecessary to make any further application; and it will only be a waste of time and money to bring or send the child here, as, before the notice of admission has been sent, the child cannot be admitted.

You are also to take notice that if the governors should order this boy to be admitted, it will only be provisionally. He cannot be received here if he have any disability disqualifying for military service, such as any defect of vision (far or near), disease of the eyes, ears, or other part, any affection of the hairy scalp or skin, any sign of scrofula, or delicacy of constitution, so that, if any such exist, this is to be considered a warning to attend to it in sufficient time, since, if he be rejected, the whole expense of his being sent back will fall on the parent or guardian.

Further, if it be discovered within a reasonable time after admission that the boy has the habit of wetting his bed, he will, as above, be sent back at the expense of his parent or guardian; so that timely attention should be given to this disability, caused in almost all cases by early neglect, and to be cured most easily whilst the child is young.

By order,

Secretary.

E.

Tables showing Course of Instruction and Distribution of Time.

1st Division.

Course of Instruction.

Average attendance—70.

- Reading - Fourth Book of Lessons (National Board). Supplement to do.
- Dictation - Any ordinary passage in prose.
- Arithmetic - Simple and compound proportion; vulgar and decimal fractions; practice, simple interest; discount; simple and compound fellowship; extraction of square and cube roots.
- Geography - The world, physically and politically, and mathematical geography.
- E. Grammar - Parsing, syntactically and analytically, any ordinary passage in prose or verse; derivation, prefixes and affixes, and rules for spelling.
- E. History - From the accession of Henry VII. to the present time.
- Algebra - Fundamental operations, first four rules, and simple equations of one unknown quantity, exclusive of fractions and radicals.
- Mensuration - Surfaces and solids (leading problems only).
- Elementary Mechanics. - The general properties of matter; laws of motion; the mechanical powers and exercises thereon.
- Sacred History. - From the death of Moses to the revolt of the ten tribes. Life of our Saviour.

Time Table.

—	Forenoon.					Afternoon.		
	From 9 till 9½.	From 9½ till 10.	From 10 till 10½.	From 10½ till 11½.	From 11½ till 12½.	From 2 till 2½.	From 2½ till 3.	From 3 till 3½.
Monday.	Arithmetic (mental).	Arithmetic.	English History (collectively).	Dictation.	Mechanics.	Geography.	Reading.	Sacred History.
Tuesday.	Do.	Do.	Geography (collectively).	Do.	Grammar.	Derivation.	English History.	Do.
Wednesday.	Do.	Drawing.	Annalysis of Sentences.	Arithmeric.	Religious Instruction.	Writing.	Reading.	English History.
Thursday.	Do.	Arithmetic.	Geography.	Dictation.	Mechanics.	Derivation.	Geography.	Sacred History.
Friday.	Do.	Do.	Written examination on previous lessons.		Grammar.	Drawing.	English History.	Do.

2nd Division.

Course of Instruction.

Average attendance—70.

- Reading - Third Book of Lessons (National Board). Fourth do. (to page 212).
- Dictation - Any passage selected from the reading books.
- Arithmetic - Reduction generally, compound rules, simple proportion.
- Geography - Europe, physically and politically.
- E. Grammar - Inflections of nouns, adjectives, pronouns, and verbs; and rules for spelling.
- E. History - From the accession of Henry III. to that of Henry VII.
- Sacred History - Histories of Joseph and Moses. Life of our Saviour.

Appendix IV. (A.)

Hibernian Schools.

Time Table.

—	Forenoon.					Afternoon.		
	From 9 till 9¼.	From 9¼ till 10.	From 10 till 10½.	From 10½ till 11¼.	From 11¼ till 12¼.	From 2 till 2¼.	From 2¼ till 3.	From 3 till 3¼.
Monday.	Drawing.		Geography.	Spelling.	Arithmetic.	Writing.	Grammar.	Sacred History.
Tuesday.	Mental Arithmetic.	Arithmetic.	English History.	Reading.	Dictation.	Do.	Do.	Do.
Wednesday.	Do.	Do.	Spelling.	Grammar.	Religious Instruction.	Reading.	Answering questions on paper.	
Thursday.	Do.	Do.	English History.	Reading.	Dictation.	Drawing.	Grammar.	Sacred History.
Friday.	Do.	Do.	Geography.	Grammar.	Do.	Writing.	Rules for Spelling.	Do.

3rd Division.

Course of Instruction.

Average attendance—130.

Reading - { Second Book (National Board), last section. / Third do. do. (to p. 160).
Writing - Small and large hand on paper.
Dictation - { Any ordinary passage selected from the reading lessons.
Arithmetic { Simple division (short and long). / Reduction of money.
Geography - The British Islands.
E. Grammar The parts of speech.
E. History - From the Norman Conquest to the death of John.
Sacred History. { From the call of Abraham to the death of Jacob; and the leading events in the life of our Saviour.

Time Table.

—	Forenoon.					Afternoon.		
	From 9 till 10.	From 10 till 10½.	From 10½ till 11.	From 11 till 11¼.	From 11¼ till 12¼.	From 2 till 2¼.	From 2¼ till 3.	From 3 till 3¼.
Monday.	Arithmetic.	Geography.	1st, 2nd Spelling, 3rd, 4th Reading.	Dictation, Grammar.	1st, 2nd Reading, 3rd, 4th Spelling.	Writing from Copy Lines.	1st, 2nd Reading.	Sacred History.
Tuesday.	Do.	English History.	Do.	Do.	Do.	Do.	1st, 2nd Spelling.	Do.
Wednesday.	Do.	Drawing till 11¼.		Religious Instruction.		1st, 2nd Reading.	Writing.	Grammar.
Thursday.	Do.	Geography.	1st, 2nd Spelling, 3rd, 4th Reading.	Dictation, Grammar.	1st, 2nd Reading, 3rd, 4th Spelling.	Do.	1st, 2nd Spelling.	Sacred History.
Friday.	Do.	English History.	Do.	Do.	Do.	Do.	Reading.	Do.

4th Division.

Course of Instruction.

Average attendance—130.

Reading - { First Book of Lessons (National Board). / Second do. do.
Writing - Large hand on slates and round hand on paper.
Arithmetic { Notation and Numeration. / First three simple rules.
Geography - Outlines of maps of the World and Ireland.
E. History { From the invasion of Julius Cæsar to the Norman Conquest.
Sacred History. { From the Creation to the call of Abraham; and the leading events in the life of our Saviour.

Time Table.

—	Forenoon.					Afternoon.		
	From 9 till 9¼.	From 9¼ till 10.	From 10 till 10½.	From 10½ till 11.	From 11 till 11¼.	From 2 till 2¼.	From 2¼ till 3.	From 3 till 3¼.
Monday.	Arithmetic (mental).	Arithmetic.	English History.	Writing.	Reading.	Spelling.	Reading.	Sacred History.
Tuesday.	Do.	Do.	Geography.	Do.	Singing.	Tables.	Do.	Do.
Wednesday.	Do.	Do.	English History.	Do.	Religious Instruction.	Spelling.	Do.	Geography.
Thursday.	Do.	Do.	Geography.	Do.	Reading.	Tables.	Do.	Sacred History.
Friday.	Do.	Do.	English History.	Do.	Do.	Spelling.	Do.	Do.

F.

Institution Orders.

9th June 1860.

With a view to the promotion and encouragement of good conduct, which the Commandant is most desirous of seeing raised, D.V., to the highest standard in this school, he directs that good-conduct pay and distinguishing marks shall be granted to boys under the following rules:—

1st. Boys who shall have been two years in the institution shall be entitled to claim one penny good-conduct pay and to wear one distinguishing mark, provided their names shall not have appeared in the Permanent Defaulters' Book for at least two months immediately preceding such claim.

2nd. Boys who shall have been three years in the institution shall be entitled to claim twopence good-conduct pay and to wear two distinguishing marks, provided their names shall not have appeared in the Permanent Defaulters' Book for at least four months immediately preceding such claim.

3rd. Boys who shall have been four years in the institution shall be entitled to claim threepence good-conduct pay and to wear three distinguishing marks, provided their names shall not have appeared in the Permanent Defaulters' Book for at least six months immediately preceding such claim.

4th. Boys who shall have been five years in the institution shall be entitled to claim fourpence good-conduct pay and to wear four distinguishing marks, provided their names shall not have appeared in the Permanent Defaulters' Book for at least eight months immediately preceding such claim.

5th. Boys who shall have been six years in the institution shall be entitled to claim fivepence good-conduct pay and to wear five distinguishing marks, provided their names shall not have appeared in the Permanent Defaulters' Book for at least ten months immediately preceding such claim.

6th. Boys who shall have been seven years in the institution shall be entitled to claim sixpence good-conduct pay and to wear six distinguishing marks, provided their names shall not have appeared in the Permanent Defaulters' Book for at least twelve months immediately preceding such claim.

The following are the dates on which the good-conduct pay shall be issued:—

New Year's Day.
The anniversary of the birth of the reigning Sovereign.
2nd September, being the anniversary of the presentation of colours to the boys of the school by his Royal Highness the Prince of Wales.
The anniversary of the birth of the Prince of Wales.

Boys in receipt of good-conduct pay and wearing distinguishing marks, who shall commit an offence deserving of punishment to be recorded in the Defaulters' Book shall, according to the nature and degree of such offence, be deprived of one, or more, or all distinguishing marks, with the good-conduct pay attached, and shall only be entitled to obtain a restoration of this honourable distinction and pay by subsequent and uninterrupted good conduct under the following conditions:—

Two months uninterrupted good conduct to obtain 1 distinguishing mark and 1*d.* good-conduct pay.

Four months,	2	distinguishing marks	and 2*d.*	good-conduct pay.
Six	„ 3	„	and 3*d.*	„
Eight	„ 4	„	and 4*d.*	„
Ten	„ 5	„	and 5*d.*	„
Twelve	„ 6	„	and 6*d.*	„

In publishing the above rules Colonel Mylius takes the opportunity of impressing upon the boys the great advantage to be gained by good conduct, which it is in the power of every one (the very youngest boy in the school) to obtain for himself by a ready and implicit obedience to the orders of his superiors. He promises to the boys every indulgence consistent with his duty, and he is greatly encouraged by the assistance and influence of the officers, schoolmasters, and non-commissioned officers, in the hope of seeing cheerfulness and happiness reign throughout this institution.

(Signed) G. F. Mylius, Colonel,
Commandant R. H. M. S.

(Copy.)
H. Wynyard,
Lieutenant-Colonel Commandant.

G.

ROYAL HIBERNIAN MILITARY SCHOOL.

CRIMEAN BANQUET FUND PRIZES FOR DISTRIBUTION ON TUESDAY, 6th JULY 1869.

		£	s.	d.
1st Class.	First Prize	8	0	0
	Second Prize	6	0	0
2nd Class.	First Prize	5	0	0
	Second Prize	4	0	0
3rd Class.	First Prize	3	0	0
	Second Prize	2	10	0
	Third Prize	1	10	0

THE ORIGIN OF THE CRIMEAN BANQUET FUND EXHIBITIONS.

In 1856 the people of Ireland, having determined to give some mark of their respect and admiration for the endurance and valour displayed by the British forces in the campaign against the Russians before Sebastopol until the successful assault and fall of the southern part of that city, resolved to entertain the triumphant army in Ireland at a public banquet, and having subscribed 3,588*l.* 15*s.* 2*d.* for that purpose, the said banquet took place on the 22nd October, 1856, at the Custom House, Dublin, at which upwards of 4,000 non-commissioned officers and soldiers were entertained sumptuously. After payment of all expenses a net residue of 1,000*l.* remained, and the subscribers to the fund, anxious to dispose of that residue in such a manner as to perpetuate and keep in remembrance for ever hereafter the objects aforesaid, caused the said sum of 1,000*l.* to be invested in the purchase, in the names of certain trustees, of the sum of 1,097*l.* 9*s.* 10*d.* Government Three per Cent. Stock, to which a sum of 2*l.* 10*s.* 2*d.* like stock was subsequently added, making a total of 1,100*l.* stock, the dividends of which were directed to be applied for the benefit or advancement yearly of one or more of the boys of the Royal Hibernian Military School, in such time and manner as certain specified trustees, or the majority of them, at their discretion might determine. Thereupon the Crimean Banquet Fund Prizes were established under the following

RULES AND REGULATIONS.

I.—The interest of the sum vested will be divided in seven Prizes; one of 8*l.*, one of 6*l.*, one of 5*l.*, one of 4*l.*, one of 3*l.*, one of 2*l.* 10*s.*, and one of 1*l.* 10*s.*

II.—The competition for such premiums to be open to every boy in the school whose age may not exceed fifteen years. Any exception to this rule to receive the sanction of the Committee.

III.—The money is not to be given to the boys at the time of competition, but the amount of premiums to be entered on parchment certificates, naming the successful competitor, and detailing also the course of examination, and number and order of marks awarded.

IV.—If the successful competitor enters the army, the money will be invested in the regimental savings bank, but the interest thereon may be paid to the certificated competitor. The principal to be paid to him at such time as the officer commanding his regiment may consider to the soldier's advantage.

V.—If the successful competitor does not enter the army, the Committee of Governors may appropriate the money as may appear to them most beneficial to the interests of the successful competitor.

VI.—If any successful competitor die previously to the payment of the sum awarded, that sum may be paid by the Committee of Governors to the parent or next of kin; in the event of there being no relation or next of kin, and no bequest made, then such sum awarded shall revert and be added to the original sum vested.

VII.—No boy being a successful competitor one year for the highest prize will be further eligible to compete; and any successful competitor will only be allowed to compete again for a higher prize than that which he has already obtained.

VIII.—The examinations, to be *viva voce* and by written questions, will be held every June, and will be as public as possible, and comprise every branch of science, art, handicraft, or matter of discipline taught or inculcated in the establishment.

IX.—The examiners shall be other than the masters of the school, and be appointed by the committee.

X.—The attainment of the highest number of marks out of the whole 2,000 hereafter stated shall be considered the test of excellence, and regulate or govern the awards.

ROYAL HIBERNIAN MILITARY SCHOOL.

CRIMEAN BANQUET FUND PRIZES, 1869.

NUMBER OF MARKS FOR EACH SUBJECT.

1.	Conduct in and out of school, with a character for order and cleanliness; a knowledge of drill and discipline; and, above all, attention to moral and religious duties and instruction, attested by a certificate from the respective pastors	200
2.	Reading, generally	100
3.	Writing, including writing from dictation	125
4.	Arithmetic, slate and mental	150
5.	English grammar and derivation	100
6.	Political and commercial geography	100
7.	Physical geography	100
8.	English history	100
9.	Algebra	75
10.	Mensuration	75
11.	Elementary mechanics	75
12.	Drawing	75
13.	Gunnery, knotting, &c.	60
14.	Instrumental music	150
15.	Vocal music	50
16.	Bugle practice	60
17.	Fife do.	60
18.	Drum do.	60
19.	Shoemaking	60
20.	Tailoring	75
21.	Swimming	50
22.	Gymnastic exercise	50
23.	Carpentry	50
		2,000

N. B.—A minimum of 400 *marks must be obtained.*

H.

ROYAL HIBERNIAN MILITARY SCHOOL.

ABSTRACT of the number of boys formerly in the above school serving in the Army on 1st January 1870.

Rank.	Number in each rank.	Character.	Number in each rank.
Officers	9	Exemplary	14
Serjeant-majors	2	Very good	291
Enlisted schoolmasters	21	Good	614
Bandmasters	10	Indifferent	44
Quartermaster serjeants	7	Bad	11
Staff-serjeant instructor of musketry	1	Very bad	9
Staff-serjeant instructor of gymnastics	1		
Color-serjeants	15		
Color-serjeants, paymasters clerks	3		
Color-serjeants, acting serjeant-major	1		
Color-serjeants, staff clerks	3		
Trumpet and drum-majors	12		
Serjeants of regimental bands	10		
Serjeants clerks at Horse Guards	4		
Serjeant clerk, officer commanding R. E., Canada.	1		
Serjeant orderly room clerks	1		
Hospital serjeant	1		
Serjeants at regimental duty	37		
Bombardiers	13		
Lance-serjeants	8		
Corporals	56		
Lance-corporals	35		
Musicians, and in regimental bands	282		
Trumpeters, buglers, drummers, and boys.	292		
Gunners, sappers, and privates in the ranks.	158		
Total	983	Total	983

F. W. Speedy, Lt.-Col.,
Sec. R. H. M. S.

H. WYNYARD, Lt.-Col.,
Commandant R. H. M. S.

Appendix IV. (A.)

Hibernian School.

J.

Daily Diet Table for the Boys of the Royal Hibernian Military School.

Meals.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Breakfast	½ lb. bread. ¾ pint milk. Summer, cold milk.	Same.	Same.	Same.	Same.	Same.	Same.
Dinner	Baked. Each ½ lb. beef or mutton. ¾ lb. potatoes. 21 lb. onions or leeks. 7 lb. salt. 5½ oz. pepper. 12 dozen cabbage or 20 stone of mashed turnips, Swedish.	Suet dumplings. Each 8 oz. flour. 2 oz. suet. 2 oz. treacle. 7 lbs. salt for all.	Boiled. Each ½ lb. beef or mutton. ¾ lb. potatoes. 1 pint soup, composed of— 40 lbs. vegetables. 5 lbs. oatmeal. 4 lbs. flour. 7 lbs. salt. 3½ oz. pepper. With the uncooked bones from Sunday's meat.	Bread, butter, and cheese. Each ½ lb. bread. 1¾ oz. cheese. 1¼ oz. butter.	Roast beef. Each ½ lb. beef or mutton. ¾ lb. potatoes. 21 lbs. onions or leeks. 4 oz. pepper. 7 lbs. salt for all.	Bread, butter, and cheese. Each ½ lb. bread. 1¾ oz. cheese. 1¼ oz. butter.	Boiled. Each ½ lb. beef or mutton. ½ lb. bread. 1 pint of soup composed of— 40 lbs. vegetables. 5 lbs. oatmeal. 4 lbs. flour. 7 lbs. salt. 3½ oz. pepper. With the uncooked bones from Thursday's meat.
Supper	½ lb. bread. ¾ pint milk. Summer, cold milk.	Same.	Same.	Same.	Same.	Same.	Same.

Royal Hibernian Military School,
Phœnix Park, Dublin, 14th March 1870.

James Lewis, Quarter-Master.
H. WYNYARD,
Lieut.-Col. Commandant.

K.

Royal Hibernian Military School.

Return showing the average strength of the above school in each year from 1st January 1860 to 1st January 1870, the number of boys discharged in each year from the establishment, the number and per-centage of those reported fit and unfit respectively for the army, and the ultimate disposal of each class.

Date.	Average Strength.	Number of Boys whose time expired.			Distribution of Boys reported fit for the Army.			Distribution of Boys found unfit for the Army.		Remarks.
		Reported fit for the Army.	Reported unfit.	Total.	Enlisted for the Army.	Remained as Monitors.	Delivered to their Friends.	Apprenticed to Trades.	Returned to their Friends.	
1860	410	89	5	94	60	2	27	1	4	
1861	410	42	4	46	39	—	3	1	3	
1862	410	65	11	76	52	3	10	2	9	
1863	410	92	11	103	77	1	14	1	10	
1864	410	75	15	90	58	4	13	1	14	
1865	410	67	14	81	49	4	14	2	12	
1866	410	86	5	91	68	2	16	1	4	
1867	410	95	4	99	80	3	12	—	4	
1868	410	71	—	71	55	7	9	—	—	
1869	410	79	2	81	66	2	11	—	2	
Total	-	761	71	832	604	28	129	9	62	

Per-centage of boys reported fit for the army as above 91·8.
Do. do. unfit do. 8·5.

J. Speedy, Lieut.-Col.,
Sec. and Adjt.

H. Wynyard, Lieut.-Col.,
Commandant R. H. M. School.

L.

Table of Time Observed at the Royal Hibernian Military School.

Time. From	Time. To.	How Employed.	Hours.	Remarks.
		Summer.		
5½ a.m.	6 a.m.	Boys rise, dress, make beds, drill a few minutes at extension motions in dormitories, march down to prayers at 6.	½	Sunday and Thursday mornings clean shirts and socks; soiled shirts, &c. collected by company sergeants and carried to laundry by big boys.
6 „	7 „	Prayers, washing, cleaning shoes (three companies bathe every alternate morning in plunge bath and the other three wash).	1	
7 „	7½ „	Drill, after marching out from washing, &c.	½	
7½ „	8 „	10 minutes recreation, fall in for inspection of companies, and march into breakfast.	½	
8 „	9 „	Breakfast and recreation	1	
9 „	12½ p.m.	School	3½	Religious instruction by respective pastors on Wednesdays from half-past 11 to half-past 12 o'clock, and on Saturdays from 9 to 11 o'clock a.m.
12½ p.m.	1 „	Recreation	½	Defaulters to orderly room.
1 „	2 „	Dinner and recreation	1	
2 „	3½ „	School	1½	Trades in two batches work every alternate week-day, except Saturdays, from 2 to half-past 5 p.m.

Time. From.	Time. To.	How Employed.	Hours.	Remarks.
5½ p.m.	to 6½ p.m.	Recreation from 5½ to 4; band and drums to practice from 4 to 5½ p.m.; company drill from 4 to 4½; punishment drill from 4 to 5; recreation for all from half-past 5 to quarter to 6; battalion drill from quarter to 6 to quarter-past 6.	3	Half-holiday on Saturday, when boys entitled to indulgence are permitted to go on pass.
6½ „	to 8½ „	Supper and recreation - - - - - - -	2	Thus, excepting boys ordered extra tasks for idleness, &c., in school, no boy has on any day more schooling than for 4¾ hours; and, if a trades boy, more of school than 3¼ hours in the forenoon, and of his trade 3½ hours in the afternoon on three days in the week.
8½ „	to 9 „	Tattoo; prayers and march up to dormitories - - -	¼	
9 „	to 5½ a.m.	Bed - - - - - - - - - - -	8½	
		WINTER (from 31st October to last day of April).		
		Time nearly the same as in summer, except that the boys do not rise until 6 a.m. and go to bed half an hour sooner.		No boy has on any day more drill than 1½ hours, except he be for "punishment drill," which gives him half an hour more. H. W.

N.B.—Holidays are granted for about 18 days in summer.
„ „ 14 „ winter.
„ „ 5 „ Easter.

Boys having friends (able to maintain them) in Ireland, are permitted to visit them during the holidays; but boys are not, as a rule, allowed to go to England or Scotland for the holidays, except at midsummer.

Drinking fountains are in the "play room" and on the "play ground."

Singing instruction is given every Tuesday and Saturday in the forenoon from half-past 11 to 1.

Hair cutting takes place three times a week after 3.30 p.m.

Medical inspection of heads every Thursday morning before school.

"Washing all over" every Wednesday afternoon after 3.30 p.m.

The "swing" or "fly poles" and the gymnastic bars are accessible to all boys during recreation hours.

In fine weather the boys are taken out into the park during recreation hours, and they play cricket, football, &c., &c., within certain bounds and close to the premises.

Royal Hibernian Military School, 14th March 1870.

H. WYNYARD, Lieut.-Col. Commandant.

M.

TEACHING STAFF of Royal Hibernian Military School.

14th March 1870.

The teaching staff consists of 4 masters, and 12 monitors or pupil-teachers.

The masters are appointed by the Governors.

The masters at present are:—

		Religion.
1st master	Mr. Jno. H. Gibbons,	Church of England.
2nd „	Mr. Wm. T. Young,	„
3rd „	Mr. Pierce C. Hoskins,	„
4th „	Mr. T. Stritch,	Roman Catholic.

The monitors are appointed when about 15 or 16 years of age by the Commandant, upon the recommendation of the head master, from such boys of the 1st class, as at the age of 14 elected to remain in the school to be trained for the office of monitor instead of enlisting for the Army; they must be well conducted boys and physically fit.

The present monitors or pupil-teachers are:—

1.	William Harding,	aged 19 10/12 years,	Church of England.
2.	Robert Jno. Dunne,	„ 19 8/12 „	Roman Catholic.
3.	Wm. A. Hickie,	„ 19 7/12 „	Church of England.
4.	David Allan,	„ 18 11/12 „	Presbyterian.
5.	William Ashe.	„ 18 9/12 „	Church of England.
6.	Robert M'Kay,	„ 18 1/12 „	Presbyterian.
7.	James Moore,	„ 17 9/12 „	Roman Catholic.
8.	James Hegarty,	„ 17 „	„
9.	George J. Hodgson,	„ 16 11/12 „	Church of England.
10.	Joseph Smith,	„ 16 6/12 „	Roman Catholic.
11.	Charles Rennyson,	„ 16 1/12 „	Church of England.
12.	Richard Allan,	„ 15 10/12 „	Presbyterian.

The pupil-teachers must quit the school at the age of 20 years, and, if they prove qualified, may become students at the normal school at Chelsea with a view to being appointed army schoolmasters.

H. WYNYARD, Lieut.-Col. Commandant.

(ii.)—ANSWERS received from GENERAL LORD STRATHNAIRN, G.C.B., &c. &c., Commander of the Forces in Ireland.

II. I consider that the conditions of admission to this military school are very good, their main feature being the good service of the fathers, soldiers in the army, without any consideration whatever as to religion.

As regards the "mode of admission," I think that it might be improved.

Applications for admission are addressed to the Commandant of the school, who enters them in a general list, from which he selects another, a smaller list, which is submitted to the sub-committee of governors, for admission to vacancies as they occur.

The sub-committee, which is a quorum of field officers not under the rank of lieutenant-colonel, may call for, and have full right to examine and control, the general list; but a case respecting admission is now before the governors which shows that the Commandant enters the candidates' names in the general list, which is in his keeping, although it may be called for by the governors, and that he selects from it candidates for a smaller list, from which selections are to be made by the sub-committee for admission to fill up vacancies as they occur.

It is perfectly true that the principle on which he makes this selection—the military merits of the fathers—from the general list for the smaller one, appears to be faithfully adhered to.

I should explain, to make clear that the principle of selection, whether as regards selection from the general for the smaller list, or from the smaller list to fill up vacancies, is as follows:—

The candidate on the general list may be No. 1, and therefore have the right of priority of application; on the other hand his father's service may have been of only two years, and without any record of merit of any sort; but the soldier, the father of the candidate who stands so low down as No. 25 on the list, may have served 21 years, have received good conduct stripes, medals, &c.

It is superfluous to observe that No. 25 applicant has, in the spirit of the principle of admission a greater although not a prior claim to admission than No. 1 candidate.

Notwithstanding these excellent rules, and that the present Commandant of the school is quite incapable of indulging in preferences, I think that the selection from the general for the smaller list should rest, as selections now do from the small list for nominations to vacancies to the school, *with the sub-committee*.

The Commandant of the school has by the right of his office charge of the discipline, interior economy, &c. of the school, and is answerable that the regulations for the education of the boys are carried out; but matters relating to the selection of candidates, whether for selection from the lists, or for nomination to vacancies, are not of his competency.

The Hibernian School unfortunately is not more free than other Irish institutions from sectarian jealousy and influences; and it would therefore be better were the drawing up of the general list vested, like the selection from the smaller list for nomination to vacancies, in the sub-committee of governors.

III. I consider it should be more of a military character.

The school is a very valuable preparation for the army, and everything should be done that tends to turn the boys' inclinations towards the army, and to qualify them for it.

IV. I consider the present Governing Body is far too cumbrous and large. I think that the Governing Body, under the present President and Vice-President, should consist of a head of one of the departments of the permanent Army Staff, who would be assisted by a quorum of four commanding officers; with the head of this permanent staff to go out yearly and be relieved by others of the same rank.

V. I consider that this question should be submitted to a medical board, with instructions to vary the diet according to the constitution or health of the child.

Appendix IV. (A.)

Hibernian School.

VI. The authorities of this school produce testimonials, documents, and statistics from commanding officers of regiments, as to the promotion of boys who enter the army as soldiers, and letters from the boys themselves, which are very favourable to the school.

Strathnairn, General,
Commander of the Forces in Ireland.

(iii.)—Answers received from Lieutenant-Colonel T. B. Speedy, Secretary and Adjutant.

II. I most fully agree with Lieutenant-Colonel Wynyard in his answer to this question.

III. I do not think the method of instruction capable of improvement.

IV. I concur in all Lieutenant-Colonel Wynyard has said under this head.

V. I have nothing to add to what Lieutenant-Colonel Wynyard has so fully gone into under this head.

VI. The subsequent careers of the pupils I have closely watched for the last 16 years, and I take great interest in making out the annual abstract from the regimental returns received here every year from all parts of Her Majesty's dominions.

The results appear to my mind to be more satisfactory each successive year; thus on 1st January 1855 only 457 were accounted for, whereas now there are serving throughout the army 983.

A military spirit and desire for the army as a profession is carefully inculcated, and it is a fact that many boys who have been withdrawn by their friends from the School to be apprenticed to trades have afterwards joined the service and turned out well.

(I may instance two brothers named Windrum, both of them colour-serjeants in the 27th regiment before they were 23 years of age.)

215 of our boys distinguished themselves in the Crimea, and we know others have been engaged in action in various other affairs (for instance, throughout the Indian mutiny, Abyssinia, &c.).

As to the advantage of the Institution to the service, it will be fully evidenced by the annexed return showing the several branches in which they are now serving, viz.:

Cavalry	169
Artillery	167
Engineers	93
Infantry	554
Total	983

The majority are kept in bands and drums, and consequently have no opportunity of advancing themselves.

I may perhaps be permitted to instance the cavalry, in which branch of the army, out of 169 serving, 116 are in regimental bands, 6 in training as trumpeters, 20 as privates, and only 27 as non-commissioned officers, although the characters are satisfactory, there being only 11 as indifferent or bad.

Boys from the Royal Hibernian Military School have always been much sought after by commanding officers.

It would appear to me desirable that some steps should be taken to throw more open in regiments the prospect of advancement to the young lads who join. I have no doubt that if commanding officers could be induced to permit some to be removed from bands or drums, there would be more promotions from the ranks.

VII. I have merely to suggest that, if commanding officers would permit eligible men desirous of leaving bands to join the ranks for chance of promotion, many more of our old pupils would (in all probability) be advanced as non-commissioned officers.

A good clarionet player, for instance, who is now obliged to remain in the band against his will, might be allowed to join the ranks under agreement that he would keep up his musical attainments, and practise with the band in spare time; give assistance to the band when required, &c.

I think that in the end more good musicians would be available throughout the service, and also a better educated class of non-commissioned officers.

I have no doubt that those who might be removed from bands would, under suitable encouragement, still continue to cultivate music,—a source of social enjoyment in leisure moments,—and that they would always be glad and prepared to assist in teaching the younger hands, and in supporting the musical reputation of the regiment on gala days, besides creating vacancies for younger lads to acquire proficiency in so agreeable an art.

It would be advantageous to such non-commissioned officers themselves; men fond of music would gladly keep it up; and when quartered in towns they would profit in a pecuniary sense if permitted to play at concerts, &c.

In the Royal Artillery when lads attain the age of 18 years, they can leave the trumpet and go to their duty as gunners or drivers; the consequence is that a young fellow with education runs a fair chance of early promotion.

T. B. Speedy, Lieut.-Colonel,
Secretary and Adjutant,
R. H. M. S.

Enclosure accompanying Lieutenant-Colonel Speedy's Answers.

Return showing the several branches of the Army in which former pupils are serving.

Cavalry.		Royal Artillery.		Royal Engineers.		Infantry.	
Sergeant-major	1	Sergeant-major	1	Quartermaster sergeant*	1	Officers	9
Quartermaster sergeants	2	Enlisted schoolmasters	2	Sergeants	3	Enlisted schoolmasters	19
Trumpet majors	3	Trumpet major	1	Corporals	8	Band masters	10
Band sergeants	2	Sergeants	14	Lance Corporals	10	Quartermaster sergeants	3
Sergeants	4	Bombardiers	13	Band	2	Colour sergeants	22
Lance sergeants	1	Corporals	10	Buglers	30	Staff sergeant-instructor of musketry.	1
Corporals	7	Band	14	Sappers	39	Staff sergeant-instructor of gymnastics.	1
Lance Corporals	7	Trumpeters	88	Total in Engineers	93	Drum majors	7
Band	116	Gunners and drivers	24			Band sergeants	8
Boys in training as Trumpeters.	6	Total in Artillery	167			Sergeants	26
Privates	20					Lance sergeants	6
Total in Cavalry	169					Corporals	31
						Lance corporals	18
						Band	150
						Buglers, drummers, and boys	168
						Privates	75
						Total in Infantry	554
Per-centage of Non-commissioned officers	16	Per-centage of non-commissioned officers	24·5	Per-centage of non-commissioned officers	23·6	Per-centage of non-commissioned officers	28·9

Cavalry	169	Total	983	Per-centage of non-commissioned officers on the whole — 25·5
Artillery	167			
Engineers	93			
Infantry	554			
	983			

J. Speedy, Lieut.-Col.,
Secretary and Adjutant,
R. H. M. School.

* Instructor in Field Works at Chatham.

(iv.)—ANSWERS received from J. H. GIBBONS, ESQ., Head Master.

II. Admission to the school is regulated solely by the governors, no official of the institution having (so far as I am aware) any voice or influence in the matter.

I have no personal knowledge of the bases upon which the governors act in selecting boys to fill vacancies; but I believe the main considerations with them are, the nature and length of the father's service, his character, and the necessities of each case.

The *conditions* are simple in character and few in number, and, as far as I can judge, do not require any alteration.

III. The course and method of instruction are almost identical with those pursued in the Model Schools, Marlborough Street, Dublin, and appear to be well adapted to the circumstances of the boys, and the character of the institution, special regard being given to the mode of life the majority of the pupils will probably adopt.

The instruction, both in and out of school, is made as practical as possible, and is such as is calculated to develop both the mental and physical capabilities of the boys.

The system has now been in operation for many years, having been introduced by myself, with the sanction of the governors, in 1845, and has always gained the approval of the gentlemen who have periodically examined the school. Among these may be mentioned the names of the Chaplain-General, Rev. Mr. Gleig, the Rev. Joseph Galbraith, Rev. Samuel Haughton, and J. K. Ingram, Esq., Professors and Fellows of Trinity College, Dublin, and the Messrs. Fitzgerald and Molloy, inspectors under the Board of National Education; all of whom are gentlemen, who, from their position and experience, are well qualified to form a judgment.

In a letter addressed to me in 1847, when the system had been but two years in operation, the then commandant, Colonel (now Lieut.-General) Colomb, says: "It gives me "much pleasure to say, that after a close examination of "the Royal Hibernian Military School by the Chaplain-"General, the Rev. G. R. Gleig, he has desired me to state "to you that he not only approves of the system of educa-"tion introduced here, but was delighted with the healthy "and happy appearance of the boys, and their ready and "intellectual way of answering when examined; and, "further, that he was every way satisfied and much "pleased with the zeal and intelligence of the masters; "and he has written to the Secretary-at-War to recom-"mend additional accommodation and further assistance "in teaching, as an encouragement and reward for the "exertions made." This favourable opinion the Chaplain-General continued to hold during the entire period of his connexion with the school—nearly ten years.

In February 1859, Messrs. Galbraith, Haughton, and Ingram state in their joint report: "We have also been "impressed with the conviction that the system of "teaching pursued in the school is highly judicious, and "has been carried out with intelligence and energy"; and Messrs. Fitzgerald and Molloy, in their first report, dated 8th December, 1866, say, "We had ample evidence "that the instruction imparted in the Royal Hibernian "Military School is of a thoroughly practical nature, and, "in our opinion, well adapted to the course of life which "the boys are likely to adopt." Subsequent reports from the same gentlemen have all been equally favourable.

The principal defect is the size of the classes, which average 25 pupils to each teacher or monitor, a number much too great for effective teaching, and particularly for the practice of reading; but this can only be corrected by an increase in the staff of monitors.

IV. The organization, for educational purposes, is into four divisions, each occupying a separate school-room and having its own master and monitors.

The *first* or highest division is under the immediate control of the head master, who also exercises a general supervision over the whole school; and the three junior divisions are examined by him every four months for the purpose of making transfers, and the results of his examinations reported to the commandant.

I am not aware of any system better suited to the wants and character of the institution.

Of the arrangements for what may be termed *military* purposes, such as drill, &c., I am unable to speak, as such do not come within the scope of my duties; but those for sleeping, messing, and ablution, are all admirable, and the discipline is good.

With the powers of the Governing Body I am not well acquainted, and do not, therefore, feel competent to express an opinion; but the position of the teachers—at least of the *civilian* masters—is not, I think, quite satisfactory. In no respect is it as good as I believe it would be in an institution of similar importance in England or Scotland; while, in the matter of *quarters*, the accommodation afforded them (with the exception of the head master) is inferior and very limited.

Considering the education these gentlemen have received, the training they have undergone, and the importance and responsibility of the duties devolving upon them, I do not know of any valid reason for the comparative inferiority of their position, and am of opinion that some amendment is requisite in this respect.

V. All, I think, perfectly satisfactory, except, perhaps, the arrangements for disposing of the sewage, which I believe are objected to by the surgeon. No improvements are necessary in other respects.

VI. Returns are received annually from every regiment in the service, showing the rank, character, &c. of those soldiers who were formerly boys in the school.

These returns are recorded in a book kept for the purpose, so that no boy is lost sight of upon leaving the institution as a volunteer; but, on the contrary, his subsequent career is carefully noted; and the returns become a valuable criterion by which to judge of the results of the training and education imparted in the school.

From the last returns it appears that of those at present serving, *nine* are officers, *twenty-one* are army schoolmasters (*all* of whom have passed creditably through the Normal School, Chelsea, and several have taken the highest places at the final examinations), *ten* others, I believe, are band-masters; while, with respect to conduct, upwards of 93 per cent. are returned as "good," "very good," or "exemplary," and only two per cent. as "bad."

Again, between 22 and 23 per cent. have attained the rank of non-commissioned officer; and this per-centage would be greatly increased, and the advantages of the institution still more apparent, were it not that more than half of those serving are either in the band or drums, and their prospects of promotion thereby lessened.

I do not think anything could better illustrate the value of the school, and the results of the education which the boys receive, than these returns.

VII. It might, perhaps, be worthy of consideration whether it would not be for the interests of the institution to have a certain number of the governors appointed *for life*.

I believe that, under the present constitution of the board, some of the officers composing it hold their position, as governors, only for a few years, while many do so for a much shorter period, their connexion with the school ceasing on the withdrawal of their regiments from the Dublin garrison.

They are thus precluded from becoming as well acquainted with the working and management of the institution as they otherwise would, and may, in consequence, take a slighter interest in its welfare.

This objection could not apply to *life governors*, and, possibly, the school might be benefited by their appointment.

JOHN H. GIBBONS,
Head Master.

Royal Hibernian Military School,
10th March 1870.

ENCLOSURES ACCOMPANYING MR. GIBBONS' ANSWERS.

ENCLOSURE No. 1.

We, the undersigned, having been requested to undertake a portion of the examination of the pupils of the Royal Hibernian Military School who were candidates for the Crimean Banquet Fund Exhibitions, beg to report that we examined during three successive days in Arithmetic, Algebra, Geometry, Mensuration, Natural Philosophy, Physical, Political, and Commercial Geography, English History, and English Grammar.

The answering of the whole school in Arithmetic was highly creditable; and the boys who presented themselves for examination in Mensuration, Euclid, and Elementary Algebra, were well grounded in these subjects. In Natural Philosophy the answering of the elder boys was very good; and the inferiority of the junior boys is, in the opinion of the examiner, Mr. Galbraith, to be attributed rather to the difficulty of teaching such subjects to very young boys, than to any want of attention on the part of the boys themselves, or of skill on the part of their teacher.

In Physical Geography, which appears in the school to be made the basis of Political and Commercial Geography, the answering was uncommonly good, and reflects the highest credit on the method adopted in teaching this subject, and on the zeal with which it has been carried out.

In those branches of education which are rather of a literary than a scientific character, the answering was equally satisfactory. In particular it may be mentioned that the great majority of the candidates showed that they possessed a correct and clear knowledge of the leading events of English History, and some of them exhibited a proficiency in this department which would do honour to the pupils of any school in the country.

On the whole we have been led to form a very favourable opinion of the general industry and attention of the boys. We have also

Appendix IV. (A.)

Hibernian School.

been impressed with the conviction that the system of teaching pursued in the school is highly judicious, and has been carried out with intelligence and energy; and we think that the thanks of the public are due to Major-General Colomb and his subordinate officers for the enlightened zeal which they have shown in the management of this important institution.

(Signed) Joseph Galbraith, Fellow of Trin. Col., Dublin, and Professor of Exp. Philosophy in the University of Dublin.
Samuel H. Haughton, F.R.S., Fellow of Trin. Col., Dublin, and Professor of Geology in the University of Dublin.
John K. Ingram, Fellow of Trin. Col., Dublin, and Professor of English Literature in the University of Dublin.

3rd February 1859.

Enclosure No. 2.

Office of National Education,
Marlborough Street,
8th December 1866.

Sir,

In enclosing you the tabulated summary of the answering of the boys of the Royal Hibernian Military School examined by us on the 3rd, 4th, and 5th inst., we feel much pleasure in assuring you that the results of the examination—written and oral—have proved *altogether satisfactory.*

The boys evinced a degree of knowledge in the prescribed subjects, not merely beyond what might be expected from pupils of their age, but also considerably in advance of that usually attained by lads of higher social position whose more favourable opportunities would warrant the expectation of much superior results.

Whilst a degree of proficiency considerably beyond the average, and which reflects the highest credit on the Head Master, Mr. Gibbons, has been realized in the several subjects of the school course, we were particularly gratified to observe that *marked excellence* had been attained in those most important branches of primary education, Reading and Arithmetic. Indeed we had ample evidence that the instruction imparted in the Royal Hibernian Military School is of a thoroughly practical nature, and, in our opinion, well adapted to the course of life which the boys are likely to adopt.

Their demeanour throughout the examination was admirable, the utmost alacrity and cheerfulness in carrying out our instructions being displayed by all; and their general bearing towards each other convinced us of the discipline maintained in the institution under your direction, and that the efforts to implant habits of self-reliance and manly independence had been attended with complete success.

We beg in conclusion to tender you our best thanks for your courtesy and extreme kindness to us during the examination.

We have, &c.
(Signed) William R. Molloy.
M. Fitzgerald.

(v.)—Answers received from Lieutenant-General George Colomb, formerly Commandant of the School.

I. I think the present mode and conditions of admission good and proper, but I incline to the opinion that admission at 8 would be better than 7.

II. I believe the present course of education is very good, as it is useful and elementary, and given by able teachers, under the direction of Mr. Gibbons, a most valuable and highly qualified head master; but the classes are far too large.

There is, however, a great want of instruction for the modern soldier, in practical elementary engineering, such as the use of the saw, the spade, the trowel, hammer and chisel, &c. Rudimentary and practical field and house fortification, brick and stone laying, model making, simple mapping and surveying, &c.

I tried this with marked success for more than a year, about 1856–57, and found these studies became instructively amusing, having also great effect on the character of the boys, making them more content to remain at the school. Such tuition, moreover, gave valuable aid to discipline, for a temporary prohibition was found to be a most effective punishment.

III. It is eleven years since my promotion removed me from the Hibernian School, but I believe the powers of the governing body still vary occasionally, as do the governors themselves.

A governor visits weekly, reporting his remarks in a book, arranged for the purpose, to a monthly board of seven, constantly varying.

A fixed number or set of official inspectors would, I think, be better. In most cases assistance and support is given to the commandant.

IV. This appears to me a question for the medical officers in charge, but I may remark that the repeated suggestions made by me for improvements, and more dormitory accommodation, and for a proper and better supply of good water, have since been carried out.

Of these, however, I cannot speak personally as unfortunately, though much wishing it, my name has never been added to the list of governors, though I still take very great interest in this and other such establishments.

V. By returns to the War Office, and from my own knowledge, the results of the training of "soldiers' sons" are most beneficial; some have been more than creditable, and the career of the pupils generally, most satisfactory, and of great advantage to the service.

VI. I think both military schools should be *largely increased;* the demand for boys from the Royal Hibernian Military School, by officers commanding regiments was, and I believe is, overwhelming and distressing.

I would suggest that no band boy should leave the school till 15 at soonest, as practised at Chelsea. I obtained an order for this about 18 years ago, but this restriction has since fallen through. The band was then flourishing and much sought after, and several boys distinguished themselves at Kneller Hall; at the same time it should be observed that band and drum boys are rarely promoted to non-commissioned officers.

Great consideration should be given towards the training of eligible boys to become future non-commissioned officers.

That an eligible master gunner or serjeant of Royal Engineers should be added to the school to carry out the proposition made in No. II. answer.

I have a strong idea, perhaps fanciful, that 50 or more eligible boys should be armed with a small rifle or smooth-bore carbine, and be occasionally trained as marksmen, thus inducing them to remain till 16 or 17, giving them then man's pay on enlistment, and a small badge of good conduct, to be retained and worn while behaving well, regimentally.

Geo. Colomb, Lt.-Gen.,
Colonel, 97th Regiment,
formerly Commandant R. H. M. School.

Dalkey, Dublin,
7th March 1870.

(vi.)—Answers received from the Rev. G. R. Gleig, M.A., Chaplain General to the Forces.

II. The conditions and mode of admission to this school are essentially the same as the conditions and mode of admission to the Model School at Chelsea; both are good.

III. I do not consider the course of education so good in the Hibernian School as at Chelsea; the influence of the Romish clergy hampers the freedom of choice in subjects to be taught. It is not easy, for example, to give here a collective lesson in morals founded on religion. If I could change this I would do so, but can we? The boys are well taught in arithmetic, reading, geography, and such like. They are taught too much apart their duty to God and man. It strikes me that the absolute severance of one section of them from another, whenever certain subjects are approached, has a tendency to perpetuate ideas in the army which should, as much as possible be got rid of—religious antipathies.

IV. There is far more of priestly interference with the discipline of the school at the Phœnix Park than at Chelsea. This partially weakens discipline, not among the boys, for they seem biddable and well disposed, but among the masters. In these respects the organization of the establishment is imperfect. But who will undertake to cure the imperfection?

V. The accommodation for the pupils is ample and excellent. The sanitary condition of the school far before that of Chelsea, thanks to the superior healthiness of the locale.

VI. I have not the same opportunity of judging as at Chelsea in regard to the after career of the boys, and the results of their education upon them and upon the service. But as far as my means go I believe that the service is much benefited, and that the great majority of the boys do well.

VII. I can offer no suggestions which are likely to be acted upon. We must make the best that we can of a state of things of which neither Protestants nor Roman Catholics, I imagine, entirely approve.

G. R. Gleig.

(vii.)—Answer received from Deputy Inspector-General of Hospitals R. Templeton, M.D., Surgeon to the School.

IV. Within the last few years most important changes have been made, all tending to the improvement of the sanitary condition of the school. The dormitory space, an essential element in securing health, has been increased so

that 45 square feet of space is allotted to each boy. Ventilation, still capable however of improvement, and for which provision has been made in the estimates for this year, has been extensively carried out; the rooms have been purified by cutting off every trace of effluvium from the urinals and waterclosets; the lavatories and plunge bath have been reconstructed on most improved principles, and additional school-rooms have been opened. The recreation room, the sole resort of the boys in winter evenings, and throughout the year on wet days, has been enlarged and ventilated. Stoves which, notwithstanding their great size, performed their office very inefficiently in the recreation and school-rooms, have been replaced by open fire-places, which from their form, combining economy of fuel with a greatly enlarged frontage, shed forth an abundance of radiant heat; thus warmth is much more generally diffused than was formerly the case, and the comfort of the boys is greatly increased. In the new building dormitories, from which fires are excluded, warmth is afforded by hot air batteries; these are seldom required, but when they are, they seem to work well, and require no attention during night.

On the whole the accommodation for the boys is very satisfactory, but in various ways improvements can be effected. Dr. Hill, one of the Poor Law Inspectors, who was directed by the Irish Government to visit and report upon the sanitary condition of the school a few months ago, expressed himself perfectly satisfied with its sanitary state, after a particularly minute examination.

It is a disadvantage to the school boys that the recreation room is the sole place for them in the wet weather of summer; its dimensions, though large, give only 13·6 square feet and 176 cubic to each boy. It is excluded by the general construction of the building from the genial warmth of the sun, and in summer is the only place, save a very small shed on the playground, to which they can retire on wet days. It has at these times a tendency to become heated and unpleasant, if the boys be in it a long time continuously. Two remedies have been suggested; one not at present practicable, but which will ultimately be carried out, embraces the opening out of the central cross length to the south front of the building; this will be a very great improvement, as the sunbeams will then have access to the room for some hours of mid-day. The other remedy has been in contemplation for many years; it is desired, and estimates for it have been included in the annual returns year after year, to construct on the playground in front a well sized shed, that is, with some 4,500 square feet of roof area, closed in on two contiguous sides to prevent the fierce winds which traverse the plateau from sweeping through it. Into it the boys could run from heavy showers or continued rain, thus still having the advantage of fresh air, and permitting the recreation room a longer interval for the recovery of its purity.

It may be granted then that, within our immediate building, considerable progress has been made in the endeavour to place it in a fair state of sanitary conservation. We have had, however, much to complain of in past years outside our precincts in regard to the disposal of the sewage; but as it now is, we trust, in fair way towards amelioration, it will be unnecessary to notice it further here.

I have referred in my sanitary reports to the sufferings of the boys from the damp cold of the severer winter months. Nearly all the complaints, colds, sore throats, chilblains, scrofulous derangements, and chest affections, are mainly traceable to this cause; and in my reports I have urged the desirability, if not necessity, for surrounding the grounds of the institution with a thick belt of evergreens, austrians, spruces, and other non-deciduous trees, through the foliage of which the wind would reach us, as if strained, curbed of its violence and harshness; thus, in a few years to convert these exposed grounds into a sheltered nook, well guarded on all sides but the sunny south. It is little imagined how near an ally comfort is to health. A memorandum forwarded by me for the favourable consideration of the Commissioners of Public Works, was submitted to the Treasury, but I regret to say the matter was not considered of such pressing importance as to permit of the small outlay being sanctioned. I know of no sanitary point about this school, biting as are the winds which sweep across the plateau on which the school rests, their convective power augmented by the large charges of moisture they obtain in their passage over the wet clayey soil of the vicinity, which demands more considerate attention; and I shall consider it my duty to press it upon those who are interested in the welfare of the school, as opportunities offer, from year to year. From General McMurdo (Chairmain of the Committee of Governors), who fully mastered the subject, and was convinced of its propriety, I received every encouragement to persevere.

Appendix IV. (A.) Hibernian School.

On sanitary grounds I also feel compelled to observe upon a practice I have more than once brought to the Commandant's notice. The Roman Catholic boys of all ages are, immediately after morning ablution, marched off to the chapel at 7 a.m. in summer and 7.30 a.m. in winter on the alternate Sundays of the month and on holydays. This is more or less trying during the ruder months of the year, and is, I think, unsuited to the tender frames of the very youngest boys. I have not observed the practice to obtain in other Catholic countries, and I doubt if it be generally pursued in Ireland itself. My objection has no reference to the elder boys who have received confirmation; though a question suggests itself, into which I will not enter, as to how far it be desirable to permit such partial interruptions of the general observance of time and occupation, &c. in a mixed but thoroughly harmonious community like ours. During the severer months of the winter, with this exception, no boy is exposed in the open air till fortified by his warm milk breakfast, which is given him at an early hour. I can testify to its advantages; the warm breakfast and warm fires of the recreation room and hall enable them to repel vigorously the chills of the early morning, and they enter their schoolrooms in much better preparation for their tasks.

The last point which it occurs to me to notice is directed to our contracts for provisions. Those we have entered into for some time past have been most satisfactory, providing to the boys well flavoured, nourishing food, the meat of very high quality, the milk good, and our bread excellent. In entering into these contracts, notwithstanding that the rates are somewhat higher than elsewhere, we have been guided by our knowledge of the thorough necessity for taking climate, and the clothing dependant on it, into consideration. We have here, damp piercing winds, rain falling on more than half the year, and such summer as we boast of brief; we are surrounded by, and have under our feet, a cold clayey soil, most retentive of moisture, and the valley below us contributes its fair share; it is not, therefore, to be wondered at, that we view with well grounded suspicion low contracts for inferior and infinitely less nutritive articles of food; and that we require a superior description of clothing to preserve warmth and repel the injurious influences alluded to above.

ROBT. TEMPLETON,
Surgeon.

B.—MEMORANDUM BY THE SURGEON TO THE SCHOOL.

Appendix IV. (B.) Hibernian School.

FORWARDED TO THE COMMISSION AFTER THEIR VISIT TO THE SCHOOL.

The very severe outbreak of Porrigo (the worst form of sore head) which occurred some years ago, when sanitary matters less engaged attention than they do at present, has undoubtedly been the reason for such an unusual amount of attention being paid to the condition of the boys' heads in this school. The hair is kept comparatively very short, and at the weekly inspections the most scrupulous care is taken that not the faintest trace of diseased action shall escape notice. Of course no boy is admitted into the institution who shows any signs of unhealthiness, and though traces of having been formerly affected are now and then noticed, still no boy can be passed in whom a recurrence of disease can be at all suspected. Such cases, therefore, as do occur are developed within the school itself.

The old form of disease is now rarely met with, the most common affections being mild but rather persistent cases of Psoriasis, much resembling what vulgarly goes by the name, from its circular form, of ringworm, when it occurs in patches over the face, neck, or shoulders. More aggravated forms now and then occur, with others undoubtedly Herpetic (a disease of which shingles is one species). Including all, that is, the very mildest, which might be called insignificant cases, such as would in other schools pass utterly unnoticed, we may reckon on the average of the year about 60 cases.

As a rule these cases are confined to the younger boys, generally, in those susceptible to it, some few months after admission, depending on the season of the year; and it disappears towards 12 years of age, at a time when the physical powers are becoming more fully developed, more active exercise engaged in, and the constitutional powers

Appendix IV. (B.)

Hibernian School.

more defiant of external agencies. We regard the disease, in the school, as of little importance, it simply exacting from us some little additional trouble and an unwearying vigilant supervision.

Experiments of every kind have been tried on isolated cases in respect to diet and clothing, with a view to its eradication or prevention, but quite unavailingly. With only one fact are we acquainted, that it is always aggravated by cold bathing. These boys therefore are never allowed to go to the plunge bath; their ablutions are performed elsewhere.

From 60 to 90 boys are constantly entering the school annually to fill the vacancies left by volunteers to the army, so that fresh batches are imported into it quite prepared to be submitted to the influences which originate and keep up the disease. It will readily be seen, then, that we are never free from it.

The fewest cases are found towards the close of the year, October, November, December; we may say up to such times as usher in the cold and damp variable winds. Through the later winter and early spring months the cases gradually increase in numbers, the persistent cases which have lasted partially cured from the last season become intensified, and fresh batches are added, dropping in through the variable months up to the middle of June, a month which with us is usually wet and chilly. From this time, when the temperature has become steady and warm, fresh cases are extremely rare; the others become gradually less intractable, more easily cured, and the whole reduced in numbers; very many discharged never to return, some to pass through the ordeal of another season.

1869.	No. of Cases.
January -	53—57.
February -	57—58.
March -	58—67.
April -	63—66.
May -	66—70.
June -	68—78.
July -	78
August -	78—62.
September	66—56.
October -	53—50.
November	52—53.
December -	55—47.

From a review of this we are naturally led to the belief that the principal, if not sole cause, is climate; that the disease is due to the state of irritation in which the skin is kept by alternation of warmer intervals with days in which damp and cold are severely experienced, and in this opinion we are confirmed by finding that apace with these affections are associated such scrofulous and constitutional diseases as would likely be developed under similar conditions. We have therefore no hope of freedom from them, until we find ourselves more fully protected than we are at present from the cold damp winds to which our unfortunately rather exposed site render us liable, and for this we can only look forward to the remedy I have already proposed, a somewhat thick belt of suitably selected forest trees planted round the school.

May 3, 1870.

Robt. Templeton, Surgeon.

Appendix IV. (C.)

Hibernian School.

C.—SANITARY RETURNS.

(i.)—Hospital Report for the First Day of each Month, 1866.

Date.	Last Report (that of preceding day).	Admitted since the preceding day.	Total.	Discharged.	Died.	Remaining on 1st.	Fever.	Bronchitis.	Phthisis.	Tonsillitis.	Sick.	Scrofula.	Sore Eyes.	" Head.	" Foot.	" Hip.	Chorea.	Vesical Irritation.	Eruption.	Varicocele.	Fracture.	Contusion.	Dislocation.	Wounds.	Tumour.	Chilblains.	Abscesses.	Itch.	State of Weather.	In Hospital.	Number of Boys attended at the Morning Visit at the Hut.*	Number of boys detained for the day from school.
Jan. 1st.	7	1	8	2	.	6	.	.	1	2	1	.	.	1	.	.	.	.	.	.	.	1	.	.	.	.	.	1	Very fine.	6	53	.
Feb. 1st.	10	1	11	.	.	11	.	1	1	3	.	.	1	.	.	.	.	.	.	.	1	2	.	.	.	1	.	.	Stormy	11	90	8
Mar. 1st.	14	.	14	3	.	11	.	1	1	1	.	.	1	.	3	1	1	1	.	1	.	.	.	.	.	.	.	.	Snow	11	148	4
Apr. 1st.	9	.	9	.	.	9	.	1	1	.	1	.	1	.	1	.	1	1	.	2	.	.	.	.	.	.	.	.	Rain	9	72	6
May 1st.	7	1	8	.	.	8	.	1	1	.	1	.	1	.	.	.	.	.	1	.	1	.	.	.	1	.	.	1	R. Hail S.	8	120	7
June 1st.	7	.	7	.	.	7	.	1	1	1	1	.	1	.	.	.	.	.	1	.	.	.	.	1	.	.	.	.	Wet	7	150	6
July 1st.	7	.	7	.	.	7	.	1	1	1	.	.	4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	V. Fine	7	49	7
Aug. 1st.	4	.	4	.	.	4	.	.	1	.	1	.	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	V. Fine	4	91	1
Sept. 1st.	5	.	5	.	.	5	1	2	1	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	V. Fine	5	93	1
Oct. 1st.	5	6	11	.	.	11	.	2	2	.	4	.	.	.	.	.	.	.	.	.	.	1	1	.	.	.	1	.	Fine	11	132	2
Nov. 1st.	14	.	14	.	.	14	.	9	1	.	.	1	1	.	.	.	.	.	.	.	2	.	.	.	.	.	.	.	Wet	14	45	2
Dec. 1st.	5	.	5	.	.	5	.	.	1	1	.	1	1	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	Fine	5	112	5

* These include cuts, bruises, sore eyes, wet beds, sore heads, chilblains, &c., none of them remaining from school.

Robert Templeton, Surgeon.

(ii.)—Hospital Report for First Day of each Month, 1867.

Date.	Last Report (that of preceding day).	Admitted since the preceding day.	Total.	Discharged.	Died.	Remaining on 1st.	Measles.	Scarlet Fever.	Sick.	Phthisis.	Tonsillitis.	Bronchitis.	Throat Cough.	Sore Eyes.	" Head.	" Foot.	" Ears.	Anthrax.	Sprain.	Contusion.	Chilblains.	Hernia.	Fracture.	Sore Mouth.	Itch.	Observation.	State of Weather.	In Hospital.	Number of Boys attended at the Morning Visit.	Number of Boys detained for the day.
Jan. 1st	12	.	12	.	.	12	.	.	.	1	.	1	.	2	1	1	.	.	.	.	2	.	1	.	3	.	F. & Snow	12	16	6
Feb. 1st	47	.	47	.	.	47	43	.	.	1	.	1	.	1	.	.	.	.	.	.	.	.	1	.	.	.	Mild	47	97	11
Mar. 1st	20	.	20	13	.	7	2	.	.	1	.	.	.	1	.	.	1	.	1	.	1	.	.	.	.	1	Stormy	7	90	4
Apr. 1st	15	1	16	2	.	14	2	.	4	1	.	1	.	5	.	.	.	.	.	.	.	.	.	.	.	1	V. Fine	14	30	2
May 1st	7	.	7	.	.	7	.	.	2	1	.	.	.	3	.	.	.	.	.	.	.	.	.	.	1	.	V. Fine	7	136	2
June 1st	7	.	7	2	.	5	.	.	.	1	.	.	2	2	.	.	.	.	.	.	.	.	.	.	.	.	V. Fine	5	127	2
July 1st	1	.	1	.	.	1	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	V. Fine	1	64	3
Aug. 1st	3	.	3	.	.	3	.	.	.	.	.	.	.	2	.	.	.	.	.	1	.	.	.	.	.	.	V. Fine	3	52	4
Sept. 1st	9	.	9	.	.	9	.	.	.	.	.	.	1	3	2	.	.	.	.	1	.	1	.	.	1	.	Wet	9	65	2
Oct. 1st	6	2	8	2	.	6	.	.	.	.	.	.	.	2	.	.	.	1	.	1	.	.	1	.	1	.	V. Fine	6	114	3
Nov. 1st	8	.	8	3	.	5	.	5	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	1	.	.	Hazy	5	123	1
Dec. 1st	9	.	9	.	.	9	.	6	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	Wet	9	99	6

Robert Templeton, Surgeon.

(iii.)—HOSPITAL REPORT for First Day of each Month, 1868.

Date.	Last Report (that of the preceding day).	Admitted since the preceding day.	Total.	Discharged.	Died.	Remaining the 1st.	Sick.	Tonsillitis.	Pneumonia.	Throat Cough.	Bronchitis.	Dyspepsia.	Sore Eyes.	„ Head.	„ Hands.	„ Feet.	„ Cheek.	„ Ear.	Eruptions.	Arthritis.	Abscess.	Itch.	State of Weather.	In Hospital.	Number of Boys attended at the Morning Visit.	Number of Boys detained for the day.
Jan. 1st	6	.	6	3	.	3	1	.	.	1	.	.	1	.	.	.	.	.	.	.	.	.	Wet	3	32	4
Feb. 1st	23	.	23	7	.	16	.	.	.	5	6	2	.	1	.	1	.	.	.	.	1	.	Stormy	16	111	7
Mar. 1st	4	.	4	.	.	4	.	.	.	.	3	.	1	.	.	.	.	.	.	.	.	.	Variable	4	144	11
Apr. 1st	13	.	13	.	.	13	4	.	.	1	6	.	1	.	1	.	.	.	.	.	.	.	V. Fine	13	222	4
May 1st	4	.	4	.	.	4	1	.	.	.	2	.	1	.	.	.	.	.	.	.	.	.	V. Fine	4	117	5
June 1st	7	.	7	.	.	7	2	.	.	.	1	.	12	.	.	1	.	.	.	.	.	1	V. Fine	7	23	9
July 1st	4	.	4	.	.	4	.	.	.	.	.	.	3	.	.	1	.	.	.	.	.	.	V. Fine	4	204	2
Aug. 1st	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	V. Fine	.	121	6
Sept. 1st	4	.	4	.	.	4	.	.	1	.	.	.	2	.	.	.	.	1	.	.	.	.	V. Fine	4	97	5
Oct. 1st	8	.	8	2	.	6	1	.	.	.	.	.	2	2	.	.	.	1	.	.	.	.	Showery	6	60	10
Nov. 1st	14	.	14	.	.	14	1	4	.	.	5	.	1	1	.	.	1	.	.	1	.	.	V. Fine	14	88	4
Dec. 1st	10	.	10	.	.	10	1	.	.	.	.	.	3	1	.	.	1	1	1	1	.	1	Wet	10	131	7

ROBERT TEMPLETON, Surgeon.

(iv.)—HOSPITAL REPORT for First Day of each Month, 1869.

Date.	Last Report (that of the preceding day).	Admitted since the preceding day.	Total.	Discharged.	Died.	Remaining on 1st.	Phthisis.	Scarlet Fever.	Sick (Fever).	Pneumonia.	Pleuritis.	Tonsillitis.	Anasarca.	Peritonitis.	Scrofula.	Bronchitis.	Pertussis.	Sore Eyes.	„ Head.	„ Feet.	Periostitis.	Arthritis.	Fracture.	Sprain.	Chilblains.	Skin diseases.	State of Weather.	In Hospital.	Number of Boys attended at the Morning Visit.	Number of Boys detained for the day.
Jan. 1st	22	.	22	.	.	22	.	16	2	.	.	.	.	.	.	.	.	2	.	.	.	.	.	1	.	1	Wet	22	64	2
Feb. 1st	26	.	26	1	.	25	.	12	2	1	1	.	3	.	.	2	.	.	3	1	.	.	.	.	2	.	V. Fine	25	57	1
Mar. 1st	32	1	33	7	.	26	.	12	2	2	2	.	2	.	.	.	.	2	2	.	.	.	.	.	.	.	Showery	26	49	.
April 1st	18	.	18	.	.	18	1	10	1	.	1	.	.	.	1	.	.	1	1	1	.	.	.	1	.	.	V. Fine	18	79	5
May 1st	7	.	7	.	.	7	.	2	.	.	1	.	.	1	1	.	.	1	.	.	1	.	.	.	.	.	V. Fine	7	136	5
June 1st	10	.	10	.	.	10	1	2	.	.	1	.	.	1	1	.	1	1	.	.	1	.	.	.	.	1	Showery	10	182	11
July 1st	7	.	7	.	.	7	1	.	.	.	.	1	.	.	1	.	2	1	.	.	1	.	.	.	.	.	V. Fine	7	26	1
Aug. 1st	1	.	1	.	.	1	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	Fine	1	60	3
Sept. 1st	5	.	5	.	.	5	.	.	.	1	.	.	.	.	1	1	.	1	.	.	.	.	1	.	.	.	Fine	5	192	5
Oct. 1st	34	.	34	1	.	33	.	.	31	.	.	.	.	.	1	.	.	.	.	.	.	1	.	.	.	.	Showery	33	125	10
Nov. 1st	15	.	19	1	.	18	.	.	18	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Fine	18	73	5
Dec. 1st	12	.	12	3	.	9	.	1	3	.	.	.	.	.	.	2	.	2	.	.	.	.	.	.	.	1	Frost	9	180	8

ROBERT TEMPLETON, Surgeon.

(v.)—RETURN showing the Number of Admissions to Hospital, with the Diseases, for the Years 1866, '7, '8, and '9; also the "Average Strength," average "Daily Sick," and "Per-centage," for the same Periods.

——	1866.	1867.	1868.	1869.
Morbilli	—	42	—	—
Scarlatina	—	15	21	23
Parotitis	—	—	—	8
Tonsillitis	13	1	11	3
Pertussis	—	—	—	2
Influenza	—	4	—	—
Diarrhœa	1	—	—	1
Febris biliogastrica	9	7	15	49
„ „ mitior	12	3	20	6
„ typhoides	—	—	—	20
„ typhus	—	1	—	—
Erysipelas	—	1	1	—
Anthrax	—	1	—	1
Ophthalmia	21	27	40	12
Rheumatismus	—	—	—	2
Pleurodynia	—	—	1	—
Varicocele	3	—	—	—
Porrigo	3	3	3	6
Scabies	11	9	3	1
Anasarca	—	—	1	5
Scrofula	2	—	1	1
Phthisis	2	—	—	1
Chorea	2	—	—	—
Laryngitis	—	—	1	—
Bronchitis	29	15	56	20
Pleuritis	—	—	—	2
Pneumonia	—	1	1	3
Peritonitis	—	—	—	1

Return showing the Number of Admissions, &c.—*cont.*

——	1866.	1867.	1868.	1869.
Dyspepsia	8	—	2	2
Hernia	—	1	—	1
Icterus	—	—	1	—
Hæmaturia	2	1	—	—
Arthritis	—	—	3	2
Periostitis	—	—	—	1
Eczema	—	—	6	—
Urticaria	1	2	—	—
Herpes	2	2	4	1
Psoriasis	1	—	1	2
Lichen	—	2	—	—
Phlegmon	1	1	2	2
Abscessus	2	—	2	1
Ulcus	16	6	4	6
Pernio	11	2	1	8
Ambustio	—	1	—	—
Fractura	4	2	—	1
Excoriatio	1	—	—	—
Contusio	4	2	—	—
Vulnus Incisum	1	—	1	—
Luxatura	1	—	—	—
Subluxatio	2	2	4	4
Observatio	—	1	1	—
Total	165	155	207	199
Average strength of school	402	402	405	401
Average daily sick	8·3	10·4	9·	13·9
Per-centage of sick daily	2·1	2·6	2·2	3·5

ROBERT TEMPLETON, Surgeon.

D.—CHARTER OF THE ROYAL HIBERNIAN MILITARY SCHOOL.

DATED 14 DECEMBER 1846.

APPENDIX IV. (D.)

Hibernian School.

VICTORIA, by the grace of God of the United Kingdom of Great Britain and Ireland Queen, defender of the Faith, and so forth, to all to whom these presents shall come, greeting: Whereas, by letters patent enrolled in Our High Court of Chancery of Ireland the fourteenth day of July, in the ninth year of the reign of His late Majesty King George the Third, His said late Majesty did grant, ordain, constitute, and appoint George, Viscount Townsend, then Lieutenant-General and General Governor of Our Kingdom of Ireland, and the Chief Governor or Governors of Our said Kingdom for the time being, and the several other officers and persons in the said letters patent particularly mentioned, and their successors for ever, to be one body politic and corporate, in deed and in name, by the name of "The Hibernian Society," in Dublin, for maintaining, educating, and apprenticing the orphans and children of soldiers in Ireland for ever, and by the same name to have perpetual succession: And whereas by letters patent enrolled in Our High Court of Chancery in Ireland, the sixth day of February, in the forty-eighth year of the reign of His late Majesty King George the Third, His said Majesty did grant, ordain, constitute, and appoint Charles, Duke of Richmond, then Lieutenant-General and General Governor of Ireland, and other the Chief Governor or Governors of Ireland for the time being, and the several other officers and persons in the said letters patent particularly mentioned, being the persons who then composed the said herein-before mentioned corporation, and their successors, for ever, to be one body politic and corporate, in deed and in name, by the name of "The Hibernian Society," in Dublin, for maintaining, educating, and apprenticing, or placing in His said Majesty's regular army as private soldiers, in such corps as from time to time He should please to appoint, the orphans and children of soldiers in Ireland for ever, and by the same name to have perpetual succession: And whereas the said letters patent last mentioned were duly accepted by the said corporation first herein-before mentioned: And whereas, by letters patent enrolled in Our High Court of Chancery in Ireland, on the seventh day of December, in the fifty-ninth year of the reign of His said late Majesty King George Third, His said Majesty did ordain, constitute, and appoint the said society and corporation, and their successors, to be thenceforth one body politic and corporate, in deed and in name, by the name of "The Hibernian Society," for the care of soldiers' children, and by no other name whatsoever: And whereas the said letters patent last mentioned were duly accepted by the said corporation secondly herein-before mentioned: And whereas in the same several herein-before mentioned letters patent respectively, and also in certain other Our letters patent, enrolled in Our said High Court of Chancery in Ireland, on the fourth day of March, in the fourth year of Our reign, certain clauses, provisions, and ordinances are contained for establishing and regulating the constitution, government, and management of the said corporation, and the property and institutions thereof: And whereas it hath been represented to Us, that in the progress of time, and in the working out of the ends and purposes for which the said letters patent were granted, the said society or corporation hath become more exclusively military in its objects, purposes, and management than it originally was, and that its institutions are now, and have for many years been principally used for and directed towards the maintaining, educating, and training for the purposes of enlistment and service in Our regular army, of such children of non-commissioned officers or soldiers as in said letters patent are mentioned, and that said institutions have for many years last past been principally supported by means of grants of money annually voted by Parliament for that purpose, as part of and included in the general army estimates of Our kingdom: And whereas it hath been also represented to Us, that the constitution and mode of government and management of the said corporation, and of its inhabitants, as established by the said letters patent, are in some respects unsuited to, or ill adapted for, the present objects and purposes of the said corporation, and that the ends and purposes for which the said letters patent were granted, and for which the said corporation hath been receiving the aid of Parliamentary grants as aforesaid, would be more effectually promoted, and Our military service in that part of Our said United Kingdom called Ireland more effectually and permanently benefited, if We would be pleased to grant to the said corporation new letters patent, making such alterations in the constitution and government of the said corporation, and containing such further and other clauses, provisions, ordinances, powers, or authorities as are herein-after expressed and contained: And whereas, at a general meeting of the said corporation duly convened and held under and pursuant to the said herein-before mentioned letters patent, on the 8th day of December 1846, a resolution was duly agreed upon and adopted by the said corporation, and under its common seal, to the effect following, that is to say, that such new letters patent as aforesaid, in such form and substance as herein-after set forth, would be received and accepted by the said corporation: And that the constitution and government of the said corporation should from the time of the granting of such new letters patent be founded thereon and regulated thereby; and the said corporation having besought Us to grant new letters patent to the effect and with the powers and clauses herein-after mentioned, We are graciously pleased to condescend thereto. Know ye, therefore, that We, of Our special grace, certain knowledge, and mere motion, by and with the advice and consent of Our right trusty and right well-beloved Cousin and Councillor John William, Earl of Bessborough, Our Lieutenant-General and General Governor of that part of Our United Kingdom of Great Britain and Ireland called Ireland, have made, ordained, authorized, constituted, and appointed, and by these presents, for Us, Our heirs and successors, We do make, ordain, authorize, constitute, and appoint Our right trusty and right well-beloved Cousin and Councillor John William, Earl of Bessborough, Our Lieutenant-General and General Governor of Ireland, and other Our Chief Governor and Governors of Ireland for the time being, the General Officer commanding the Forces in Ireland, the General Officer commanding the Dublin District, the Deputy Adjutant-General to the Forces in Ireland, the Deputy Quartermaster-General to the Forces in Ireland, the Officer commanding the Royal Artillery in Ireland, the Officer commanding the Royal Engineers in Ireland, the Officer commanding the Garrison of Dublin, Lieutenant-General Shortall, as Superintendent of the Magazine Fort, the Inspecting Field Officer of the Recruiting Service in Dublin, Commissary-General Haines, the Military Secretary, not under the rank of Lieutenant-Colonel, the Chief Commissioner of the Board of Works, being an Officer of the Army and not under the rank of Lieutenant-Colonel, the Inspector-General of Constabulary, being an Officer of the Army and not under the rank of Lieutenant-Colonel, the Military Commissioner of Police, not being under the rank of Lieutenant-Colonel, the Inspector-in-Chief of Revenue Police, being an Officer in the Army and not under the rank of Lieutenant-Colonel, the Assistant Adjutant-General of the Dublin District, not being under the rank of Lieutenant-Colonel, the Assistant Quartermaster-General of the Dublin District, not being under the rank of Lieutenant-Colonel, the Assistant Adjutant-General of the Royal Artillery in Ireland, not being under the rank of Lieutenant-Colonel, the Dublin District Commanding Officer of Royal Artillery, not being under the rank of Lieutenant-Colonel, the Dublin District Commanding Officer of Royal Engineers, not being under the rank of Lieutenant-Colonel, the Field Officers of the Garrison of Dublin, not being under the rank of Lieutenant-Colonel, the Principal Military Medical Staff Officer of the Army in Ireland, not being under the rank of a Deputy Inspector-General, the Deputy Judge Advocate-General of Ireland, and such others only, being Military Officers of rank not less than that of Lieutenant-Colonel, as shall from time to time be added to the number of said persons by Us or by the special appointment of the Lord Lieutenant or other Chief Governor or Governors of Ireland for the time being, anything in the said former letters patent to the contrary thereof in anywise notwithstanding, to be one body politic and corporate, in deed and in name, for the care of soldiers' children, by the name of the "Royal Hibernian Military School," and by the said name to sue and be sued, plead, and be pleaded to, answer and be answered to, defend and be defended, in all Courts and in all suits, plaints, and demands whatsoever, anything in any of the said letters patent aforesaid to the contrary in anywise notwithstanding: And we do hereby ordain, direct, and provide that the said name shall from henceforth stand and be in place and stead of the names or name so given as aforesaid in and by the said former letters patent or any of them: And further, We do hereby declare and grant, that they and their successors may have and use such common seal as they shall think proper, and that it may be lawful for them and their successors, to

Recital of former Charter, 9th Geo. III. 1769.

Recital of Charter of 6th Feb., 48 Geo. III., 1809.

Acceptance thereof by corporation.

Recital of Charter of 7th Dec., 59 Geo. III., 1819.

Acceptance by corporation.

Letters patent 4th March 4th Vict. 1841.

Application for new charter.

Res... of ... tion... nece... chart...

New ... ration... pointe...

Names ... gover... appoin...

Name ... corpo... power... and ... sue...

Com... seal...

change, break, alter, and make new the same, as they shall think fit: And further, We do hereby declare, and grant, that it may be lawful for them and their successors, by that name to hold and enjoy all and any manors, lands, tenements, hereditaments, rents, annuities, pensions, tithes, and all other real and personal estate now vested in or belonging to the said corporation created by the said letters patent, or any of them, and to purchase, have, take, receive, and enjoy, to them and their successors, in fee and in perpetuity, any manors, lands, tenements, rents, annuities, pensions, tithes, and other hereditaments in Ireland, not exceeding in the whole the clear yearly value of 2,000*l.*, and to take and receive any sum or sums of money, or any manner or portion of goods or chattels that shall to them be given, granted, devised, or bequeathed, by any person or person, bodies politic or corporate, capable of making a gift or devise thereof, and therewith and thereout to erect, maintain, and support in all places in Ireland, where they shall judge the same to be most necessary and convenient, such and so many schools or other institutions for the purposes aforesaid, as they shall think proper: And We do hereby direct that the said body corporate shall have a general meeting of the members thereof yearly, on some day in the month of November in every year, the particular day and place of holding each such annual general meeting to be appointed by the vice-president of the said corporation for the time being, and notice thereof to be given by summons in writing to be delivered to or left at the usual place of residence of each of the members for the time being of the said corporation, or so many of them as shall be then residing in or within five miles of the city of Dublin, three days before the day on which such meeting is intended to be held: And in case default shall be made by the said vice-president in appointing such day and place for holding such annual general meeting, and giving such notice as aforesaid, in any particular year or years, then that the annual general meeting for that year or years shall be held at the institution of the said corporation, at the Phœnix Park, or other the principal institution for the time being, of the said corporation, on the last day of November in such year or years, unless such day shall happen on Sunday, and then on the Monday following: And the said corporation shall also have other or special general meetings of the members thereof as often and when and where they shall think meet, and the vice-president for the time being, and also the committee for the time being, to be elected as herein-after provided, shall respectively have power from time to time when they shall respectively think fit, upon such notice and given in such manner as herein-before is directed, to summon and convene special general meetings of the said corporation; and any five members of the said body who shall convene or assemble at the said time and place for holding any such general meeting, whether annual or special, as aforesaid, shall be a quorum of the said general meeting, and be able and capable to do and transact all matters and things relating to the affairs of the said corporation, provided, however, that one at least of the officers next herein-after mentioned for the time being, that is to say, the General Officer commanding the troops in Ireland, the Deputy Adjutant-General, the Deputy Quartermaster-General, the General or Officer Commanding the District, the Officer commanding the Garrison of Dublin, the Officer commanding the Artillery in Ireland, the Officer commanding the Engineers in Ireland, or the Principal Medical Staff Officer in Ireland, shall be present at every general meeting: And Our further will and pleasure is, and We do hereby declare and grant, that Our Lieutenant General and General Governor of Ireland for the time being, shall be always the president, and the Commander of the Forces, or in his absence the General Officer Commanding the Troops in Ireland, shall be always the vice-president of the said corporation: And we do hereby empower, authorize, and require the Commander of Our Forces in Ireland for the time being, with the approbation of the Commander-in-Chief for the time being, to nominate such military officers as he shall from time to time think proper to fill the following offices under the said corporation, that is to say, the Commandant, the Adjutant and Secretary, and the Surgeon or Medical Officer: Provided, however, that the Officer appointed to be Commandant shall not be lower in rank than a Lieutenant Colonel, and the person appointed to be Adjutant and Secretary shall not be lower in rank than a Captain, such Officers so to be appointed by the Commander of Our Forces to be considered as purely military offices or appointments, and in rank equal to staff appointments: And We do further authorize, empower, and require the said body corporate, when they shall be assembled at any general meeting, to elect, by plurality of voices, such other officers, as also such servants as they shall find needful: And further, We do hereby direct, that the first general meeting of the said body corporate shall be held as soon as conveniently may be after the date of these Our letters patent, and that such first general meeting shall accordingly be summoned and convened by the said president or vice-president for the time being of the said body corporate, in such manner and upon such notice as herein-before is provided, with respect to the summoning and convening of general meetings: And We do hereby further empower, authorize, and require the said body corporate at their first general meeting to nominate and appoint seven of the said body, in conjunction with the vice-president, to be a committee to meet once in every month, between the 1st and 8th days of such month, or oftener as need shall require, either at the institution of the said body corporate in the Phœnix Park, or at such other place or places as the said body corporate, or the said president and vice-president for the time being shall from time to time appoint, of which place or places of meeting, and also of the time or times of holding the same, three days notice shall be given in such manner as is herein-before provided, respecting notices of the general meetings of said body corporate, and any three of the members of the said committee who shall convene or assemble at the aforesaid times and places shall be and constitute a quorum or full meeting of the said committee. And We do hereby direct, that in case the said vice-president shall be absent from any meeting of the said committee, the member of the said committee present at the commencement of the business of such meeting, who shall be highest in rank in Our service, shall be the chairman thereof. And We do hereby further direct and declare that the said committee are to be authorized and empowered to carry into execution such orders, rules, and directions as shall from time to time be made by the said corporation, and which committee shall continue to the first annual general meeting next following the said first general meeting, at which time and afterwards, at every annual general meeting, the said corporation shall nominate seven of their members in conjunction with the said vice-president to be a committee for one year for the purposes aforesaid, at which election or nomination not more than five members of the preceding committee shall be capable of being re-elected. And Our further will and pleasure is, and We do hereby empower and authorize the said corporation, at their general meetings, if they shall think it necessary so to do, to nominate and appoint lesser committees in all places where any schools shall hereafter be erected for the purposes aforesaid in the said letters patent, which lesser committees shall be appointed at such times and places, and continue for such time or times, as the said corporation shall think proper. And Our further will and pleasure is, and We do hereby further empower, authorize, direct, and require the said corporation, that whenever a vacancy shall take place in the said committee of seven, or in any of the said lesser committees, by death, resignation, or otherwise howsoever, then and in every such case the president or vice-president of the said corporation shall and do, within ten days after such vacancy shall be notified or known to him, summon a meeting of the said corporation to elect one of their body to supply such vacancy, and become and be a member of such committee respectively, from thence in like manner, and for the same period, as the person whose place shall be so filled would have been, if such vacancy had not taken place. And We do hereby further empower and authorize the said corporation, at their general meetings, to nominate and appoint fit persons in any place of Our dominions or elsewhere, to receive subscriptions, money, or other things contributed towards the said institution. And We hereby empower and authorize the said corporation to nominate and appoint fit and able persons to be schoolmasters in the schools or other institutions during the will of the said corporation, to teach the orphans and other children of soldiers in the said schools or other institutions to read, and to instruct them in arithmetic, and such other parts of education as to the said corporation shall seem meet. And We do hereby further authorize and empower the said corporation to nominate and appoint fit and able artificers to teach the orphans and other children of soldiers in said schools or other institutions respectively, such trades as may seem meet to the said corporation. And We do also further empower and authorize the said corporation to nominate and appoint chaplains for their respective schools during the will of the said corporation, to instruct such of said orphans and other children of soldiers in the said schools or other institutions as shall be Protestants of the Church as established in Ireland, in the principles of the Protestant religion established in Ireland, and at proper times and places to perform Divine Service, and all other religious rites and observances for the benefit of the said children,

Time of holding first general meeting.

Powers to appoint committee;

to meet once every month.

Three days notice of meetings to be given. Three to be a quorum.

Power to committee to carry out orders.

Not more than five of previous committee to be elected any year. Power to appoint lesser committees.

Vacancies in committees to be filled.

Meeting of corporation to be called within ten days, and a member to be elected to fill vacancy.

Power to appoint persons to receive subscriptions.

Power to appoint schoolmasters;

and artificers, to instruct children.

Power to appoint chaplains for Protestant children.

APPENDIX IV. (D.)

Hibernian School.

being such Protestants as aforesaid. But We do hereby declare and ordain, that every child of a Roman Catholic soldier shall, if it shall be so desired by the parents or guardians of such child, be exempted from receiving in any of the said schools or institutions instructions in the principles of the Protestant religion established in Ireland; and that every child of a Roman Catholic soldier, or the child of any soldier belonging to any sect of Protestant Dissenters, shall, if it be so desired as aforesaid by his parents or guardians, also be exempted from the duty of learning or being examined in the catechism of said Protestant Church, and shall also be exempted from attending public worship as performed in said Church, if same be inconsistent with the religious belief of such soldier. And further, We do hereby ordain and declare, that every such child be permitted, under such regulations as the discipline of the establishment may require, to attend the public worship of the religious persuasion of such soldier, at proper times and places, to be appointed and named by the said corporation, and then and there to perform their spiritual duties, and also to remain after Divine Service to receive religious instruction, for such time as may be specially appointed for that purpose by the said corporation. And for the more convenient attainment of the said last-mentioned objects, We do hereby empower and authorize the said body corporate, from time to time, to nominate and appoint priests or ministers of the Roman Catholic religion, or of any Protestant dissenting sect respectively, which said priests or ministers respectively shall be permitted at such times as the said body corporate, or the said committees respectively, shall from time to time direct, to visit the said schools, and then and there to instruct such of the said children as shall be of the religious persuasion of such priest or minister respectively, in the principles of their said religion, and also at the proper times and places, to be appointed by the said body corporate, or the said committees respectively, to celebrate or perform Divine Service according to the forms of such religion, and to perform and administer all other rites and observances of the said religions respectively, for the benefit of such of the said children as shall be of such religious persuasions respectively. And Our further will and pleasure is, and We do hereby direct, that all the officers under the said corporation shall be accountable to the committee of seven at all times, when required by the said committee; and the said committee are hereby required to report annually, at such times as the said corporation shall think proper, to the said corporate body, the state of the funds of the said corporation, the receipts and disbursements of the year, in order that they may be examined and entered in a book to be kept for that purpose, the said book and all the other books and papers of the corporation to be at all times open and free for the perusal of the several members thereof. And Our further will is, and We do hereby empower, authorize, and require the said corporation, at their said general meetings in all times coming, to make such rules and ordinances, and from time to time to alter the same, as they shall judge most convenient and needful for the good government of the said corporation, and management of the affairs thereof, and the effectual promotion of the good ends intended thereby, and to give such instructions, directions, encouragements, and salaries to those they employ as they shall judge needful and reasonable, such salaries, however, to be subject to the approbation of Our Secretary-at-War for the time being, and provided that the said rules, ordinances, instructions, and directions be not repugnant to the laws and statutes in force in Ireland, such rules, ordinances, instructions, and directions not to require any further confirmation or approval by any person or persons whatsoever, anything in Our said former letters patent to the contrary thereof in anywise notwithstanding. And Our further will and pleasure is, and We do hereby empower and authorize the said corporate body, and their successors, at any general meeting, to remove and displace any of the officers or servants of the said corporation so to be appointed by the said corporation as aforesaid, for any reasonable cause, and to elect others in the place or places of the person or persons so removed. And that as often as it shall happen that any of the officers or servants of the said corporation for the time being so to be appointed by the said corporation as aforesaid shall die or be removed for reasonable cause as aforesaid, or that any vacancy shall occur of any such officer or officers of the said corporation, it shall and may be lawful for the said corporation, and they shall be required within forty days, at a special general meeting, to be convened for the purpose, and in the summonses for which such purpose shall be stated, to choose and elect into the place or places of such officer or officers some other person or persons in the manner and subject to the regulations herein-before mentioned. And provided also, that it shall be lawful for the said committee of seven at any time or times to suspend from the exercise of their offices respectively, and from the receipt of any salary or emolument annexed thereto, the said officers or servants whose appointment is herein-before given to the said corporation, or any of them, for any act or cause which, in the opinion of the said committee, shall afford a sufficient ground for said suspension, to continue until the next general meeting of the said corporation, when such officers or officer, servants or servant, shall be either dismissed or reinstated, as to such general meeting shall seem fit. And Our further will and pleasure is, and We do hereby direct, that in case the president and vice-president shall be absent from any general meeting, that such member of the said corporation present at such meeting, and at the commencement of the business thereof, as shall be highest in rank in Our service, shall be chairman at such meeting, and such president, vice-president, or chairman shall have a casting vote in case of an equality of votes. And said president, vice-president, or chairman, at any of the said general meetings, and also the said chairman of the said committee of seven, at any meeting thereof duly convened, shall have power to administer an oath to any person or persons for discovering the truth of any matter or thing offered or proposed to the said corporation. And Our further will and pleasure is, and We do hereby direct, that no lease or leases of any lands or tenements belonging to the said corporation shall be made or executed, but at some general meeting of the said corporation, and that every lease so to be made shall be of lands, tenements, and hereditaments, in possession and not in reversion, and for a term not exceeding three lives or thirty-one years, wherein shall be reserved the best yearly rent that can be had for the said lands or tenements, at the time of making such leases respectively, without any fine or other income to be taken or had for the same; and that it shall not be lawful for the said body corporate to diminish their capital stock arising from the annual rent or income of any manors, lands, tenements, annuities, pensions, tithes, or other hereditaments whereof they shall be at any time seised or possessed, but that they shall confine their expenses yearly to such annual rent or income, and to such sum of money, goods, and chattels as shall from year to year be subscribed or given to them, or the interest or profits thereof, save and except as follows, that is to say, that the said corporation shall have the power of changing the nature of the property in manner here following, viz.:—We do hereby authorize and empower the said corporation to sell or dispose of any lands, tenements, tithes, or other hereditaments whereof they now are, or at any time or times hereafter may be seised or possessed, and to vest the money or produce arising therefrom in the Government funds of Ireland, or of Our United Kingdom, and from time to time to receive the interest and dividends thereon, for the use and support of the said corporation and its institutions. And We do also direct and ordain that no member of any of the said committees or of the said corporation shall at any time be eligible to any office of the said corporation to which any salary or emolument shall be annexed or shall belong. And We do also direct and ordain that no child or children shall be received into any school or institution of the said corporation, now erected or hereafter to be erected, unless a certificate shall first be obtained from some commissioned officer, or other credible person or persons, that such child or children is or are to the best of his belief the child or children of a non-commissioned officer or soldier of the line, or of a non-commissioned officer or soldier deceased or discharged, but that upon such certificate such child or children may be received and admitted, anything in our former letters patent, or any of them, to the contrary thereof in anywise notwithstanding. And Our further will is, and We do hereby direct, that in the selection of children for admission, preference in general shall be given:—

First, to orphans.

Secondly, to those whose fathers have been killed, or have died in foreign or home service.

Thirdly, to those that have lost their mothers, and whose fathers ase absent on duty abroad.

Fourthly, to those whose fathers are ordered abroad on foreign service, or whose parents have other children to maintain.

And that the parents or friends applying for the admission of children shall be required to sign their consent to such children remaining in the said Royal Hibernian Military School, as long as the said governors thereof may think fit, and to their being disposed when of proper ages, with their own consent, at the discretion of the governors, as

Roman Catholic children exempted from receiving religious instruction from Protestant chaplains. Also children of dissenters.

Roman Catholic and dissenting children to attend religious worship to which they belong.

Power to appoint Catholic and dissenting priests or ministers to give religious instruction and perform Divine Service; to celebrate Divine worship and give religious instruction to the children.

All officers to account to committee. Committee to report annually to corporation.

Accounts to be examined, and entered in a book, to be open to all members of the corporation.

Power to corporation to make rules and appoint salaries, subject to approbation of Secretary-at-War.

Power to corporation to remove officers and servants appointed by them, and to elect others in their places.

Meeting to be convened within forty days.

Summons to specify to elect officers.

apprentices or servants, or if boys, to their being placed with their own free consent in Our regular army as private soldiers, in such corps as it may be Our Royal pleasure to appoint. And lastly, Our will and pleasure is, and We do hereby declare and ordain, that these Our letters patent, and every clause, sentence, and article therein contained, or the enrolment thereof, shall be in all things firm, good, valid, sufficient, and effectual in the law, unto the said corporation, according to the tenor and purport thereof, without any further grant, license, or toleration from Us, Our heirs or successors, to be had, provided, or contained; Provided always, that these Our letters patent be enrolled in the Rolls of Our High Court of Chancery in that part of Our said United Kingdom called Ireland, within the space of six months from the date hereof, otherwise these Our letters patent to be null, void, and of none effect, anything herein contained to the contrary in anywise notwithstanding. In witness whereof, We have caused these Our letters to be made patent. Witness Our aforesaid Lieutenant-General and General Governor of Ireland at Dublin, the fourteenth day of December in the ninth year of Our reign.

BESSBOROUGH.

J. O'MEARA,
Deputy Clerk of the Crown and Hanaper.

Enrolled in the office of the Rolls of Her Majesty's High Court of Chancery in Ireland, the twenty-second day of December one thousand eight hundred and forty-six.

J. M'MAHON, Dy. K. R.

APPENDIX V.—SCHOOL OF MUSKETRY, HYTHE, AND SYSTEM OF MUSKETRY INSTRUCTION.

A.—QUESTIONS AND REPLIES ON THE SUBJECT.

QUESTIONS ISSUED BY THE COMMISSION.

I. Will you be good enough to give, for the information of the Commission, a general account of the objects of the School of Musketry, its present organization and staff, the mode and conditions of admission to it, the nature and length of the course of instruction, and the number of officers, non-commissioned officers, and men who pass through the various courses?

II. Will you furnish the Commission with a brief outline of the mode in which the system of Musketry Instruction is conducted and superintended throughout the service?

[*The above Questions were addressed only to the Commandant of the School of Musketry.*]

III. Do you consider the continued maintenance of a Central School of Musketry at the present time absolutely necessary; or is it your opinion that, the system of Musketry Instruction having been now established in the service, it would be possible to provide thoroughly qualified Musketry Instructors, like Adjutants, by a regimental system of training?

IV. Do you consider that the appointments of District Inspectors of Musketry could be abolished without detriment to the efficiency of the system of Musketry Instruction in the Army?

V. What is your opinion regarding the method and course of instruction, both theoretical and practical, adopted at the School of Musketry at Hythe?

VI. What is your opinion as to the efficacy of the system of Musketry Training (in its various details) at present in force in the service, the mode in which the theoretical and practical instruction is conveyed, and the value of the lectures delivered by the Musketry Instructors?

VII. Will you favour the Commission with a brief statement of any suggestions which you may think it desirable to make in reference either to the School of Musketry at Hythe, or the system of Musketry Instruction now in force?

VIII. (*Addressed only to Commanding Officers of regiments and battalions.*) What is the generally prevailing feeling among the officers, the non-commissioned officers, and the privates, respectively, of the regiment under your command, in regard to the mode in which Musketry Instruction is at present carried out?

The above questions were addressed to the following officers:—

Brevet-Colonel W. R. Haliday, Commandant of the School and Inspector-General of Musketry.
General the Right Hon. Lord Strathnairn, G.C.B., &c. &c., Commander of the Forces in Ireland.
Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B., Commanding the Aldershot Division.
Lieut.-General Sir G. Buller, G.C.B., Commanding the South-Western District.
Lieut.-General Lord W. Paulet, K.C.B., Adjutant-General to the Forces.
Major-General Sir A. A. T. Cunynghame, K.C.B., Commanding the Northern Division of Ireland.
Major-General Sir John Garvock, K.C.B., Commanding the Northern District.
Major-General Sir C. W. D. Staveley, K.C.B., Commanding the Western District.
Major-General D. Russell, C.B., Commanding the South-Eastern District.
Major-General Freeman Murray, Commanding the Chatham District.
Major-General R. T. Farren, C.B., Commanding at Colchester.
Major-General R. Rumley, Commanding in North Britain.
Major-General G. Campbell, C.B., Commanding the South-Western District of Ireland.
Major-General A. Borton, C.B., Commanding the Curragh District.
Brevet-Colonel J. W. Armstrong, C.B., Deputy Adjutant-General, Ireland.
Brevet-Colonel C. Cameron Shute, C.B., Commanding 4th Dragoon Guards.
Brevet-Colonel V. Baker, Commanding 10th Hussars.
Brevet-Colonel S. G. Jenyns, C.B., Commanding 13th Hussars.
Brevet-Colonel F. C. A. Stephenson, C.B., Commanding Scots Fusilier Guards.
Brevet-Colonel T. E. Knox, C.B., Commanding 2nd Battalion, 9th Regiment.
Brevet-Colonel G. J. Peacocke, Commanding 1st Battalion, 16th Regiment.
Brevet-Colonel F. Pym Harding, C.B., Commanding 1st Battalion, 22nd Regiment.
Brevet-Colonel D. Anderson, Commanding 2nd Battalion, 22nd Regiment.
Brevet-Colonel R. W. Lowry, Commanding 47th Regiment.
Brevet-Colonel H. E. Weare, C.B., Commanding 50th Regiment.
Lieut.-Colonel J. S. Thomson, Commanding 54th Regiment.
Brevet-Colonel R. B. Hawley, Commanding 4th Battalion, 60th Rifles.
Lieut.-Colonel V. H. Bowles, Commanding 63rd Regiment.
Brevet-Colonel J. W. Thomas, C.B., Commanding 67th Regiment.
Lieut.-Colonel W. S. Cooper, Commanding 70th Regiment.
Lieut.-Colonel F. R. Mein, C.B., Commanding 94th Regiment.
Brevet-Colonel E. T. Gloster, Commanding 97th Regiment.
Brevet-Colonel J. R. Glyn, C.B., Commanding 2nd Battalion, Rifle Brigade.
Brevet-Colonel J. W. S. Smith, C.B., Commanding 1st Depôt Battalion.
Lieut.-Colonel Lord Elcho, M.P., Commanding the London Scottish Rifle Volunteers.
Lieut.-Colonel Viscount Bury, M.P., Commanding the Civil Service Rifle Volunteers.
Brevet-Colonel R. Bruce, Half-Pay, 2nd Regiment, late Assistant Inspector of Rifle Volunteers.*
Brevet-Colonel A. Lane Fox, Unattached, late Grenadier Guards.
Lieut.-Colonel R. J. Buller, 2nd Battalion Grenadier Guards, late Instructor of Musketry.

* Colonel Bruce requested not to be called upon for evidence.

APPENDIX V. (A.)

School of Musketry, &c.

Lieut.-Colonel E. S. Bridges, 3rd Battalion, Grenadier Guards, late Instructor of Musketry.
Major S. Fairtlough, 22nd Regiment, late District Inspector of Musketry.
Brevet-Major W. R. Annesley, 97th Regiment, District Inspector of Musketry, Dublin.
Captain D. Thompson, 67th Regiment, District Inspector of Musketry, Aldershot.
Captain J. M. C. Drake, Instructor of Musketry, Royal Engineers.
Captain H. B. H. Blundell, 2nd Battalion, Grenadier Guards.
Captain the Hon. H. Legge, Coldstream Guards, late Instructor of Musketry.
Captain Gerard Smith, Instructor of Musketry, 2nd Battalion, Scots Fusilier Guards.
Captain W. F. Carleton, 60th Rifles, late Instructor of Musketry to the Rifle Depôt Battalion, Winchester.
Captain A. S. Adair, Adjutant, Second Middlesex Rifle Militia.
Captain J. W. Madden, Adjutant, Royal Sussex Militia, late Captain Instructor of Musketry, 21st Depôt Battalion, Chichester.
Lieutenant W. J. Franks, Instructor of Musketry, 2nd Battalion, 15th Regiment.
Lieutenant A. R. Hutchinson, Instructor of Musketry, 1st Battalion 23rd Royal Welsh Fusiliers.
Lieutenant G. M. Douglas, Instructor of Musketry, 33rd Regiment.
Lieutenant A. M. Creagh, Instructor of Musketry, 42nd Royal Highlanders.
Lieutenant G. W. Wood, Instructor of Musketry, 56th Regiment.
Lieutenant C. J. Wyndham, Instructor of Musketry, 83rd Regiment.
Lieutenant W. Gatey, Instructor of Musketry, 100th Regiment.
Ensign J. J. Preston, Instructor of Musketry, 4th Battalion, Rifle Brigade.

(i.)—ANSWERS received from BREVET-COLONEL W. R. HALIDAY, Commandant of the School and Inspector-General of Musketry.

I. The objects of the School of Musketry (as a department) are two. First, the general supervision of the training of the troops armed with rifled small arms throughout the service, and the examination of the records of their practice annually so as to secure continued proficiency in the use of their weapons, and to have the means of scrutinising the vouchers for the actual performances for which money prizes are granted by the State. Second, the "school," properly so called, which is kept up for the purpose of training annually a considerable number of officers, non-commissioned officers and men, in the efficient use of their arms, in order that they may afterwards be useful in the instruction of their respective regiments or corps, and assist in maintaining uniformity of system in training the great body of the troops, recruits and drilled soldiers. And for the supervising branch and general responsibility, the Staff consists of the Inspector-General, assisted in his office by a staff officer (the deputy assistant adjutant-general), and two clerks (with occasional additional assistance), and nine district inspectors.

The Staff of the educational branch or school proper consists of a chief instructor (a lieutenant-colonel unattached), two captain instructors, and two subaltern instructors, with the necessary adjuncts of a paymaster, a medical officer, and an officer who is quarter-master and adjutant, with a due proportion of non-commissioned officers of various grades, a sergeant-major, quarter-master sergeant, orderly room clerk, paymaster sergeant, eight first class sergeant instructors, eight second class ditto, and eight third class ditto.

The chief instructor has the general control and responsibility; he delivers during each course lectures on certain subjects, which may be found in the authorised "Text Book for the use of Officers attending the School of Mus-" ketry;" examines every officer and non-commissioned officer who passes through the course as to their qualifications in imparting drill, in catechising and teaching the methods of keeping arms and ammunition in good order, in making up returns, in the use of instruments for judging distance, and the officers as to their capability for delivering lectures to their men; and he presides at the examination conducted in writing of the whole of the officers at the end of each course.

The daily instruction being carried on by wings, each captain instructor, assisted by one of the subaltern instructors, and a due proportion of the sergeant instructors, has charge of one half of the officers and parties sent to the school each course, and carries on the regulated course of lessons (including the lectures which they deliver), the preliminary drills, and finally the practices, which are all precisely the same as those required to be performed by each company of every regiment and corps annually; and they also instruct in the the use of stadia, in the method of keeping registers and other returns required (for musketry purposes) from regiments; and they assist the chief instructor in the examination of officers and non-commissioned officers before the latter can obtain certificates.

There are four courses of instruction carried on at the school each year, each of these lasting about eight weeks. For each course there are generally sent (detailed by the adjutant-general) 60 officers; of these 44 from the guards, infantry, and cavalry of the line and colonial corps, the remaining 16 being officers of the royal navy and royal marines, Indian Staff corps, and officers (generally adjutants) of militia and of the rifle volunteer corps; about 160 non-commissioned officers or petty officers, and sergeants of militia and volunteer rifles, and about 120 privates (among the latter however 40, or thereabouts, officers' servants who do not go through the course). The names of those proposed to attend are sent in to the Adjutant-General; those of the royal navy and royal marines by the Admiralty, of the Indian staff corps by the Secretary of State for India, and of the militia and volunteers by the heads of those branches of the army; and the officers of the guards and cavalry and infantry of the line are selected by the commanding officers when notified that they are to send parties of their regiments and the number that are to proceed. No preliminary examination or qualification has ever been required of the officers selected.

The course of instruction consists of the explanation in a few lessons, as concise and simple as possible, of the natural laws that affect the flight of projectiles, so that the the soldier may comprehend the objects of the various exercises and rules (he is afterwards taught), of certain drills or exercises intended to develop his muscular powers and his keenness of eye-sight, of lessons as to cleaning and keeping in perfect order his rifle and ammunition, and afterwards of practice at the target at the various distances, and also in judging distance in the field. The non-commissioned officers are taught, in addition to these, the method of using the stadio-meter for ascertaining distances, the details of the practices in judging distance and target practice, of keeping the registers of the various practices correctly, and of acting as drill instructors. And during the course they have every evening instruction from a schoolmaster in writing and arithmetic. They also learn how to instruct their men, and before they receive certificates of qualification are carefully examined in all these subjects, and finally by questions to be answered in writing to test their capabilities in arithmetic, &c.

The officers, in addition to the foregoing, are also practised in delivering lectures to the men, and catechising them on the simple theory and the mechanism of their arms, and rules for keeping them in good order; and those who desire a more extended knowledge of the subject attend the lectures of the Chief Instructor on the theory of projectiles, the history and manufacture of gunpowder, and the history of the invention and progressive improvement of small arms up to the present day. Before the end of the course they are all examined by the chief instructor as to their efficiency as drills, their facility in delivering the standard lectures to the men, and at the conclusion undergo an examination by questions which they have to answer in writing on all the subjects they have been taught at the school, and according to the number of marks each obtains, certificates of one or other of the three classes are given to those who qualify for them.

II. The mode in which the system of musketry instruction is conducted throughout the army will be found detailed in pages 6 to 85 of the "Regulations for con-" ducting the Musketry Instruction, &c., 1870," published by authority, the superintendence being under the commanding officer and the inspector of the district whose duty it is to visit all the corps in his district at uncertain times, to witness the practices and observe whether the regulations for conducting these are strictly adhered to, and to examine at the time of his visits the registers of these practices, so as to ascertain whether they are strictly correct, and to report to the Inspector-General any errors, irregularities, or omissions in these records, which would nullify their value as vouchers for the performances, so that no applications for prizes may be entertained which are vitiated by breaches of the regulations, or open to

suspicion of not being founded on actual attainment of the prescribed standard.

III. The maintenance of a central school certainly is, in my opinion, necessary. Though the system of instruction and of annual training has been established in the army for several years, and is now carried on with tolerable uniformity, the marked difference in the shooting of the various regiments and battalions shows that a large proportion of these have not yet attained the degree of proficiency they might have arrived at; and it would be vain to expect that even the present standard should be maintained, much more that continued improvement would be the result (as has hitherto been the case) if there were no normal school for training officers and non-commissioned officers. It might as reasonably be supposed that because a certain degree of execution and facility in playing the pianoforte is common among young ladies educated at home or in schools, that there is no further occasion for professional teachers, and that the younger pupils will pick up enough of instruction from the older and more advanced. A certain amount of proficiency might be kept up for a time but it would be likely to deteriorate, and on the introduction at any time of a new and improved arm, the want of a central authority to prepare and lay down rules for its use would be a serious inconvenience.

It must also be borne in mind that the school receives and trains not only officers and non-commissioned officers of the regular army, but also of the navy, the marines, the Indian Staff Corps, and of the militia, and rifle volunteers, as well as petty officers of the navy, and sergeant instructors for the militia and rifle volunteers.

IV. To abolish the appointments of the district inspectors of musketry would be, in my opinion, most injurious to the efficiency of the system. It is chiefly by means of the constant supervision these officers exercise over the corps in their respective districts that uniformity of practice and strict compliance with the rules for conducting the several exercises can be maintained. There is so much temptation, both from the wish that their own regiment or company should make a high figure, and that their men should get as many prizes as possible—and so much advantage towards these objects can be gained by relaxation or evasion of rules, that, without imputing to regimental officers any want of good faith, I must confess that I should not have nearly as much confidence as at present, in recommending men for prizes, that these have been fairly and bonâ fide won; and I have no doubt that a considerably larger expenditure for these prizes would be incurred annually. The services of the district inspectors are also, it should be borne in mind, available and are frequently called for to examine and report on ground for ranges, on proposals for the use, on payment, of ranges belonging to the militia and rifle volunteers by the regular troops, and they may be found still more useful if the reserve forces are more closely connected with the line and brought under inspection by the general staff.

V. I consider the system of instruction pursued at Hythe to be well adapted to the object, which is not to cultivate a high degree of scientific education or experimental research, but to impart to as many regimental officers and non-commissioned officers as can be effectively trained a sufficient knowledge of theory for all practical purposes, and adequate amount of exercise to enable them to use their arms to the best advantage, and induce them to cultivate dexterity by attention to rules and by taking advantage of opportunities for practice.

VI. The reply to the last question is very closely applicable to this. The regular course at Hythe is the same as that enjoined to be pursued annually by the companies of all regiments, and the lectures given to the non-commissioned officers and men are similar to those delivered to the young officers and soldiers of their respective corps, by the regimental instructors, who explain to them all that is necessary with respect to the natural laws that affect the flight of projectiles, and the "reason why" for the course of training and the rules they are taught in practice.

VII. I have no suggestions to make as to alterations in the course pursued either at the School of Musketry at Hythe, or the system of musketry instruction in the army generally. Modifications have already been made to a small extent in the details of the annual course, and of the lessons, and others may be from time to time adopted as may be thought advisable, but these would naturally occur in keeping pace with the future improvements in rifles, and they will probably be but small.

Wm. R. Haliday,
Colonel, Commandant,
Inspector General.

Hythe, 8th March 1870.

(ii.)—Answers received from General the Right Hon. Lord Strathnairn, G.C.B., &c., &c., Commander of the Forces in Ireland.

III. I do not advise the abolition of a central school of musketry, so long as a scientific rifle is the arm of British infantry. I do not see how the means for sufficient instruction in musketry could be provided in regiments.

IV. I consider the abolition of district inspectors of musketry unadvisable.

VI. I consider that this elaborate and scientific instruction is necessary for the proper use of this scientific weapon.

VII. My practical experience on this subject, derived from service in the field, is to the effect that soldiers are not taught at the school of musketry to fire at unusually short distances, or to judge distances in great inequalities of ground or mountainous country. For example, at Calpee the men of the camel corps of the 80th Regiment and Rifle Brigade, who had been brought up rapidly on camels to assist the right, weakened by bad ammunition and sun stroke, charged masses of the rebels that had debouched from the plains and almost overwhelmed that flank.

The rebels retired precipitately into the ravine before the camel corps closed with them. The camel corps therefore fired at them at the short distance of 20 or 25 paces, but the men not having been trained to fire at that short distance, there was hardly a casualty among the enemy. I have observed the same results when they were firing at the enemy at a great elevation, or separated from them by great inequalities of ground, where they could not measure the ground as they had been trained to do when at home.

One serious consideration I ought not to withhold from the Commission, which is, that the present rifle instruction is scientific and requires time, long or short according to the aptitude of the man. When, therefore, tropical diseases as in India are sudden and destructive, and casualties and hardships in the field carry off or render inefficient large numbers of combatants trained to the rifle, this scientific weapon will be placed in the hands of men who probably have not received the requisite scientific instruction, and then this arm becomes less useful than the smooth-bore musket.

Another practical consideration presents itself also; it cannot be denied that the *morale* of the British soldier was perfectly suited to the old musket. He waited coolly for his antagonist till he was within what may be called almost infallible aim, and then poured into him a steady and destructive fire. It was an axiom to wait with coolness for his enemy, fire deliberately at him, and then charge.

On this point there cannot be better evidence than the French officers who were engaged with the British armies in Spain, and who transmitted their impression on this point to their successors and relatives, who frankly attributed the success of the British troops to their superior fire, "*le feu terrible des Anglais.*" In short, they spoke on this subject in the same language which has subsequently been used by General Trochu in his pamphlet.

It is almost superfluous to state that the rifle of long range has altered the peculiar conditions which constituted this point of peculiar superiority of the British soldier.

As regards cavalry, I am of opinion that their instruction in the use of the scientific arm, the rifle, affects prejudicially the *morale* of the soldier, leading him to think more of his rifle than his sabre, of firing individually at his enemy instead of charging and closing with him with his sword.

In this sense I gave positive orders in the campaign in India that the cavalry were never to unsling or use their carbines without special orders from myself.

I know an instance when a regiment of cavalry, not part of my force, unexpectedly came upon two regiments of the enemy's cavalry, who were about to cut off the sick and a weak rear guard. The British regiment, wheeled into line, was opposite and close to the enemy; nothing could have saved the enemy's cavalry from destruction, but the commanding officer halted the regiment and gave the order to unsling carbines and to fire. The native regiment retired rapidly without, I believe, the loss of a man.

The effects of cavalry fire may be said to be almost *nil.*

There cannot be better proof of the difficulty of rifle instruction, and consequent inconvenience, that a large portion of the British army, during the season most favourable to drill and instruction, is employed in rifle instruction.

As regards field artillery, the fact ought not to be lost sight of, that the French never thought it advisable to adopt the very scientific gun that we did, and that we have fallen back upon their principle of field gun.

It remains to be seen whether so much scientific instruction is compatible with the quick firing arm now introduced.

The extreme shortness of notice given me for the answers to the questions, and the occupation of my time by military measures, caused by contested elections and the state of the country, prevent me from giving complete answers on this subject.

Strathnairn, General,
Commander of the Forces in Ireland.

(iii.)—Answers received from Lieut.-General the Hon. Sir J. Yorke Scarlett, G.C.B., Commanding the Aldershot Division.

III. Not absolutely necessary to be kept up as at present. Some school for examination of candidates for appointment of musketry instructor is necessary. I do not think it would be safe to trust entirely to knowledge acquired regimentally without examination by competent examiners.

IV. I consider four inspectors of musketry necessary; one at Aldershot, one at Dover, one in Northern district, and one for the Curragh and Dublin. All regiments would pass through these quarters periodically and come under inspection.

V. Somewhat too theoretical and abstruse for instruction in rifle shooting; practically good.

VI. The men are well trained and efficiently; but as regards old soldiers, I think it is a little overdone. They might be excused attending lectures and the theoretical instruction. Position drill should be given as required; judging distance is always useful; aiming drill and position drill with old soldiers should be given together. Explanation on the ground at the targets is of more use than lectures, which however I should not discourage for young soldiers. They are useful to the lecturer.

VII. I should prefer uniting the Hythe school with some central school for teaching the science and laws of projectiles generally, including small arms and large ordnance, over which some well known scientific officer presided with a moderate staff. At this school everything connected with fire-arms and propelling matter might be taught; every invention tried and recorded. Those attending might be divided into classes. The musketry instructor not required to do more than qualify himself to teach *practically* the use of the rifle, but should, of course, if desirous of doing so, within the limited time he could be spared from his regiment, be allowed the benefit of attending higher classes. By some such fusion I think considerable expense might be saved, and a more extended education be acquired.

J. Yorke Scarlett,
Lieut.-General,
Commanding Aldershot Division.

(iv.)—Answers received from Lieut.-General Sir G. Buller, G.C.B., Commanding the South-Western District.

III. I believe if it were possible to establish a *regimental* system of training, and that *commanding officers* were *capable* and *zealous*, taking a strong interest in the musketry practice of their regiments, it would be the best principle to adopt; and I see no reason why qualified instructors of musketry in regiments should not be provided, now that the system of musketry instruction has been so long established and studied.

IV. Since the adoption of the system of a *money reward* for firing, the superintendence over the returns of the several regiments has been made essential and necessary to protect the public against fraud and false returns; and a *district inspector* would *appear necessary*.

VI. and VII. I do not consider myself in a position to answer on any of these questions in a manner satisfactory to myself. The School of Musketry, however, at Hythe, seems in its results to have been a valuable institution, and the general musketry practice *throughout* the army is very good.

Previous to the introduction of the present system, and the general adoption of the *rifle*, the musketry practice of *battalions of the line* was a mere waste of ammunition; but in the battalion of the *Rifle Brigade* in which I served, and one which I commanded for many years, the ammunition was most carefully fired, and every shot recorded; and I believe, had the *same good weapon been in use*, the shooting of the men would have been quite as good as it is at present, even although the stimulus of the present money payment for the performance of a duty was wanting.

I am informed that the lectures delivered by the musketry instructors are useful to the recruits.

The duties of the regimental nstructor of musketry do not occupy him for more than seven months in the year.

George Buller, Lieut.-General,
Portsmouth, Commanding South-Western District.
21st March 1870.

(v.)—Answers received from Lieut.-General Lord W. Paulet, K.C.B., Adjutant General to the Forces.

III. I think it absolutely necessary, not only as a normal school for training musketry instructors, but as a means for ensuring a proper and uniform system of musketry instruction.

IV. I do not, as they are required to supervise the instruction, and prevent unfairness in marking, obtaining figure of merit, prizes, &c.

VI. I think very highly of it; the practical instruction is most useful, and the theoretical part is calculated to develope the natural intelligence of the soldier.

VII. I have no suggestions to make or alterations to recommend. A board of Officers of which I was a member assembled at the Horse Guards in 1866, and in consequence of their report the course of instruction was modified and simplified as much as we thought possible.

W. Paulet,
Adjutant General.

(vi.)—Answers received from Major-General Sir A. A. T. Cunynghame, K.C.B., Commanding the Northern Division of Ireland.

III. However perfect the system of musketry may be in the service, and however excellent the training of the regimental instructors, the maintenance of a Central School of Musketry will always be desirable.

The practice of rifle shooting has now become so scientific a study, that to derive the best results from the discoveries which are being daily made in England and foreign countries, there should always be a body of officers on the watch for any improvements, and having at hand the means and appliances for varied experiments.

IV. Yes. *Vide* VII.

VI. The system of musketry training in the service is efficacious, and very superior to that of foreign armies. It might, however, be still much improved by largely increasing the number of rounds allowed for the annual practice, and permitting a certain quantity of them to be expended in regimental and company matches.

The superiority in shooting of the volunteers to the regular army may, in a great measure, be attributed to the much larger amount of ball practice they go through.

Captains of companies should be allowed, with the concurrence of the regimental musketry instructors, to devote extra days training to such men as they consider require it, and should be permitted to draw an extra number of rounds for that purpose. When practicable, it would be most desirable for every soldier to fire a certain number of rounds each month. The interval of time between each annual course is now so long, that a man forgets much that he has learned of practical utility.

I consider the additional good shooting pay a most valuable incentive to the soldier to improve himself in rifle practice.

I consider that all officers below the rank of captain should go through a modified course of target practice yearly.

VII. The officers of the Central School of Musketry should be selected for their scientific acquaintance with everything connected with small arms. The mere mechanical training now carried on at Hythe should be delegated in a great measure to regimental instructors, but, in place of this, the officers at Hythe should devote themselves to the study of, and experiment in, every improvement or discovery likely to be of value to the musketry of the army.

I would dispense with district inspectors of musketry at home, and allow their duty of inspection to devolve on the officers of the School of Musketry, who should pay visits at uncertain times to the home districts during the practice season.

The regimental musketry returns to be sent to the central school for examination.

To reap all the profits from the experiments and scientific knowledge thus collected at Hythe, the instructor of each battalion accompanied by one officer, and two or three non-

commissioned officers should visit Hythe once per year, so as to bring away, for the benefit of his regiment, the knowledge of the latest improvements in drill and practice.

A. CUNYNGHAME, Major-General.
Commanding Northern Division of Ireland.

(vii.)—ANSWERS received from MAJOR-GENERAL SIR JOHN GARVOCK, K.C.B., Commanding the Northern District.

III. If the present system of thorough instruction is to be enforced, I consider that a central school is indispensable to furnish qualified instructors, and maintain uniformity of practice.

IV. I think not. Supervision is absolutely essential. Rifle practice is not so popular in the service as to make it safe to leave regiments without efficient supervision.

VI. I believe the prescribed system to be excellent, and effectual if properly carried out by instructors and commanding officers.

VII. I think it would be well to make the junior major in each regiment specially responsible for the returns and instruction.

Having no acquaintance whatever with the school at Hythe, I am not in a position to offer any suggestions in regard to it.

JOHN GARVOCK,
Major-General.

(viii.)—ANSWERS received from MAJOR-GENERAL SIR C. W. D. STAVELEY, K.C.B., Commanding the Western District.

III. I am of opinion that a Central School of Musketry is necessary, and always will be so; without it the system of instruction would certainly degenerate. If there was no central school there would be no competent authority to pass officers as qualified instructors; no regimental system of training could be depended upon.

IV. I think that it would be very detrimental to the efficiency of the system of musketry instruction to abolish the appointment of District Inspectors. These officers do a great deal of good; they point out defects in the instruction of the several regiments, keep up uniformity of system, and are of the greatest assistance to Commanding Officers. When I commanded a regiment, I always found that it derived great benefit from the visits of the Inspectors.

Commanding Officers cannot be expected to have that knowledge of all the details required for instruction that a trained Inspector of Musketry has, to enable him to keep the regimental instructors up to the mark.

Without the inspectors there would be no check against the system being incorrectly carried out, nor on the competition for marksmen.

VI. I think very highly of the efficiency of the system of musketry training in its various details at present in force in the service, the mode in which the theoretical and practical instruction is conveyed, and the value of the lectures delivered by the Musketry Instructors. If it is not quite as practical as it should be, it improves with each issue of new regulations, and unnecessary details become by experience gradually sifted out.

VII. The only suggestions I have to make are, that the duties of Instructor of Musketry and Gymnastics be, if practicable, combined, for the reason that the number of dutymen these exercises absorb prevent both being carried on conveniently at the same time, and that therefore during the time one instructor and his assistants are employed the others are sometimes idle.

I would raise the pay of the instructor, but take away his horse allowance, because it is very rarely, except in India, that his duties require him to use a horse.

C. STAVELEY, Major-General,
Commanding Western District.
Government House, Devonport,
17th March 1870.

(ix.)—ANSWERS received from MAJOR-GENERAL D. RUSSELL, C.B., Commanding the South-Eastern District.

III. Yes. There is a school to train riding masters, and ensure uniformity of equitation—there is a school to provide gymnasts—and another to furnish cooks. I consider a central school to educate officers and serjeants as instructors in rifle practice absolutely necessary. Without a school I fear the present standard of shooting would soon be lowered.

Some provision would likewise be required for the training of instructors for the militia and volunteer forces.

I think it is merely a waste of money sending privates to this school.

IV. No. A local supervising officer is necessary to ensure uniformity, and to prevent irregularities induced by a strong spirit of competition.

VI. The general system appears to be good, with the exception of the lectures on "Theory," which are unsuited to the capacity of most private soldiers. A few simple rules would be more useful for teaching men how to shoot, than the investigation of matters which the majority of the hearers do not comprehend.

In the case of serjeants, I would not alter the present lectures.

VII. Free the soldier from everything irksome, which is also unnecessary to train him to shoot well under all circumstances.

For prizes, fix a standard of excellence, and let every man who comes up to it receive his extra pay and badge. The present system acts unfairly, according as a man belongs to a good shooting or bad shooting regiment.

D. RUSSELL,
Major-General,
Dover,
21st March 1870.

(x.)—ANSWERS received from MAJOR-GENERAL FREEMAN MURRAY, Commanding the Chatham District.

III. I do consider the maintenance of a central school of musketry absolutely necessary, if the requisite average of good shooting is to be preserved in the army.

It is my opinion that it would not be possible to provide throughout the army thoroughly qualified musketry instructors by a regimental system of training.

I consider a central school of musketry a necessity, if only to maintain the requisite uniformity of system in the service.

Instructors, unless made to go through a special course unconnected with their regiments, would not attain so thorough a knowledge of their duties as they now possess, and the consequence would be that instruction in regiments would frequently dwindle down to a very meagre point.

Hythe necessitates a standard of excellence which, when once attained, is a source of pride to all officers who have obtained certificates from that institution, it being well known in the army that none but men really qualified as instructors can receive such certificates at that central school. In regiments under careless or inefficient commanding officers, certificates might be granted to individuals not thoroughly qualified to hold them. I am scarcely inclined to admit that the regimental system always produces very competent adjutants. An inexperienced young officer appointed adjutant may, if he has zeal, smartness, and intelligence, gradually acquire the requisite knowledge of his work under a good commanding officer; but, in the case of the musketry instructor, there would be no time for delay in acquiring proficiency, as the musketry instructor must enter upon his duties at once, and has not the commanding officer to fall back upon, his work being much more independent than that of an adjutant.

At the same time I admit that in battalions where rifle shooting and musketry instruction are encouraged by the commanding and other officers, musketry instructors, having a fair amount of proficiency, might be trained if some sort of school of instruction were established in each regiment; a system, however, which would be likely to lead to increased expenditure before long, and the success of which also would be very doubtful.

Supposing that a regimental system of training were to be established, the general standard of qualification would not, I believe, prove as high as it is under the present system. Now, 40 or 50 students of various ages, and from different regiments, are brought together for six or seven weeks' training with the one object—*musketry instruction*—under a very strict system, worked by officers unknown to them personally, having a staff of thoroughly qualified subordinates possessing great experience and practice, and the habit of imparting musketry instruction in all its branches.

For a special certificate, the candidates are required to possess a knowledge of the progress of discoveries and improvements in arms and explosive substances, and of their manufacture.

Now, without some central school there would be no security that the system of instruction had been carried on with sufficient stringency, or that the necessary attainments had been thoroughly acquired; the consequence of this

would be, that, before very long, musketry instructors would vary in ability and fitness for their appointments even more widely than adjutants do at present.

IV. I consider that the appointment of district inspector could not be abolished without detriment to the efficiency of the system of musketry instruction in the army. In my opinion, these officers are essential, and cannot too frequently visit the different practice grounds whilst the men are actually engaged in the course.

Their supervision I believe to be necessary to insure the accuracy of the registers, diagrams, and returns. These inspectors are the men who keep regiments up to the mark, and who can point out irregularities in time to have them rectified. They also keep the system of instruction uniform throughout the army. Indeed, without them, that uniformity could not be maintained. They prevent the wrong men from obtaining rewards, and keep officers in charge of parties from taking undue advantage of wind, weather, ricochets, &c., and thus often prevent dissatisfaction among the men who fire.

So far from considering that the appointment of district inspector of musketry could be abolished without detriment to the service, I am of opinion that some still more stringent supervision than now exists is needed from officers holding the positions that they do, in order to discover the cause of the great difference in figures of merit obtained by battalions.

The raw material from which battalions of the line are recruited is the same; they are supposed to go through the same training, they fire with the same rifle and ammunition; therefore, in cases where wide margins of results exist, under similar conditions of climate and practice, it would, I think, be advantageous if inquiry were made and the causes traced. It certainly appears as if some defect of zeal, instruction, or discipline must exist in the battalions that fall much below the average, or that there must be a want of close adherence to regulation amongst other battalions which in an equal degree *exceed* the average standard.

As I have said before, inspection by officers unconnected personally with regiments or battalions is much required, that it may be ascertained if registers, diagrams, and returns are kept according to regulation, that the public are protected in the issue of rewards, and that a check, in fact, is put on every kind of irregularity.

VI. My opinion is, that the results of the practice give satisfactory proof of the efficacy of the system which, as at present carried on, is an excellent one, tending to make every man a moderately good shot, without being which, armed as troops now are, he is useless as a soldier.

The system now in use enables the musketry instructor to test every man singly, and ascertain any defects in his sight or mental capacity.

The mode in which the theoretical instruction is conveyed, when combined with the practical teaching afforded by position drill, together with aiming and judging distance drills, must make any man of ordinary nerve a fair shot almost before he fires: the drills also set up and strengthen the men, whilst the aiming and judging distance drills encourage reasoning and observation on their part.

The lectures on theory tend to the same results and are good, for they afford the men a general knowledge of the construction of the weapon they use, how to clean that weapon, and the necessity for keeping it and its ammunition in proper order. I am, however, of opinion that these lectures might be simplified, and that the lessons teaching the soldier the names of the limbs and pins of the lock, and how to dismount and remount the lock and clean it, might be omitted.

Occasions seldom arise where skilled assistance is not at hand to repair or clean the lock, and many young soldiers injure their rifles in the attempt to pursue the knowledge of its construction which they have derived from the lessons referred to.

Officers and men, under the present system, evince, as a rule, considerable interest in their annual course, and especially as regards recruits, a great improvement, both mental and bodily, has been observed whilst the men have been under instruction.

With regard to the regimental instruction, I think that more might be done by the officers of companies in the instruction of their men; these latter are left too much to the musketry instructor, whose duty should be to supervise the officers of companies. The musketry instructor should be held more responsible, like the adjutant, for the discipline of the battalions, and should drill the men often in the platoon exercise, and see it thoroughly carried out on the established system; he should also look more to the carriage of the men, and not allow them to get into slovenly habits, which they often do at present, whilst engaged in the musketry course.

There should be parades on wet days in the barrack rooms, and the captains should, there, question their non-commissioned officers and men on what they have been taught.

VII. I think it would be advisable to introduce some system of marking which would inspire confidence in its integrity; this confidence, from one cause or the other, is not quite so strong as it ought to be.

All officers should be encouraged to become qualified musketry instructors. In the improved state of the British army, greater facilities should be given for the discharge of men who, from faulty vision or bodily defect, are habitual third-class shots. I believe that it would give great satisfaction to the soldiers, and encourage steady shooting and adherence to the rule taught, rather to under-estimate than exceed the distance, if ricochets were allowed to count *one point*.

I think no substitute could be found so effective for the good of the army generally as the School of Musketry at Hythe, from the strict supervision exercised there, the uniformity of system it enforces in the army, and the fact that whenever the desire to vie with others is introduced amongst officers of different regiments, a higher standard of proficiency is attained than if they had never been so brought together.

I consider that the appointment of district inspectors should not extend beyond three years, in order that more officers may be induced to become qualified musketry instructors, and that a greater number of rewards may be open to regimental captains in the event of their proving themselves to be thoroughly acquainted with all the details of musketry instruction, for special efficiency in which there will hardly be any prospect of other reward now that depôt battalions are done away with.

Freeman Murray,
Major-General,
Commanding Chatham District.

(xi.)—Answers received from Major-General R. T. Farren, C.B., Commanding at Colchester.

III. I consider the continued maintenance of a central school of musketry to be necessary in order to ensure the provision of thoroughly qualified musketry instructors, and I do not think instructors so well qualified or well grounded would be obtained by a regimental system of training only.

IV. The appointment of district inspectors of musketry could be abolished without detriment to the efficiency of the system of musketry instruction in the army, provided each regiment and corps at home be inspected once a year and the registers, &c. checked by a competent officer from the school of musketry, and that provision be made for a similar inspection by a competent officer in the cases of regiments abroad.

VI. The system of musketry training now in force works satisfactorily; the changes as regards simplification of returns and relieving trained soldiers from certain details in the annual course, also the arrangements as regards mode of payment of prizes being beneficial. My opinion is, that the mode in which theoretical and practical instruction is conveyed is good, and that the lectures delivered by musketry instructors are necessary in order to enable the recruit to understand the construction of his rifle and the principles of firing.

VII. Latitude should be allowed to the instructor in his explanation of the lessons laid down in the book of musketry instruction, so that he may adapt them to the capacities of the recruits under instruction, for instance, the 3rd lesson theoretical principles. The monthly progress return should be further simplified and contain only the month's work, and it has been also suggested that the returns now kept by the companies might be prepared by the musketry instructor, thus relieving the companies of those details.

Considering that the proficiency to which musketry practice has attained is due to the school of musketry, and looking to the advantages accruing from the training and supervision of such an establishment, giving as it does to those who have passed through its course a tone and a thorough grounding never lost, and exercising upon the army in a musketry sense the influence of an university, if I may so speak, I think its maintenance a necessity, and that its abolition would be a misfortune to the public service.

R. P. Farren, Major-General.

(xii.)—ANSWERS received from MAJOR-GENERAL R. RUMLEY, commanding in North Britain.

III. I consider a thorough and intimate knowledge of the use of his rifle, and its capabilities, of such paramount importance as regards the efficiency of the infantry soldier on active service in the field, that I cannot advocate the abolition of a central school of musketry, more especially at the present time, when the question of introducing another rifle into the service is under consideration; and I am of opinion that without a central school it would be almost impossible to furnish competent instructors thoroughly grounded in the prescribed system, or to enforce and maintain any uniform system of instruction.

IV. I do not think that the appointment of inspectors could be abolished without detriment to the efficiency of the system of musketry in operation in the army, a close supervision being absolutely essential for the maintenance of the system, and also to insure uniformity of practice.

To leave the system to be carried out regimentally and uncontrolled, would result in a large portion of the men being excused on various pretences. Each instructor would have different ideas, the majority would pride themselves on certain picked men for match shooting, who would doubtless have their powers fully developed, while the bad shots, those with whom by the existing system he should most concern himself, would be neglected.

VI. The present system is excellent (although it meets with little active support from the officers generally), and could be but little reduced or simplified; the practical results however can only be fully and fairly tested on the rare occasions of active service before an enemy.

On the other hand, the annual course unavoidably cuts up a regiment for three or four months, so as to interfere with battalion drills; it is also attended with inconvenience by removing servants, clerks, mess waiters and bandsmen; any failure of the system may therefore be fairly attributed to passive opposition, or, rather, indifference on the part of the commanding officers, of whom nine out of ten while admitting the necessity of the instruction yet practically view it as a nuisance to be got over as soon as possible.

On company officers the course entails a certain amount of dull, uninteresting, monotonous work—much responsibility for the returns—irksome detachments, sometimes under canvas—long marches to and from the ranges; so that it is not surprising that these officers should feel relieved when the course is over.

VII. 1st. Remove the central school of musketry to Aldershot where the inspector-general would have the opportunity of personally watching the system practised by every regiment in the service in the course of a few years.

2nd. All instruction should come from the seniors,—that subject, however, which they have not studied, and do not fully understand, will be regarded by them in a disparaging light, and as the tone of a regiment is generally taken from above, this feeling becomes more or less the fashion. I would therefore suggest that in every battalion the junior major should be the instructor of musketry, and held responsible for the course of instruction, with an assistant officer to train recruits, and to keep the returns, for which the junior major should be alone responsible.

The captains should, under the major, train their respective companies.

3rd. I much doubt whether the advantages anticipated from the annual publication of the Figure of Merit of the regiments in the service are not to a considerable extent counterbalanced, if not neutralized, by the means resorted to in some corps with the view of obtaining a precedence, thereby entirely frustrating the benefits arising from a proper spirit of emulation; moreover the Figure of Merit cannot be relied on as a true test of the relative shooting of different corps, since much depends upon climate, position of range, locality, and a variety of circumstances which materially affect the shooting, but are not generally considered by the public; at best, the Figure of Merit can only be accepted as an approximate estimate of the shooting of the army.

R. RUMLEY,
Major-General, N.B.

(xiii.)—ANSWERS received from MAJOR-GENERAL G. CAMPBELL, C.B., Commanding the South-Western District of Ireland.

III. I do think the central school is necessary, and I do not think a regimental system would work well.

IV. I think the district inspectors are essentially necessary.

VI. The present system is excellent.

VII. I have no suggestions to make.

G. CAMPBELL, Major-General,
Commanding South-western District,
Ireland.

Cork,
20th March 1870.

(xiv.)—ANSWERS received from MAJOR-GENERAL A. BORTON, C.B., Commanding the Curragh District.

III. My belief is that no system of regimental training would ensure thoroughly qualified instructors, and that the abolition of the Central School would prove very injurious to the efficiency of our army.

IV. Certainly not; I am of opinion that the good working of the present system is mainly attributable to the active supervision of the district inspectors, who could not be dispensed with.

VI. The progressive improvement in the shooting of the army has been so marked that I have seen no reason to criticize the system unfavourably. The practical instruction appears to be all that could be desired, and produces many excellent shots amongst men who have been able to benefit but imperfectly from the theoretical explanations afforded to them. I mistrust the efficacy of the lectures to a great extent, and believe that, to most men, they are a source of weariness rather than of benefit.

VII. I have no suggestions to offer on these heads.

A. BORTON,
Major-General.

Curragh Camp,
19th March 1870.

(xv.)—ANSWERS received from BREVET-COLONEL J. W. ARMSTRONG, C.B., Deputy Adjutant-General, Ireland.

III. I do consider it absolutely necessary.

A regimental system would not, in my opinion, provide thoroughly qualified musketry instructors.

Our army, in comparison with those of Continental powers, is numerically so weak that it is a matter of vital importance to render it and maintain it as efficient and formidable as possible, and to compensate for disparity in numbers by the highest skill and proficiency in the use and practice of the rifle by the troops.

IV. I am decidedly in favour of continuing the services of these valuable officers; if abolished, the system of musketry instruction would suffer; neglect and irregularities would be the certain result.

VI. The system of musketry instruction, both theoretical and practical, is in my opinion excellent. With regard to the value of the lectures delivered by musketry instructors, much must depend upon the ability, knowledge of his subject, and manner of delivery of the instructor. As a rule the soldier listens with much interest and attention to a good lecturer.

VII. I would suggest that more care and attention be devoted to the instruction of the recruit. To make soldiers expert marksmen the first step should be to subject him to the most careful and thorough training in the use of the rifle on first joining. To ensure so desirable an end, the very best and most intelligent instructors and "drills" should be kept with the depôt companies. The judging distance practice should be more carefully executed by regiments than at present, and the companies exercised in new and varied country. On questioning men during route marches their answers are remarkable for inaccuracy and discrepancy as to the distance of objects. As the regiments of the line possess so many excellent marksmen, it seems much of their value and skill is lost by not developing more fully their capabilities as light troops. As it is now the good and indifferent shot act together, and stand side by side; the former can have no confidence in the latter. A special training in a more advanced kind of skirmishing drill might prove advantageous to the service, and an incentive to the good shots of a battalion.

J. W. ARMSTRONG,
Colonel, D. A. G.

(xvi.)—ANSWERS received from BREVET-COLONEL C. CAMERON SHUTE, C.B., Commanding 4th Dragoon Guards.

III. I think the maintenance of a central school of musketry necessary. I do not think that qualified musketry instructors could be provided merely by a regimental system of training.

IV. I do not think that it would be desirable to abolish them for the present, unless one of the district staff officers could undertake some of the duties.

V. I consider it good. Those officers of my regiment who obtained first-class certificates at Hythe or Fleetwood have proved themselves good instructors.

VI. I think the system answers well. My regiment has been for two years at the top of the cavalry. I encourage matches, and occasionally shoot myself.

Every instructor cannot, of course, lecture well.

VII. In cavalry a large proportion of blank ammunition is necessary for the training of horses; but in infantry I would rarely have it used, except at grand field days, and on the latter occasions it should be used sparingly on principle; only 5 or 10 rounds should be given to the men, other 5 or 10 rounds at a time being supplied from the rear, as the expenditure renders necessary. This would be good practice and make the men value every round of even blank ammunition. In place of the present large supply of blank ammunition I would give the troops an increased quantity of practice ball ammunition. It is from having much more target practice that volunteers so often beat the line.

VIII. I think they take great interest in it.

C. C. Shute, Colonel,
Commanding 4th Dragoon Guards.

(xvii.)—Answers received from Brevet-Colonel V. Baker, Commanding 10th Hussars.

III. I think that the Central School of Musketry should be maintained.

IV. No.

V. I am not personally sufficiently acquainted with Hythe to be able to answer with any authority.

VI. and VII. I think the general system is good, but the amount of ball cartridge allowed to the troops for practice is far too small.

VIII. In cavalry regiments musketry instruction interferes so constantly with other duties that it has never been popular. Even the modified system allowed, it is often difficult to carry out; and as first the Musketry Instructor and then the Serjeant Instructor of Musketry were abolished, no proper staff has lately existed for maintaining the system on an effective footing. I do not think the first was requisite, but the Serjeant Instructor was very necessary. I would not abolish musketry instruction in the cavalry.

V. Baker, Colonel,
10th Hussars.

(xviii.)—Answers received from Brevet-Colonel S. G. Jenyns, C.B., Commanding 13th Hussars.

III. I *decidedly* think the Central School of Musketry necessary in order to ensure a uniform system, and for the training of musketry instructors.

IV. I think District Inspectors of Musketry quite unnecessary.

VI. I think the system very good in every branch.

VII. The great difficulty with respect to musketry instruction in the cavalry is the dislike officers have to the post of musketry instructor.

I should like to see a modified course of instruction *compulsory* (at the Central School) on officers when they obtain their lieutenancy.

I would suggest that pay be given *six* months in the year to musketry instructors.

In cavalry, where men have so little spare time, I would shorten the course of preliminary drills and substitute more actual ball firing.

I also decidedly think a paid sergeant as Assistant Musketry Instructor necessary in cavalry. (It is now, I am sorry to say, abolished.)

VIII. Of course musketry instruction entails very hard work on cavalry soldiers while it is carried on; but I have had no complaints, as a great many men take an interest in the ball firing.

The post of instructor, now that the pay is so little, is a most unpopular one.

My musketry instructor has left, and I cannot get any officer to volunteer to replace him. There was no difficulty when the instructor was fairly paid and he had a paid assistant.

Soame G. Jenyns,
Colonel, 13th Hussars.

(xix.)—Answers received from Brevet-Colonel F. C. A. Stephenson, C.B., Commanding Scots Fusilier Guards.

III. Yes, it is necessary for the proper qualification of musketry instructors and their serjeants. A regimental system would be inadequate.

IV. No; this officer is necessary to ensure uniformity of system, check returns, and guarantee fairness of competition.

VI. I think that the present system is excellent, including the mode of instruction; the value of lectures, except to recruits, is not of much account.

VII. I cannot at the present moment think of any improvement to suggest. Some of the winter parades might, perhaps, be discontinued, as well as some returns.

VIII. They take a great interest in the annual practice, which is, I think, increasing. They feel great pride in being well placed in the annual army competition; it enhances *esprit de corps*.

F. C. A. Stephenson, Colonel,
Scots Fusilier Guards.

(xx.)—Answers received from Brevet-Colonel T. E. Knox, C.B., Commanding 2nd Battalion 9th Regiment.

III. I do not consider the maintenance of a central school of musketry necessary at the present time. I am of opinion that musketry instructors could be provided by a regimental system of training.

IV. I consider that district inspectors of musketry could be abolished without detriment to the efficiency of the system of musketry instruction in the service.

VI. I think the present system a good one.

VII. I have no suggestions to make.

VIII. The course at Hythe is irksome and unpleasant to officers and men; but I do not think that the same can be said about the annual course as practised at head quarters of regiments, as all ranks feel great interest in it.

Thomas E. Knox, Colonel,
Lieut.-Colonel, Commanding 2nd Battalion,
Warley, March 22, 1870. 9th Regiment.

(xxi.)—Answers received from Brevet-Colonel G. J. Peacocke, Commanding 1st Battalion 16th Regiment.

III. I consider that the Central School of Musketry should be maintained in its integrity.

Duly qualified instructors could be trained regimentally, but the progressive character of the system, and its uniform application to all regiments would be sacrificed. The conditions under which the regiments practised would soon cease to be similar, and the value of competition would be lost.

IV. I consider that district inspectors of musketry should continue to be appointed. They ensure the system being strictly carried out; they support the musketry instructors in doing their duty; they are often of use to commanding and general officers in giving advice and making reports in points connected with musketry, and by checking and condensing into a compact form the work of their districts, they must be of great service to the central authorities.

VI. In my opinion the present system of training is effective, and the method of instruction is good. The value of the lectures depends much on the discretion of the instructor. Considering the variety of the minds addressed, I think the lectures should embrace all the subjects they now embrace; one man picks up one thing, another man another thing; but the lecturer should exact of all the men a knowledge of only the more important and practical points, and follow up the more scientific points with only those who showed a capacity and a wish to understand them.

VII. I consider that "independent firing" and skirmishing up to 400 yards, at distances as much as possible unknown, and without raising the back sight, should be more practised.

That the men should be trained to fire at moving objects, or at a target exposed to view only for a few seconds, the time varying with the men's proficiency.

That the necessity of training the men to "judge distance" across ravines, broken ground, and water, should be more inculcated on instructors and commanding officers.

That the servants of field and staff officers, the mess servants, and a few other men whose absence causes much

inconvenience, should not be obliged to go through the annual course after they have once shot in the first class.

VIII. The officers under my command approve generally of the present system, and take a pleasure in carrying it out. The non-commissioned officers and privates, as a rule, like going through the annual course, finding in it a relief after the monotony of their usual work. Sometimes, when the ranges are far from their barracks, they find the day's work hard.

George Peacocke, Colonel,
Lieut.-Colonel, 1st Battalion
19th March 1870. 16th Regiment.

(xxii.)—Answers received from Brevet-Colonel F. Pym Harding, C.B., Commanding 1st Battalion 22nd Regiment.

III. No. I consider that musketry instructors should be provided by a regimental system.

IV. Yes.

VI. The system of preliminary drill I consider good; the firing is not extended over a sufficient length of time; the lectures are generally listened to with impatience.

VII. The firing should be extended over a greater number of days; eight or ten days' firing are not sufficient in the year.

VIII. I think that officers, non-commissioned officers, and men are only too anxious to hurry through the practice.

F. Harding,
Colonel and Lieut.-Colonel,
Commanding 1st Battalion 22nd Regiment.

Tuam,
19th March 1870.

(xxiii.)—Answers received from Brevet-Colonel D. Anderson, Commanding 2nd Battalion 22nd Regiment.

III. I am of opinion that the maintenance of a central school of musketry is necessary.

Unless complete uniformity exists in the carrying out of the musketry course, the annual final classification of regiments, &c. in their order of shooting, also the issue of decorations and money rewards for good shooting to soldiers, would not be deemed so satisfactory, or so fair a competition as it is at present.

This uniformity can only be ensured by training the regimental instructor at a central school of musketry.

IV. District inspectors of musketry might be abolished at home, except at Aldershot and the Curragh, where frequent supervision of several regiments during the musketry course can be easily carried out.

The regimental returns might all be checked at the Central School of Musketry by a special department for that purpose.

In the several presidencies of India, and at certain colonies, an inspector would be necessary to check the above returns, in lieu of this being done at the central school in England.

V. Not acquainted personally with Hythe.

VI. The practical portion of the instruction is good, and there is absolute necessity for theoretical instruction as well as practical; the amount of theoretical instruction retained by the men varies according to the power of the lecturer to obtain and hold their attention.

VII. The Central School of Musketry should gather and impart information on the progress of fire-arms, the varieties of gunpowder, cartridges, &c., of foreign as well as of our own country, as part of the course; while at the central school, regimental officers and parties should have this information conveyed to them by lectures illustrated by specimens of the several arms, &c.

A collection of arms, &c., comprising the latest approved inventions, should be maintained at the school, easily accessible to the officers and to such soldiers as show interest in the subject.

I believe that officers returning to their regiments after obtaining this additional instruction would be able to lecture to the men with more satisfaction to themselves, and with more power and scope to interest them.

VIII. Favourable as regards the practical portion, but less so as regards the benefit the men retain from the theoretical.

D. Anderson, Colonel,
Sheffield, Commanding 2nd Battalion,
20th March 1870. 22nd Regiment.

(xxiv.)—Answers received from Brevet-Colonel R. W. Lowry, commanding 47th Regiment.

III. I consider the maintenance of a central school of musketry at the present time most desirable, it imbues men with a thorough spirit of musketry, and I doubt the possibility of providing well qualified instructors, like adjutants, by a regimental system of training.

I am of opinion that, without such school, the standard of efficiency, with regard to a real knowledge of the subject, would soon be lowered.

(I have always considered that the establishment of a central school, even of *drill*, and of the theory and practice of moving troops, would be attended with great advantage to the public service).

IV. The office of district inspector appears to me to be useful as keeping a wholesome check on the way the system of instruction is carried on by regimental instructors, on any attempts at unfair practices, and in ensuring uniformity in the drills and practices by different corps.

I doubt not also that his support to the regimental instructor may at times be required and valuable, but, as far as the "Returns" are concerned, I think they, and the correspondence connected therewith, might in a simplified form go direct from the regimental instructor to the inspector general.

V. I am not, myself, acquainted with the school of musketry at Hythe, though I so far recognise its merits that I give every encouragement to young officers and non-commissioned officers to avail themselves of its teaching, and I think the service would benefit if its instruction had a more extended sphere.

There does not appear to me, however, to be any reason why as high a qualification and certificate should not be required for an officer appointed to instruct a *regiment*, as for one for the same appointment in a *depôt battalion*; certainly none, now that each regiment at home has a depôt of young recruits attached to it for training, &c.

The present and late regimental instructors have brought to my notice, that they consider too much stress is laid at the school on the theoretical lectures being delivered *verbatim* from the book.

VI. I have no doubt that the musketry training now in force has greatly improved the shooting of the army, and created an interest in the subject, which is of itself of no small advantage.

As to details, it occurs to me, and has been brought to my notice by the instructor of the regiment under my command, that the rapid independent firing (now a part of the annual course) is a mistake.

The practice is rarely good, and the tendency of men using breech-loaders is naturally to fire too quickly.

If it were only to give the soldier reasons for all the rules he is called to attend to in practice, I think the lectures useful. They must, however, be simple and attractive, and adapted to the capacity of all. They might be given with good effect to *trained soldiers* as well as recruits.

It was perhaps too great a rise in the standard (below which shooting is considered bad) from 80 to 110, and it is questionable if it will not lead to unfair practice being attempted.

I would increase the number of rounds fired annually and individually, 60 not being, I consider, sufficient to make the soldier thoroughly master of his rifle.

To test knowledge of distance, it might be well to have more firing at *unknown* distances; skirmishing being at the present the only practice in which the distances are not known.

As on service the distances would, for the most, be unknown, more attention ought to be paid to this branch of the subject.

R. W. Lowry,
Colonel Commanding 47th Regiment.

(xxv.)—Answers received from Brevet-Colonel H. E. Weare, C.B., Commanding 50th Regiment.

III. I consider, under the constant scattered state of regiments, particularly in Ireland, that a central school of musketry is absolutely necessary.

IV. The district inspector might, in my opinion, be abolished now the system is so well established, if the regimental instructor was held more responsible, and in obtaining the appointment, was made fully to understand that he was to resign at the call of his commanding officer, if not found fully up to the mark. It is not every officer who obtains a first-class certificate that has the aptitude for a first-class instructor.

VI. The want of some modification is a serious evil, of which I have had practical experience since the drill season

commenced on the 14th March, scattered as my regiment is in three places.

VII. I should like to see more ball practice, and do not consider ten rounds expended in skirmishing sufficient. If a man fires well skirmishing, he will shoot well in any other way.

VIII. The general feeling of the non-commissioned officers and men is that the present instruction is good. Some of the officers perhaps not so much so.

H. E. WEARE, Colonel,
Commanding 50th Regiment.

Horfield Barracks, Bristol,
28th March 1870.

(xxvi.)—ANSWERS received from LIEUT.-COLONEL J. S. THOMSON, Commanding 54th Regiment.

III. It would, I consider, be detrimental to the interests of the Service, were the maintenance of a Central School of Musketry discontinued; I can speak from my own experience as to the benefit which has resulted from having both officers and men trained at this establishment, and I invariably notice that those who have undergone a course of musketry training at Hythe, evince a much greater interest, and consequently take much greater pains in the instruction of their companies. Though no doubt it would be possible to provide qualified instructors by a system of regimental training, I do not think it would be found so effectual a plan as that now in operation.

IV. I consider the appointment of District Inspector of Musketry (an officer thoroughly conversant with the minutest details of the system) necessary to exercise a supervision over the regimental instructors, and to ensure uniformity and accuracy in keeping returns.

VI. On the whole I am of opinion (with the exception of the suggestions which I make below), that the present system of musketry instruction is calculated to develop the efficient use of the rifle to its fullest extent. That the mode of conveying the theoretical and practical instruction is very good, though the effect of such instruction must depend entirely on the talent of the instructor, and the interest he takes in his work, and that the lectures can be made of great value, particularly in the case of recruits, by making the soldier take much more interest in this important part of his training than he would were he left in ignorance of the *reasons* for observing the rules which must be attended to in practice.

VII. I would suggest the following alterations:—

1st. That position drill be executed without the knapsack, the strap of which prevents the soldier from getting his rifle into the hollow of his shoulder.

2nd. That the extra position drills be "executed frequently" only during the continuance of the annual course, viz., from 1st April to 31st October, as the practice is of little use when mitts are worn, and during the cold weather is regarded with disfavour by the men.

3rd. That the number of points required to pass from the 3rd into the 2nd class, be reduced from 36 to 30, as I am convinced that some men are physically incapable of obtaining the former number, and also that it is advisable to make it as easy as is practicable without loss of efficiency to pass out of the 3rd class, for many soldiers, though unable to shoot well standing, are fair shots kneeling or lying down.

4th. That the judging distance practice, instead of being divided into classes and limited as to distance in each class, be executed without these restrictions, which would have the effect of making each man rely more on his own judgment than is the case at present, and would considerably extend his experience.

This alteration would of course necessitate a change in the regulations regarding points.

VIII. I think the prevailing feeling among the officers—non-commissioned officers and privates of the regiment under my command—is favourable to the present system, as far as the annual course is concerned, but the extra position drills in winter is very irksome to both officers and men. In proof of the interest taken by the men in the actual shooting, I may mention, that during the time my regiment was quartered in Belfast, upwards of 400 men used voluntarily to subscribe 1*d.* per week for the purpose of buying extra ammunition for shooting matches.

J. S. THOMSON, Lieut.-Colonel,
Commanding 54th Regiment.

(xxvii.)—ANSWERS received from BREVET-COLONEL R. B. HAWLEY, commanding 4th Battalion 60th Rifles.

III. The continued maintenance of the Central School of Musketry I do not now consider necessary.

The school has done great good in its time, and the system it has produced has so thoroughly taken root in the army, battalions can by themselves provide instructors quite capable of teaching all ranks.

IV. I would abolish the office of District Inspector, the Inspectors have never been of great use. The returns sent through them should pass to the Officer Commanding the Brigade through his staff officer.

VI. The present system is good, the theoretical portion consisting only of explanations on the mechanism of the lock, cleaning and loading the rifle, the reasons for elevation and nature of the damage which would affect its shooting.

The practice register should in EVERY CASE be kept by Officers; if they fall into the hands of Non-Commissioned Officers they are valueless.

The Rule for determining the value of a Battalion's shooting must be false at present, for (on reference to the Horse Guards Report of Practice of the Army, 1868–69), it will be seen the 1st battalion 13th Regiment is placed as the 2nd best shooting Regiment in the Army, with a per-centage of marksmen of 12·06, whilst the 4th battalion 60th Rifles is only 15th on the list, with a per-centage of 29·46 of marksmen.

Marksman's pay should be distributed so that a battalion having 200 marksmen receives a larger sum than one having only 100, and should be paid as formerly daily.

When firing in close order (*i. e.* in the ranks) men should be taught farther than they are at present to hit objects without making use of the back-sights.

VII. To insure similarity of practice, the maintenance of system, to introduce necessary changes, and for other obvious reasons (the Central School being abolished), there should be an officer of the Adjutant-General's department. Horse Guards (Assistant Adjutant-General), whose special duty it would be to overlook the rifle shooting of the Army.

I would encourage the Officers of the Army, Militia and Volunteers to contribute short papers on Rifle Shooting for publication (on approval) in the annual report issued by the Horse Guards; at present it is a dry publication, seldom looked at out of the orderly room.

Troops, when ranges are *at all* distant from Barracks, should be camped for rifle practice.

VIII. As regards the mode in which rifle practice is at present carried on, &c. it has, for the 10 years I have commanded a battalion, been most popular with all ranks.

Almost every season the companies at practice have been under canvas in a wild country, and by the officers handling the men well the rifle season becomes a holiday time.

The plan of making a battalion practise position drill weekly when not firing is *bad;* the necessity for it being doubted by all, it becomes merely an annoyance; regarded as such, it is of no practical use and is carried on without spirit.

Abroad a fair quantity of ammunition was allowed for match shooting, which commanding officers gladly availed themselves of; you cannot get it at home.

In place of the present plan of each battalion having one Subaltern as Adjutant and a second as Rifle Instructor, I would amalgamate the duties of these Officers, further substituting for the two Subalterns a Captain and a Subaltern, to be denominated Captain and Adjutant and Lieutenant and Adjutant. These appointments to be held by the same Officers only three years, with pay and allowances as at present.

R. B. HAWLEY,
Colonel 60th Rifles,
Commanding 4th Battalion.

Aldershot,
21st March 1870.

(xxviii.)—ANSWERS received from LIEUTENANT-COLONEL V. H. BOWLES, Commanding 63rd Regiment.

III. I do not consider the continued maintenance of a Central School of Musketry necessary, as it would be possible to provide musketry instructors qualified by examinations, held periodically, before a board having as president a district inspector of musketry.

IV. I consider the appointment of district inspector of musketry should *not* be abolished.

VI. I consider the system of training and the mode of instruction very efficient, and that the lectures are well calculated to induce the recruit to take interest in the instruction.

VII. I consider that the system of instruction, as regards the practice, might be altered, so that companies might go through the annual course in a shorter space of time, and, by such arrangement, leave more opportunity of exercise in drill for the battalion.

VIII. The general opinion prevalent among the officers, non-commissioned officers, and men of the regiment under my command is that the existing method of instruction is very good.

VERE H. BOWLES, Lieut.-Colonel,
Commanding 63rd Regiment.

Kinsale,
20th March 1870.

(xxix.)—ANSWERS received from BREVET-COLONEL J. W. THOMAS, C.B., commanding 67th Regiment.

III. A central school of musketry I consider now quite unnecessary. With the present instructors and an officer assistant, together with the *general knowledge* of the course of instruction that all company officers have acquired, there can be no reason why regimental training should not suffice.

IV. Yes. I think the supervision afforded by district inspectors could be equally well given by the field officers of corps.

V. I suggest that as a commanding officer has not leisure to attend at the butts, or to the details of forms, a major should, as his delegate, be the regimental musketry inspector or superintendent, whose duty it was to settle questions at the butts, be responsible that every company had the same method of exercising, to check company with the regimental musketry returns, and finally to place the latter, with the officer instructor's signature attached, before the lieutenant-colonel.

VI. I think very fairly of the system, but that it is capable of being simplified and made less irksome; the lectures are well enough; the theoretical knowledge demanded of prize men might, I believe, be modified with advantage.

VII. Vide covering letter.

VIII. I should say that the impression is that the system, if carried fairly out by every corps, is just, though in certain details that it it might be improved.

J. W. THOMAS, Colonel.

Letter accompanying Colonel Thomas' Answers.

1 Northfield, Ryde, Isle of Wight,
6th March 1870.

SIR,

I HAVE the honour herewith to return you the enclosed document filled up as requested.

Being absent from the regiment I am without references, and therefore am unable to suggest improvements of detail.

If, however, his Lordship, the Chairman of the Royal Commission, wishes me to enter more fully into the subject, on my rejoining, about the 14th instant, I shall, of course, be willing to do so.

Quite admitting the necessity of a school of musketry on the introduction of a new system, I am strongly of opinion that the time has arrived for that description of instruction, as those of education and field exercise, to be made dependent on regimental tuition.

Whatever the theory may be, a commanding officer cannot feel entirely responsible for the results of the musketry instruction while the regimental instructor is under the supervision of a district inspector, who reports his own views directly to the Inspector-General.

In the event of the central school and the district inspectorships being discontinued, some such appointment as Inspector-General, with deputies for foreign stations, would, I apprehend, be necessary (in order to ensure the same method being carried out in all regiments), because money payments are dependent upon the practice of musketry.

I have, &c.
J. W. THOMAS, Colonel,
Lieut.-Colonel commanding 67th Regiment.

The Secretary
Royal Commission on Military Education.

(xxx.)—ANSWERS received from LIEUT.-COLONEL W. S. COOPER, Commanding 70th Regiment.

III. I consider it essential that a Central School of Musketry should be maintained, and I am very decidedly of opinion that the abolition of the School at Hythe would lead to a deterioration in the shooting of the army; not perhaps very marked for a year or two, but eventually to a serious extent.

I do not think instructors, especially serjeant instructors, of anything like the stamp now existing, could be produced by a regimental system of training.

IV. I do not think the district inspectors can be abolished without detriment. I am sure they exercise a valuable control over the regimental instructors and over the system generally. The efficient supervision and periodical inspection of musketry instruction requires an amount of technical knowledge and practised observation, which seems to me to necessitate the employment of a special staff officer for the purpose.

V. I have no knowledge personally of Hythe.

VI. I entertain a very favourable opinion of the system now in force, and the soldier is under it, year by year, improving in his shooting.

A certain though not a large amount of theory it is necessary to teach the soldier. The lectures are, of course, more or less useful, according to the instructor's aptitude for conveying information in language and terms suitable to the capacity of his hearers. The lectures should be short and confined to the more necessary points of the theory of musketry, and they should be supplemented by questions and explanation at aiming drill and other convenient opportunities. I think lock instruction might well be separated from the recruits' course, it has no effect on the shooting, and would be more profitably taught at another time.

VII. I have no suggestion to offer.

VIII. My experience does not extend much beyond my own regiment. I think the officers of the infantry, as a rule, consider musketry a bore; but it is not so much the instruction itself they dislike, as that, the ranges being not generally at the place where the regiment is stationed, they are all in an unsettled state during the practice season; it is still worse when the regiment is broken up in detachments, involving constant change of quarters; there is expense as well as discomfort attending this, and particularly as regards married officers. In the actual practice I find that officers take considerable interest, and they generally share with the non-commissioned officers and men the rivalry between companies. Were it possible to have ranges adjacent to the troops, and that a regiment could be put through its course in something like from two to three months, I do not think the instruction would be unpopular with anybody; but of course this is hardly ever the case, and the annual course at some stations will last from April to August and September, keeping everybody and everything unsettled throughout the drill season.

The non-commissioned officers and men like it; the course is a change from the ordinary routine of duties and parades, and it generally involves a temporary change of quarters, which is always acceptable to the unmarried soldier. I do not find that they think the preliminary drill irksome, on the contrary, they recognise its necessity for good shooting. It may be worth while to mention that last year many of the first-class shots of the preceding year were given the option of not going through a portion of the preliminary drills; they one and all preferred to do them, *i.e.*, the aiming and position drill, believing that their shooting would be injuriously affected by the omission of them.

N.B.—In answering the above questions I have assumed that the training of the soldier, with a view to good shooting, is deemed of as high importance as when arms of precision were first placed in the hands of the army.

W. S. COOPER, Lieut.-Colonel,
Commanding 70th Regiment.

Limerick,
20th March 1870.

(xxxi.)—ANSWERS received from LIEUT.-COLONEL F. R. MEIN, C.B., Commanding 94th Regiment.

III. Not absolutely necessary, but highly desirable. Possibly thoroughly qualified instructors *might* be trained regimentally, but in most instances their efficiency would be doubtful, sufficient facilities for imparting a thorough knowledge of the system, as carried out at Hythe, not existing in a regiment.

IV. Some kind of supervision independent of the regiment is highly expedient, either by means of District Inspectors or otherwise.

V. Thorough and complete, and such as is well calculated to provide efficient Regimental Instructors, so far as I am able to judge from the qualifications of officers who have passed through the school.

VI. The system in its present modified form appears efficient, it is less irksome than formerly to the soldier, while sufficient attention is given to details to insure the principles of the instruction being properly imparted, theoretically as well as practically. I consider the lectures to be useful to

Appendix V. (A.)

School of Musketry, &c.

the recruit, as enabling him fully to understand what he has been taught at drill.

VII. I have no suggestions to offer as regards either the School of Musketry at Hythe or the system of instruction now in force, no alterations at present occurring to me as being likely to prove beneficial.

VIII. The prevailing feeling is satisfactory, officers, non-commissioned officers, and men taking considerable interest in the result of the annual course, both as regards individual performances, as well as those of their respective companies and of the regiment.

F. R. Mein, Lieut.-Col.,
Commanding 94th Regiment.

(xxxii.)—Answers received from Brevet-Colonel E. T. Gloster, commanding 97th Regiment.

III. I see no reason why an officer should not qualify himself for the post of instructor of musketry with his regiment now that the system has been thoroughly established in the service, and every regiment has several officers who have gone through the course at Hythe.

IV. I look on district inspectors as utterly useless. I am now serving in a district where there is no such officer, and we have done very well without him. His principal duty, as far as I have seen, is to check the musketry returns; this could be done at the various brigade offices.

VI. and VII. The present system as a rule is good, but there is I think too much "Theory," and not enough "Practice." The course is a regular "grind" both to officers and men. The men fire 90 rounds in eight days, and not another shot during the year. There is not sufficient platoon firing, and what is done is in too small sections. The position drills are irksome to the men. It would be better to fire a few rounds now and then during the year. The lectures ought to be simplified. The ordinary recruit cannot understand "the laws of gravity." Let him be thoroughly taught a proper position, and let it be proved to him at the range, that if he fires in that position the odds are greatly in favour of his making a good score. The "March" position drills for non-commissioned officers ought to be abolished; after all, musketry is part and parcel of a soldier's ordinary drill.

VIII. The present system is decidedly unpopular, because as I said before, the course is crammed into such a short time. Shooting, if possible, I think ought to be made an amusement. The officers are forbidden to stimulate men, by giving prizes, say, articles of kit. I would forbid money prizes being given by them. Nothing disgusts men so much as to find that after doing their best and becoming marksmen, they do not get the 30*s*. If a regiment had 300 marksmen they ought all to get the reward, now only 10 per cent. can get it. With the present (1st April 1870) reduced establishment of regiments it will be next to impossible I fear to get 40 men, a company, to fire, and the book lays down that unless a company of that strength comes to the ground, even should it be the best shooting company, the distinctive badges of cross-muskets and crown worked in gold cannot be worn by the serjeants of that company, nor will the marksmen of that company in excess of the 10 per cent. be permitted to wear the above badges. Anyone who knows anything of soldiers can foretell the result.

E. T. Gloster, Colonel,
Commanding 97th Regiment,
Dover,
25th March 1870.

(xxxiii.)—Answers received from Brevet-Colonel J. R. Glyn, C.B., commanding 2nd battalion, Rifle Brigade.

III. A system of musketry instruction having now been thoroughly established in the Army, I am quite of opinion that the Central School of Musketry might be abolished, and that officers might be trained regimentally to perform the duties of musketry instructors; commanding officers being held responsible that, while all are instructed, any officer evincing special qualification or desire to be appointed regimental instructor, should be available, in case of a vacancy occurring; the same would apply to the serjeant instructors.

IV. I think that a system of general supervision or inspection would still be necessary. The uniformity of the system must be watched, and the regimental returns would have to be checked, I conceive, outside the regiment, lest an impression should prevail that certain regiments "cook" their returns, which would destroy emulation as to holding a good place in the annual shooting report, and which it is desirable to foster.

V. I am not personally acquainted with Hythe.

VI. and VII. I think that the existing system of musketry training is certainly efficacious, and as far as the use of the rifle goes, I cannot suggest anything that appears to me to be desirable in the theoretical teaching or practice; but I do not think much of the "lectures." They should, I conceive, be more frequent, and in case of young soldiers, to a very few at a time to ensure attention.

With regard to the system of teaching *judging distance*, there appears to me much labour with small result; it is usually conducted on the same ground, or quite similar ground; it is in fact very unpractical. Practising men once or twice as laid down in the "instructions" would be of use, but more importance should be attached to instructing soldiers to judge distance in broken ground.

I think the rule that a man must be in the first class in judging distance as well as a first class shot to qualify as marksman is a mistake, although the two qualifications certainly appear requisite for a first rate rifleman; but "judging distance" is such an uncertain process, and there is much chance or luck in it; I know two officers who were first-rate judges of distance, but both so shortsighted that they could not be good riflemen. And the result sometimes happens, that a man who is a perfect master of his weapon, loses the reward of his skill, owing to some bad guesses at distance. I would have a practical test with a "dummy man" and let the first class shot fire at it from points selected by his officer.

VIII. The perpetual and monotonous "position drill" was the "bug-bear" of officers and soldiers, but the Army has been relieved from this by late instructions, and with the exception of the "judging distances," as I have represented, I do not think the present musketry course is looked upon unfavourably by officers or men.

Julius Glyn, Colonel,
Commanding 2nd battalion,
Aldershot,
18th March 1870. The Rifle Brigade.

(xxxiv.)—Answers received from Brevet-Colonel J. W. S. Smith, C.B., Commanding 1st Depôt Battalion.

III. I do consider it necessary if the present standard of training and practice is to be maintained, or improved. If the central school were abolished, I am of opinion that there is, at the present time, no other means existing to provide qualified instructors. Were it abolished, it is possible that officers might instruct themselves by book and such practice as their regiment afforded, and their qualifications be ascertained and certified by a Board of District Inspectors, and the examination papers be submitted for approval to Head Quarters; this scheme would probably provide the best substitute for the central school.

IV. I do not. I do not see how the registers, diagrams, and returns are to be kept according to regulation without them, and the public be protected in the issue of rewards, without indeed the central school, if retained, would supervise them.

The test of the efficiency of the system is the result in shooting, if the marking be reliable. The position drill is very good; the aiming and judging distance drills are also useful; and I can see no better mode of conveying the theoretical instruction to men of the educational attainments of soldiers than by lectures, which ought to be, and, I believe, are, simple and plainly delivered. I see no use in harassing the memory of a soldier with the names of the different parts of a lock, and of the pins, and with the process of dismounting and remounting his lock; skilled assistance is always at hand, and he is tempted to practise his information to the detriment of his lock.

VII. Where any striking superiority or inferiority in the shooting of a regiment, or of a part of a regiment, has occurred in the one locality, in cases where the relative condition of the regiment or part does not afford any other marked difference, I would make it the imperative duty of a District Inspector especially to ascertain, and to report, if possible, the cause. I mean in more precise terms than in a general praise or censure of the preliminary drills, the interest of the officers, &c., &c., endeavouring to arrive at the source of the result, and, where expedient, to test the *high* figure of merit by a repetition of the practice, in whole or in part, under his own eye; and to endeavour to raise the *low* figure by advice and encouragement.

If the high figure again came out, the credit would be enhanced, and it would receive universal acceptance; if it fell much short of the former figure, an explanation should be called for from the officers concerned in the former figure.

If the lower figure was much improved, blame would

ttach to the company's officers; in either case, confidence would be generally felt in the integrity of the practice and of the marking, and the relative weight to be borne by each affecting cause, whether careful training,—the interest of officers,—some parties firing in all weathers, some only in calms,—and the many other causes—would be approximately ascertained.

VIII. Since the modification of the Musketry Regulations in 1866 I believe the generally prevailing feeling of all ranks in the musketry of their battalion is one of interest and satisfaction; of course, the degree, in this duty, as in all others, depends on the character of the individual. I see no attempt at opposition, at the worst, only indifference.

J. W. S. Smith, Colonel,
Commanding 1st Depôt Battalion.

Chatham,
23d March 1870.

(xxxv.) — Answers received from Lieutenant-Colonel Lord Elcho, M.P., Commanding the London Scottish Rifle Volunteers.

III. I am in favour of the continued maintenance of the School of Musketry. Although it might perhaps be possible to provide sufficiently qualified musketry instructors, like adjutants, by a regimental system of training, I do not think it would be a wise economy to abolish the central School of Musketry. Musketry is now, and with the introduction into the service of an improved arm, will become yet more, an important branch of military instruction and training. The Hythe school has been the means of establishing and developing the present system of musketry instruction; it has given to musketry, and helps it to maintain, the high place it now holds in military training; and while it is a great central authority in all that relates to musketry, and a school for the scientific teaching of instructors, it tends, through its annual published report on the comparative shooting of the different regiments in the service, to interest the soldiers in rifle practice, and keep up a healthy rivalry among them, which is beneficial to the whole army. Were the School of Musketry abolished, I should dread lest musketry should lose its present *prestige*, and lest there should no longer be that desire to qualify themselves for the post of regimental musketry instructor which so many young officers now show.

IV. At the same time I incline to the opinion that District Inspectors of Musketry might be abolished without detriment to the efficiency of musketry instruction in the army. It would, I think, be sufficient if returns and reports from the different regiments were sent to the School of Musketry at regular stated times.

As regards questions V., VI., and VII., I have not such present knowledge of the matters to which they relate as enables me to give an opinion of any value upon them. But I would make this general remark, that while for practical shooting all that is required is to know how to aim, how to hold a rifle, and how to pull the trigger, as well as how to judge wind and distance, it is nevertheless desirable, with a view to the education of the mind of the soldier, and to interest him in his work, that musketry instructors should have a competent knowledge of the theory, science, and history of musketry and projectiles; and that they should be taught, as far as possible, to communicate this knowledge to the men of their respective regiments in a way to interest and instruct them. Such knowledge and power of imparting it can best be acquired at a central School of Musketry, such as Hythe. All that appears to me to be needed is, to see that the system of instruction is not too elaborate, and that the powers of the institution are fully utilized.

Elcho.

(xxxvi.) — Answers received from Lieutenant-Colonel Viscount Bury, M.P., commanding the Civil Service Rifle Volunteers.

III. & IV. I am of opinion that a central school of musketry and district inspectors of musketry need not both be kept up.

What is required is uniformity; this, in my opinion, might be obtained by careful supervision on the part of the district inspectors of the system of instruction pursued by regimental musketry instructors and adjutants.

If district inspectors were allowed to have from time to time small detachments from the regiments within their districts for a certain period of continuous training, the tradition of uniformity would be sufficiently maintained without keeping up the central school at Hythe. But there must always be at head-quarters a small staff, to see that the district inspectors are themselves up to the mark before they are appointed,—or else *quis custodiet custodes?*

V. The practical instruction is most valuable, so far as cleaning arms, care of arms, aiming, and shooting with ball is concerned. But theory is carried too far. Non-commissioned officers waste their time over theoretical details that are not of practical value.

One short lecture explaining why a bullet travels in a curve, and illustrating practically why a bullet goes wide if fired from a rifle with the sights not held upright, would in my opinion be enough.

The last point is after all the most important.

VI. I look upon the value of lectures delivered to soldiers by musketry instructors as *nil*, with the exception made above.

Bury.

(xxxvii.)—Answer received from Brevet-Colonel A. Lane Fox, Unattached, late Grenadier Guards.

Sir,

14th March 1870.

I should preface the remarks I have the honour of making, in reply to your letter of the 25th ultimo, by observing that it is now upwards of twelve years since I have been employed in musketry instruction, and that any experience I have in the matter was acquired during six years that I was engaged, either as instructor, or in duties connected with experiments with small arms, commencing in 1851, and including the first organization of the School of Musketry.

The following are replies to the questions numbered in the printed communication accompanying your letter:—

III. If it is decided to abolish the School of Musketry, I see no reason why it should not be possible to provide qualified musketry instructors by a regimental system of training.

IV. I think that the appointments of District Inspector of Musketry ought to be retained until a regimental system of training has been in force a year or two. The authorities will then be in a better position to decide whether or not it will be desirable to abolish them altogether.

V., VI. I am of opinion that a simple course of theoretical instruction is desirable for recruits, and that the preliminary exercises are valuable both as a means of instruction, in the first instance, and as a substitute for extra ball cartridge practice in keeping up the efficiency of the trained soldier. My experience leads me to believe that these exercises will not be disliked by the men when properly taught and judiciously administered. I have seen the ranges occupied at all hours of the day by men voluntarily exercising themselves in these practices, with a view to improve their shooting.

VII. I have always thought that more attention might be paid to the thorough training of the recruit, and that the annual course necessary for maintaining the efficiency of the trained soldier might be made less irksome to all concerned; five rounds at each distance, 90 in all, is not sufficient to enable the soldier in the first instance to ascertain the proper sighting of his rifle. To this end I would recommend that there should be two courses, long and short; the former, for recruits and for the training of battalions periodically, say, once in five years, on an average, when opportunity offers; the latter, for the annual practice of battalions.

I think that the figure of merit *of battalions* might, if necessary, be abolished without detriment to the system, eaving the figure of merit of *the company* only as a means of comparison. The figure of merit originated with myself at the time when the duty of framing the first official code of instructions was placed in my hands by Lord Hardinge and Lieutenant-Colonel Hay. I believe it has done good service in enforcing adherence to the regulations during the initiation of the system; but it has never been a perfectly fair test of efficiency, owing to the various conditions of range and climate under which regiments conduct their practice; it entails an elaborate system of superintendence, a large amount of paper work, and a rigid adherence to uniformity which is not otherwise beneficial. On the contrary, I believe that by *systematically* varying the practice in successive years, according to the opportunities afforded by the range, greater efficiency would be obtained, and a battalion would thus be better qualified to meet all the various positions in which it might be called upon to act in the field.

Firing lying upon the belly—the best means of resting the body when firing from behind walls and parapets—delivering an effective fire from behind cover of all kinds, are points of the utmost importance in the present state of war; they require practice, and ought in my opinion to form part of the training of every soldier at some period of his service.

In the event of a regimental system being introduced, I think it would be advisable that *whenever practicable* whole battalions should be struck off duty for practice at a time; this would enable the commanding officer to superintend the practice, which he cannot do when companies are detached. This arrangement would also equalize the conditions of firing in the several companies. In all camps and large garrisons where there are a number of ranges this might be done.

Greater emulation might be introduced by a better system of prizes. Average efficiency rather than crack shooting should be the object to be attained, but the latter might be promoted by encouraging matches amongst the men.

I have the honour to be,
Sir,
Your most obedient servant,
A. LANE FOX,
Colonel H. P., Unattached.

The Secretary to the Royal Commission on Military Education.

(xxxviii.)—ANSWERS received from LIEUT.-COLONEL R. J. BULLER, Grenadier Guards, late Instructor of Musketry.

III. I consider that the maintenance of *a* central school of musketry is most desirable, but that it might be placed on a different footing, to which I shall allude more fully in my answer to question VII.

I think that the regimental system of training is competent to supply efficient musketry instructors. The examination in "theoretical principles" being conducted by papers to be set by and submitted to the inspector-general of musketry.

IV. I am of opinion that the appointments of district inspectors of musketry might be abolished without detriment to the musketry instruction of the army. The returns might be transmitted through generals commanding brigades, or commanding officers of regiments, direct to the inspector-general.

Matters of detail in camps, &c. might be arranged by regimental musketry instructors taking this duty in turn.

V. On this question I write with diffidence, as considerable modifications have taken place in the method and course of instruction since I had personal experience of it.

The practical course of instruction was excellent; the use of the rifle was admirably taught; the method of *imparting* instruction was very good.

The theoretical part of the training was not satisfactory, and was almost universally disliked.

VI. The results obtained in shooting testify to the efficacy of the system of musketry training. Position and aiming drills are excellent, of the judging distance practice I cannot speak so favourably. I attach but little value to the lectures delivered by musketry instructors to the men; it was almost a waste of time; at the same time it is necessary that musketry instructors should have a competent knowledge of theoretical principles, and there are many opportunities of imparting instruction, at drills, and on the practice ground.

VII. I do not see the necessity of maintaining the school of musketry at Hythe. It has done its work. It was necessary, owing to the adoption of new arms, to inaugurate a new system of training, and in spite of prejudice and opposition an excellent system has been developed; but as I advocate strongly the continuance of a *central* school of musketry, I beg to suggest that this school should be located at *Aldershot*, and will endeavour to point out briefly the advantages of this change. A smaller staff would be required; a considerable saving in expense in transmission of troops for musketry instruction would be effected; many regiments would be able to take advantage of the school while quartered at Aldershot; this would also apply to militia.

The musketry system would become more familiar to all ranks of the army. The effect of modern infantry fire more appreciated by all arms of the service. Officers in the higher ranks would have opportunities afforded them of personally superintending experiments in musketry, changes of methods of firing, &c., rendered necessary by changes in tactics.

The vicinity of Aldershot to London, and a greater publicity given to experiments, would induce inventors to come forward more readily, and aid the development of the most efficient infantry weapon.

REGINALD J. M. BULLER,
Captain and Lieut.-Colonel,
Grenadier Guards.

(xxxix.)—ANSWERS received from LIEUT.-COLONEL E. S. BRIDGES, Grenadier Guards, late Instructor of Musketry.

III. I consider a Central School of Musketry absolutely necessary. It is not possible to provide thoroughly qualified instructors without it.

IV. I consider District Inspectors of Musketry absolutely necessary, in order that there may be perfect uniformity in the system, particularly so long as the present Prize Regulations are in force.

V. I consider the method a right one, but the course too long. I was there in 1860, and have not been there since. At that time musketry instruction was almost in its infancy. The system of teaching was well adapted to impart the required knowledge, but in many details it was irksome. We were treated more as schoolboys than officers.

VI. I consider the system, as a whole, most efficacious, particularly for recruits. The theoretical and practical instruction is, generally, well conveyed. The value of the lectures depends upon the ability of the rifle instructors; but in any case lectures are of great value to recruits.

VII. The present system of sending officers to Hythe is bad. Only officers, strongly recommended by their commanding officers as likely to become good instructors, should be allowed to go. No officer should be ordered there. This holds good with regard to non-commissioned officers.

Private soldiers should not be sent at all. They are of no use, except to do fatigues.

As the shooting of the army depends entirely on the training of recruits, too much pains cannot be taken with them. At the end of their course, those, who shoot badly, should still remain under the instructor of musketry.

I think two days preliminary would be sufficient. Bad shots should always do position and aiming drill before firing. Judging distance drill (if necessary for the drilled soldier) should be done before the practice.

I consider five rounds in volley firing enough, and that independent firing without using the back sight is useless; at any rate, the back sight should be used, and five rounds would be quite enough.

Not nearly sufficient attention is paid to skirmishing. The men take very little interest as it does not count in the average; there is no reward for a good target or punishment for a bad one.

E. S. BRIDGES, Capt. & Lt.-Col.,
3rd Bt., Gren. Guards.

Guards Club,
17th March 1870.

(xl.)—ANSWERS received from MAJOR S. FAIRTLOUGH, 22nd Regiment, late District Inspector of Musketry.

III. Instructors, both officers and serjeants, require special training to fit them for the important duties they have to perform. I therefore consider a central school of musketry absolutely necessary to provide a constant supply of duly qualified men to fill these appointments in the several regiments of infantry, militia, and volunteers.

IV. I am decidedly of opinion that the abolition of inspectors of musketry would be detrimental to the efficiency of rifle instruction in the army. Experience has proved that many errors and great irregularities in the keeping of registers, diagrams, and returns, would have passed unnoticed were it not for the periodical checking of these documents by the district inspectors. I am also aware of cases where the same supervision prevented soldiers being returned as marksmen and receiving pay as such, whose performances in no way entitled them to such a boon. To ensure thorough efficiency the districts should be very much smaller, and the visits of inspectors to corps far more frequent than at present.

V. I consider the method and course of instruction, both theoretical and practical, adopted at Hythe, simple, and calculated to meet the requirements for which the school was established; but I believe the course might be shortened, and much useless matter cut out of the "Text Book."

VI. The proceedings of each successive year afford ample evidence of the advantages to be derived from a steady perseverance in the present system of instruction, and the success of which has been fully proved by the statistics of each year's performances. I consider the lectures on theory and practice most useful, provided they are delivered with a view of interesting as well as instructing the recruit, and explaining, as they should do, clearly and concisely, the reasons for all the rules the men are called upon to perform in practice.

VII. I would suggest the expediency of requiring all officers, before proceeding to the School of Musketry, to

be thoroughly acquainted with the platoon exercise, and thus save the valuable time at present needlessly expended in imparting this instruction, and which, in my opinion, should form no part of the Hythe course.

I also consider that far more facilities should be given to enable students to acquire a thorough knowledge of the arms and ammunition used by foreign powers, and the relative merits of the several breech-loading rifles now in existence. And further, that all officers duly qualified as first-class musketry instructors should be required to go through a modified course of training at the Royal Laboratory, Woolwich.

S. Fairtlough, Major,
2nd Battalion, 22nd Regiment.

Sheffield Barracks,
26th March 1870.

(xli.)—Answers received from Brevet-Major Annesley, 97th Regiment, District Inspector of Musketry, Dublin.

III. Most undoubtedly I do; were the School of Musketry abolished, the supply of qualified officers and non-commissioned officers, as instructors of musketry to the army, could not be kept up, and the system, as laid down in the Musketry Regulations, would soon become a dead letter. I do not consider that the time has arrived when the system of musketry instruction can be considered as established in the service, and my opinion is, that it would be impossible to provide thoroughly qualified musketry instructors, by a system of regimental training. From long experience I know that, even at the present time, there are few regiments in which senior officers can be found capable of instructing and examining a subaltern for the appointment of instructor of musketry, and in time the number would grow less and less.

IV. I do not; on the contrary, I consider that supervision is absolutely necessary. One of the chief difficulties I have to contend with, as Inspector of Musketry, is to prevent captains and other company officers from departing from the system as laid down in the Musketry Regulations, both in drill and practice, and in the manner of keeping the several returns; were it not for the constant inspection of the musketry returns and supervision of the target and judging distance practices, I am convinced the public would often have to pay for rewards for good shooting that were never earned in accordance with the Musketry Regulations.

V. The theoretical and practical course of instruction at the School of Musketry at Hythe is good, but I consider the course too short to enable an officer, wishing to obtain an extra first-class certificate, to be thoroughly grounded in the various subjects required of him at the examination; by dint of hard work and cramming, he obtains a superficial knowledge that enables him to obtain the desired certificate; but that knowledge is evanescent, and I am confident that, in the majority of cases, an officer would fail to pass the same examination, say six months after having left Hythe. The knowledge requisite for a first or second class certificate can be acquired in two months, the duration of the present course, but I consider that these certificates are too freely given, or rather, I should say, too easily obtained, and that the standard of qualification ought to be raised.

VI. The system of musketry training, as laid down in the recently revised Musketry Regulations, I consider excellent, and I only regret that regimental officers, as a rule, show so little disposition to make themselves thoroughly acquainted with it. If a first-class certificate was required of a lieutenant, when passing the examination for his company, in the course of a few years, instructors of musketry might be dispensed with, as captains would be competent to train their own companies; at present too many lean entirely on the instructor of musketry. The lectures delivered to recruits are certainly valuable, for it is certain a man can seldom do a thing really well unless he understands it, and in these lectures the soldier is taught the reason for the rules he has to apply to practice.

VII. I am of opinion that three courses, each of three months' duration, at the School of Musketry, would be more to the advantage of the service than the four courses as at present constituted. That the standard of qualification for first and second class certificates should be raised.

That the present system of sending privates to the School of Musketry is expensive and unnecessary; years past it was thought of importance to form a nucleus of well-trained men in every regiment, this is no longer required; if the party sent from each regiment consisted solely of officers and *non-commissioned officers*, great benefit would accrue to the service, as every regiment would soon possess a much greater number of well-trained non-commissioned officers to drill their respective companies.

The course of musketry instruction now in force, as I said before, I consider excellent; some trifling alterations might be made, such as dispensing with the knapsack and fixed bayonet when at position drill; but with these details I will not trouble the Commission.

W. R. Annesley, Major,
Inspector of Musketry,
Dublin District.

(xlii.)—Answers received from Captain Thompson, 67th Regiment, District Inspector of Musketry, Aldershot.

III. As long as it is considered advisable that the present standard of excellence in shooting should be kept up in the army, I think the maintenance of the School of Musketry absolutely necessary, as I consider it impossible to provide properly qualified instructors by any system of regimental training. I think, however, that the utility of the establishment might be increased very greatly.

IV. So long as it is considered advisable that musketry training should be encouraged by a system of emulation, by the publication annually of the average obtained by, and the relative position of every regiment in the service, I think it necessary that the appointment of District Inspector should be continued, otherwise irregularities, such as shooting unfairly, marking incorrectly, &c., would occur, and pass unnoticed. I moreover think that the Inspector-General of Musketry and the general officers commanding divisions require the assistance of officers specially trained at the School of Musketry to superintend the general instruction, and take charge of the detail.

V. The best answer to this question is to point to the successful result of the system of instruction adopted by the School of Musketry. At the present moment the British infantry is unquestionably composed of the best military rifle shots in the world.

VI. I have great faith in the present system of theoretical instruction. The soldiers like to have the theoretical principles explained to them. I consider the practice of lecturing occasionally to soldiers might, with advantage, be extended to other subjects besides musketry. I have often thought that a skilful officer with a black-board and piece of chalk would have done more in half an hour towards explaining the principles of drill, and interesting the soldiers in their calling, than a smart Commanding Officer or Adjutant has succeeded in doing by hours of wearisome drill in the barrack square.

VII. I would leave untouched the present system of instruction of musketry, but in addition to that I consider that every officer and non-commissioned officer attending the School of Musketry should undergo a *thorough* course of instruction in Infantry sword exercise, bayonet exercise, and the principles of fortification as applied to simple *defensive* field-works, in order that in future the Regimental Instructor of Musketry may have entire charge of the *annual training* of the battalion in these exercises. Half the advantages of possessing a regiment of good shots might be lost by the officers and non-commissioned officers not knowing how to dig a rifle-pit or construct an abattis; in fact, I would propose that the Instructor of Musketry should be Assistant-Adjutant, and should be responsible to the Commanding Officer for the entire training of the regiment in musketry, bayonet and sword drill, and construction of field-works.

D. Thompson, Capt.,
67th Regiment,
Inspector of Musketry.

Aldershot,
17th March 1870.

(xliii.)—Answers received from Captain J. M. C. Drake, Instructor of Musketry, Royal Engineers.

III. School necessary.

IV. Yes.

V. Theoretical bad; practical better, but too long, and made too much of a school, therefore too disagreeable to officers.

VI. I think it successful on the whole. Judge by results. Lectures of some kind desirable.

VII. Have no Inspector-General of Musketry. Carry on all musketry correspondence with Horse Guards. Send all returns to Horse Guards. Commanding officers object to the authority of the Inspector-General, and the espionage of inspectors. If there were no one between them and the Commander-in-Chief, they would take some trouble about the matter.

Simplify regulations.

Write a short hand-book for regimental officers, and oblige them to know it.

Simplify returns.
Alter certificate on registers.
Excuse no man from drill.
At Hythe train only officers and serjeants.
Make various alterations in details of Course.
Alter the system in the Royal Engineers to suit the special circumstances of the corps.

MERVIN DRAKE, Captain,
Instructor of Musketry,
Royal Engineers.

Gravesend,
18th March 1870.

(xliv.)—ANSWERS received from CAPTAIN H. B. H. BLUNDELL, Grenadier Guards.

III. I consider the maintenance of a Central School of Musketry absolutely necessary, that experiments in everything connected with small arms may be made systematically by competent officers and recorded; without it experiments will be conducted in a desultory manner, and there will be great loss of time and money in re-testing inventions already sufficiently examined.

Although not absolutely necessary, I think it desirable that Musketry Instructors should go through a course of instruction there. Any officer attentively discharging his daily duties is imperceptibly qualifying for an adjutancy, but musketry must be specially learnt, and I think to ensure an uniform system in the army, at a central school, which should I think be at Shoeburyness, a branch of the School of Gunnery.

IV. I think District Inspectors might be abolished without any detriment to the service whatever.

V. I have not been at Hythe, and have not sufficient information upon the course there to answer this question.

VI. I think the effect of the present system (though capable of improvement in various ways) is to make a recruit a fair rifle shot in a surprisingly short time; the practical instruction is good. Few Musketry Instructors lecture well, and there is but little theoretical instruction given. The following appear to me to be the defects of the present system:—

Bad shots are only allowed to fire at short distances. Unless there is a defect in vision this seems to me a mistake.

Nearly all the shooting takes place in comparatively fair weather. Regiments aim at a high "figure of merit," to obtain which fair weather is a necessity.

All firing is deliberate. I think too much importance is attached to the "figure of merit," which after all is illusory, depending as it does on the accidents of place and weather, and indeed to some extent on the temperament of the officers who give the hits on the target, however fair they may be in intention.

VII. I think a greater number of rounds should be fired at unknown distances and by troops moved rapidly up and required to open fire at once.

Such firing should be independent of any figure of merit, so that it may be carried on in any weather. When the range is within convenient distance it should be under the officer commanding the battalion, and termed "experimental firing."

The School of Musketry should certainly be at Shoeburyness, and form part of the School of Gunnery.

Instead of a Musketry Instructor there should, I think, be in or attached to every battalion an officer styled an Officer Instructor, who had passed the Staff College as well as the six weeks Musketry course, and whose duty it would be to instruct in field fortification, surveying, and in other military subjects taught at the Staff College, as well as to act as Musketry Instructor to the battalion.

The decision to maintain the Cadet College, Sandhurst, may make it impossible to find funds for this purpose, but if that establishment does not now succeed I would suggest the propriety of abolishing it, and making all young officers join their regiments as cadets, only receiving their commissions after a year's probation, and after passing an examination in a few necessary military subjects.

HENRY BLUNDELL,
Lieutenant and Captain
Grenadier Guards.

(xlv.)—ANSWERS received from CAPTAIN the HON. H. LEGGE, Coldstream Guards, late Instructor of Musketry.

III. I do consider the continued maintenance of a central School of Musketry at the present time absolutely necessary, in order to insure accuracy and uniformity of instruction throughout the army.

I am of opinion that it would not be possible to provide thoroughly qualified musketry instructors, like adjutants, by a regimental system of training, since the special training required in order to fit an officer for the post of musketry instructor is unconnected with his ordinary daily duties, by application to which he may qualify himself for the post of adjutant.

IV. I do consider that the appointments of district inspectors of musketry could be abolished without detriment to the efficiency of the system of musketry instruction in the army; provided that the musketry instructors continue to be trained at the School of Musketry.

V. I am of opinion that the method and course of instruction, both theoretical and practical, adopted at the School of Musketry at Hythe are very good.

VI. I have no doubt that the system of musketry training at present in force in the service is of the greatest value to the army.

The mode in which the instruction, both theoretical and practical, is conveyed is very clear.

The lectures delivered by the musketry instructors are of considerable value; but I think they should be limited to explaining in the simplest possible language the course of the bullet in calm and windy weather, and the necessity of keeping the sights upright. I consider it useless to confuse the brain of the soldier with such terms as "axis of the piece," "trajectory," "force of gravity," "elastic fluid," &c.

VII. I would suggest that it is desirable to discontinue the plan of offering three kinds of certificates, the first class extra, first class, and second class, for competition at the examination at the conclusion of each course of instruction. One certificate only should be given to those officers who, at the final examination prove themselves equal to the required standard, which should be based upon an accurate knowledge of the musketry regulations, the manufacture of gunpowder, the construction of small arms, and the manufacture of cartridges.

Should an officer fail to obtain a certificate, he should not, on that account, be debarred (as at present) from again undergoing a course of instruction at the School of Musketry; but all recommendations to attend the School of Musketry a second time should be subject to the approval of the Inspector-General of Musketry, and no officer should be ordered to attend unless he is himself anxious to do so.

All soldiers should be taught to load and fire lying down, and this position should be applied to skirmishers whenever practicable.

"Independent firing" might be abolished, and 20 rounds fired in volleys in the annual course, and the same number in skirmishing practice between 600 and 200 yards.

Judging distance should not be in classes, but at unknown distances between 100 and 1,000 yards; and the points obtained should not affect a man's position as "marksman."

The money prizes for good shooting should be given to all men who obtain the requisite number of points to qualify as "marksmen," irrespective of the numbers trained in the annual course.

In addition to the annual course of training, wherever a range is available, every facility should be afforded the soldier of perfecting himself in the use of his weapon, in order that, by constant practice, he may acquire that confidence which will be so valuable to him in the hour of danger.

H. LEGGE, Lieutenant and Captain,
Coldstream Guards.

Staff College,
28th March 1870.

(xlvi.)—ANSWERS received from CAPTAIN GERARD SMITH, Instructor of Musketry, 2nd Battalion Scots Fusilier Guards.

III. I do not consider the maintenance of the School of Musketry at the *present time absolutely necessary;* but that if it was discontinued the difficulties that would be found in the way of the establishment of a regimental system of training musketry instructors would at some future period render its re-establishment necessary.

IV. I think that the appointments might be abolished with positive advantage to the service. The duties that the inspectors are called upon to perform might be thoroughly well attended to by commanding officers of regiments and battalions, assisted by the mounted officers and the regimental instructors. In some cases I think the existence of a district inspector has served only to aggravate and perpetuate the evils that his presence was intended to remove.

V. *Theoretically* the *method* of instruction at the school musketry is good; *practically* the *course* of instruction ight be shortened with advantage and without omitting ything which it is of importance to learn; officers are tained from the duty roster of their regiments far longer an is necessary to qualify them for the position of instructor.

VI. The course of musketry training as laid down for cruits is *admirable*, and I think admits of little improvelent, though perhaps of some slight modifications. With gard to drilled soldiers, the course of preliminary drill is nger than is necessary to recall to their recollections the ints they may have forgotten since the previous year's ining. The greater portion of the instruction in "Cleaning arms" is quite useless, inasmuch as the soldier is ver allowed under any pretext to remove his lock from e rifle. One at least of the practices in "Position drill" rves no useful object.

Too much time is devoted to "*individual practice*," to the eglect of those practices which on active service would ove of most value, viz., volley firing and skirmishing. ince the latter practice has been omitted in determining e "figure of merit," the men have ceased to take much terest in it.

The independent firing does more harm than good. xcept on a very windy day, the front of the section becomes clouded with smoke as to render it impossible to take ay sort of aim. In other respects than those I have entioned, the system now pursued is efficacious, in so far s it tends to make the soldier proficient in the use and anagement of the rifle.

With regard to the value of the lectures delivered by the usketry instructors, I can only say that I have very rarely nown a soldier retain for any length of time more than a ere smattering of the instruction conveyed to him in the cture room. On the whole I am inclined to think that he "Theoretical principles" of musketry might be omitted om the course of instruction without impairing the effiency of the soldier in the *practical* use of the rifle.

VII. The school of musketry should be used only for e purpose of instructing those who are *candidates* for the osts of officer or serjeant instructor. The present system f sending every year parties of officers, non-commissioned fficers, and privates to go through a long and tedious ourse of instruction, when they are not anxious to become nstructors, has tended to make the school of musketry horoughly unpopular in the service. The course of instruction might be reduced considerably in length.

The following are the suggestions I would make with eference to the system of musketry instruction now in orce:—

1. The recruits should be made to fire at the same distances as the drilled soldiers.
2. The course of "Preliminary drill" for drilled soldiers should be reduced from four days to two.
3. Omit the "2nd practice" in "Position drill."
4. Omit the instruction in "Cleaning arms," except those portions which relate to cleaning and keeping the rifle in proper order.
5. Reduce the course of "*individual practice*" from six days to four, and devote the two days thus gained to volley firing and skirmishing.
6. Abolish the "independent" practice.
7. The performances in the skirmishing practice to count in the "figure of merit."
8. Omit the instruction in the "Theoretical principles."
9. Abolish the appointments of district inspectors of musketry, and cause their duties to be performed by regimental field officers. Periodical visits (say twice a year) of the Inspector-general of musketry might be advisable under this system.
10. I strongly recommend that if possible facilities should be granted for the establishment in each military district of an annual army prize meeting, at which the reserve forces should be invited to assist.

If such a plan could be carried out it would give an impetus to rifle practice throughout the service, that it has never yet possessed.

GERARD SMITH, Lieut. and Captain,
Instructor of Musketry, 2nd Battalion,
Scots Fusilier Guards.

Infantry Barracks, Windsor,
25th March 1870.

(xlvii.)—ANSWERS received from CAPTAIN W. F. CARLETON, 60th Rifles, late Instructor of Musketry to the Rifle Depôt Battalion, Winchester.

III. No; but I am of opinion that for the present it is desirable. I think that it is possible to train musketry instructors regimentally; but that the uniformity which characterises the system now in force would soon come to an end if the central school were abolished at the present time.

IV. Yes; but it would be necessary to exact from the officers charged with the superintendence of the target practice (majors of battalions) a certificate which would ensure uniformity and absolute fairness. The majors ought to visit the men engaged at practice daily, and compare the drill and practice returns with the registers and diagrams.

V. I think that the method and course of instruction are very good, with the exception of the mode of imparting theoretical knowledge, which is not satisfactory. The lectures are learned by heart, and are soon forgotten. The lectures on the Text Book are not of much assistance to the officers who are to be examined in the voluntary subjects. I think that there should be only two classes of certificates, 1st and 2nd. A 1st-class certificate should only be given to good fluent lecturers, who might be appointed instructors. A 2nd-class certificate should be obtainable at Hythe, or by an officer who is willing to undergo a course of instruction regimentally. No officer should be promoted to the rank of captain unless he possesses a certificate.

VI. I think that the aiming and position drills have the best effect; but that the judging distance drills, as at present carried out, are of very little use. I think that the target practice is as a rule carefully and conscientiously conducted, and that the system is calculated to make good shots at known distances. I should like to see a much larger allowance of ammunition made for firing at unknown distances, (as in skirmishing) and for matches. I consider that the independent and skirmishing practices ought to be included in the figure of merit. I do not think that the present mode of determining the figure of merit is altogether satisfactory. I consider that the judging distance practices are too easy, and are not a real test of the proficiency of the soldier; but that in other respects the practical instruction is excellent. As regards the theory, the value of the lectures delivered to recruits depends altogether on the abilities of the lecturer. If amplified, and delivered in good homely language, they are useful, and the men take a considerable interest in them.

VII. I think that a smaller number of officers and non-commissioned officers should be sent to Hythe for each course, and that the forts should be occupied by detachments from the regiments stationed at Shorncliffe, who would furnish the necessary fatigue parties. By this means the course might proceed without interruption, and be completed in about five weeks. Six of these courses might take place in each year, and a smaller staff would be able to perform the duties. The regulations for the musketry instruction of the army ought to be simplified as much as possible, and embodied in the Field Exercise book. The Text Book contains a great deal of unnecessary information, and ought to be abridged. I am of opinion that a reward ought to be given to the best judge of distance in each company, and that these men should pass a final examination before their commanding officers, and on ground selected by them. I think that the rule laid down in paragraph 46, page 72, of the Musketry Regulations should be altered, and that all men who obtain the requisite number of points in the first class should be styled marksmen. It is desirable that all marksmen should be paid. If the whole number entitled to pay should prove to be too large, the qualification should be raised.

I am further of opinion that the musketry instruction of drilled soldiers ought to be carried out by the company officers under the personal superintendence of the majors of their respective wings, and that the recruits should be trained by the adjutant, assisted by a serjeant instructor in musketry. If all officers were obliged to obtain certificates before promotion to the rank of captain, it would eventually be unnecessary to maintain a central school of musketry, or to appoint officer instructors in musketry to any of Her Majesty's regiments.

W. F. CARLETON,
Captain, 60th Rifles.

Aldershot,
28th March 1870.

(xlviii.)—ANSWERS received from CAPTAIN A. S. ADAIR, Adjutant, Second Middlesex Rifle Militia.

III. I do not. I am of opinion that, like adjutants, thoroughly efficient musketry instructors might be provided by a regimental system of training.

IV. I do.

V. That theoretically and practically it seems well adapted to the instruction of musketry instructors.

VI. I think that the present system is not thoroughly efficacious, and mainly so because it fails to awaken the

APPENDIX V. (A.)

School of Musketry, &c.

complete interest of the majority of the officers and men, and is regarded by them as an annual ordeal rather than (as it should be) a most important and interesting element in their training.

With its present modifications, more especially as regards making the attendance at theoretical instruction no longer, except in cases of inefficiency, compulsory on the trained soldier, the course, theoretical and practical, in its various details, appears to me to be calculated to attain the object aimed at; and I am inclined to attribute much of the existing distaste to the great dissatisfaction engendered by the course as it existed before modification.

I think that with few exceptions the lectures delivered by the musketry instructors are valueless, and their compulsory repetition detrimental rather than advantageous.

VII. That the School of Musketry should be abolished as no longer necessary.

That the annual course should be so far modified as to admit of it being subdivided and executed by a company in portions (as far as the climate might permit) throughout the year, instead of all at once, a step which would more continuously maintain the soldier's musketry training, while it might tend to remove its irksomeness.

That periodical lectures should be given by the musketry instructors, which the trained soldier should be encouraged voluntarily to attend, and that these lectures should, if possible, be rendered more instructive than, generally speaking, they are at present.

That the men should be encouraged in every possible way to join in shooting matches between regiments, companies, individuals, &c., under judicious arrangements and with the fewest possible official restrictions. I believe that these would soon be regarded by the men as an agreeable relaxation, and that their direct usefulness in improving the shooting of a regiment would be very great as compared with that afforded by any compulsory training.

A. S. ADAIR, Captain and Adjutant,
The Barracks, Barnet, 2nd Middlesex Rifle Militia.
5th March 1870.

(xlix.)—ANSWERS received from CAPTAIN J. W. MADDEN, Adjutant, Royal Sussex Militia, late Captain Instructor of Musketry, 21st Depôt Battalion, Chichester.

III. I consider that it is necessary to have a school of musketry, but I consider it not necessary to send non-commissioned officers or privates to it.

IV. Yes.

V. I consider that the course is too long. Theory ought to be very much shorter, and I would do away with the eight lectures on manufacture of arms, manufacture of gunpowder, &c.

VI. The practice I consider good. There is too much work with registers, and pen and ink work with progress returns. Two lectures, instead of eight, I consider enough.

VII. I think that the instruction at Hythe is too long. Send officers only there, and let them, on return to their regiments, if a serjeant instructor is required, teach him his duties. There is much time lost in the keeping of so many returns as are ordered to be kept; they might very well be made more simple. I consider the practice system to be good.

J. W. MADDEN, Captain,
Adjutant, Sussex Militia.
Chichester, March 4, 1870.

(l.)—ANSWERS received from LIEUTENANT W. J. FRANKS, Instructor of Musketry, 2nd Battalion, 15th Regiment.

III. I am of the opinion that a Central School of Musketry is necessary for the following reasons:—(1.) That it is the head of a distinct department of the army; (2.) that there officers and non-commissioned officers are thoroughly and *practically* instructed in shooting and the many details of a system necessary to secure uniformity, without which the average of the shooting of the army and the fair distribution of prizes could never be arrived at; (3.) that it sustains this excellent system, through which the army has arrived at its present efficiency; (4.) that the system now in force would, without a fountain head, gradually die out, by the introduction of regimental customs; (5.) and that, in consequence, the army would gradually fall from its present high standard of shooting.

Instructors could be trained regimentally, but imperfectly as compared with the training received at Hythe. If such a course were generally adopted its great evil would be the danger of regimental customs creeping into the service, which would be ruinous to the system. But it appears possible to avoid the expense of sending officers from *foreign stations* to Hythe by having instructors regimentally trained abroad, and examined by a board composed of an inspector as "president" and two instructors as "members;" the papers having been finally examined at Hythe, certificates should be given, subject, however, to the condition that officers holding such certificates should, immediately on the return of their regiments to England, be required to qualify at Hythe for their appointments as instructors.

IV. I consider that inspectors of musketry could on no account be abolished at stations abroad, as they are most necessary for *examination of documents*, for the *support of uniformity*, and to *secure fair play*. They might possibly be dispensed with at home, but not without increasing the staff at Hythe, where all documents now examined by them should be sent for inspection. It would also be necessary, without inspectors, to have a fully qualified officer on the staff of each brigade, for the inspection of regiments engaged at ball practice, to secure uniformity and fair play.

V. The theoretical and practical instruction at Hythe is thoroughly carried out. By many it is considered too minute in what are looked upon as trifles, but by the officer, who hereafter becomes instructor of his regiment, these apparent trifles are seen to be of importance in the practical working of his department.

VI. I am convinced of the efficacy of the present system of musketry training except in the following points:—(1.) That the present mode of judging distance is of but little advantage to the soldier, and that it should, in some way, be combined with the shooting, the details of which combination could be arranged at Hythe. I would suggest that skirmishing and judging distance be amalgamated. (2.) I consider that what are termed *extra* position and judging distance drills, namely, those performed throughout the year by the men not engaged in their annual course, *are utterly useless*. Any one whose attention has been given to the subject must admit that a position drill once a week cannot have the slightest beneficial effect, but that one drill should follow another in rapid succession. Such desultory drills not only do the men no good, but also tend to make them discontented. By officers also they are considered a farce, and are calculated to make the musketry training ridiculous in their eyes. I therefore suggest that these drills be dispensed with during the year, and, as it were, all concentrated into one month before the annual course commences; that then position drill should be done every morning on parade by the 2nd and 3rd class shots. The drills would thus follow in succession, and have some effect. (3.) The rules for aiming could be condensed into two, instead of having four; the second and third rules being, in my mind, almost superfluous. (4.) The definitions of the different sorts of "sights"—full, half, and fine—ought to be put in a simpler form; at present they are unintelligible to men of the capacity of the British soldier.

Lectures by musketry instructors are delivered to recruits only, and if properly and judiciously done they are undoubtedly advantageous. I find that recruits take a marked interest in this part of their training. By questioning them in what I have described to them on the previous day they soon have the main points impressed on their minds. The lectures all point to the flight of the bullet in the air, to which I confine my instruction, and I never attempt to confuse them with figures or calculations of any sort. Instruction in the construction and cleaning of the lock and barrel is more or less a part of these lectures, and is indispensable. Lectures are not given to *trained* soldiers, but every company is catechised in theory and cleaning of arms during its annual course, with a view to keep up the knowledge they have already acquired, and, as with recruits, I never expect them to know anything of figures or calculations. On the whole I consider the lectures, as at present laid down, might be simplified. Also the term "line of fire" ought to be changed, as it is generally confounded with the term "trajectory."

VII. The suggestions I would make with reference to Hythe are as follow:—(1.) That every officer holding a 1st class certificate should be required to pass a satisfactory examination in what are called *the extra subjects*. (2.) That all officers who qualify for instructors should have memoranda forwarded to them of any mistakes in their examination papers. (3.) That the expensive practice of sending privates to the School of Musketry be discontinued, as they cannot afterwards be turned to account in musketry instruction, and are not remarkable in any way as examples to other men. (4.) That the "*Wimbledon lying position*" be adopted at Hythe, and clear and distinct instructions be given as to how men are to lie. I never ventured to instruct my men in the lying position until I learned it by accident from a Wimbledon man. At present the instructions for the lying position are quite insufficient.

With reference to the present system of musketry instruction, as far as my experience goes, it is popular with the men, but most unpopular with officers. To correct this dislike to musketry on the part of the officers I have the following suggestions to make:—(1.) That the present system of *fining* officers for mistakes, such as omissions of signatures, &c., should be at once discontinued. It is apparently a hardship that officers should be deprived of their *scanty* pay for omissions which are frequently the fault of non-commissioned officers. The high state of discipline in their various duties, for which the officers of our army are remarkable, has not been attained by depriving them of pay for unintentional omissions in their official documents, or any other trifling neglect of duty, but by holding them responsible for the result if brought to a court-martial, or by being visited with the severe reprimand and displeasure of their senior officers. The same, I hold, should also be a rule in their musketry duties. I will go further, in saying that all such fines for trifling matters should be refunded to officers from whom they have been taken, as such a course is manifestly opposed to the principles of discipline in our army. (2.) That the attendance of company's officers at the drill and ball practice should be optional, and not compulsory. The musketry instructor or his assistant must always be present, and the registers, &c., could be signed by them in the absence of a company's officer. I am aware that it is the generally received opinion that men shoot better in the presence of their captains, but so many inducements are held out to them to do well, my opinion is that they would do equally well in their absence. I have no doubt that all zealous officers would voluntarily attend, but being compelled to be present, with little or nothing to do, is most irksome, and makes musketry unpopular with them. (3.) Every one must admit that a musketry instructor and his serjeant ought to be good shots, as examples to the men; but not a *single round* of ammunition is allowed them for practice. It is evident that the fact of *paying for every shot* prevents practice on their part, and, in consequence, they are often inferior shots. I would therefore suggest that every instructor be allowed 120 rounds, and every serjeant instructor 60 rounds yearly, for practice.

W. J. Franks, Lieut.,
Instructor of Musketry,
11th May 1870. 2nd Battalion, 15th Regiment.

(li.)—Answers received from Lieutenant A. R. Hutchinson, Instructor of Musketry, 1st Battalion 23rd Royal Welsh Fusiliers.

III. I consider the continued maintenance of a Central School of Musketry at the present time absolutely necessary, and am of opinion that neither thoroughly qualified musketry instructors could be provided, nor a uniform system of proper instruction maintained, by a regimental system of training.

IV. The appointment of district inspectors of musketry could not be abolished without detriment to the system of musketry instruction in the army, as their supervision is necessary to ensure uniformity and prevent irregularities.

V. I am of opinion that the method and course of instruction, both theoretical and practical, as adopted at Hythe are excellent, and in every way suited to the requirements of the service.

VI. I consider that the system of musketry training at present in force in the service is as efficient as can be desired, for along with giving every man some knowledge of the theory of musketry, and also inculcating habits of thought and observation, it also provides for this knowledge being perfected and maintained.

Without lectures from the musketry instructors to the the men on the theory of musketry, it is quite impossible to explain to them the reasons for many rules which should be attended to in practice, and without a knowledge of which their instruction would be very incomplete.

VII. As I consider the system of musketry instruction, both at Hythe and generally throughout the army, to answer in every way to the requirements of the service, I cannot offer any suggestions which would be desirable.

A. R. Hutchinson, Lieut.,
Instructor of Musketry, 1st Battalion Royal Welsh Fusiliers.

(lii.)—Answers received from Lieutenant G. M. Douglas, Instructor of Musketry, 33rd Regiment.

III. (1.) There can be but one opinion, viz., that the School of Musketry at Hythe, *as at present constituted, is nearly useless.*

(2.) I consider it quite possible to produce instructors by regimental training.

IV. I am positive that the abolition of the appointment of district inspectors would not be detrimental to the working of "Instruction in Musketry."

V. As an abstract fact the theoretical method at Hythe is bad, the practical good.

VI. (1.) I consider it to be good.

(2.) As a general rule satisfactory, though much depends on individuals.

(3.) The lectures are time thrown away.

VII. (1.) In my opinion an institution of this kind ought to meet the following requirements, viz.:—

1st. It ought to instruct its students in mechanics and the mechanism of every machine employed in the construction of small arms or projectiles.

2nd. It should also instruct in the composition of the different preparations of iron, of all propelling media, and projectiles.

3rd. Students should be selected as being most capable of imparting instruction both on the drill ground and on the rifle range, or in plain words, an officer ought not to be allowed to become an instructor who cannot make the most of his men.

4th. There ought to be an entrance examination treating on the laws governing the flight of projectiles.

5th. All reports should be sent *directly* to the Central School from the different corps.

6th. It ought to publish for the information of the army a quarterly report on the progress of rifle instruction in the army, with the account of all recent inventions in small arms and projectiles; with also communicated papers.

7th. It should be situated at the central small arms factory.

(2.) 1st. Abolish all position drills except during the annual course.

2nd. Encourage as much as possible private matches.

3rd. For the sake of greater emulation, allow *two* companies of the same corps to practise side by side on the same range.

4th. Do away with, as regards the private soldier, all attempts at compulsory theoretical instruction.

5th. Render qualification to some extent necessary in the theory of musketry before becoming a non-commissioned officer.

George M. Douglas, Lieutenant,
and Instructor of Musketry,
Aldershot, 33rd "D. W." Regiment.
26th March 1870.

(liii.)—Answers received from Lieutenant A. M. Creagh, Instructor of Musketry, 42nd Royal Highlanders.

III. I consider that a school of musketry is very necessary, and that it would be very difficult to get a thoroughly qualified musketry instructor from a regiment without a previous training at a school. I think that the training received at a musketry school is calculated to establish a system of uniformity in the method of carrying on the musketry instruction of a regiment, which, I fear, would be departed from if the officer had not previously received some training. It happened in my own regiment in India in 1857, when the system of musketry was first established, an officer took up the appointment who had not been to a school of musketry; the difficulties, he tells me, he had to contend with were very great indeed, not only in the method of carrying on the instruction, and in delivering lectures, but more especially in the making out of returns, &c. &c.

The facilities, and the inducement held out to officers to acquire a thorough knowledge of the theory of musketry by a regimental system of training, would be so limited, and the time it would take to acquire that knowledge would be so great, that I fear very few officers would be inclined to study; and the standard of efficiency in the theoretical part would become much lower than what it is now.

The practical part of the work might be learnt by a regimental system of training, but I am still inclined to think that after a time there would be a want of uniformity, for the reason that the knowledge gained by the instructor is regimental, and instead of there being one uniform system of conducting the instruction throughout the army, it would gradually become a system peculiar to each regiment.

IV. I consider the appointment of a district inspector absolutely necessary, for without him, the several details of the Musketry Regulations would not be carried out strictly, and a certain laxity in the method of carrying on the annual course would inevitably creep into regiments.

APPENDIX V. (A.)

School of Musketry, &c.

I would beg to draw the attention of the Commission to the monthly reports of district inspectors, wherein I have no doubt it will be found in many cases that the attention of the general officer has been called to certain discrepancies which are contrary to the spirit of the Musketry Regulations, but which only show that if it is possible for them to occur with a district inspector especially appointed for the purpose of checking these faults, what would it be if these faults were left to run on unchecked? I am confident that not only would the present Musketry Regulations be infringed upon by instructors and commanding officers putting their own construction on the different rules, but that the "figure of merit" of regiments would be at variance with their shooting in general.

V. With regard to the method and course of instruction adopted at Hythe, I am of opinion that it is too theoretical and not sufficiently practical.

The annual returns, &c. &c. of regiments received at Hythe should be circulated among the officers, and they should be allowed to examine them, so that if called upon they might be able to make them out themselves; again, now that breech-loaders are in use, the instructor should not only know the different parts of the breech arrangement, the modes of stripping and collecting the action, but he should be thoroughly conversed with the mechanism of the arrangement, and also of the ammunition; for this purpose every officer holding a first-class certificate should be sent to Enfield and Woolwich to complete the course of instruction received at Hythe.

VI. The modified course of instruction in musketry at present in force is, I think, sufficient for the maintenance of a good standard of efficiency; the theoretical instruction is simple and not beyond the understanding of the ordinary run of recruits; a great deal, however, depends on the simplicity of the lectures and the manner in which they are delivered. I am of opinion that lectures on the advanced subjects of musketry would be looked upon by the men as interesting, and I am certain it would be a means of inducing them to take a greater interest in the practical part of the instruction, which would in a great measure increase the rivalry between companies.

From my experience as a musketry instructor I have found that the object to be gained is to endeavour to get the men to believe in the whole system of musketry instruction, more particularly in position drill, which I consider, with the limited allowance of ammunition used yearly, to be the most essential part of the instruction; in fact, the annual course should be conducted not as if the men were performing a duty, but more as if they were entering on a rifle competition, when not only is the credit of each company to be upheld, but that of the whole regiment.

VII. I have already given my opinion with regard to the School of Musketry in answer to qurestion V. With reference to the system of musketry instuction now in force, I would beg to suggest—

Though sixty rounds a man may be sufficient to keep up his efficiency in individual firing, I am of opinion that ten rounds in volley and ten in independent firing is not sufficient. From the experience gained in the late continental wars where the breech-loading rifle was used, it appears that these two modes of firing will in future be more extensively employed, it is therefore necessary that a higher standard of skill should be obtained in these two practices; for this reason, besides the present ten rounds fired by sections at least ten or twenty more should be fired by the whole company together, either during the annual course or at any other time. The skirmishing practice depends so much on the skill attained in individual firing that the ten rounds appear to be sufficient.

Match shooting at other times than when the annual course is proceeding should be encouraged by generals and commanding officers of regiments; for this purpose a supply of ammunition should be granted to each regiment; these matches to be conducted in such a way that the whole rank and file may derive some benefit from them.

The flatness of the trajectory of the present rifle being sufficient for all practicable purposes to a distance of nearly 300 yards, it appears almost a waste of time to practise judging distance at shorter distances; the knowledge of distances which under ordinary circumstances would be most useful to the soldier, and which would be more generally required in skirmishing, lies between 300 and 800 yards. I am therefore of opinion that the judging distance practice should be restricted as much as possible to these distances.

A. M. CREAGH, Lieut.,
Instructor of Musketry,
42nd Royal Highland Regiment.

Aldershot,
28th March 1870.

(liv.)—ANSWERS received from LIEUTENANT G. W. WOOD, Instructor of Musketry, 56th Regiment.

III. I do not think it would be for the good of the service to abolish the School of Musketry at Hythe. An officer might no doubt learn his duties as Instructor of musketry regimentally, but I should consider one trained at Hythe a far better Instructor. Many officers who do not believe in the advantage of musketry training return their regiments, after a course at Hythe, with a firm belief in the efficacy of the present system as taught there.

IV. I think Inspectors of Musketry are absolutely necessary. Without a Central School of Musketry, and without Inspectors, regiments would each very soon adopt a system of its own, and there would be neither uniformity or fairness.

V. I consider the method of instruction both theoretical and practical on the whole very good.

VI. The increased figure of merit of the several regiments goes far to prove the efficacy of the present system of musketry training, which has also (since it was modified in 1867) become much more popular with both officers and men. A slight knowledge of the theoretical principles of musketry is no doubt beneficial to young soldiers, inasmuch as it teaches them the reason "why" they are taught to do this and that; otherwise I do not think lectures are much good.

VII. None but non-commissioned officers (officers of course excepted) should be sent to the school of musketry at Hythe. The good shooting of a company mainly depends on the way it is drilled by its non-commissioned officers, and there are very few non-commissioned officers who, unless they have been to Hythe, know how to drill their men, and at the same time induce them to take an interest in their work. I would discontinue the use of the knapsack at position drill, and in shooting in the 1st period reduce the number of points required to pass from the 3rd into the 2nd class from 36 to 30, as many a man is a very fair shot on the knee, who cannot shoot standing.

GEORGE W. WOOD, Lieutenant,
Instructor of Musketry,
56th Regiment.

(lv.)—ANSWERS received from LIEUTENANT C. J. WYNDHAM, Instructor of Musketry, 83rd Regiment.

III. I do not consider a central school of musketry necessary.

Thoroughly qualified instructors of musketry might well be provided by a regimental system of training. Their qualification for such might be proved by a garrison board; those wishing to qualify for district inspectors of musketry to be further examined.

IV. The abolition of district inspectors of musketry would be detrimental to the efficiency of musketry instruction, inasmuch as the inspector exercises a strict and impartial supervision over all drills and practices. All returns are sent through him, and in cases of difficulty he can be referred to. He is also by his constant presence a guarantee for the prevention of unfair practices in the system of marking, &c., being resorted to by corps during the annual course.

V. The method is indifferent and the course is tedious.

VI. As a rule the training is good, especially the practical part, if properly carried out.

In the theoretical instruction much might be omitted, as for instance, those lectures relative to the composition of the air, the force of gravity, &c. In my opinion it is only necessary to teach a soldier the parts of his rifle, how to clean it and keep it in a serviceable state, the use of the sights and method of aligning them on an object.

The value of the lectures is but small; a soldier learns twice as much in one hour by practical illustration on the practice ground as in two days in the lecture room.

VII. I would beg to suggest that the course of instruction at the School of Musketry be shortened, as much time and patience are occupied if not wasted in the minutiæ which are next to useless, in learning word for word the whole of the position drills and platoon exercises.

Relative to the musketry instruction now in force I beg to suggest that the knapsack be discarded during position drills; a soldier would then be trained in the order in which he parades for target practice, and I consider that it would in no way interfere with the efficiency of the platoon firing.

Position drills should not exceed 20 minutes at frequent intervals.

It is most essential that all men who qualify as marksmen should receive the marksmen's prize. Good shooting

prizes should be issued as soon after the completion of the annual course as it is possible to do so.

A soldier should be allowed to fire in any position whatever after 400 yards, as it would ensure a greater accuracy of shooting.

Prizes should be awarded for the best target of each company, both in skirmishing and independent firing without the use of the backsight; the averages, however, of the two practices not to count towards the battalion figure of merit.

Clubs should be formed in each regiment and the men encouraged to shoot matches, as no doubt great benefit accrues therefrom, and every inducement offered to lead the men to take an interest in the annual course and their rifles.

CHARLES J. WYNDHAM, Lieutenant,
Instructor of Musketry, 83rd Regiment.

Poonah,
6th May 1870.

(lvi.)—ANSWERS received from LIEUTENANT W. GATEY, Instructor of Musketry, 100th Regiment.

III. As far as I can judge, although it might be possible to discontinue a central school of musketry, such a proceeding would be attended by many disadvantages; and as a rule musketry instructors trained regimentally would not be so thoroughly efficient or so qualified to carry on their duties, and would consequently be too apt to trust almost entirely to the serjeant instructors.

IV. District inspectors of musketry could not be abolished without detriment to the instruction of musketry in the army, as they act in a great measure as a check upon irregularities which might otherwise take place on the practice ground as well as in the returns, and tend to keep the system more uniform throughout the service, and to them all disputed or undecided questions can be referred.

V. The course of instruction at Hythe is as complete as the short time allowed for each course can admit of; but the method of hurrying through so much book work in a limited space of time is calculated to reduce that portion of the instruction to a species of "cramming."

VI. The present system of musketry training is as simple and complete as it can be made, to be of real use to the soldier, and it would be difficult to improve much upon the mode in which the theoretical and practical instruction is conveyed.

The lectures delivered by the musketry instructors cause the recruits to be interested in the subject, and to pay greater attention to their preliminary drills and to musketry in general.

VII. I consider that the extra and voluntary portion of the instruction should comprise a course of lectures and experiments on the latest inventions in fire-arms, either instead of or in addition to the history of small arms at present in use in the school of musketry, and the general construction of the rifles, &c. with which the European powers are armed.

W. GATEY, Lieutenant,
100th Regiment.

(lvii.)—ANSWERS received from ENSIGN J. J. PRESTON, Instructor of Musketry, 4th Battalion Rifle Brigade.

III. Though the system of musketry instruction has now been established in the service, still I consider that the continued maintenance of a central school of musketry is absolutely necessary in order to train officers for the position of musketry instructors. The course of instruction for officers at Hythe chiefly consists in their being taught to follow out implicitly what is laid down in the "Instruction of Musketry;" yet even for this a school of musketry is necessary. An officer, no matter how zealous, cannot get up the subject of musketry instruction, while doing duty with his regiment, in the same manner he can at a school of musketry, where, for the short time he is there, having nothing else to direct his attention to, he is able to master it thoroughly. Some men might certainly be able to perform in an efficient manner the duties of musketry instructor, without having been through a course of instruction at a school of musketry; but I think that as a rule it would be impossible to provide thoroughly qualified musketry instructors without such a school.

IV. I do not think that the efficiency of the system of musketry instruction in the army can in any way be affected by abolishing the appointments of district inspectors of musketry, for all their duties in a regiment could, I think, easily be performed by the field officers of wings. One part of the duty, I believe, of district inspectors of musketry is to see that no unfair practices go on in a regiment, and as unfair practices have been detected in certain regiments, it would seem that for this the appointments of district inspectors of musketry are necessary; however, I do not for a moment believe that such practices would increase were the above appointments abolished, when one considers that it is a man's honour that is involved.

V. I do not think that the method adopted at Hythe for the practical instruction, and that part of the theoretical instruction comprised in the "Instruction of Musketry," could be much improved. In the fourth lesson on theoretical principles in the "Instruction of Musketry," that part which illustrates the motion of an imperfectly formed bullet by means of a bent arrow, might I think be left out with advantage, for it by no means gives a true idea of the motion of a bullet under the circumstances, but I think rather tends to make one form very erroneous notions. In the first lesson, paragraph 6, allusion is made to the fact that three forces constantly act on a bullet in its passage through the air, which of course is erroneous, for there are clearly only two forces acting on a bullet, besides the velocity which has been imparted to it by the explosion of the gunpowder; it may, perhaps, be of little importance whether a soldier clearly understands the difference between a force and a velocity, but, nevertheless, this is an error, and should I think be corrected. As regards that part of the theoretical instruction at Hythe which officers have to go through in order to obtain a "first-class extra" certificate, the sooner, I think, that it is done away with in its present form the better. It does not in any way follow that an officer who has obtained a first-class extra certificate should be more qualified to impart the instruction of musketry than one who has only obtained a first-class certificate. In this extra part of the theoretical instruction a fair knowledge of three subjects, viz.: "theory of the motion of projec-" tiles," "the history of small arms," and the "history, "manufacture, and explosive force of gunpowder," is supposed to be acquired; but really the knowledge acquired, especially of the first-named subject, is very limited indeed, for in the time that one has to devote to these subjects at Hythe very little can be done. Lectures on these subjects are delivered during about six weeks of the course by the chief instructor, but in my humble opinion they are not calculated to throw any more light on the subjects than can be obtained by a careful reading of the "Text Book." If, on the other hand, an officer simply confines himself to the study of those paragraphs which are marked out for him, he can at the best but obtain a very imperfect knowledge of either of these subjects. No officer is allowed to compete in the examination for an extra certificate who has not regularly attended the chief instructor's lectures; he might, however, if permitted, do so with success. This fact, I think, proves the small value of these lectures. In short, as regards this extra theoretical instruction, I consider that it is but a cram, which cannot possibly prove of use to any one, since the knowledge obtained is so very imperfect.

VI. Considering the great improvement which has taken place in the shooting of the army generally during the last few years, I do not think that much fault can be found with the system of musketry training now in force in the service. When one sees the way in which recruits, many of whom have perhaps never before handled a rifle or gun, are able to shoot after eight days' musketry training, I do not think that the method in which the practical instruction is conveyed can be called into question. I do not think that the value of the lectures delivered by the musketry instructor is very great; simple as are the principles enunciated and explained in these lectures, I have hitherto found but few recruits who seemed able to understand them. Most non-commissioned officers, however, and many trained soldiers profit by them and gain a certain knowledge of the simple laws referring to the path of the bullet, &c., &c., and so become good intelligent shots.

VII. I believe that some officers go down to Hythe without any idea of employing their time profitably while there, and come away having obtained either a second-class certificate, or perhaps none at all. Such men ought, I think, if possible, to be kept away from a school of musketry, such as Hythe, for they not only learn nothing themselves, but are often a source of annoyance to others, who wish to make the best use of their time. I would suggest that in all cases where an officer failed to obtain a first-class certificate, his travelling expenses to and from Hythe should not be allowed; this plan, I think, might keep away from Hythe men who under the present system are always more or less troublesome. As regards the system of musketry instruction now in force, I do not think that any alterations are necessary.

J. J. PRESTON, Ensign,
Instructor of Musketry,
4th Battalion Rifle Brigade.

Appendix V. (B.)

School of Musketry, &c.

B.—Tabular Summary of the Answers to Questions on the

Name of Witness.	Appointment.	Is a Central School of Musketry necessary?	Could Musketry Instructors be trained regimentally?	Could District Inspectors be abolished?	Opinion as to the course of instruction at Hythe.
Col. Haliday	Commandant of the School and Inspector-General of Musketry.	Yes	-	No	Well adapted to its object.
Gen. Lord Strathnairn, G.C.B.	Commander of the Forces in Ireland.	Yes	Not adequately	Their abolition unadvisable.	-
Lieut.-Gen. Sir J. Scarlett, G.C.B.	Commanding Aldershot Division.	Not absolutely necessary on its present footing.	Not entirely, without examination as to their competency.	Four inspectors only required.	Somewhat too theoretical and abstruse; practically good.
Lieut.-Gen. Sir G. Buller, G.C.B.	Commanding South-Western District.	A regimental system of training would be the best principle to adopt.	Yes	Inspectors apparently necessary, owing to the system of money rewards.	Seems valuable in its results.
Lieut.-Gen. Lord W. Paulet, K.C.B.	Adjutant-General to the Forces.	Yes	-	No	-
Maj.-Gen. Sir A. Cunynghame, K.C.B.	Commanding Northern Division of Ireland.	Desirable	-	Yes	-
Maj.-Gen. Sir J. Garvock, K.C.B.	Commanding Northern District.	Yes	-	No	-
Maj.-Gen. Sir C. Staveley, K.C.B.	Commanding Western District.	Yes	A regimental system could not be depended on.	No	-
Maj.-Gen. Russell, C.B.	Commanding South-Eastern District.	Yes	-	No	-
Maj.-Gen. Freeman Murray.	Commanding Chatham District.	Yes	Not nearly so adequately as under the present system.	No; but the appointment should be limited to three years.	-
Maj.-Gen. Farren, C.B.	Commanding at Colchester.	Yes; its abolition would be a misfortune to the public service.	Not so well qualified as at present.	Yes, with an arrangement for the annual inspection of each regiment by a competent officer.	-
Maj.-Gen. Rumley	Commanding in North Britain.	Yes	It would be almost impossible to furnish competent instructors by such a system.	No	-
Maj.-Gen. Campbell, C.B.	Commanding South-Western District of Ireland.	Yes	A regimental system would not work well.	No	-
Maj.-Gen. Borton, C.B.	Commanding Curragh District.	Yes	No	No	-
Col. Armstrong, C.B.	Deputy - Adjutant-General, Ireland.	Yes	No	No	-
Col. Shute, C.B.	Commanding 4th Dragoon Guards.	Yes	No	Not desirable at present, unless a district staff officer could undertake some of the duties.	Good. It turns out good instructors.
Col. Baker	Commanding 10th Hussars.	Yes	-	No	-

ect of the SCHOOL of MUSKETRY, &c.

Opinion as to the acy of the system of lusketry training.	Value of lectures given by Musketry Instructors.	Feeling of officers and soldiers in regard to the system of Musketry Instruction.	Main suggestions in regard to	
			The School at Hythe.	Annual course of Musketry.
adapted to its object -	They explain the reasons for the rules taught in practice.	- - - -	No suggestions to make -	No suggestions to make.
ssary for the proper of the weapon.	- - - -	- - - -	- - - -	More practice required in shooting at short ranges, and in judging distance in inequalities of ground. Musketry instruction prejudicial to the *morale* of cavalry.
ient, but a little over- e in the case of old diers.	Explanation on the ground of more use; still lectures not to be discouraged for young soldiers.	- - - -	Unite it with a central school, presided over by a scientific officer, where the science of projectiles might be taught, and inventions tried and recorded.	Excuse old soldiers from lectures and theoretical instruction; give them aiming drill and position drill together.
ketry practice of the my very good.	Useful to recruits - -	- - - -	- - - -	The instructor of musketry not occupied for more than seven months in the year.
y valuable - -	- - - -	- - - -	No suggestions to make -	No suggestions to make.
acious, and very supe- r to that of foreign nies, but capable of rther improvement.	- - - -	- - - -	The Central School should be a school of scientific instruction and experiment; its officers selected for their scientific acquaintance with firearms.	More practice ammunition required.
ellent and effectual -	- - - -	- - - -	No suggestions to make -	The junior major in each regiment to be made specially responsible for the returns and instruction.
efficient; perhaps not ite so practical as it ould be.	Valuable - -	- - - -	- - - -	Combine the duties of instructor of musketry and instructor of gymnastics.
neral system good -	Unsuited to the capacity of most private soldiers.	- - - -	Discontinue sending privates to the school.	Improve the present system of prizes for shooting; free the soldier from everything irksome and unnecessary.
cellent - - -	Useful, but might be simplified, and certain lessons be omitted.	As a rule they evince considerable interest in the annual course.	- - - -	Should be more conducted by company officers. A system of marking which would inspire greater confidence should be introduced.
orks satisfactorily -	Necessary to enable the recruit to understand the construction of the rifle, and the principles of firing; but latitude should be allowed the instructor in his explanations of the lectures laid down in the book of regulations.	- - - -	- - - -	The monthly progress return should be further simplified.
cellent - - -	- - - -	It meets with passive opposition, or indifference, on the part of commanding officers, and with little active support from officers generally.	Remove the school to Aldershot.	The junior major to be responsible for the musketry instruction of the regiment, with an assistant to train recruits, and the captains to train their companies. Abolition of competition between regiments suggested.
cellent - - -	- - - -	- - - -	No suggestions to make -	No suggestions to make.
ctical instruction all at could be desired.	Their value doubtful; to most men a source of weariness rather than benefit.	- - - -	No suggestions to make -	No suggestions to make.
cellent, both practically nd theoretically.	Much depends on the instructor; a good lecturer as a rule is listened to with interest and attention.	- - - -	- - - -	Greater attention to instruction of recruits, and to judging distance practice; special training in more advanced skirmishing drill.
swers well - -	Depends on the lecturer -	They take great interest in it.	- - - -	Increased allowance of practice ammunition.
neral system good -	- - - -	Not popular in the cavalry	- - - -	Increased allowance of practice ammunition. A serjeant instructor required in cavalry regiments.

APPENDIX V. (B.)

School of Musketry, &c.

Tabular Summary of the Answers to Questions on the

Name of Witness.	Appointment.	Is a Central School of Musketry necessary?	Could Musketry Instructors be trained regimentally?	Could District Inspectors be abolished?	Opinion as to the course of instruction at Hythe.
Col. Jenyns, C.B.	Commanding 13th Hussars.	Yes	No	Yes, they are quite unnecessary.	
Col. Stephenson, C.B.	Commanding Scots Fusilier Guards.	Yes	No	No	
Col. Knox, C.B.	Commanding 2nd Battalion, 9th Regiment.	No	Yes	Yes	Irksome and unpleasant to officers and men.
Col. Peacocke	Commanding 1st Battalion, 16th Regiment.	Advisable to retain it	Yes; but progress and uniformity of system would be sacrificed.	No	
Col. Harding, C.B.	Commanding 1st Battalion, 22nd Regiment.	No	Yes	Yes	
Col. Anderson	Commanding 2nd Battalion, 22nd Regiment.	Yes	Not so as to ensure complete uniformity of system.	Yes, at home, except at Aldershot and the Curragh.	
Col. Lowry	Commanding 47th Regiment.	Most desirable	Doubtful	The office is useful to keep a check on regiments.	Too much stress is said to be laid on theoretical lectures being delivered *verbatim* from the book.
Col. Weare, C.B.	Commanding 50th Regiment.	Yes		Yes, if the regimental instructor was held more responsible.	
Lieut.-Col. Thomson	Commanding 54th Regiment.	Yes	Possible, but not so effectually as by the present system.	No	
Col. Hawley	Commanding 4th Battalion, 60th Rifles.	No	Yes	Yes, they have never been of great use. The inspection to be placed under the Adjutant-General's department.	
Lieut.-Col. Bowles	Commanding 63rd Regiment.	No	Yes, with examination before a board.	No	
Col. Thomas, C.B.	Commanding 67th Regiment.	No	Yes	Yes. The supervision could be equally well given by field officers of corps.	
Lieut.-Col. Cooper	Commanding 70th Regiment.	Yes	No, not of the present stamp.	No	
Lieut.-Col. Mein, C.B.	Commanding 94th Regiment.	Not absolutely necessary, but highly desirable.	Possibly, but their efficiency would be doubtful.	Some kind of independent supervision expedient.	Well calculated to provide efficient instructors, as judged by its results.
Col. Gloster	Commanding 97th Regiment.	No	Yes	Yes; they are utterly useless.	
Col. Glyn, C.B.	Commanding 2nd Battalion, Rifle Brigade.	No	Yes	Some system of general supervision necessary.	

of the School of Musketry, &c.—*continued.*

ion as to the of the system of ry training.	Value of lectures given by Musketry Instructors.	Feeling of officers and soldiers in regard to the system of Musketry Instruction.	Main suggestions in regard to	
			The School at Hythe.	Annual course of Musketry.
l in every branch	- - - -	Entails very hard work in cavalry, but a great many men take an interest in ball-firing.	A modified course to be compulsory on all officers on obtaining their lieutenancy.	A serjeant instructor necessary in the cavalry. The officer employed as instructor to be more adequately paid. Preliminary drill to be curtailed, and ball-firing increased.
- - -	Not of much value, except to recruits.	They take great interest in the annual competition.	- - - -	Discontinuance of some of the winter parades, and diminution of returns.
- - -	- - - -	All ranks feel great interest in it.	- - - -	No suggestions.
and good -	Depends much on the instructors.	They generally take pleasure in it.	- - - -	More independent firing, and skirmishing at unknown distances; firing at moving objects; practise in judging distance on broken ground.
ary drill good; ot extended over t time.	Generally listened to with impatience.	They are anxious to hurry through the practice.	- - - -	The firing should be extended over a greater number of days.
portion good; efit the men de- m the theoretical tion varies.	Depends on the power of the lecturer.	- - - -	Extension of the objects of the school, and of the instruction conveyed at it, to all subjects connected with improvements in fire-arms, &c., at home and abroad.	No suggestions.
tly improved the g of the Army.	Useful, but should be simple, attractive, and adapted to the capacity of all.	- - - -	- - - -	Returns might be simplified, and go direct from regiments to the Inspector-General. More ball-firing annually, and at unknown distances. Rapid independent firing a mistake.
modification re-	- - - -	The feeling of the non-commissioned officers and men favourable; that of the officers less so.	- - - -	More ball practice, especially for skirmishing.
whole very good -	Can be made of great value	Favourable to the annual course, in which great interest is taken; but position drill in winter is thought very irksome.	- - - -	Discontinuance of position drill in winter; reduction of points for passing out of the 3rd class; improvement in judging distance practice.
- - -	- - - -	Popular with all ranks -	- - - -	Amalgamation of duties of Musketry Instructor and Adjutant, two officers being appointed for the combined duties. Amendment of the method of arriving at the "Figure of Merit." Increased allowance of ball ammunition.
fficient - -	They induce the recruit to take interest in the instruction.	They consider it very good	- - - -	Companies might go through the annual course in shorter time.
air - - -	Satisfactory - -	It is considered just if fairly carried out, but capable of improvement in details.	- - - -	The superintendence of the regimental instruction to rest with the major. The system might be simplified and made less irksome.
favourable - -	Depends on the lecturer's aptitude.	The non-commissioned officers and men like it; officers as a rule think it a bore, though they take considerable interest in the actual practice.	- - - -	No suggestions to make.
pears efficient and is irksome than for- ly.	Useful to the recruit -	Satisfactory; all take considerable interest in it.	No suggestions to make -	No suggestions to make.
; but has too much ry and not enough tice.	Too abstruse for the ordinary recruit; they should be simplified.	The system decidedly unpopular.	- - - -	The course should generally be made less irksome, and be more distributed over the year. Musketry to be part and parcel of ordinary drill. Rewards to marksmen to be increased.
cious - - -	Not of much value -	The feeling now not unfavourable.	- - - -	Improvement in judging distance practice, especially on broken ground. First class in judging distance not to be a necessary qualification of a marksman.

APPENDIX V. (B.)

School of Musketry, &c.

Tabular Summary of the Answers to Questions on

Name of Witness.	Appointment.	Is a Central School of Musketry necessary?	Could Musketry Instructors be trained regimentally?	Could District Inspectors be abolished?	Opinion as to course of instruc at Hythe.
COL. SMITH, C.B.	Commanding 1st Depot Battalion	Yes	Possibly, but it is not desirable.	No	
LIEUT.-COL. LORD ELCHO.	Commanding London-Scottish Rifle Volunteers.	Highly advisable, if not absolutely necessary.	Possibly	Yes.	
LIEUT.-COL. LORD BURY	Commanding Civil Service Rifle Volunteers.	No		Not if the central school is abolished.	Practical instruc most valuable; theory carried too
COL. LANE FOX	Late Grenadier Guards	(Not answered)	Yes, if the abolition of the School of Musketry is decided on.	Advisable to retain them for a year or two.	
LIEUT.-COL. BULLER	Grenadier Guards, late Musketry Instructor.	Most desirable, but on a different footing from the present.	Yes, with examination in theoretical principles.	Yes	Practical course e lent; theoretical struction not s factory, and al universally disli
LIEUT.-COL. BRIDGES	Grenadier Guards, late Musketry Instructor.	Yes	No	No	Course too long, irksome in details. Stud treated more schoolboys than cers.
MAJOR FAIRTLOUGH	22nd Regiment, late District Inspector of Musketry.	Yes		No	Simple, and calcul to meet the req ments of the sc but capable of m fication.
MAJOR ANNESLEY	97th Regiment, District Inspector of Musketry, Dublin.	Yes	No	No	The instruction g but there is too cramming for extra first-class tificate.
CAPTAIN THOMPSON	67th Regiment, District Inspector of Musketry, Aldershot.	Yes	No	No	Highly satisfactor
CAPTAIN DRAKE	Musketry Instructor, Royal Engineers.	Yes		Yes	Theoretical bad; tical better; bu long, and mad much of a sc therefore too agreeable to offi
CAPT. BLUNDELL	Grenadier Guards	Yes	Yes, but it would not be desirable.	Yes	
CAPT. LEGGE	Coldstream Guards, late Musketry Instructor.	Yes	No	Yes	Very good
CAPT. G. SMITH	Musketry Instructor, 2nd Battalion, Scots Fusilier Guards.	Not absolutely necessary, but highly advisable.	With difficulty	Yes, with positive advantage to the service.	Theoretically practically too l
CAPTAIN CARLETON	60th Rifles, late Musketry Instructor.	Not absolutely necessary, but desirable for the present, though eventually its abolition may be possible.	Yes, but at present not desirable.	Yes	Good, with the e tion of the me imparting theor instruction, whi not satisfactory. lectures are lear heart and soon gotten. The lec on the Text-boo of much assista

the School of Musketry, &c.—*continued.*

on as to the f the system of try training.	Value of lectures given by Musketry Instructors.	Feeling of officers and soldiers in regard to the system of Musketry Instruction.	Main suggestions in regard to	
			The School at Hythe.	Annual course of Musketry.
- - -	They are simple and plainly delivered, but naming the parts of the lock unnecessary.	General feeling now one of interest and satisfaction.	- - - -	Greater stringency in testing the accuracy of the figure of merit of regiments.
- -	Almost entirely valueless.			
coretical instruc- irable, and pre- drills valuable.	- - - -	- - - -	- - - -	More attention to be paid to training of recruits; the annual course to be made less irksome, and each battalion to have once in five years a longer course. Abolition of competition between regiments. Practice to be carried on annually by a whole battalion at a time.
al highly efficient as regards judging practice.	Of little value, almost a waste of time.	- - - -	Transfer of the school to Aldershot.	
le most efficacious.	Of great value to recruits	- - - -	Officers sent to Hythe to be specially selected; privates not to be sent at all.	More attention to be paid to the training of recruits and to skirmishing. Preliminary drill to be diminished.
uccessful - -	Most useful if properly delivered.	- - - -	Reduction of length of course; revision of text book; exclusion of the platoon exercise from the course of instruction. More extended means of instruction in fire-arms, &c.	
nt - - -	Certainly valuable -	- - - -	Extension of length of course to three months; greater strictness in exacting the qualifications required for certificates. Discontinuance of the system of sending privates to the school.	Slight alterations in details.
satisfactory -	Very useful - -	- - -	Extension of the utility of the establishment by converting it into a School of Arms, and teaching at it the construction of field-works, &c.	Combination of the duty of teaching the construction of field-works with the duties of the Musketry Instructor.
sful on the whole -	Lectures of some kind desirable.	- - - -	Separate inspection of musketry from the school; discontinue sending privates to it.	Simplification and curtailment of the regulations; simplification of returns; improvements in details of the course; alteration of the system in the Royal Engineers.
on the whole, though ble of improvement rious respects.	Few Musketry Instructors lecture well.	- - - -	Transfer of the school to Shoeburyness, making it a branch of the School of Gunnery.	Combine instruction in field fortification, &c., with musketry instruction. More firing at unknown distances.
greatest value -	Of considerable value, but should be conveyed in more simple language.	- - - -	Substitution of a single certificate for the present three classes of certificates.	Extension of the prizes for shooting; facilities for practice in addition to the annual course; alterations in details.
able for recruits, but ires improvement in case of trained sol-	Of little benefit; the "theoretical principles" might be omitted from the instruction.	- - - -	Privates not to be sent to the school; considerable reduction in the length of course.	Abolition of independent practice; greater attention to volley firing and skirmishing; other alterations in details. Institution of Army Prize Meetings.
ally good, with the ption of judging dis-	Dependent entirely on the abilities of the lecturer.	- - - -	Reduction in length of course; diminution of staff; certificates to be only of two classes, the 2nd class certificate to be also obtainable by a regimental course of instruction. Revision and abridgment of the text-book.	Simplification of regulations; increased allowance of practice ammunition; other alterations in details. Musketry instruction of drilled soldiers to be conducted by company officers, that of recruits by the Adjutant, with the object eventually of abolishing the post of Musketry Instructor and the School of Musketry.

APPENDIX V. (B.)

School of Musketry, &c.

Tabular Summary of the Answers to Questions o

Name of Witness.	Appointment.	Is a Central School of Musketry necessary?	Could Musketry Instructors be trained regimentally?	Could District Inspectors be abolished?	Opinion as to course of mus... at Hythe.
CAPTAIN ADAIR	Adjutant 2nd Middlesex Rifle Militia.	No	Yes	Yes	Well adapted ... instruction of ... ketry Instructo...
CAPT. MADDEN	Adjutant Royal Sussex Militia, late Musketry Instructor 21st Depot Battalion.	Yes	-	Yes	Course too long, ... pecially in the th...
LIEUT. FRANKS	Musketry Instructor, 2nd Battalion, 15th Regiment.	Yes	Yes, but imperfectly as compared with the training at Hythe.	Possibly at home, but not abroad.	Thoroughly car... out.
LIEUT. HUTCHINSON	Musketry Instructor, 1st Battalion, 23rd Royal Welsh Fusiliers.	Yes	No	No	Excellent
LIEUT. DOUGLAS	Musketry Instructor, 33rd Regiment.	As at present constituted, it is nearly uesless.	Yes	Yes	Theoretical mat... bad; practical g...
LIEUT. CREAGH	Musketry Instructor, 42nd Highlanders.	Yes	It would be possible, but very difficult, and not desirable.	No	Too theoretical, ... sufficiently practi...
LIEUT. WOOD	Musketry Instructor 56th Regiment.	Not for the good of the service to abolish it.	Yes, but would not form so good instructors as if trained at Hythe.	No	On the whole ... good.
LIEUT. WYNDHAM	Musketry Instructor, 83rd Regiment.	No	Yes	No	The method ind... rent, and the co... tedious. Much t... and patience co... pied, if not was... on minutiæ wh... are next to useles...
LIEUT. GATEY	Musketry Instructor, 100th Regiment.	Not absolutely necessary, but to abolish it would be disadvantageous.	As a rule they would not be so efficient as at present.	No	As complete as ... time allows; but ... much hurrying ... cramming in bo... work.
ENSIGN PRESTON	Musketry Instructor, 4th Battalion Rifle Brigade.	Yes	Possibly in some cases, but not as a rule.	Yes; their duties might equally well be performed by regimental field officers.	Practical instruct... good, but the the... taught in some ... spects erroneous. ... lectures in the vol... tary course are ... small value, and c... vey no more in... mation than can ... obtained by read... the text book; ... knowledge acqui... in this part of ... course very imp... fect, and little m... than cram.

of the School of Musketry, &c.—*continued.*

›inion as to the ‹ of the system of ‹sketry training.	Value of lectures given by Musketry Instructors.	Feeling of officers and soldiers in regard to the system of Musketry Instruction.	Main suggestion in regard to	
			The School at Hythe.	Annual course of Musketry.
oroughly efficacious failing to awaken st completely; but ts present modifica- calculated to effect equired object.	With few exceptions valueless; their compulsory repetition detrimental rather than advantageous.	Regarded as an annual ordeal rather than an important and interesting element in their training. This distaste caused by the character of the course before recent modifications.	Abolition of the school -	The annual course to be more distributed over the year, and made less irksome and more attractive. Encouragement to be given to match-shooting. Lectures, with voluntary attendance on the part of soldiers, and more instructive than at present, to be given periodically by instructors.
ractice good. Too paperwork.	Two lectures sufficient instead of eight.	- - - -	Officers only to be sent to it. Reduction of the length of the course. Exclusion of part of the present theoretical instruction.	Simplification of returns, &c., on which much time is wasted.
ious, except in cer- points of detail.	Advantageous if properly and judiciously delivered. The lectures might be simplified.	Popular with the men, but most unpopular with officers.	Discontinuance of the practice of sending privates to Hythe.	Improvement in system of Judging Distance practice. Abolition of *extra* drills. Simplification of certain rules and definitions. Abolition of system of fining officers for mistakes. Attendance of officers at drill and ball practice to be made optional. Allowance of ammunition to instructors for practice.
icient as can be de- d.	Without lectures the instruction of the soldiers would be very incomplete.	- - - -	No suggestions to make -	No suggestions to make.
, and as a general satisfactory.	Time thrown away -	- - - -	Transfer of the school to the central small-arms factory; extension of the instruction to subjects generally connected with the scientific theory of projectiles, the construction of small arms, and inventions.	Abolition of position drill, except during the annual course, and of compulsory theoretical instruction for privates; and encouragement of private matches.
cient for the mainte- ce of a good standard efficiency.	Much depends on the simplicity of the lectures, and the manner in which they are delivered.	- - - -	Officers should be sent to Enfield and Woolwich to complete the course of instruction at Hythe.	More volley and independent firing; increased allowance of ammunition for matches; and restriction of judging distance practice.
efficacy proved by ults.	Not much good, except that a slight knowledge of theoretical principles is beneficial to a young soldier, to show him the reasons for what he is told to do.	The system much more popular since the modifications introduced in 1867.	No privates to be sent to the school.	Reduction in the number of points required to pass into the 2nd class.
a rule the training is od, especially the prac- al part. In the theo- tical instruction much ight be omitted.	Their value but small -	- - - -	The course should be shortened.	Improvements in various details. Extension of prizes. Encouragement of match-shooting.
simple and complete as can be made to be of al use; difficult to im- rove much upon it.	Give recruits an interest in the subject.	- - - -	Extension of the voluntary course to lectures and experiments on the latest inventions in fire-arms, &c.	No suggestions.
sults show that much ult cannot be found with	Not very great, few recruits able to understand them.	- - - -	Necessity of taking precautions to prevent officers going to Hythe who are not likely to profit by the instruction. Discontinuance of the lectures for the "first class extra" certificate, which are of small value.	No alterations necessary.

Appendix V. (C.)

School of Musketry, &c.

C.—PAPERS SUBMITTED TO THE COMMISSION.

(i.)—Memorandum by Brevet-Colonel Haliday, supplementary to his evidence.

(1.) In replying to the questions transmitted to me by the Commission, as well as in my evidence before the Commission at the War Office on the 22nd ultimo, I explained the reasons for my opinion that it would be highly inexpedient to do away with the appointment of inspectors of musketry; but at that time I confined myself to the effects of such a measure on the shooting of the regular army alone. Considering, however, that the inquiries of the Commissioners must embrace the question of the future changes that may be made in any re-organisation of the national defensive forces, it seems advisable to look to future requirements, and I think it necessary to say that I foresee the necessity for an increase in the staff of inspectors. It is this year proposed to require from the enrolled militia a more uniform and effective amount of musketry practice, and in connexion therewith to grant money prizes for good shooting to the permanent staff of all the regiments—equivalent to those allowed to the regular army,—and also certain prizes to be competed for by all the non-commissioned officers and men of these regiments who shall, during the period for which they are called out for training each year, have gone through a definite amount of target practice, and attained a certain standard of proficiency. The same reasons that render an adequate supervision by impartial officers necessary for the line, apply with even greater force to the militia, who have not the same proportion of officers trained to the strict system of the school; and I am convinced that neither could the grant of money prizes be made by the War Office with any confidence that they had been fairly earned; nor would the publication annually (as is now intended) of "the figure of merit" of the respective regiments afford a reliable comparison of the actual proficiency of these, without some such guarantee for the fidelity and accuracy of the records of practice, and security that they had been executed under the same strict conditions and adherence to rules, as is now obtained in the regular army.

But where is this supervision to be sought? It is, I conceive, impossible it can be exercised by the assistant adjutants-general who replace the (late) assistant inspectors of the reserve forces. They could not afford the time for it, and they have not the special acquaintance with the details to enable them to exercise a really efficient inspection, and to detect and check those (apparently) small irregularities which give unfair advantages in target practice; and it is almost inevitable that our inspectors will be called upon to take the militia under their supervision. But it is impossible that they could undertake such an addition to their duties without such a diminution in the frequency of their visits to corps, and such hurried examination of the practices and registers as would seriously impair their value, and render them to a great degree illusory. I may point out, for instance, that one inspector at present has under his charge the whole of Scotland and of 17 of the northern counties of England, and the amount of travelling and the time consumed in this is already far too great.

The recent re-distribution of districts in the United Kingdom indicates the limits within which effective supervision of the militia and volunteers is supposed to be practicable and convenient; and it appears to me that there should be an inspector of musketry for each of the principal nine divisions; that these should (as well as the assistant adjutants-general) be members of the staff of the general or other officer commanding, and have the special duty of supervising the rifle practice and training of the regular forces, and also of the militia in their districts, and assist the officer commanding in all matters connected therewith, attend him at his inspections, and advise on all questions connected with the training of the several corps, and on those that frequently arise on the subject of the purchase or hire of land and the construction thereon of new ranges, or the terms on which the use of ranges belonging to the reserve forces may (when required) be hired for the practice of the regular army; and that they should be considered in all respects as of the general staff of the army, and wear the proper uniform of the staff, instead of being in the anomalous position they at present hold.

The appointment of another inspector for the district which is under my own personal supervision is very much needed. The district comprises 17 counties, besides a part of Wales, and at present it is quite impracticable for me to carry on the inspection of the troops in it with anything like the frequency and devotion of time to it that the other inspectors do, without being continually absent from my office here, and thus delaying the correspondence that is always passing through it.

(2.) During the visit here of the Commissioners I showed several of the more important returns sent here by regiments and corps from all stations,—home, Indian, and Colonial, and explained to some extent the mode in which these are transmitted, scrutinised here, and further dealt with. But it is perhaps well to show in more detail the circuitous way in which much of the work is now done.

The annual returns of regiments and corps are in the first instance sent here, either direct or through the inspectors, and with them the rolls of names and applications for rewards for good shooting for those men who are qualified. After being carefully scrutinised here and checked by reference to previous reports and the figures that establish their claims, these applications, with my recommendation of the grant of prizes, are forwarded to the adjutant-general for submission to His Royal Highness the Commander-in-Chief; when approved by him, are sent on to the War Office for the authority of the Secretary of State for War for the issue of the prizes; and in that office undergo again a scrutiny, in the course of which objections are frequently made to some of these, and queries are then addressed on the points in dispute to the adjutant-general; thence sent on to me for reference, as the information on which the replies have to be made, and the objections disposed of, must be obtained in the records in my office. These replies are addressed to the adjutant-general, again sent on to the War Office and so on, until the case is decided on. So also all claims forwarded to the War Office, either form officers who have been acting as instructors temporarily, or from soldiers who may have been transferred from their regiments to others previous to the authority being received for the issue of prizes that they claim to have earned, are in the first instance referred to the adjutant-general, by him sent on to me, and the necessary information furnished by my office is then sent to the adjutant-general for the purpose of being transmitted to the War Office. Numerous questions, respecting the qualifications of serjeants, who after leaving the army join the rifle volunteers, with a view of becoming instructors in musketry, also arise, and all these and the replies thereto go through the same process, so that I may say that more than three-fourths of all the correspondence connected with this department is transacted in duplicate, and an immense amount of unnecessary letter writing and transmission of letters and documents by post goes on, which might be saved if this office were made a part of the adjutant-general's, to which department it is entirely subordinate, and of which being merely a part, the work would be done with much more certainty and without the waste of time and needless labour to copying clerks if all the records and returns were kept there, and all the correspondence with the War Office carried on directly from thence. In point of fact much of that correspondence would be rendered unnecessary (arising as it often does from misconceptions of dates or of names and regimental numbers of soldiers) by a simple memorandum, or by sending a messenger with a return or paper for inspection by the clerk who starts an objection or a query; and in this way it would become unnecessary to retain, as is at present the case to a large amount, a double set of documents, one in the adjutant-general's office, and one here.

There is not the least advantage gained by having the office of the inspector-general at the same place as the normal school for training instructors. The latter could be equally well carried on by itself, as the School of Musketry at Fleetwood was for above six years; and, while it as well as all corps and battalions are under the orders of the Horse Guards, the office of the department which has under its supervision the whole of the army ought to be central, receiving and disposing of all the reports, returns, and applications connected with the training and practice of the troops by the direct and immediate orders of the Commander-in-Chief communicated through the adjutant-general.

Wm. R. Haliday,
Colonel Commandant and
Inspector-General.

Hythe,
5th April 1870.

(ii.)—PAPER handed in by CAPTAIN DRAKE, R.E., suggesting detailed alterations in the Musketry Regulations.

Details of regulations :—

Page 10, paragraph 5. Instructor instead of captain, unless captain have a certificate. All men should drill.

Page 11, paragraph 6. All officers of companies should attend all practice of company.

Page 16, paragraph 23. Special regulations for Royal Engineers.

Page 17, paragraph 27. Too penal. Instructor drilled the non-commissioned officers before course. If men won't shoot well, non-commissioned officers can't make them.

Cleaning arms :—

Many points refer only to M. L. rifles now obsolete.

Theoretical principles :—

Want revision.

Position drill :—

Good. Cautions in teaching platoon exercise should be exactly the same, and recruit taught from the first to aim at something. Drill corporals should be well up in musketry, and drill serjeants be trained at Hythe.

Blank firing :—

Useful.

J. D. Drill :—

Paragraph 5. Vague.

Paragraph 7. No officers available.

Page 57, paragraph 22. Should not be included in J. D. drill.

Practice :—

Page 63, paragraph 14. The mark of the *inner* ring only should count, *i.e.*, what would have hit the B.E. had it stood out from the target.

Page 65, paragraph 20. Two men should always be out together. No. 3 to step out as No. 1 faces about, and to load and make ready as No. 2 fires. Men armed with B.L. should *never* load except when about to fire, and should unload when flag is hoisted for cease-firing.

Page 66, paragraph 23. Only compare register when necessary.

Page 67, paragraph 27. Add "and the officer commanding company is to see that the entries in the return are correct, initialling and dating each column."

Page 68, paragraph 31. Omit first sentence. They would naturally stand on weather side.

Paragraph 33, &c. I would re-introduce the preliminary ball firing for recruits, and divide their rounds thus :—

Preliminary	5 at 100, 5 at 200	10
1st period	10 at 200, 10 at 300	20
Preliminary	5 at 400, 5 at 500	10 for *all* men, whether passed out or not.
2nd period	10 at 500, 10 at 600	20

To drilled soldiers I would give 10 rounds at each distance, 5 is not enough; and 20 at 600, because that is the important distance with the Enfield. I cut out the "50's" and divide the rounds thus :—

1st period	10 at 200, 10 at 300	20
2nd period	10 at 400	
2nd class	10 at 500, 20 at 600	40
3rd period	10 at 700	
1st class	10 at 800	20

It will be seen that I increase the number of rounds by 20, but I do not think more time would be taken than at present, so much time is occupied in comparing targets and going to a fresh distance.

When you get an arm of precision, 700 would be taken into the 2nd class, and only 10 rounds fired at 600.

Page 70, paragraph 36. Alter 30 to 64, and 22 to 24.

Volley firing :—

I would count the number of hits only, taking each as one. Bulls'-eyes are mere flukes, and make a great difference in the figure of merit; 10 ricochet B.E.'s would count 40, and 10 fair outers only 20.

Independent firing :—

I would limit the time to two minutes, giving each man 12 rounds with the Snider, or 20 with the Martin Henry. Count hits only.

Skirmishing :—

Men on the range should not load, except by word of command when it is their turn to fire. On service, if a rifle went off at a wrong time it might shoot an enemy; on the practice ground it might shoot men or markers at other ranges. Here I would paint a one-foot square B.E., and count it two.

Page 75, paragraph 62. Independent and skirmishing should count towards figure of merit.

Page 77, orders, &c. These seem to have been framed for one particular place. See paragraph 8, page 79.

"Tower" and orders for look-out sentry.

Judging distance practice :—

Paragraph 3, page 81. The fatigue party are quite enough to estimate from, and practically always used for that purpose; this applies to paragraph 6.

Paragraph 12. See remarks on registers.

Prizes :—

No alteration to suggest in regulations.

Page 94, paragraph 8. "Soldiers who by reason," &c., is a repetition from page 92.

Page 95, paragraph 9. Omit "in order," &c.; it is scarcely sense.

Returns :—

Form A. print.

Form B. :—

No alteration to suggest.

Form C. :—

Page 100, paragraph 15. Omit the printed certificate, and let the officer write "correct," and sign. An officer's signature that a document is correct should be sufficient. I believe that officers would then really see that registers agreed with targets. Registers should be always signed by the officer or non-commissioned officer who kept them before leaving the firing point, and "correct" by the captain after comparing. The plan of entering number of B.E., C. and O. was a help, and should be resumed. My system would be this. Register keeper, as soon as practice ends, would enter—

B.E.	7 6	M.D.
C.	~~24~~ 22	M.D.
O.	36	

and sign; captain would compare, alter where necessary, as shown above, and sign as correct, see targets washed out, and begin again.

Form D. :—

It is impossible for an officer to certify that 400 answers were actually those given by the men. He should merely countersign the signature of register keeper and initial alterations. His signature implying that he was present, and the practice conducted according to regulation.

Form E. :—

The captain should call out the points from the target. The non-commissioned officer should enter them on the diagram, the captain keeping a note of the hits on each target by which to check the diagram. He could then sign to correctness.

Form F. :—

Much improved since the old progress return, but might be simplified still. It would be sufficient to enter each day, A Company at drill; I Company, practice, 2nd period; strength of battalion, and number of companies; number of companies and strength completed. Present figure of merit. This would be sufficient to give the General and Horse Guards a knowledge of how each battalion was getting on. The commanding officer should judge of causes of suspension, &c.

Form G. :—

How is any one to learn paragraph 34? The return itself is simple enough; omit the certificate. How could a commanding officer find time to compare all the entries in the M.D.P. Returns with the registers and diagrams? The marksman return he can satisfy himself about, and sign as "correct."

Page 105, paragraph 37. The commanding officer's certificate should be abolished. He *cannot* certify that all orders on the subject have been observed, unless he has been always present himself.

Rifle ranges :—

Page 110, paragraph 16. Two mantlets should be provided for each pair of ranges; one in the middle is not enough, it blocks up a large piece of the butt which is wanted when skirmishing; encourages markers to talk, and prevents them from signalling right or left, which is very valuable.

I would recommend the adoption of the "dummy" system of marking.

All targets should be numbered, and a large number board put over them; corresponding numbers should be placed at the firing points, to avoid the great danger of men firing at the wrong target.

Fatigue parties should get 4*d.* a day to pay for wear and tear of clothing.

Parties repairing old butts should be allowed the proceeds of the sale of lead.

Parties building new butts should be paid 4*d.* a day.

Proposed System for the Royal Engineers.

*1. The captain instructor to be made corps inspector of musketry.
2. The lieutenant assistant instructor to be gazetted as instructor.
3. The inspector and instructor both to be stationed at Gravesend, as being nearest to the greatest number of men.
4. As officers commanding companies of Royal Engineers are not up to the system of musketry instruction, the inspector to correspond with them as to the musketry training of their companies, and find out what assistance they have in the way of non-commissioned officers.
5. A constant stream of non-commissioned officers to be trained at Gravesend, to assist in the drill of their companies.
6. The inspector or instructor to visit each company in United Kingdom, and see them started fairly in the course.
7. One or other of these officers to train entirely companies within reasonable distance.
8. All musketry returns of the corps to be sent to the corps inspector, who should collate them, &c., all remarks necessary, and orders, being signed by the deputy adjutant-general. Some of the rules might be relaxed in the case of the Royal Engineers, to avoid taking them off the works for longer than can be helped. Inspector or deputy adjutant-general to arrange with commanding Royal Engineers as to time for course, so as not to interfere with public works.

The men of Royal Engineers lose their working pay (average, 7*s.* 6*d.* a week) while at musketry, so it should be made as easy as possible to them.

MERVIN DRAKE, Captain,
Instructor of Musketry,
Royal Engineers.

* This would appear at first sight a contradiction to my proposal to do away with inspectors of musketry, but the cases are different. Commanding Royal Engineers have not been trained in musketry, and have besides other important duties to perform which would prevent their looking closely after musketry. The inspector of musketry Royal Engineers would not be appointed to detect cheating, but to teach correctness.

(iii.)—PAPER forwarded by Brevet-Colonel HAWLEY, Commanding 4th Battalion 60th Rifles, Supplementary to his Evidence.

The attached paper represents the shooting of two companies, C. and F.

C. Company makes an average of 110·00 in 60 rounds.

F. but an average of 83 in 60 rounds, and F. gets four men (Corporal H., Privates I., L., M.) into 1st class (making their average in 3rd period, 2nd Class, 29).

C., though making the same average, viz. 29 (in 3rd period, 2nd class), has no man in 1st class.

Hence F., though manifestly the worst shooting company, has a figure of merit of 118·00, while C.'s figure is but 54·00.

Now to the figures in italics:—

The register marker of C. thinks this hardly fair, so (whilst showing the same hits on the target) he takes four points off Private D. (in 3rd period, 2nd class), leaving him at 25, adding one point to Privates A., B., E., and G. in his company, which makes them all 1st class, and his company's "Figure of Merit" springs from 54·00 to 134·00.

R. B. HAWLEY,
Colonel 60th Rifles.

Company.	Names.	First Period. Points.	First Period. Average.	Second Period, 2nd Class. Points.	Second Period, 2nd Class. Average.	Third Period, 2nd Class. Points.	Third Period, 2nd Class. Average.	Total out of Sixty Rounds. Points.	Total out of Sixty Rounds. Average.	Figure of Merit.	
C.	Private A.	54	54·00	26	27·00	*30* 29	29·00	109	110·00	First period	54·00
	„ B.	54		26		*30* 29		109		*80·00*	
	„ D.	46		26		*25* 29		101		1st class - 0·00	
	Corporal E.	60		29		*30* 29		118		3rd class - 0·00	*80·00*
	Private G.	56		28		*30* 29		113		—— Difference	0·00
											134·00
										Total - -	54·00
F.	Corporal H.	40	38·00	14	16·00	30	29·00	84	83·00	First period	38·00
	Private I.	36		9		30		75		1st class - 80·00	
	„ K.	38		16		25		79		3rd class - 0·00	
	„ L.	36		19		30		85		—— Difference	80·00
	„ M.	40		22		30		92		Total - -	118·00

The figures printed in ordinary numerals represent the actual firing of two companies, with average points out of sixty rounds; also the figure of merit.

The figures in *italics* show, firstly, the slight alteration required in the shooting to add 80 points per man to the average of the company; secondly, how the 80 points per man could be added to the average and the register still be correct with the target.

R. B. HAWLEY, Colonel,
60th Rifles.

D.—RETURN RELATING TO THE SCHOOL OF MUSKETRY, HYTHE.

RETURN showing the number of Officers, Non-commissioned Officers, and Men, who have been admitted to the School of Musketry since its foundation, with the numbers of the several classes of Certificates awarded.

1853–4.

—	Numbers who arrived for Instruction.			Certificates awarded.				
				Officers.				
	Officers.	Serjeants.	Rank and File.	1st Class Extra.	1st Class.	2d Class.	Adjutants.	Serjeants.
Regular Army	.	11	99	.	.	.	.	.
Indian Army	.	.	.	.	.	.	.	.
Militia	.	.	.	.	.	.	.	.
Totals	.	11	99	.	.	.	.	.

1854–5.

—	Numbers who arrived for Instruction.			Certificates awarded.				
				Officers.				
	Officers.	Serjeants.	Rank and File.	1st Class Extra.	1st Class.	2d Class.	Adjutants.	Serjeants.
Regular Army	57	69	365	.	28	14	.	.
Indian Army	.	.	.	.	.	.	.	.
Militia	.	.	.	.	.	.	.	.
Totals	57	69	365	.	28	14	.	.

1855–6.

—	Numbers who arrived for Instruction.			Certificates awarded.				
				Officers.				
	Officers.	Serjeants.	Rank and File.	1st Class Extra.	1st Class.	2d Class.	Adjutants.	Serjeants.
Regular Army	62	86	590	.	42	16	.	.
Indian Army	8	.	.	.	6	.	.	.
Militia	1	.	.	.	.	.	.	.
Totals	71	86	590	.	48	16	.	.

1856–7.

—	Numbers who arrived for Instruction.			Certificates awarded.				
				Officers.				
	Officers.	Serjeants.	Rank and File.	1st Class Extra.	1st Class.	2d Class.	Adjutants.	Serjeants.
Regular Army	91	305	290	.	52	34	.	.
Indian Army	17	.	.	.	13	4	.	.
Militia	.	.	.	.	.	.	.	.
Totals	108	305	290	.	65	38	.	.

1857–8.

—	Numbers who arrived for Instruction.			Certificates awarded.				
				Officers.				
	Officers.	Serjeants.	Rank and File.	1st Class Extra.	1st Class.	2d Class.	Adjutants.	Serjeants.
Regular Army	110	210	369	.	80	13	.	.
Indian Army	17	.	.	.	9	7	.	.
Militia	20	85	.	.	12	7	.	.
Totals	147	295	369	.	101	27	.	.

1858–9.

—								
Royal Navy	.	.	.	.	.	.	.	.
Regular Army	137	157	570	.	115	16	.	.
Indian Army	19	.	.	.	10	6	.	.
Militia	37	72	.	.	32	3	.	.
Volunteer Adjutants and Staff Serjeants	.	.	.	.	.	.	.	.
Rifle Volunteers	1	.	.	.	1	.	.	.
Irish Constabulary	.	.	.	.	.	.	.	.
Totals	194	229	570	.	158	25	.	.

1859–60.

—								
Royal Navy	.	.	.	.	.	.	.	.
Regular Army	105	203	478	.	93	12	.	23
Indian Army	16	.	.	.	12	3	.	.
Militia	76	282	.	.	54	15	.	120
Volunteer Adjutants and Staff Serjeants	.	.	.	.	.	.	.	.
Rifle Volunteers	59	2	56	.	1	.	.	1
Irish Constabulary	.	15	.	.	.	.	.	15
Totals	256	502	534	.	160	30	.	159

1860–61.

—								
Royal Navy	.	.	.	.	.	.	.	.
Regular Army	120	157	396	.	94	13	.	28
Indian Army	22	.	.	.	15	4	.	.
Militia	46	125	.	.	34	8	.	57
Volunteer Adjutants and Staff Serjeants	27	12	.	.	25	.	.	10
Rifle Volunteers	202	46	73	.	4	2	.	.
Irish Constabulary	11	44	.	.	11	.	.	40
Totals	428*	384	469	.	183	27	.	135

1861–2.

—								
Royal Navy	2	.	.	.	2	.	.	.
Regular Army	186	280	647	.	144	39	.	82
Indian Army	24	.	.	.	18	5	.	.
Militia	53	109	.	.	35	14	.	39
Volunteer Adjutants and Staff Serjeants	50	72	.	.	26	18	.	19
Rifle Volunteers	149	70	36	.	5	.	.	.
Irish Constabulary	9	45	.	.	8	.	.	45
Totals	473*	576	683	.	238	76	.	185

1862–3.

—								
Royal Navy	.	.	.	.	.	.	.	.
Regular Army	143	407	268	.	105	33	.	110
Indian Army	13	.	.	.	6	6	.	.
Militia	74	59	.	.	41	26	.	31
Volunteer Adjutants and Staff Serjeants	88	513	.	.	48	35	.	158
Rifle Volunteers	86	65	42	.	.	.	.	.
Irish Constabulary	.	.	.	.	.	.	.	.
Totals	404*	1,044	310	.	200	100	.	299

1863–4.

—								
Royal Navy	3	28	.	1	2	.	.	15
Regular Army	304	527	994	104	119	42	11	232
Indian Army	15	.	.	3	9	3	.	.
Militia	16	7	.	4	9	2	.	5
Volunteer Staff	26	170	.	1	6	5	12	75
Rifle Volunteers	15	11	11	.	.	.	.	.
Totals	389*	743	1,005	113	145	52	23	327

1864–5.

—								
Royal Navy	3	20	.	3	.	.	.	20
Regular Army	307	372	946	140	63	65	22	184
Indian Army	15	.	.	4	5	4	.	.
Militia	16	27	.	4	6	4	.	15
Volunteer Staff	12	96	.	.	.	.	10	56
Rifle Volunteers	1	6	5	.	.	.	.	.
Totals	354*	521	951	151	74	73	32	275

1865–6.

—								
Royal Navy	3	20	.	3	.	.	.	20
Regular Army	277	375	865	125	64	49	13	223
Indian Army	4	.	.	2	1	1	.	.
Militia	15	16	.	3	7	3	.	9
Volunteer Staff	20	72	.	1	10	2	.	48
Rifle Volunteers	.	2	5	.	.	.	.	.
Totals	319*	485	870	134	82	55	13	300

1866–7.

—								
Royal Navy	3	20	.	3	.	.	.	18
Regular Army	265	326	823	104	63	51	14	247
Indian Army	6	.	.	4	.	2	.	.
Militia	15	42	.	2	4	7	.	24
Volunteer Staff	16	63	.	2	6	3	.	36
Rifle Volunteers	2	1	.	.	.	.	.	.
Totals	307*	452	823	115	73	63	14	325

1867–8.

—								
Royal Navy	2	20	.	1	.	1	.	20
Regular Army	270	362	724	92	94	54	.	192
Indian Army	4	.	.	1	1	2	.	.
Militia	17	9	.	1	6	6	.	6
Volunteer Staff	15	27	.	3	9	2	.	18
Rifle Volunteers	.	.	.	.	.	.	.	.
Totals	308	418	724	98	110	65	.	236

1868–9.

—								
Royal Navy	2	20	.	1	.	.	.	20
Regular Army	147	183	339	63	38	26	.	97
Indian Army	6	.	.	4	.	1	.	.
Militia	5	7	.	1	.	4	.	6
Volunteer Staff	9	26	.	3	5	.	.	14
Totals	169	236	339	72	43	31	.	137

1869–70.

—								
Royal Navy	.	.	.	.	.	.	.	.
Regular Army	192	237	419	75	58	40	.	146
Indian Army	10	.	.	5	3	1	.	.
Militia	12	25	.	1	3	5	.	11
Volunteer Staff	8	36	.	.	6	2	.	14
Totals	222	298	419	81	70	48	.	171

* During these years there was also a second School of Musketry at Fleetwood.

Hythe, 8th March 1870.

WILLIAM P. HALIDAY, Colonel Commandant, Inspector General.

Appendix VI. Regimental Instruction.

APPENDIX VI.—REGIMENTAL INSTRUCTION IN FIELD ENGINEERING.

ESTIMATES furnished by the COMMANDANT of the SCHOOL of MILITARY ENGINEERING with reference to the INSTRUCTION of REGIMENTS of INFANTRY in FIELD WORKS, &c.

ESTIMATE No. I.

ESTIMATE of TOOLS and STORES necessary for the Training of a Battalion of Infantry in the Course of Instruction in Field Works proposed by the Royal Commission on Military Education.

Description of Articles.	Quantity.	Rate. £ s. d.	Amount. £ s. d.
Axes, pick, helved, 6½ lbs.	150	0 2 6	18 15 0
Shovels, helved, universal	150	0 2 1	15 12 6
Rammers, earth	30	0 3 7	5 7 6
Tapes, tracing, 50 yards	8	0 4 6	1 16 0
Rods, measuring, 6 feet	8	0 3 0	1 4 0
Pickets, tracing, bundles of.	4	0 0 4	0 1 4
Bags, sand, canvas, common.	100	0 0 $4\frac{1}{10}$	1 14 2
Timber, brushwood, for fascines, bundles.	80	0 2 0	8 0 0
Timber, brushwood, for gabions, bundles.	300	0 2 0	30 0 0
Timber, brushwood, for pickets, bundles.	5	0 2 0	0 10 0
Chokers, fascine, with chain, pairs.	2	0 8 0	0 16 0
Block for chopping wood on.	1	0 4 0	0 4 0
Hooks, bill, handled	8	0 1 $8\frac{1}{2}$	0 13 8
Knives, gabion	16	0 0 $4\frac{1}{2}$	0 6 0
Gauges, to be cut from brushwood.	—	—	—
Trestles or horses for fascines (10 to a set) sets.	2	11 12 0	23 4 0
Lashings for trestles are supposed to be included in the 11*l.* 12*s.*	—	—	—
Mallets, fascine	12	0 3 2	1 18 0
Saws, hand, 26 in.	2	0 2 6	0 5 0
Stone, grind, F. S. in frame, 10 in.	1	0 19 6	0 19 6
Gabions, Jones', with nuts and bolts, sets of 10, sets.	25	0 7 $10\frac{3}{4}$	9 17 $4\frac{3}{4}$
Pickets, wood, gabion, common.	3,000	0 2 5 per 10.	36 5 0
Pickets, wood, gabion, Jones'.	396	0 1 6 per 12.	2 9 6
Helves, pickaxe	20	0 0 9	0 15 0
Helves, shovel or spade, T end, $32\frac{3}{4}$ in.	10	0 1 0	0 10 0
Ladders, scaling, 6 ft.	8	1 7 2	10 17 4
Lines, tracing, 50 yards	4	0 0 $9\frac{3}{4}$	0 3 3
Mauls, wood, iron hooped, helved.	2	0 7 2	0 14 4
Spades, helved, common	10	0 2 2	1 1 8
Kettle, camp, Flanders	1	0 4 4	0 4 4
„ „ Torrens'	1	0 2 6	0 2 6
Blocks, wood, Admiralty, rope strapped, single, 6 in.	6	0 3 0	0 18 0
Casks, water, 108 gal., butt.	7	1 5 9	9 0 3
Handspikes, common, 6 ft.	6	0 2 4	0 14 0
Lanterns, bull's-eye, police	2	0 2 0	0 4 0
Nails, iron, spike No. 4, 8 in A.	100	0 0 $1\frac{3}{4}$	0 14 7
Oil, colza, gal.	2	0 3 2	0 6 4
Spikes, iron, marline, well steeled, $2\frac{3}{4}$ lbs.	10	0 0 $4\frac{3}{4}$ per lb.	0 10 $10\frac{1}{2}$
Spikes, iron, marline, well steeled, $1\frac{3}{4}$ lbs.	20	0 0 $4\frac{3}{4}$ per lb.	0 13 $10\frac{1}{4}$
Tapes, measuring, with boxes, 50 ft.	2	0 5 0	0 10 0
Twine, whipping lb.	1	0 1 $2\frac{1}{2}$	0 1 $2\frac{1}{2}$
Wick, cotton, common lb.	1	0 1 2	0 1 2
Adze, unhandled, carpenter's.	1	0 6 0	0 6 0
Auger, shell, ¾ in.	1	0 0 9	0 0 9
Auger, shell, ⅝ in.	1	0 0 8	0 0 8
Bag, tool, carpenters	1	0 1 3	0 1 3
Chisels, socket, handled, 2 in.	2	0 1 6	0 3 0
Dogs, sawyers, straight 15 in.	4	0 1 2	0 4 8

Estimate of Tools and Stores—*cont.*

Description of Articles.	Quantity.	Rate. £ s. d.	Amount. £ s. d.
Files, saw, three square, hand, 5 in.	12	0 2 4 per doz.	0 2 4
Gimblet spike, $\frac{5}{16}$ in.	1	0 0 5	0 0 5
Gouge, handled, socket or pecking, $\frac{5}{8}$ in.	1	0 1 0	0 1 0
Handle, adze, carpenter's	1	0 0 $7\frac{1}{2}$	0 0 $7\frac{1}{2}$
Handle, auger	1	0 0 $1\frac{1}{2}$	0 0 $1\frac{1}{2}$
Handles, file, small	4	0 0 1	0 0 4
Hatchet, hand, carpenter's, 3 lbs.	1	0 1 6	0 1 6
Line, chalk, carpenter's	1	0 0 $1\frac{3}{4}$	0 0 $1\frac{3}{4}$
Mallets, carpenter's	2	0 1 4	0 2 8
Reel, chalk line	1	0 0 $2\frac{1}{2}$	0 0 $2\frac{1}{2}$
Rule, 2 feet, 4 fold	1	0 1 0	0 1 0
Levels, F. S., 4 feet	2	1 5 0	2 10 0
Chalk, white lbs.	28	0 5 6 per ton.	0 0 $0\frac{3}{4}$
Timber, deal, American yellow pine, 9 ft. long × 2 in. × 12 in. pieces.	80	0 0 6 ft. run.	18 0 0
Cordage, tarred, hawser, 3 strand. — 3 in. lengths of 20 fathoms, lengths	10	5 15 2 per coil of 113 fathoms.	10 5 6
Cordage, tarred, hawser, 3 strand. — 3 in. lengths of 9 fathoms, lengths	4		1 17 $4\frac{1}{4}$
Cordage, tarred, hawser, 3 strand. — 2 in. lengths of 15 fathoms, lengths	6	2 12 6 per coil of 113 fathoms.	2 2 $9\frac{3}{4}$
Cordage, tarred, hawser, 3 strand. — 2 in. lengths of 8 fathoms, lengths	16		3 2 $1\frac{1}{2}$
Cordage, tarred, hawser, 3 strand. — $1\frac{1}{2}$ in. lengths of 5 fathoms, lengths	34	1 13 4 per coil of 113 fathoms.	2 15 $9\frac{3}{4}$
Pontoon appurtenances, heavy, lashings, rack with sticks.	32	0 13 0 per 10.	2 1 7
Hammers, unhandled, boring, 7 lbs.	2	0 2 6	0 5 0
Handles, hammer, for do.	4	0 0 $5\frac{1}{2}$	0 1 10
Timber, uphirs, Norway spars. — 45 ft. long, 6 in. tip	8	0 0 9 ft. run.	56 12 6
Timber, uphirs, Norway spars. — 40 ft. long, 6 in. tip	4		
Timber, uphirs, Norway spars. — 35 ft. long, 6 in. tip	4		
Timber, uphirs, Norway spars. — 30 ft. long, 7 in. tip	4		
Timber, uphirs, Norway spars. — 30 ft. long, 6 in. tip	15		
Timber, uphirs, Norway spars. — 30 ft. long, 4 in. tip	6		
Timber, uphirs, Norway spars. — 25 ft. long, 4 in. tip	4		
Timber, uphirs, Norway spars. — 16 ft. long, 9 in. throughout.	7	0 1 3 ft. run.	7 0 0
Timber, uphirs, Norway spars. — 16 ft. long, 7 in. throughout.	8	0 0 9 ft. run.	5 14 0
Timber, uphirs, Norway spars. — 12 ft. long, 7 in. throughout.	2		
Timber, uphirs, Norway spars. — 12 ft. long, $4\frac{1}{2}$ in. throughout.	10	0 0 $2\frac{1}{2}$ ft. run.	3 5 0
Timber, uphirs, Norway spars. — 18 ft. long, $3\frac{1}{2}$ in. throughout.	6		
Timber, uphirs, Norway spars. — 6 ft. long, $2\frac{1}{2}$ in. throughout.	8		
Timber, uphirs, Norway spars. — 2 ft. long, 3 in. throughout.	6		
Timber, uphirs, Norway spars. — 6 ft. long, $3\frac{1}{2}$ in. throughout.	4		
Timber, fir, Baltic, in scantling, each piece 10 ft. × pointed at each end for "palisades," pieces.	20	0 2 10 ft. cube.	4 16 4
Timber, fir, Baltic, in planks, each piece 6 ft. × 2½ in. × 6 in., for "ribands for palisades," pieces.	8	0 0 $6\frac{1}{4}$ ft. super.	0 12 6
Nails, iron, spike, No. 1, 5 in. A. (palisading).	120	0 0 $1\frac{1}{2}$	0 15 0
Cordage, tarred yarn, spun, hemp, 3 thread, cwt.	½	2 11 1	1 5 $6\frac{1}{2}$
Posts, picket, ash, garrison, 5 feet.	12	0 4 6	2 14 0

Estimate of Tools and Stores—*cont.*

Description of Articles.	Quantity.	Rate.	Amount
		£ s. d.	£ s. d.
Timber, fir, Baltic, red or yellow baulk, dock measure, 15 ft. × 1 ft. × 1 ft., for stockading, pieces.	12	0 2 0 ft. cube.	18 0 0
Timber, fir, Baltic, in scantling, 12 ft. × 6 in. × 3 in., for stockading, pieces.	3	0 2 9 ft. cube.	0 12 4½
Timber, American, yellow pine, in scantling, 200 ft. × 1¼ in. × ¾ in., for "profiling," feet cube.	18′ 9″	0 2 9 ft. cube.	2 11 6¾
Total - -	-	- -	336 8 10

T. L. Gallwey, Colonel, R.E.,
Commandant, S.M.E.

Memorandum to accompany Estimate No. I. based upon the course of instruction recommended by the Royal Commission on Military Education at page 45 (par. 3 B) of their First Report dated the 9th August 1869, on the supposition that instruction in the specified subjects is to be given to the non-commissioned officers and soldiers as well as to the officers.

Subjects specified by the Royal Commission on Military Education.	Remarks by the Commandant School of Military Engineering, showing the basis on which the Estimate is founded.
1. The distribution of working parties when engaged in throwing up field works.	1. It is presumed that this is intended to include the distribution of working parties for parallels and approaches to be formed by common trench work and flying sap, and that this instruction will be carried on practically.
2. Tracing and constructing breastworks and the simpler kinds of field works; making rifle pits; putting hedges, walls, bridges, and buildings in a state of defence.	2. It is presumed that this will include shelter trenches and pits, and tracing and throwing up parallels and approaches by common trench work and by flying sap; also the construction of simple open field works, and that this instruction will be carried on practically. It has been assumed that the instruction in putting hedges, walls, bridges, and buildings in a state of defence is to be by lecture only.
3. Making gabions and fascines, and forming revetments of various materials.	3. It has been assumed that each squad of 3 men will make one wicker gabion, that every man will assist in making a hurdle and a fascine, but that these will be re-made.
4. Making and planting palisades, abattis, obstacles, &c.	4. It has been assumed from the wording "making and planting palisades" that the Commission intended it to be carried out practically; it has been presumed that stockading is to be also included, the estimate does not provide for trees being actually felled for abattis.
5. Knot tying, lashing together spars, making trestle and other temporary bridges.	5. It is presumed that this will include splicing, viz., making eye, short, and long splices, and the lashing of a pier of casks, and that the trestles contemplated are such as can be made without the use of carpenters' tools; the other temporary bridges estimated for are the following, description of spar bridges,—viz. single lever (30 feet span), double lever (40 feet span), single truss (50 feet span), lever truss (50 feet span), and double truss (60 feet span).
6. Laying out encampments, including the construction of field ovens, &c.	6. It has been assumed that field kitchens should be included.
7. Attack and defence of outposts; street fighting.	7. It has been assumed that the instruction in the defence of outposts will be carried on by lecture only.

T. L. Gallwey, Colonel, R.E.,
Commandant, S.M.E.

Estimate No. II.

Estimate of Tools and Stores necessary for the Training of a Battalion of Infantry in the Course of Instruction in Field Works proposed by the Commandant School of Military Engineering.

Description of Articles.	Quantity.	Rate.	Amount.
		£ s. d.	£ s. d.
Axes, pick, helved, 6½ lbs.	150	0 2 6	18 15 0
Shovels, helved, universal	150	0 2 1	15 12 6
Rammers, earth - -	30	0 3 7	5 7 6
Tapes, tracing, 50 yards -	8	0 4 6	1 16 0
Rods, measuring, 6 feet -	8	0 3 0	1 4 0
Pickets, tracing, bundles of	4	0 0 4	0 1 4
Bags, sand, canvas, common.	100	0 0 4 1/10	1 14 2
Timber, brushwood. for fascines -	80	0 2 0	8 0 0
Timber, brushwood. ,, gabions -	300	0 2 0	30 0 0
Timber, brushwood. ,, pickets -	5	0 2 0	0 10 0
Chokers, fascines, with chain, pairs.	2	0 8 0	0 16 0
Block for chopping wood on.	1	0 4 0	0 4 0
Hooks, bill, handled -	8	0 1 8½	0 13 8
Knives, gabion -	16	0 0 4½	0 6 0
Gauges, to be cut from brushwood.	—	—	—
Trestles or horses for fascines (10 to a set) sets.	2	11 12 0	23 4 0
Lashings for trestles are supposed to be included in the 11*l.* 12*s.*	—	—	—
Mallets, fascine - -	12	0 3 2	1 18 0
Saws, hand, 26 in. - -	2	0 2 6	0 5 0
Stone, grind, F.S. in frame, 10 in.	1	0 19 6	0 19 6
Gabions, Jones', with nuts and bolts, sets of 10, sets.	25	0 7 10¾	9 17 4¾
Pickets, wood, gabion, common.	3,000	0 2 5 per 10.	36 5 0
Pickets, wood, gabion, Jones'.	396	0 1 6 per 12.	2 9 6
Helves, pickaxe - -	20	0 0 9	0 15 0
,, shovel or spade, T-end, 32¾ in.	10	0 1 0	0 10 0
Ladders, scaling, 6 feet -	8	1 7 2	10 17 4
Lines, tracing, 50 yards -	4	0 0 9¾	0 3 3
Spades, helved, common -	10	0 2 2	1 1 8
Kettle, camp, Flanders -	1	0 4 4	0 4 4
,, ,, Torrens' -	1	0 2 6	0 2 6
Casks, water, 108 gal., butt	7	1 5 9	9 3 0
Lantern, bull's-eye, police	2	0 2 0	0 4 0
Oil, colza, gal. - -	2	0 3 2	0 6 4
Spikes, iron, marline, well steeled, 2¾ lbs.	10	0 0 4¾ per lb.	0 10 10½
Spikes, iron, marline, well steeled, 1¾ lbs.	20	0 0 4¾ per lb.	0 13 10½
Tapes, measuring, with boxes, 50 feet.	2	0 5 0	0 10 0
Twine, whipping, lbs. -	1	0 1 2½	0 1 2½
Wick, cotton, common lb.	1	0 1 2	0 1 2
Levels, F. S., 4 feet -	2	1 5 0	2 10 0
Chalk, white, lbs. - -	14	0 5 6 per ton.	0 0 0¼
Timber, deal, American yellow pine, 6 ft. long × 2 in. × 12 in. pieces.	2	0 0 6 ft. run.	0 6 0
Cordage, tarred, hawser, 3 strand. 1½ in., in lengths of 5 fathoms, lengths.	12	1 3 4 per coil of 113 fathoms.	0 19 8¼
Cordage, tarred, hawser, 3 strand. 1½ in., in lengths of 2½ fathoms, lengths.	10	1 3 4 per coil of 113 fathoms.	0 9 0¼
Pontoon appurtenances, heavy, lashings, rack with sticks.	2	0 13 0 per 10.	0 2 7
Timber. Norway spars. 4 ft. long, 7 in. throughout.	2	0 0 9 ft. run.	1 1 0
Timber. Norway spars. 12 ft. long, 4½ in. throughout.	6	0 0 9 ft. run.	
Timber. Norway spars. 18 ft. long, 3½ in. throughout.	4	0 0 9 ft. run.	
Timber. Norway spars. 6 ft. long, 2½ in. throughout.	6	0 0 2⅓ ft. run.	2 4 2
Timber. Norway spars. 2 ft. long, 3 in. throughout.	4	0 0 2⅓ ft. run.	
Timber. Norway spars. 6 ft. long, 3½ in. throughout.	4	0 0 2⅓ ft. run.	

Estimate of Tools and Stores—*cont.*

Description of Articles.	Quantity.	Rate.	Amount.
		£ s. d.	£ s. d.
Cordage, tarred yarn, spun, hemp, 3 thread, cwt.	¼	2 11 1	0 12 9¼
Timber, American, yellow pine, in scantling, 200 ft. × 1½ in. × ¾ in., for "profiling," feet cube.	18′ 9″	0 2 9 ft. cube.	2 11 6¾
Total - -	-	-	195 17 1¾

T. L. Gallwey, Colonel, R.E.,
Commandant, S.M.E.

Memorandum to accompany Estimate No. II. of the tools and stores required for the instruction of the officers, non-commissioned officers, and soldiers of a battalion of infantry in the following course of military engineering recommended by the Commandant, School of Military Engineering.

1. The formation and extension of working parties on parallels and approaches formed by common trench work and by flying sap to be practised by night as well as by day; the formation and distribution of covering parties during the operations of breaking ground at a siege, and of the disposition of the guard of the trenches for repelling sorties, &c.; the usual distribution of working parties for field works should be explained.

2. The formation of shelter trenches and shelter pits, the throwing up of parallels and approaches by common trench work and by flying sap, the tracing and construction of simple open field works, such as flèches, redans, and lunettes, also putting up profiles of field works; making rifle pits, both detached and connected; instruction by lecture in loopholing walls, and in putting hedges, walls, bridges, and buildings in a state of defence.

3. Making fascines, gabions (both wicker and Jones' iron band), and hurdles; also forming revetments of fascines, sand-bags, gabions, hurdles, and sods, all to be done practically.

4. Instruction by lecture in making and planting palisades, fraises, and stockades; also in forming barriers, barricades, chevaux-de-frise, abattis, entanglements, wire entanglements, Jones' gabion trip, and crows feet; practical instruction in making military pits both deep and shallow, and in planting pointed stakes.

5. Practical instruction in knotting, in making eye, long, and short splices, and in lashing spars; also in the construction of simple trestles requiring only timber and rope; and in lashing one pier for a bridge of casks; also in racking down the roadway of bridges. The construction of spar bridges would necessitate a large supply of spars, rope, and blocks, and should not moreover be carried out except under persons who understand the mechanical contrivances by means of which heavy bodies are moved, and the judicious and safe application of forces to the same. Spar bridges could be constructed in model, but it must be remembered that there cannot be any fixed pattern of bridge, as each must vary not only according to the load it has to carry, but also according to the materials available for its construction, and that the calculations for spars of certain scantling will not hold good for spars of similar scantling but of a different kind of wood.

6. Practical instruction in laying out encampments and making field kitchens, ovens, and latrines; also instruction by lecture in the construction of temporary huts and stables, and making dams for water.

7. Instruction by lecture in the preparation of military posts, and in the defence of such posts; also in the attack of posts, and in street fighting; also practical instruction in lashing and carrying scaling ladders.

T. L. Gallwey, Colonel, R.E.,
Commandant, S.M.E.

Estimate No. III.

Reduced Estimate of Tools and Stores necessary for the Training of a Battalion of Infantry in a Course of Military Engineering drawn up by the Commandant of the School of Military Engineering, after a Conference with the Royal Commission on Military Education.

Description of Articles.	Quantity.	Rate.	Amount.
		£ s. d.	£ s. d.
Axes, pick, helved - -	50	0 2 6	6 5 0
Bags, sand, common -	100	0 0 4 1/10	1 14 2
Brushwood for :— Gabions, Fascines, Pickets } bundles -	320	say 0 0 6	8 0 0
Casks, water, 108 gallon, butt.	6	1 5 9	7 14 6
Chalk, white, lbs. - -	14	0 5 6 per ton.	0 0 0¼
Chokers, fascine, with chain, pairs.	2	0 8 0	0 16 0
Gabions, Jones', with bolts and nuts, sets of 10; sets.	25	0 7 10¾	9 17 4¾
Hooks, bill, handled -	6	0 1 8½	0 10 3
Kettles, camp { Flanders'	1	0 4 4	0 4 4
Kettles, camp { Torrens'	1	0 2 6	0 2 6
Knives, gabion - -	12	0 0 4½	0 4 6
Ladders, scaling, 6 feet -	8	1 7 2	10 17 4
Lanterns, bull's-eye, police	2	0 2 0	0 4 0
Levels, field service, 4 feet	2	1 5 0	2 10 0
Lines, tracing, 50 yards -	4	0 0 9¾	0 3 3
Mallets, fascine - -	6	0 3 2	0 19 0
Oil, colza, gal. - -	2	0 3 2	0 6 4
Pickets, wood, gabion - { common	1,000	0 8 0 per 100.	4 0 0
Pickets, wood, gabion - { Jones'	396	0 1 6 per 12.	2 9 6
Planks, 9 ft. × 11 inches × 2 inches.	2	0 0 6 per ft. run.	0 9 0
Profiling scantling, 1½″ × ¾″, feet run.	200	0 2 9 per ft. cube.	2 11 6¾
Racksticks, with lashings complete, heavy.	2	0 13 0 per 10.	0 2 7
Rammers, earth - -	12	0 3 7	2 3 0
Rods, measuring, 6 feet -	8	0 3 0	1 4 0
Rope { 2½ inch, in lengths of 6 fathoms, lengths.	2	4 2 4 per coil of 113 fathoms.	0 8 8¾
Rope { 1½ inch, in lengths of 5 fathoms, lengths.	12	1 13 4 per coil of 113 fathoms.	1 5 0¾
Rope { 1½ inch, in lengths of 2½ fathoms, lengths.	10		
Saws, hand, 26 inch -	2	0 2 6	0 5 0
Shovels, helved, universal	75	0 2 1	7 16 3
Spades, helved, common -	6	0 2 2	0 13 0
Spars { 7 inches diameter, 14 feet long.	2	0 0 9 per ft. run.	1 1 0
Spars { 4½ inches diameter, 12 feet long.	6	0 0 2½ per ft. run.	2 4 2
Spars { 3½ inches diameter, 18 feet long.	4		
Spars { 3½ inches diameter, 6 feet long.	4		
Spars { 3 inches diameter, 2 feet long.	4		
Spars { 2½ inches diameter, 6 feet long.	6		
Spikes, iron, marline - { 2¾ lbs. -	10	0 0 4¾ per lb.	0 10 10½
Spikes, iron, marline - { 1¾ „ -	20	0 0 4¾ per lb.	0 13 10¼
Spun yarn, tarred, 3 thread, cwt.	¼	2 11 1 per cwt.	0 12 9¼
Stone, grind, field service, in frame, 10 inch.	1	0 19 6	0 19 6
Tapes, { measuring, 50 feet.	2	0 5 0	0 10 0
Tapes, { tracing, 50 yards	8	0 4 6	1 16 0
Trestles for fascines, 10 to a set, set.	1	11 12 0	11 12 0
Twine, whipping, lb. -	1	0 1 2½	0 1 2½
Wick, cotton, common, lb.	1	0 1 2	0 1 2

Reduced Estimate of Tools and Stores—*cont.*

Description of Articles.	Quantity.	Rate.	Amount.
		£ s. d.	£ s. d.
FOR MODELLING.			
Bags, sand, model	300	say 0 8 4 per 100.	1 5 0
Fascines, model	50	„ 0 12 6 per 100.	0 6 3
Gabions, Jones', model	50	„ 1 13 4 per 100.	0 16 8
Gabions, wicker, do.	50	„ 1 13 4 per 100	0 16 8
Pins, iron, for modelling	50	„ 0 4 0 per 100.	0 2 0
Platform, Alderson's, model.	1	„ 0 12 0 each.	0 12 0
Rods, measuring, model	4	„ 0 0 3 each.	0 1 0
Trowels, square pointed	12	0 2 0	1 4 0
Trowels, bricklayer's	6	0 1 10	0 11 0
Total	- -	- - -	99 13 $4\frac{3}{4}$

T. L. GALLWEY, Colonel, R.E.,
Commandant, S.M.E.

MEMORANDUM to accompany Estimate No. III. of the tools and stores required for the instruction of the officers, non-commissioned officers, and soldiers of a battalion of infantry in the following course of military engineering, drawn up by the Commandant of the School of Military Engineering, after a conference with the Royal Commission on Military Education.

N.B.—The figures in the brackets refer to the paragraphs of "Instruction in Military Engineering."

IN-DOOR COURSE.

Lecture on felling timber and cutting brushwood (1–10).
Lecture on gabions of various kinds (18–27, 35).
Lecture on amount of work to be expected from soldiers, on mode of tracing parallels and approaches, and of laying out tools, on way of forming and extending working parties for parallels (36–42).
Making models of portions of parallels and approaches by common trench work, and by flying sap, showing the work to be executed by each relief, both in easy and difficult soil; also models of trenches on marshy or rocky ground, &c.; portions of the parallels to be stepped (43–54).
Making models of rifle pits, both detached and connected (90–93).
Lecture on batteries; on the different kinds of fire; also on the profile of batteries, &c. (100–104).
Explanation of the use of the field level (105, 106).
Lecture on the ordinary kinds of revetments (107–113).
Lecture on mode of tracing batteries, of laying off angles, on the distribution of men, &c. for throwing up batteries (114–119).
Tracing and making a model elevated battery (120–130, 154–157, 159).
Tracing and making a model sunken battery (138–144).
Lecture on half-sunken battery (131–137).
Lecture on indented batteries and batteries on sloping ground (145–152).
Lecture on platforms (160–166), and on magazines (167–171).
Laying a model platform (Alderson's), and instruction in racking down either roadway of bridges or platforms (160).
Lecture on military bridges (344–347).
Explanation of mode of measuring distances without instruments, and of finding fords (366–368).
Making knots and splices, &c. (369–395).
Lecture on boats, rowing, casting anchors, &c. (396–402).
Making barrel piers (this may be done in a shed) (429–435, 446).
Lecture on forming rafts and bridges of casks (436–443, 446).
Lashing full-sized spars (447–450).
Lecture on laying roadway of bridges, on bridges of boats, and of rafts of timber; also on flying bridges and temporary anchors (463–469).
Lecture on trestle bridges and pile driving (470–476).
Lecture on preparing hedges and walls for defence (483–489).
Lecture on construction of obstacles (490–509).
Making models of military pits, both deep and shallow (501–503).
Lecture on defence of buildings (510–511).
Lecture on hasty entrenchments (512–516).
Lecture on field works (517–527).
Making models of redoubts (528–533).
Lecture on American tube wells (547–554).
Lecture on boning and levelling (588–594).
Lecture on assaulting columns (604–620).
Lecture on the investment of a fortress, the disposition of the guard of the trenches at a siege, on the mode of repelling sorties, and other duties at sieges.
Lecture on laying out encampments, and the construction of temporary huts and stables.
Lecture on the attack of posts, barricades, &c.

OUT OF DOOR COURSE.

Making fascines and pickets (11–17, 35).
Making wicker gabions (18–22, 25).
Making Jones' iron band gabions (24).
Making hurdles (32–35).
Extending working parties for parallels by flying sap (54).
Extending working parties for parallels by common trench work (40–42).
Throwing up parallels and approaches by common trench work and by flying sap; portions to be of different sections, and portions to be stepped (43–54).
Making rifle pits (90–93).
Throwing up an elevated battery (107–130, 154–157).
Throwing up a sunken battery (138–144, 154–157).
The several kinds of revetments to be shown in these batteries.
If boats be available, rowing in boats and casting anchors (396–402), and making a flying bridge (468).
Making trestle bridges requiring only timber and rope (470–474).
Making a suspension bridge of Jones' gabion bands (480–482).
Making Jones' gabion trip (494), and military pits (501–503).
Making hasty entrenchments (512–516).
Tracing, profiling, and throwing up simple open fieldworks, such as fléches, redans, and lunettes (517, 518).
Making field kitchens and ovens (536–541), and latrines.
Escalading, at fortresses; only joining and carrying ladders at other stations (621–626).
Laying out camps.
N.B—Some of the extending working parties, and also some of the work on parallels and batteries, to be done by night.

T. L. GALLWEY, Colonel, R.E.,
Commandant, S.M.E.

INDEX

TO

REPORT, EVIDENCE, AND APPENDIX.

LIST OF HEADINGS.

ALDERSHOT.
ARTIFICERS.
ASYLUM, ROYAL MILITARY: *see* CHELSEA.
CANTEENS.
CERTIFICATES.
I.—*As to granting.*
II.—*As a qualification for promotion to Non-Commissioned Officers.*
CHAPLAINS.
CHELSEA, ROYAL MILITARY ASYLUM AT.
I.—*Generally.*
II.—*Model (or Duke of York's) School.*
1. General Organization.
2. Masters: and Discipline.
3. Pupils.
4. Instruction.
5. Hygiene.
III.—*Normal (or Training) School.*
1. Generally.
2. Masters: and Discipline.
3. Students.
CHILDREN OF OFFICERS.
CHILDREN OF SOLDIERS.
COUNCIL OF MILITARY EDUCATION.
DUKE OF YORK'S SCHOOL: *see* CHELSEA.
EDUCATION OF SOLDIERS.
EDUCATIONAL CERTIFICATES: *see* CERTIFICATES.
ENGINEERS.
EXAMINATIONS.
FARRIERS.
FIELD ENGINEERING.
FRANCE.
GREENWICH NAVY SCHOOLS.
HIBERNIAN MILITARY SCHOOL, ROYAL.
HYTHE: *see* MUSKETRY INSTRUCTION.
INDIA.
INSPECTION.
INSPECTORS.
INSTITUTES FOR SOLDIERS.
INSTRUCTORS OF MUSKETRY: *see* MUSKETRY INSTRUCTORS.
IRELAND.
LECTURE ROOM.
LECTURES.
LIBRARIES.
LONDON.
MODEL SCHOOL: *see* CHELSEA.
MONITRESSES.
MUSKETRY INSTRUCTION.
I.—*Central School of Musketry.*
1.—Opinions generally.
2.—Locality.
3.—Course of Instruction.
4.—Students.
MUSKETRY INSTRUCTION—*cont.*
II.—*Inspection.*
1.—Inspection.
2.—District Inspectors.
III.—*Instructors of Musketry.*
1.—Position.
2.—Training.
3.—Duties.
IV.—*Musketry Instruction.*
1.—System generally.
2.—Necessity and popularity.
3.—Personnel.
4.—Specific suggestions.
5.—Lectures.
6.—Competition.
PUPIL TEACHERS.
READINGS.
RECREATION ROOMS.
REGIMENT.
RELIGIOUS TEACHING.
SCHOOLMASTER, DETACHMENT.
SCHOOLMASTER, REGIMENTAL.
I.—*Generally.*
II.—*Candidates.*
III.—*Duties.*
IV.—*Grievances.*
1.—Generally.
2.—Pay, &c.
3.—Status.
4.—Private Tuition.
5.—Messing.
6.—Uniform.
7.—Examination of Kit.
V.—*Punishment.*
SCHOOLMASTER SERJEANT.
SCHOOLMASTER, SOLDIER ASSISTANT.
SCHOOLMASTER, SUPERINTENDING.
SCHOOLMISTRESS, DETACHMENT.
SCHOOLMISTRESS, REGIMENTAL.
SCHOOLROOMS.
SCHOOLS, ARMY.
I.—*Generally.*
II.—*Adult Schools.*
1.—Generally.
2.—Attendance of soldiers.
III.—*Children's.*
1.—Generally.
2.—Detachment schools.
3.—Discipline.
4.—Fees.
5.—Girls' Schools.
IV.—*Infant.*
V.—*Industrial.*
VI.—*Sunday Schools.*
VII.—*Special Classes.*
TRAINING SCHOOL: *see* CHELSEA.
YORK, DUKE OF, SCHOOL: *see* CHELSEA.

ALDERSHOT:
A nursery for young children would be excellent, *Schoolmistress D.*, 1203.
There is a school for officers' children, *Christie*, 1029.

ARTIFICERS:
Witness's regiment endeavours to train its own, *Scotland*, 856.

ASYLUM, ROYAL MILITARY: see CHELSEA:

CANTEEN:
Would admit female friends, *Drake*, 2090-2093.
Should be apart from reading-room, *Scotland*, 799.

CANTEEN—*cont.*
Profits might be applied to general regimental improvements, *Hawley, App., p.* 115.
A steady non-commissioned officer should be permanently in charge; a captain, with adjutant's allowance, superintending and having charge of funds and their appropriation, *Cambridge*, 2288–2291.
Should invariably have entrance separate from recreation room; but should be under same financial management. Recreation rooms to be aided from canteen funds, **Report**, p. xxv.; and readings, **ib.** p. xxvi.

CERTIFICATES:
I.—*As to granting.*
II.—*As a qualification for promotion to non-commissioned officers.*

I.—*As to granting.*

All certificates granted by Col. Gleig, *Pocklington*, 111, 174. Only obtained by special examination; does not give any privilege, *ib.* 106, 107. Would not give increased pay for holding *ib.* 195.
In Ireland, granted by the inspector, *Col. Gleig*, 210. Qualifications should be more practical, *ib.* 221, 222.
Superintending schoolmasters should decide who should have certificates, *Belling*, 353.
Rules proposed as to, *W. McLeod, App., p.* 119.
Qualification for a third-class, *Schoolmaster A, App., p.* 596.
Would add to back of first-class French and German, *Shute*, 1275*a*.
Would abolish extra subjects for, *Schoolmaster B.*, 647; *Elrington*, 771.
Disapproves altogether, *Christie*, 968–971, 1008.
A fourth-class should be established, **Report,** p. xiv; and issued on recommendation of Sub-Inspector. Only one extra subject to be required for first-class certificate. Marks for certificates, **ib.** p. xvi.; wording should be simplified, **ib.** pp. xvi, xlvii. Should be inserted in Pocket Ledger and noted in discharge documents, **ib.** p. xvii.

II.—*As a qualification for promotion to non-commissioned officers.*

Should be indispensable for promotion to non-commissioned officer, *Pocklington*, 184.
Would make a third-class certificate a *sine quâ non* for corporal, and a second-class for serjeant, *Scotland*, 786; subject to special exceptions, *ib.* 788, 823. Has found difficulty in obtaining educated men for corporals, *ib.* 811. Uneducated men give trouble, *ib.* 786.
Would require third-class certificate for first stripe and second-class afterwards, *McKay*, 949, 950.
Would require, subject to exceptions, for promotion, *Scarlett, Grant, Paulet, Russell, Egerton, Radcliffe, Eaton, App., p.* 112; *Clarke, Baker, Jenyns, McDonald, App., p.* 116.
Would not require high certificates; tact better than learning, *Elrington*, 729–735; but a third-class certificate might be required from corporals, *ib.* 749; a pay-serjeant can do without fractions, *ib.* 755–757; non-commissioned officers are difficult to get, and deteriorated in last 20 years, *ib.* 736, 737, 748.
Should be indispensable for promotion; *Eyre, Carey, Phillpotts, Smyth, App., p.* 112; *Nugent, Fiennes, Oakes, Randolph, Cameron, Robertson, App., p.* 114.
Promotion should depend on higher certificates coupled with regimental ability, *Schoolmaster A*, 516.
Required for promotion, as a rule; *Pearson*, 409–412: by spirit of the regulations, *ib.* 423–427. There is time to obtain a higher certificate between promotion to corporal and serjeant, *ib.* 453–455; but a first class is difficult, *ib.* 415.
Should be invariably required before promotion, *Belling*, 310, 311; which, with special classes, would not exclude good men, *ib.* 312–314; nor be unpopular with them, *ib.* 316. Grades of certificates for various ranks: one extra subject is enough. Certificates should be noted on soldiers' record and discharge, *ib.* 320.
Desirable for serjeants, but would not make rule absolute, *Cambridge*, 2258; leaving promotion to commanding officer unfettered, *ib.* 2259–2261.
Should not be indispensable for promotion, *Strathnairn, Armstrong, App., p.* 112; *Cureton, Mostyn, Col. McLeod, Hawley, Sprot, Gloster, Smith, App., p.* 114.
Should not be indispensable in the Line, *Murray, App., p.* 112.
Instances of promotion without rudimentary education, *Christie*, 1009. Would not insist on education as a preliminary to becoming lance-corporal, *ib.* 1010–1012.
As a general rule, except on active service, third-class should be required for corporal, second for serjeant, **Report,** p. xvi.

CHAPELS:
Should not be used as schools, **Report,** p. xvii.

CHAPLAINS:
Exercise sufficient control over schools, *Rev. G. Gleig*, 1279; social and moral, *ib.* 1287.
Often in the school, *Christie*, 990.
Does not visit witness's school, but collects grown children weekly elsewhere for religious instruction, *Schoolmistress D.*, 1195, 1235.

CHELSEA, ROYAL MILITARY ASYLUM AT:
I.—*Generally.*
II.—*Model (or Duke of York's) School.*
III.—*Normal (or Training) School.*

I.—*Generally.*

General organisation described, *Muller, App., p.* 151.
Not under council, *Pocklington*, 9.
Warrants for Government, &c., *App., p.* 162–164.
Proposal for training soldiers instead of drummer boys, *Dexter, App., p.* 161.
Commandant has no authority in school, *Reynolds*, 1407.

II.—*Model (or Duke of York's) School.*
1. General Organisation.
2. Masters; and Discipline.
3. Pupils.
4. Instruction.
5. Hygiene.

1.—General Organization.

Organisation excellent; want of space the only drawback, *Muller, App., p.* 152.
On good footing; fortunate in its master, *Rev. G. Gleig*, 1284.
Proceedings of a committee of 1868, *App., p.* 170.
Should be inspected weekly by regular visitors, and specially reported on annually by Director-General, **Report,** p. xxxiii. More care needed in selecting non-commissioned officers and nurses, **ib.** p. xxxv.

2.—Masters; and Discipline.

Staff for education, *McLeod*, 1457, 1511–1516.
Position of head master towards Chelsea authorities not satisfactory, *ib.* 1539; disagreeable conflict with serjeants related, *ib.* 1540–1554. Discipline would be better without the military staff, *ib.* 1476, 1566; which should be entrusted to the masters out of school, *ib.* 1477, 1479; as they maintain it readily in school, *ib.* 1483. School punishments, *ib.* 1480–1482. Correspondence as to want of respect towards head master, *ib. App., p.* 159, 160. Commandant does not always carry out regulations, *ib.* 1468. Discipline unsatisfactory, *ib.* 1458, 1473, 1567–1569.
Masters should have more disciplinary control, *Rev. G. R. Gleig, App., p.* 155.
Discipline should be under Director-General of Military Education, *Moseley, App., p.* 155.
Objects to employment of pupil teachers, *Langmead, App., p.* 153.
Army Schoolmasters waste time in, *Reynolds*, 1376.
Discipline and internal administration should be entirely under Director-General. Discipline and education should be under one head. A limit of age to be enforced, **Report,** p. xxxiii.

3.—Pupils.

There should be an educational test for admission, *Moseley, App., p.* 154.
Boys should enter earlier or have an educational test, *McLeod*, 1555–1558: they seem healthy when they first come, *ib.* 1519, 1520. Two-thirds enter army, *ib.* 1517, and turn out well, *ib.* 1518.
Boys as intelligent at 14 as country lads at 18, *Rev. G. R. Gleig*, 1305.
Disposal of boys, 1860 to 1869, *App., p.* 167.
Rank and character of 609 former boys serving in army in 1869, *App., p.* 167.
Doubts bad behaviour on entering church, *Cambridge*, 2286, 2287. Should be under military authority, and boys required to enter the army; they turn out well, *ib.* 2305–2307.
Boys from, have turned out well, *Shute*, 1261.
Boys enlisting from, are good, and fairly educated, *Pearson*, 421.
Boys from, generally good, *Elrington*, 739.
Men from, above the average, *Scotland*, 795, 796.
Good men from, *Christie*, 1003, 1004.
Maximum age for admission should be 10 years; boys should have unfettered freedom in choosing regiment or trade, **Report,** p. xxxvi.

CHELSEA, ROYAL MILITARY ASYLUM AT—*cont.*
II. *Model (or Duke of York's) School*—cont.
4.—Instruction.
Education begins at 7 years old, *McLeod*, 1503 and lasts five years, *ib.* 1504. The education fair for class in life, *ib.* 1505–1507, but would have more trades taught, *ib.* 1508–1509. Chaplain's instruction merely in catechism and religious services, which might be shortened, *ib.* 1559–1563.
Industrial teaching should have far larger place, *Abbott, App., p.* 153.
Boys might be taught carpentry, *Adams, App., p.* 152.
Music should be more taught, *Cambridge*, 2306. Boys might do own tailoring and, in a degree, repairs to buildings, *ib.* 2308, 2309. Industrial work should be encouraged, *ib.* 2318.
Confirmation annually, carefully conducted, *Rev. G. R. Gleig*, 1304. Religious service might be shortened and simplified, *ib.* 1307, 1309. There is evening Sunday school, *ib.* 1308. More trades might be taught, *ib.* 1311, *App., p.* 155.
Religious instruction and private prayer should be carefully attended to, **Report,** p. xxxiii. Shoemaking should be curtailed: carpentry, smiths' work, engineering, and gardening extended; telegraphy, and field-gun exercises taught, **ib.** p. xxxv. Musical teaching should be improved. Trades and book-work should be taught on alternate days; industrial training being assimilated to that in large civil schools, **ib.** p. xxxvi.
5.—Hygiene.
Should be removed to country, *Abbott, App., p.* 153.
Situation unhealthy, and should be moved to country, *Rev. G. R. Gleig*, 1285, 1324; *App., p.* 155.
Should be moved to country. Boys are undersized, *McLeod*, 1489, *App., p.* 159.
School should be moved to country, *Moseley, App., p.* 155.
Would not remove to country; premises need extension, *Cambridge*, 2278, 2279, and in bad condition; but under Office of Works, *ib.* 2282. No continuous holidays, *ib.* 2280, 2281. Boys should play more in Battersea Park, *ib.* 2283.
Dormitories overcrowded; insufficient space for play. Admission of visitors should be restricted, as a precaution against disease. Swimming bath should be warmed for use in winter; more clean sheets wanted. Shoemaker's shop should be abolished. More time given to play. Use of Jenning's water-closets should be extended, *Crosse, App., p.* 160. Cubical contents of dormitories, *App., p.* 174.
Material condition improved of late, *McLeod*, 1459–1463, 1470. Each boy has now a separate bed, *ib.* 1499, 1500. Food and sanitary state good, *ib.* 1484, 1494; many boys with sore heads and chilblains, *ib.* 1485. Boys' friends have too ready access, *ib.* 1486. Schoolrooms defective, *ib.* 1487, 1488. Play insufficient, *ib.* 1490, 1493. Cleanliness wants more attention, *ib.* 1495, from nurses, *ib.* 1496; who are drunken, *ib.* 1497, which does not always involve dismissal, *ib.* 1498. Every boy should have a pocket handkerchief, *ib. App., p.* 159.
Sanitary return for 1869, *App., p.* 167.
,, ,, for 1866–1869, *App., p.* 168.
Scale of diets, *App., p.* 169, 173.
Should be removed to country; meanwhile there are needed more recreation, **Report,** p. xxxiv.; gymnastic apparatus, library and reading room, 600 cubic feet per boy in dormitories, better ventilation, more personal cleanliness, improved diet, and drinking fountains, **ib.** p. xxxv.
III.—*Normal (or Training) School.*
1. Generally.
2. Masters; and Discipline.
3. Students.
1.—Generally.
Warrant establishing, *App., p.* 162.
General organisation of, *Reynolds, App., p.* 155–158.
Forms of reports used, *App., p.* 165, 166.
Excellent; but the low neighbourhood is against discipline, *Abbott, App., p.* 153.
Necessary, *Reynolds*, 1391–1396.
CHELSEA, ROYAL MILITARY ASYLUM AT—*cont.*
III.—*Normal or Training School*—cont.
1.—Generally—*cont.*
Works well; but accommodation is bad, *Moseley App., p.* 154.
Method taught excellently, *Schoolmaster A.*, 566–568.
Training useless, *Schoolmaster B.*, 654–657.
If retained, system is satisfactory, *Adams, App., p.* 152.
Too many public houses around, *Rev. G. Gleig*, 1314. Questions policy of keeping up, *ib.* 1315.
Disapproves of the establishment, *Muller, App., p.* 152.
Would abolish, and transfer premises to Model School, *Cambridge*, 2296.
Unsatisfactory; might be abolished, *McLeod*, 1522.
Should be abolished, **Report,** p. xxx.
2.—Masters; and Discipline.
Might be improved, *Rev. G. Gleig*, 1282; by giving masters more power, *ib.* 1283, 1299, 1300, 1326; and concentrating it less in the military officers, *ib.* 1301, 1302, 1310. Serjeants should salute masters, *ib.* 1326, 1327. Head master should be an officer or superintending schoolmaster, *ib. App., p.* 155.
Educational establishment under Council, not under Commissioners, *Reynolds*, 1423; in no respect under head master of Duke of York's School; position of master towards Commandant unsatisfactory, *ib.* 1405, 1406, 1409. Head master has no authority out of school, *ib.* 1407, 1408, 1421, 1422. Pupil-teachers from model school are in the way, *ib.* 1410, 1411. Master had formerly two assistants, *ib.* 1358; none now required, *ib.* 1356, 1357. Inspected half-yearly by inspector under Council, *ib.* 1359. Discipline strict, *ib.* 1413; but administered by Commandant, *ib.* 1414–1416, 1450.
3.—Students.
Regulations as to admission, *App., p.* 164.
Admissions for 10 years, *App., p.* 166.
Students fallen off from 40 to 16, *Reynolds*, 1344–1346. Conditions of entry not well known in army, *ib.* 1452. Amusements, *ib.* 1370. Witness finds discipline easily maintained, *ib.* 1381–1383. Drunkenness not common, *ib.* 1447; but has increased. Its causes, *ib.* 1363, 1386, 1387, 1449, 1453, 1454. Would not remove the school, *ib.* 1387. Hours out in the evening, *ib.* 1448. Sunday school a grievance, *ib.* 1432–1434. Accommodation very bad, *ib.* 1360–1362, 1368, 1369. Mess good, *ib.* 1364; health good, *ib.* 1417–1419. Not time for surveying; but practical trigonometry is taught, *ib.* 1424–1427. Students pass a qualifying and competitive examination, *ib.* 1380. Students must attend church twice on Sundays, *ib.* 1402. Chaplain instructs in religious knowledge, *ib.* 1403. Goes through subjects stated in course, *ib.* 1371; has not suggested any alteration, *ib.* 1373; chemistry, algebra, mechanics, geography, are most popular, *ib.* 1374; and widen students' minds, *ib.* 1375. After a lecture, students can say what they like, *ib.* 1366, 1367. Master teachers till 4 o'clock; but has work afterwards, *ib.* 1443. Students have little time for reading, *ib.* 1444, 1445. Drunkenness might involve removal from school, *ib.* 1435–1438. Few cases of immorality, *ib.* 1439–1443; some dishonesty, *ib.* 1451. Bad language at mess scarcely tolerated, *ib.* 1455. All students should have a distinctive dress, *ib.* 1401.
Students should have separate bunks, *Rev. G. R. Gleig, App., p.* 155. All students should wear same dress, *ib.* 1330, 1331. Most students have been confirmed, *ib.* 1303.
Civilians cannot enter unless certificated schoolmasters or pupil teachers, *Belling*, 347. Masters from, of imperfect physique, *ib.* 345.
Commanding officer can, under certain restrictions, recommend any private for examination at, *Pearson*, 483, 484.
Tone gone down, *McLeod*, 1528; from decrease of civilians, *ib.* 1529.
Leave in evening should be curtailed; beds should be separated by partitions, *Langmead, App., p.* 153.
Trained schoolmasters passed out in 10 years, *App., p.* 166.

CHILDREN OF OFFICERS:
No reason why young children should not be taught by schoolmaster and schoolmistress, *Shute*, 1263, 1264.

CHILDREN OF SOLDIERS:
Parents responsible in a great degree for, out of school, *Shute*, 1270–1272.
Not contaminated by soldiers, and more orderly than in civil life, *Rev. G. R. Gleig*, 1310.
Not much exposed to bad language, *Schoolmaster C.*, 1163–1165, 1175, 1176.
No harm in mixing with men; there is very little bad language, *Christie*, 1045, 1046.
Are petted by soldiers, *Schoolmistress D.*, 1206, 1207; and hear bad language, *ib.* 1204, 1205.
Boys too much with the soldiers, *Moreton*, 904–906. Girls mix with the men less than the boys, *ib.* 907.
Very healthy and strong, *Schoolmaster B.*, 670.
Are not quite strong; few enlist, *Pearson*, 456.

COUNCIL OF MILITARY EDUCATION:
Does not superintend Chelsea Asylum or Hibernian School, *Pocklington*, 9. Controls all army schools, *ib.* 10; but only nominally those in India, *ib.* 137–139. Much guided by opinion of inspectors, *ib.* 114.

DUKE OF YORK'S SCHOOL: *see* CHELSEA.

EDUCATION OF SOLDIERS:
Per-centage of education, *Napier*, *App.*, *p.* 119.
Classification returns, as now made, fallacious; men without certificate should be considered uneducated, *Schoolmaster A.*, 596, 597.
Conduct of soldiers has improved since establishment of trained schoolmasters, *Pearson*, 464, 465, and non-commissioned officers are better educated, *ib.* 466, 467.
Improved since Crimean war, *Scotland*, 826, 827.
Would not carry higher than rudiments regimentally, *Elrington*, 751. Not more than 4 or 5 per cent. of men are unable to sign their names, *ib.* 754. Objects to compulsory education beyond reading and writing, *ib.* 766–770. Not deteriorated since Crimean war, *ib.* 758–761.
Worse than before Crimean war, *Belling*, 337–341.
Classification should be based on certificates, **Report,** p. xvii.

EDUCATIONAL CERTIFICATES: *see* CERTIFICATES.

ENGINEERS:
Only enough for superintendence in war, *Ewart*, 2160–2163.

EXAMINATIONS:
Chiefly by the Superintending Schoolmasters, *Pocklington*, 115; Mr. Vicars (Assistant Inspector) examines in Ireland, *ib.* 92. Every scholar's progress is recorded, *ib.* 105. Detachment schools not examined, *ib.* 143. There is too much examination, *ib.* 196. Should be reduced, *Belling*, 350.

FARRIERS:
Assistant farrier could make a horse-shoe, *Moreton*, 917–921.

FIELD ENGINEERING:
Instruction at Chatham in 1852 described; also recent instruction at Tower with Guards, *Ewart*, 2141, 2142, 2152–2154, 2158. Musketry instructors might teach, *ib.* 2144–2147, 2177. Regulations needed for issue of tools, *ib.* 2148. Instruction could be given throughout army, *ib.* 2155, and is particularly desirable, *ib.* 2159, 2174. Some small compensation should be given for wear of clothes, *ib.* 2157.
Instruction beneficial to health, *Methuen*, 2180, 2197–2199. Would extend to whole army, *ib.* 2182, 2183 (recruits, 2191) as part of drill without extra pay, but with compensation for clothes, *ib.* 2184, 2195. Men much interested, *ib.* 2185, 2196; also officers, *ib.* 2189. The men were selected, *ib.* 2187. All examined in theodolite, *ib.* 2186. Serjeants instructed could teach others, *ib.* 2190–2193. Average time for each class 21 days, *ib.* 2200, 2201. Materials ought not to have cost 140*l.*, *ib.* 2205, 2206; available for further use, *ib.* 2207–2210.
Estimates of the cost of tools, &c., for a battalion of infantry, *App.*, *p.* 226–229.
Should be taught by instructors of musketry, **Report,** p. xlv.

FRANCE:
In army schools many things are undertaken which we do not teach; but many soldiers are very ignorant, *Col. Gleig*, 251.

GREENWICH NAVY SCHOOL:
Diet tables, *App.*, *p.* 173, 174.

HIBERNIAN MILITARY SCHOOL, ROYAL:
Charter, *App.*, *p.* 190.
Not under Council, *Pocklington*, 9.
Should be more military; governing body too large and cumbrous, *Strathnairn*, *App.*, *p.* 183.
General organisation described. Outer boundary needs repair, *Wynyard*, *App.*, *p.* 175–183.
Masters should have a better position, *Gibbons*, *App.*, *p.* 185.
Would make eight the age for admission; military spade drill, &c. should be more taught, *Colomb*, *App.*, *p.* 186.
Excellent playground; boys in great contrast to those at Chelsea, *Cambridge*, 2284–2286.
Trades better taught than at Chelsea, *Rev. G. Gleig*, 1313. Healthy; but there are difficulties in the education, *ib.* 1325.
Grounds are too exposed for health in winter, *Templeton*, *App.*, *p.* 187.
Hospital reports, 1866–1869. *App.*, *p.* 187–189.
Diet tables and time table, *App.*, *p.* 173, 182.
Good men from, *Christie*, 1003, 1004.
Thinks highly of men from, *Scotland*, 795, 796.
Return of ranks of former pupils now in army, *Speedy*, *App.*, *p.* 184.
Recommendations as to Chelsea Model School to be adopted, where applicable. Board of Governors to be reduced and made more permanent. Selection of candidates to rest exclusively with governors, who should not know their religion, **Report,** p. xxxviii. Accommodation for play, gymnastics, and assistant masters to be improved. Warmth of clothing should have more attention, **ib.** p. xxxix.

HYTHE: *see* MUSKETRY INSTRUCTION.

INDIA:
School system only nominally under Council, *Pocklington*, 137–139; amalgamation with Imperial system advocated, *ib.* 197.
Evils of school system, except as regards school-assistants, *Schoolmaster A.*, 601–614.
Officers send their children to regimental school, *Christie*, 1020, 1021.
System should be made uniform with that at home, **Report,** p. vii.

INSPECTION:
No one man could visit yearly every school in Great Britain and Ireland, *Col. Gleig*, 211.
Very hard work, *Belling*, 352.
Approves system, *Christie*, 987.
Satisfactory, *Schoolmistress D.*, 1192.
Every school to be inspected and examined half-yearly, **Report,** p. vii.

INSPECTORS:
Col. Gleig has general superintendence in Great Britain; Mr. Vicars in Ireland, *Pocklington*, 108, 109. Duties, *ib.* 110–174. Pay, *ib.* 112. Appointment, *ib.* 113. In constant communication with Council, *ib.* 114. There are local inspectors for Malta and Gibraltar, *ib.* 136.
Duties, *Col. Gleig*, 200–203, 205. Time fully occupied, *ib.* 209.
Superintending schoolmasters need not supervise old as much as young schoolmasters, *Schoolmaster B.*, 643–646.
Schoolmasters should not examine their own schools, *Schoolmaster A.*, 512. System of superintending schoolmasters works well, *ib.* 540, 541.
Inspector to inspect Ireland as well as England. Assistant inspector to be abolished, **Report,** p. vi., vii. Inspector to be relieved from obligation of visiting every school yearly. Superintending schoolmasters to become sub-inspectors, **ib.** p. vi., and to be at least one in each military district.

INSTITUTES FOR SOLDIERS:
Reports on, *Major Buckley*, *App.*, *p.* 144–146.
Conditions of success. *Seymour*, *App.*, *p.* 148.
Should be within barracks, *Ewart*, 2171, and available for lectures, theatricals, dancing, &c., *ib.* 2172, 2173.

Institutes for Soldiers—*cont.*
Would succeed, if in or adjoining barracks, *Guy, App., p.* 149.
Approves of those established on a religious basis. Considers Dover Soldiers' Home useful, as a supplement to refreshment rooms, *Russell, App., p.* 150.
Likely to fail, *McBlain, App., p.* 149.
Less attended than recreation rooms, *Murray, App., p.* 144.
Recreation rooms are better, *Scarlett, App., p.* 150.
Cannot compete with recreation rooms, *Airey, App., p.* 149.
Edinburgh Institutes of doubtful success, *Rumley, App., p.* 150.
Guards Institute has exercised a humanising and civilising effect, *Fremantle, App., p.* 147.
Guards Institute not quite successful, *Fielding, App., p.* 148; *Hamilton, App., p.* 146.
Should not be aided by Government, **Report,** p. xxvii.

Instructors of Musketry: *see* Musketry Instruction.

Ireland:
Sees no ground for school system differing from Great Britian, *Col. Gleig,* 204, 206, 207; prefers British system, *ib.* 205.

Lecture Room:
Should be provided at large stations, *Cambridge,* 2319, **Report,** p. xxvi.

Lectures:
Credit should be given for quality rather than number of lectures delivered, *Belling,* 369–373.
Magic-lantern lectures valued by the boys, but not by the men, *Moreton,* 908. Lectures on any military subject interest the men much, *ib.* 910.
Attaches value to, *Schoolmaster A.,* 543–550; a schoolmaster should not give more than one in a week to the same regiment, *ib.* 578–580; some are unworthy the name, *ib.* 582; good lectures well attended, and improve taste for proper reading, *ib.* 583, 584; should be before tattoo, *ib.* 584–587; subjects should not be limited, *ib.* 594, 595; officers rarely lecture, *ib.* 596.
Not a success, *Schoolmaster B.,* 671–673. Good lectures are well attended, *ib.* 675. Multiplication of, leads to false returns, *ib.* 689–691. Should not be after tattoo, *ib.* 693–697.
Magic-lantern lectures rather lame; practical military subjects more appreciated, *Christie,* 995, 996.
Should be military, *Carey, App., p.* 113.
Should be more frequent, *Oakes, App., p.* 115.
Satisfactory, *Paulet, Armstrong, Fiennes, Oakes, App., pp.* 113, 115.
Useful as a rule, *Scarlett, Radcliffe, Jenyns, App., pp.* 113, 115.
Interesting printed lectures should be used, *Eyre, App., p.* 115.
Does not think much of those by schoolmasters, *Col. Gleig,* 237.
Utility doubtful, *Murray, App., p.* 113.
Utility depends on interest taken by officers, *Smyth, App., p.* 113.
Value dependent on lecturer's ability, *Grant, Randolph*; which is rare, *Baker, App., pp.* 113, 115.
Less popular than readings, *Scotland,* 791.
Not cared for, *Shute, Clarke, App., pp.* 113, 115.
Not well attended, *Pearson,* 487–489.
Not attractive, *Russell, Egerton, Nugent, Cureton, Cameron, Robertson, Mostyn, Hawley, Sprot, Smith, App., pp.* 113, 115.
A failure, *Eaton, Col. McLeod, Gloster, McDonald, App., p.* 115.
Magic-lantern exhibitions not appreciated, *Scarlett, Grant, Nugent*; childish, *McDonald.*
Should be abolished, *Eaton, App., pp.* 113, 115.
Readings preferred, *Egerton, Eaton, Nugent, Cameron, Robertson, App., p.* 113, 115.
Musical entertainments preferred, *Cureton, Cameron, App., p.* 115.
Theatricals preferred, *Hawley, McDonald, App., p.* 115.
By officers, should be encouraged; should be more military, **Report,** p. xxvi.

Libraries:
List of garrison libraries, with particulars, *App., p.* 136, 138.
List of garrison libraries in India, *App., p.* 138.
Artillery libraries, *App., p.* 137.
Engineer libraries, *App., p.* 138.
Army libraries, number of, *App., p.* 139.
Well attended, *Christie,* 997.
On the whole satisfactory, *Hamley,* 715*a*; but larger grants are needed where a new library has to be established, and for artillery and engineers, *ib.,* 716, 717. No reports from India. Books average 2*s.* 6*d.* a volume, *ib.* 718.
Books, average cost per volume, *App., p.* 139.
Books should be selected with a more military view, *Strathnairn, App., p.* 113.
Contribution insufficient, *Carson,* 2216; would make over recreation room subscription to it, *ib.* 2217.
Should be regimental, *Mostyn, Col. McLeod, App., p.* 115.
Damages charged too heavily, *Cameron, App., p.* 115.
Increased allowance necessary on establishing a new library. Subscription of companies might be raised, **Report,** p. xxv.

London:
Healthy, *Cambridge,* 2279.

Model School: *see* Chelsea.

Monitresses:
Numbers, *Pocklington,* 12. Can stay till 17, *ib.* 56.
Girls of 12 should be eligible for, *Belling,* 368.
Under-paid, *Schoolmaster A.,* 597; *Schoolmaster B.,* 662–667; *Schoolmistress C.,* 1098.
Badly paid, *Schoolmistress D.,* 1185, 1187, 121; some have fair abilities, *ib.* 1186; go to schoolmaster for instruction; girls' school does not suffer thereby, *ib.* 1220–1222.
Age and pay recommended, **Report,** p. xxiii.

Musketry Instruction:
I.—*Central School of Musketry.*
II.—*Inspection.*
III.—*Instructors of Musketry.*
IV.—*Musketry Instruction.*

I.—*Central School of Musketry.*
1. Opinions generally.
2. Locality.
3. Course of Instruction.
4. Students.

1.—Opinions generally.
Well adapted to its object, *Haliday, App., p.* 214; *Legge, App., p.* 218; *Adair, Franks, Hutchinson, Wood, App., p.* 220.
Results good, *Sir G. Buller, Shute, App., p.* 214; *Mein, App., p.* 216; *Thompson, App., p.* 218.
Absolutely necessary, *Cambridge,* 2297; has raised whole character of non-commissioned officers and men, *ib.* 2298.
Essential as a normal school, *Haliday,* 1572, 1573, 1597–1601; and to decide on extra pay to marksmen, *ib.* 1615–1619.
Could not be spared, *Shute.*
Necessary, *Haliday, Straithnairn, Paulet, Garvock, Staveley, Russell, Murray, Farren, Rumley, Campbell, Borton, Armstrong, Shute, Baker, App., p.* 214; *Jenyns, Stephenson, Anderson, Weare, Thomson, Cooper, App., p.* 216; *Smith, Bridges, Fairtlough, Annesley, Thompson, Drake, Blundell, Legge, App., p.* 218; *Madden, Franks, Hutchinson, Creagh, Wood, Preston, App., p.* 220.
Desirable, *Cunynghame, App., p.* 214; *Peacocke, Lowry, Mein, App., p.* 216; *Elcho, Lt.-Col. Buller, Capt. G. Smith, Carleton, App., p.* 218.
Not absolutely necessary, *Scarlett, App., p.* 214; *Gatey, App., p.* 220.
Not necessary, *Knox, Harding, Hawley, Bowles, Thomas, Gloster, Glyn, App. p.* 216; *Bury, App. p.* 218; *Adair, Wyndham, App., p.* 220.
Present utility questionable, *Pearson,* 422.
Nearly useless, *Douglas, App., p.* 220.
Objects to; instructors can be trained better in the regiment, *Scotland,* 792–794, 862.
Regimental system of training a better principle, *Sir G. Buller, App., p.* 214.
Was necessary when established; has caused greatest improvement, *Hawley,* 1728. Would abolish now, *ib.* 1688, 1689, 1757; leaving colonels to select their own musketry instructors, *ib.* 1748–1750.
Would abolish, *Adair, App., p.* 221.
Would abolish, *Thomas,* 1769; effecting a saving, *ib.* 1777.

MUSKETRY INSTRUCTION—*cont.*

I.—*Central School of Musketry*—cont.

1.—Opinions generally—*cont.*

Would maintain permanent school, *Thompson*, 1924, for uniformity, *ib.* 1940–1943, 1985.
Would maintain, as central standard for musketry instruction, *Elrington*, 743–745.
Would pass every officer through on obtaining lieutenancy, *Jenyns*, *App.*, *p.* 217.
Would maintain as a normal school for instructors, *Drake*, 2026–2028, 2051, 2080–2083, field officers, adjutants, serjeants-major, and brigade majors, *ib.* 2059; also for serjeants required to act as instructors, *ib.* 2077–2079.
Should be a training school, *Newdigate*, 2128.
Would maintain, *Stephenson*, 1898, for instructors to pass through, *ib.* 1899–1902.
Should be a school of arms, *Thompson*, *App.*, *p.* 219.
Might be a school of arms generally, *Drake*, 2068, 2069. A simple course of field-engineering could easily be added, *ib.* 2073.
Would retain, to test fire-arms and projectiles, *Christie*, 999–1002.
Would add a place for trial of inventions, *Scarlett*, *Cunynghame*, *App.*, *p.* 215; *Anderson*, *App.*, *p.* 217; *Gatey*, *App.*, *p.* 221.
Staff needs increase, *Haliday*, 1661, 1670; number, *ib.* 1662, 1663; duties, *ib.* 1664, 1665, 1668. Men for guard, orderly, and fatigue duties are best supplied by regiments in neighbourhood, *ib.* 1595, 1596. Barrack space deficient, 1591, 1605. Canvas unsuitable to situation, *ib.* 1606, 1607. Sanitary state good, *ib.* 1592.
There has been jealousy as to recommendations from without, *Fox*, 1877, 1878.
Should be limited to a training school, staff being reduced, **Report,** p. xliii; and a thoroughly scientific officer added, **Ib.** p. xliv.

2.—Locality.

Hythe better than Aldershot as a site, *Drake*, 2084.
No suitable place more central than Hythe, *Haliday*, 1579–1581. Aldershot inapplicable, *ib.* 1647, 1648. Ten ranges needed, *ib.* 1649, of 800 yards, *ib.* 1650.
Should not be in a garrison. Is directly under Horse Guards, *Cambridge*, 2300.
Any place would do, with sufficient ranges, *Thompson*, 1925, 1977, 1978; doubts if there are enough at Aldershot, *ib.* 1926–1929.
Would remove to Aldershot, *Rumley*, *App.*, *p.* 215; *Lt.-Col. Buller*, *App.*, *p.* 217.
It might be moved to Aldershot, *Stephenson*, 1908.
Might be more useful at Aldershot, *Shute*, 1267, 1268.
Aldershot better position for central school, *Fox*, 1882, 1883.
Could be accommodated at Aldershot, *Newdigate*, 2123–2125; best place for it, *ib.* 2126, 2129; plenty of ground for ranges at Woolmer, *ib.* 2132; Adjutant-General's staff could not take musketry inspection without aid, *ib.* 2134; officer instructing in musketry might also teach field-engineering, *ib.* 2136, 2137.
Would transfer to Shoeburyness, *Blundell*, *App.*, *p.* 219.
Shoeburyness too distant, *Shute*, 1269.
Should be transferred to central Small-arms Factory, *Douglas*, *App.*, *p.* 221.
Should continue at Hythe and form part of South-Eastern district, **Report,** xlii.

3.—Course of Instruction.

System of certificates most important, *Haliday*, 1608–1612. Examination lasts several weeks, *ib.* 1652. Few officers could instruct themselves for certificates, *ib.* 1651. A certificate shows a serjeant to be a good instructor, *ib.* 1633. Drills, *ib.* 1666, 1667. Lectures are necessary, *ib.* 1677–1680. Four courses yearly of 60 officers, *ib.* 1588–1590.
Would have a single certificate, *Legge*, *App.*, *p.* 219.
Certificates to be only two, *Carleton*, *App. p.* 219.
Drill of great advantage to officers, though unpopular, *Cambridge*, 2298, 2299, 2314, 2315.
Course too theoretical, *Scarlett*, *App.*, *p.* 214; *Lowry*, *App.*, *p.* 216; *Bury*, *Lt.-Col. Buller*, *App.*, *p.* 218; *Creagh*, *App.*, *p.* 220.
Too much cramming, *Annesley*, *Carleton*, *App.*, *p.* 218; *Gatey*, *App.*, *p.* 220.
Theoretical method bad; practical good, *Douglas*; *Preston*, *App.*, *p.* 220.

MUSKETRY INSTRUCTION—*cont.*

I.—*Central School of Musketry*—cont.

3.—Course of Instruction—*cont.*

Course irksome, *Knox*. *App.*, *p.* 216; *Bridges*, *Drake*, *Capt. G. Smith*, *App.*, *p.* 218; *Madden*, *App.*, *p.* 220; *Wyndham*.
Course too long and minute, *Drake*, 2033–2039, 2072; and like a school, *ib.* 2040. Three weeks or a month should suffice, *ib.* 2041. Theory of projectiles should be taught, *ib.* 2066.
Course should be reduced and modified, *Fairtlough*, *Capt. G. Smith*, *Carleton*, *App.*, *p.* 219, *Madden*, *Wyndham*.
Course too short, *Elliott*, 2107, 2108, 2116; pleasant, except too much catechising, *ib.*, 2109. Platoon exercises desirable, *ib.* 2111–2115, 2120, 2121, except for officers of long standing, *ib.* 2117. Lectures interesting, but better read up at leisure, *ib.* 2119.
Should be a school of arms generally and rudimentary fortification, *Thompson*, 1995, 1996, with lengthened course, *ib.* 1997.
Would extend course to three months, *Annesley*, *App. p.* 219.
Course capable of modification, *Fairtlough*, *App.*, *p.* 214.
Theoretical teaching and discipline should be improved, **Report,** p. xliv.

4.—Students.

Officers sent should be specially selected, *Bridges*, *App.*, *p.* 219; *Preston*, *App.*, *p.* 221.
Supply of instructors less than demand, *Haliday*, 1602, 1603; but applications to come to Hythe exceed vacancies, *ib.* 1604. Proportion qualifying, *ib.* 1669, 1672–1676. Non-commissioned officers ought to be well selected, *ib.* 1620, 1621; are satisfactory, *ib.* 1622. Does not know grades of sailors who attend, *ib.* 1593, 1594. Would only train instructors, and not privates, *ib.* 1574–1578.
Officers from, should complete course at Woolwich and Enfield, *Creagh*, *App.*, *p.* 221.
Adjutants have to go to Hythe, *Hawley*, 1715.
Has always had officers volunteer for, *Thomas*, 1847, 1848.
Admissions, &c. since foundation, *App.*, *p.* 225.
A few selected privates sent there useful, *Cambridge*, 2298.
Would not send rank and file, *Thompson*, 1957.
Would not send privates to, *Russell*, *App.*, *p.* 215; *Bridges*, *Annesley*, *Drake*, *Capt. G. Smith*, *App.*, *p.* 219; *Franks*, *Wood*, *App.*, *p.* 221.
Privates should be reduced to a minimum, **Report,** p. xliii.

II. *Inspection.*

1. Inspection.
2. District Inspectors.

1.—Inspection.

Inspectors of some sort are necessary, *Sir G. Buller*, *Farren*, *App.*, *p.* 214; *Lowry*, *Mein*, *Glyn*, *App.*, *p.* 216.
Returns excessive; but some system necessary, *Fox*, 1872–1876.
No trouble with present system, *Stephenson*, 1904–1907, 1909; but an inspector-general at Horse Guards, with assistants, would be an improvement, 1910–1918.
An assistant adjutant-general at Horse Guards in charge of musketry, with deputies in districts, might be more satisfactory, *Thompson*, 2018.
Should only be regimental, by colonels, *Drake*, 2290–2031, 2083. Would abolish inspectors and inspector-general, *ib.* 2043, leaving supervision, if necessary, to adjutant-general and brigade majors, *ib.* 2044, 2045, 2052. Attributes any cheating to the fact of being watched, *ib.* 2046–2049. Should be separate from Hythe, *ib. App.*, *p.* 219.
Inspector-General should be a Horse Guards officer on Adjutant General's staff, **Report,** p. xliii.

2.—District Inspectors.

Time fully occupied, *Haliday*, 1638, 1639; reports monthly to district general, *ib.* 1643. Can only see part of a regiment practice, *ib.* 1654; the inspector at the Cape cannot fulfil his functions, *ib.* 1655.
Report direct to inspector-general, *Thomas*, 1788, 1789; position anomalous, *ib.* 1790; should be field officers, *ib.* 1791; office might be made a sinecure, *ib.* 1792, 1793.

MUSKETRY INSTRUCTION—*cont.*

II.—*Inspection*—cont.

2.—District Inspectors—*cont.*

District inspectors have not sufficient weight, *Hawley*, 1729–1736, 1755. Do not completely guard against improper registers, *ib.* 1720–1722.

Acts through adjutant-general of the division, recording facts not opinions, *Thompson*, 1930, 1931. Collision with commanding officers scarcely possible, *ib.* 1932–1935, 1966, 1967; duties directly under general of division, *ib.* 1936; who always takes action on his reports, *ib.* 1940. His reports to inspector-general of musketry would, if anything were wrong, be communicated to adjutant-general at Horse Guards, *ib.* 1937, 1938. In former times, some inspectors mistook their position, *ib.* 1993, 1994. It would be good to remove district inspectors from their regiments and give them rank as field officers, *ib.* 1968. Doubts if brigade majors could take duties of district inspectors, *ib.* 1990–1992.

Are on army staff like brigade majors and give their orders by virtue of the general's authority, *Cambridge*, 2300.

Inspectors might be under generals commanding districts, *Fox*, 1884, 1885.

Could not be abolished, *Haliday*, *Paulet*, *Garvock*, *Staveley*, *Russell*, *Murray*, *Rumley*, *Campbell*, *Borton*, *Armstrong*, *Baker*, *App.*, *p.* 214; *Stephenson*, *Peacocke*, *Thomson*, *Bowles*, *Cooper*, *App.*, *p.* 216; *Bridges*, *Fairtlough*, *Annesley*, *Thompson*, *App.*, *p.* 218; *Hutchinson*, *Creagh*, *Wood*, *Wyndham*, *Gatey*, *App.*, *p.* 220.

Could not be abolished, if Central School of Musketry were done away with, *Bury*, *App.*, *p.* 218.

Abolition unadvisable, *Strathnairn*, *Shute*, *App.*, *p.* 214.

Advisable to retain for a year or two, *Fox*, *App.*, *p.* 218.

Four only are required, *Scarlett*, *App.*, *p.* 214.

Could be abolished at home, except at Aldershot and Curragh, *Anderson*, *App.*, *p.* 216.

Could be abolished, *Cunynghame*, *App.*, *p.* 214; *Jenyns*, *Weare*, *Knox*, *Harding*, *Hawley*, *Thomas*, *Gloster*, *App.*, *p.* 216; *Elcho*, *Lt.-Col. Buller*, *Drake*, *Blundell*, *Legge*, *Capt. G. Smith*, *Carleton*, *App.*, *p.* 218; *Adair*, *Madden* (at home), *Franks*, *Douglas*, *Preston*, *App.*, *p.* 220.

Should be on Adjutant-General's staff in districts, **Report**, p. xliii.

III.—*Instructors of Musketry.*

1. Position.
2. Training.
3. Duties.

1.—Position.

Should be better paid, *Jenyns*, *App.*, *p.* 217.

Assistant instructor should have forage, *Drake*, 2059. A good instructor need not be a good shot, *ib.* 2070, 2071.

Have more leave than other officers, *Hawley*, 1711–1713. Are content, *ib.* 1714. Would have a captain as adjutant and musketry instructor, with a subaltern as assistant, *ib.* 1700, 1710, *App.*, *p.* 217; relieving after three years, *ib.* 1726.

Fully occupied during course, *Thomas*, 1786, 1787; and then the hardest worked man in regiment, *ib.* 1794. Has same leave as other officers, *ib.* 1795.

2.—Training.

Without Hythe, must qualify in regiments, as adjutants do, *Fox*, 1858–1862, 1879, 1880.

Regimental instruction possible, *Elcho*, *App.*, *p.* 218.

Could be trained regimentally, *Sir G. Buller*, *App.*, *p.* 214; *Knox*, *Harding*, *Hawley*, *Bowles*, *Thomas*, *Gloster*, *Glyn*, *App.*, *p.* 216; *Fox*, *Lt.-Col. Buller*, *Adair*, *Wyndham*, *App.*, *p.* 220.

Commanding officer could have no difficulty in selecting, *Thomas*, 1801, 1802, 1839–42 (with uniformity of system, *ib.* 1833, 1836). Would examine for the post, *ib.* 1843–1845; and dismiss if unsatisfactory, *ib.* 1846.

Could not be trained entirely regimentally, to be as efficient as now, *Strathnairn*, *Scarlett*, *Staveley*, *Murray*, *Farren*, *Rumley*, *Campbell*, *Borton*, *Armstrong*, *Shute*, *App.*, *p.* 214; *Jenyns*, *Stephenson*, *Peacocke*, *Anderson*, *Lowry*, *Thomson*, *Cooper*, *Mein*, *App.*, *p.* 216; *Bridges*, *Annesley*, *Thompson*, *Legge*, *Capt. G. Smith*, *App. p.* 218; *Hutchinson*, *Wood*, *Franks*, *Gatey*, *Preston*, *App.*, *p.* 220.

MUSKETRY INSTRUCTION—*cont.*

III.—*Instructors of Musketry*—cont.

2.—Training—*cont.*

Regimental instruction not desirable, *Col. J. Smith*, *Blundell*, *Carleton*, *App.*, *p.* 218; *Creagh*, *App.*, *p.* 220.

Could not be trained as adjutants are, *Thompson*, 1944, 2006.

Should be sorry to see them taught by the commanding officers, *Cambridge*, 2303.

Should have certificates from Hythe, School of Engineering, and Staff College, **Report**, p. xlv.

3.—Duties.

Instructors do their duty, *Scotland*, 863. Lectures useful, if not too dry, *ib.* 865, 866.

Could not undertake other duties, *Haliday*, 1634, 1637, 1644, 1646; but have fair leave, *ib.* 1682, 1683.

Too hard worked already to teach field fortification, *Drake*, 2074–2076.

Only occupied seven months in year, *Sir G. Buller*, *App.*, *p.* 215.

When musketry course is not on, might have other duties, *Cambridge*, 2304.

Might have duties added, *Thompson*, 1945, 1946. Should be assistant to adjutant, and instructor in arms generally, *ib.* 1974–1976; but separately responsible, *ib.* 1999–2002. Are tested in lecturing, *ib.* 1969–1971.

Might teach field engineering, if they had passed a short course at Chatham, *Ewart*, 2144–2147, 2175–2177.

Should also teach field works, *Thompson*, *Blundell*, *App.*, *p.* 219.

Should also teach gymnastics, *App.*, *p.* 215.

Might take other duties if present work were shortened, *Stephenson*, 1919–1921.

Should teach field engineering, **Report**, p. xlv.

IV.—*Musketry Instruction.*

1. System generally.
2. Necessity and Popularity.
3. Personnel.
4. Specific Suggestions.
5. Lectures.
6. Competition.

1.—System generally.

General organization of, Memorandum upon, *Haliday*, *App.*, *p.* 222. Army shooting not inferior, *ib.* 1582; but on what efficiency depends, *ib.* 1583–1587. Returns from regiments have been simplified as much as possible, *ib.* 1623–1628. Should be by companies, *ib.* 1640, 1641; is applicable to cavalry, *ib.* 1642.

Where officers take no interest, regiment shoots badly, *Cambridge*, 2302. Would not alter system at all, *ib.* 2303.

Practical, not mechanical, *Hawley*, 1756.

Has greatly improved shooting of the army, *Lowry*, *App.*, *p.* 217.

Regulated course good, *Thomas*, 1818; but taken out of commanding officer's control, *ib.* 1831, 1832.

Would maintain uniformity by inspection from Horse Guards, *Thomas*, 1770–1775, 1778–1784, 1836, 1837; army shooting fair, but might be improved, *ib.* 1776; instructors give a regular course of lectures, *ib.* 1798; which witness would not alter, *ib.* 1800; though the men may not all understand them, *ib.* 1799.

Army has reached maximum of good shooting, *Hawley*, 1727; should be thrown more on colonels, *ib.* 1690, 1758; standard being maintained by inspection from Horse Guards, *ib.* 1691–1694, 1701–1703, 1736, 1755, 1759, 1760; commanding officers now complain of interference, *ib.* 1744–1747. Instruction in the new arm will be easier than in the present. *ib.* 1695–1697. Shooting depends on practice, *ib.* 1704–1708; officers' lecture more profitable than serjeants', *ib.* 1709; correctness depends much on company officers, *ib.* 1751; who takes great interest, *ib.* 1763, 1764; uniformity will be maintained, *ib.* 1752.

Musketry should be part of general drill, *Drake*, 2054, 2055; and there should be an obligatory handbook, *ib.* 2056; lectures in present book unintelligible, *ib.* 2042; returns could be simplified, *ib.* 2057, 2058.

Approves present system of firing, *Thompson*, 1958–1965; our shooting superior to foreign shooting, *ib.* 2003, 2004; attributable to special training, *ib.* 2005.

MUSKETRY INSTRUCTION—*cont.*

IV.—*Musketry Instruction*—cont.

1.—System generally—*cont.*

Drew up system adopted in 1854, *Fox*, 1851, 1852. Ought to be the better for there being a central school, *ib.* 1855, 1863; but musketry could be taught under regimental system, *ib.* 1856. Course for recruits should be more thorough, subsequent instruction being curtailed, *ib.* 1865–1868, 1893–1895. Instruction should be by entire regiments, that commanding officers might supervise, *ib.* 1870, 1871; shooting lying down needs practice, *ib.* 1890–1892; recruits should fire before instruction to see what they gain by it, *ib.* 1896.

Practical part good, *Sir G. Buller, Armstrong, App., p.* 215; *Anderson, App., p.* 217; *Wyndham, App., p.* 221.

Preliminary drill good: firing insufficient, *Harding, App., p.* 217; simple theoretical instruction desirable, *Fox, App., p.* 219.

Could be learnt in regiments, *Christie*, 999; would make commanding officer responsible for good shooting, and abolish figure of merit, *ib.* 1048, 1049.

Can be learnt in regiment under adjutant, *Pearson*, 438, 442.

2.—Necessity and Popularity.

Necessary, *Strathnairn, App., p.* 214.

Well adapted, *Haliday, Paulet, Cunynghame, Garvock, Russell, Murray, Farren, Rumley, Campbell, Armstrong, Shute, Baker, App., p.* 214; *Jenyns, Stephenson, Knox, Peacocke, Thomson, Hawley, Bowles, Thomas, Cooper, Mein, Glyn, App., p.* 216; *Col. J. W. Smith, Bridges, Fairtlough, Annesley, Thompson, Drake, Legge, App., p.* 218; *Hutchinson, Douglas, Creagh, Wood, Gatey, Preston, App., p.* 220.

Officers and men take interest in, *Murray, Shute, App., p.* 215; *Stephenson, Knox, Peacocke, Thomson, Hawley, Bowles, Thomas, Mein, Glyn, App., p.* 217; *Col. J. Smith, App., p.* 219; *Wood, App., p.* 221.

Entails hard work in cavalry, but many men interested in ball-firing, *Jenyns, App., p.* 217.

Not now unpopular with commanding officers, though it was four years ago, *Thompson*, 2015–2017, 2022, 2023. Would not allow any latitude to commanding officers, *ib.* 2019–2021.

Course not popular with officers, *Hawley*, 1765; but necessary, *ib.* 1766.

Unpopular with officers, *Rumley, App., p.* 215; *Weare, Cooper, App., p.* 217; *Franks, App., p.* 221.

Soldiers anxious to hurry through course, *Harding, App., p.* 219.

Not popular in cavalry, *Baker, App., p.* 215.

Decidedly unpopular, *Gloster, App., p.* 219.

Distasteful, *Adair, App.* 221.

3.—Personnel.

Commanding officer's responsibility only theoretical, *Thomas*, 1805–1813, 1819–1824; there is a delicacy in regard to the inspector, *ib.* 1826. Duties will be increased, if army service be shortened, *ib.* 1814. Should be an ordinary regimental course, *ib.* 1815–1817, 1825, 1827; directly under the supervision of the major, *ib.* 1828–1830.

Junior major in each regiment to be responsible for practice, *Garvock; Rumley, App., p.* 215; *Thomas, App., p.* 217.

Should be conducted by company officers, *Murray, App., p.* 215.

Serjeant instructor wanted in cavalry regiments, *Baker, App., p.* 215; *Jenyns, App., p.* 217.

A serjeant-instructor would not be enough for recruits, *Haliday*, 1645, 1684–1686.

4.—Specific Suggestions.

More practice ammunition, *Cunynghame, Shute, Baker, App., p.* 215; *Jenyns, Lowry, Hawley, App., p.* 217; *Carleton, App., p.* 219.

More ball practice required, *Weare, App., p.* 217; *Blundell, App., p.* 219.

More ammunition needed for practice, *Drake*, 2059. A cup should be given for firing in each garrison, *ib.* 2059.

Ammunition allowed is sufficient; but men might be allowed to purchase more cheaply, *Haliday*, 1656.

Should be part of ordinary drill, *Gloster, App., p.* 217.

MUSKETRY INSTRUCTION—*cont.*

IV.—*Musketry Instruction*—cont.

4.—Specific Suggestions—*cont.*

Preliminary drill should be diminished, *Bridges, App., p.* 219.

Would discontinue some winter parades and diminish returns, *Stephenson, App., p.* 217.

Would discontinue position drill in winter, *Thomson, App., p.* 217.

Practice to be by battalions, *Fox, App. p.* 219.

All classes should be taught to fire kneeling, *Hawley*, 1737. In firing lying down, position should be left to soldier, *ib.* 1739–1742. More blank cartridge wanted for field days, *ib.* 1743, and match-shooting, *ib.* 1718, 1719.

More practice at short ranges, *Strathnairn, App., p.* 215.

More volley and independent firing recommended, *Creagh, App., p.* 221.

Would increase independent firing, *Peacocke, App., p.* 217.

Rapid independent firing a mistake, *Lowry, App., p.* 217.

Would abolish independent practice, *Capt. G. Smith, App., p.* 219.

Judging distance practice inefficient, *Lt.-Col. Buller, Carleton, App., p.* 219; *Franks, App., p.* 221.

Improvement necessary in judging distance, *Glyn, App., p.* 217.

More attention to recruits, judging distance, and skirmishing, *Armstrong, App., p.* 215; *Bridges, App., p.* 219.

System of prizes should be improved, *Russell, App., p.* 215; *Legge, Capt. G. Smyth, App., p.* 219; *Wyndham, App., p.* 221.

Rewards fairly distributed, but the money should be paid daily, *Hawley*, 1723; should depend on opinion of commanding officer, *ib.* 1767. Number should not be limited, *ib.* 1725.

Returns should be further simplified, *Farren, App., p.* 215; *Madden, App., p.* 221.

Points for second-class should be reduced, *Thomson, App., p.* 217; *Wood, App., p.* 221.

More stringency required as to figure of merit, *Col. J. W. Smith, App., p.* 219.

Should be more practical, *Staveley, App., p.* 215; *Gloster, App., p.* 217; *Madden, App., p.* 221.

Should be amended as regards old soldiers, *Scarlett, App., p.* 215; *Capt. G. Smith, App., p.* 219.

Details of alterations proposed, *Drake, App., p.* 223.

Ball practice ammunition should be increased. Text book and musketry code should be simplified. Returns should be simplified and reduced, **Report**, p. xliv.

5.—Lectures on Musketry.

Not too many lectures, *Thompson*, 1972, 1973, and very useful, *ib. App., p.* 219.

Valuable, *Staveley, App. p.* 215; *Thomson, App., p.* 217; *Fairtlough, Annesley, App, p.* 219; *Hutchinson, App., p.* 221.

Satisfactory, *Thomas, App., p.* 217.

Of some kind desirable, *Drake, App., p.* 219.

Useful to recruits, *Scarlett, Sir G. Buller, Farren, App., p.* 215; *Stephenson, Bowles, Mein, App., p.* 217; *Bridges, App., p.* 219; *Gatey, App. p.* 221.

Value dependent on lecturer's ability, *Armstrong, Shute, App., p.* 215; *Peacocke, Anderson, Cooper, App., p.* 217; *Carleton, App., p.* 219; few instructors lecture well, *Blundell, App., p.* 219.

Naming parts of lock unnecessary, *Col. J. W. Smith, App., p.* 219.

Unsuited to capacity of soldiers, *Russell, App., p.* 215; *Gloster, App., p.* 217; *Preston, App., p.* 221.

Need simplifying, *Murray, App., p.* 215; *Lowry, App., p.* 217; *Legge, App., p.* 219; *Franks, Creagh, App., p.* 221.

Not of much value, *Glyn, App., p.* 217; *Capt. G. Smith, App., p.* 219; *Wood, Wyndham, App., p.* 221.

Value doubtful, *Borton, App., p.* 215.

Almost valueless, *Bury, Lt.-Col. Buller, App., p.* 219; *Adair, App., p.* 221.

Time thrown away, *Douglas, App., p.* 221.

Listened to with impatience, *Harding, App., p.* 217.

Should be rendered intelligible to recruits, **Report**, p. xliv.

Musketry Instruction—*cont.*

IV.—*Musketry Instruction*—cont.

6.—Competition.

Matches between regiments permitted, *Haliday*, 1657–1660, and a valuable stimulus, *ib.* 1611, as well as extra pay to marksmen, *ib.* 1614. Figure of merit not a certain criterion, *ib.* 1613.

Approves competition between regiments, *Drake*, 2050.

More ammunition necessary; competition between regiments should be encouraged, *Cambridge*, 2309, 2310.

Match-shooting to be encouraged, *Adair*, *Douglas*, *Creagh*, *Wyndham*, *App.*, *p.* 221.

Competition of regiments a doubtful gain, *Thompson*, 1947; and of companies, *ib.* 1981, 1982; returns being liable to foul play, *ib.* 1948–1956. Rewards would still keep up good shooting, *ib.* 1986. Without competition, returns and staff might be reduced, *ib.* 1987, 1988.

Specimens of altered tables, *App.*, *p.* 224.

Disapproves competition of battalions, *Newdigate*, 2138, 2139.

Competition of regiments should be abolished, *Rumley*, *App.*, *p.* 215; *Fox*, *App.*, *p.* 219.

Rules for competition should be amended, **Report**, p. xliv.

Normal School: *see* Chelsea.

Pupil-teachers:

Numbers, *Pocklington*, 12. Can stay till 21, *ib.* 56.

Girls of 15 should be eligible for, *Belling*, 368.

Underpaid, *Schoolmaster A.*, 597; *Schoolmaster B.*, 662–667.

Decent girls of proper age cannot be had for the pay, *Schoolmistress C.*, 1098, 1129, 1130; *Schoolmistress D.*, 1219.

Age and pay recommended, **Report**, p. xxiii.

Readings:

Very popular, *Scotland*, 791.

Appreciated by soldiers, *Moreton*, 909; especially when officers read, *ib.* 911, 912.

With music, are successful, *Schoolmaster B.*, 674, 692.

Better attended than lectures, *Schoolmaster A.*, 588, 589; may go hand-in-hand with lectures, *ib.* 591.

Should be encouraged (with music); and aided from canteen funds, **Report**, p. xxvi.

Recreation Rooms:

Give great comfort and satisfaction, *Gleig*, 236.

Successful, *Rumley*, *App.*, *p.* 151.

Results goods, *Scarlett*, *Grant*, *Paulet*, *Eyre*, *Russell*, *Murray*, *Carey*, *Egerton*, *Armstrong*, *Radcliffe*, *Philpotts*, *Eaton*, *Clarke*, *Nugent*, *Fiennes*, *Oakes*, *Jenyns*, *Cureton*, *Randolph*, *Cameron*, *Robertson*, *Mostyn*, *Col. McLeod*, *Hawley*, *Smith*, *McDonald*, *App.*, *p.* 113, 115.

Good as far as they go, but not equal to requirements of a regiment, *Scarlett*, *App.*, *p.* 150.

Work well; more games needed, *Scotland*, 797, 798.

Would succeed if fuel were more liberal, and they were made more attractive, *McBlain*, *App.*, *p.* 149.

Answer well, but need more light and fuel, *Pearson*, 420; should be established wherever possible, *ib.* 459; and not under same roof as canteen, *ib.* 460.

Number, *App.*, *p.* 139.

List, with statement of accounts, *App.*, *p.* 140–142.

Forms of report used, *App.*, *p.* 142–144.

Accommodation insufficient, *Shute*, *Baker*, *Cureton*, *App.*, *p.* 113, 115.

Government allowance to a battery of artillery insufficient, *Eaton*, *App.*, *p.* 113.

Always full; excellent, *Christie*, 997, 998. Subscription sufficient, *ib.* 1014; used more by recruits than by old soldiers, *ib.* 1015.

Subscribers average $\frac{8}{15}$ of the troops, *Hamley*, 718.

Should be superintended by a selected officer, *Cameron*, *App.*, *p.* 115.

More games necessary, *Clarke*, *Nugent*, *Gloster*, *App.*, *p.* 115.

Fencing-rooms should be added, *Shute*, *App.*, *p.* 113.

Lecture hall or theatre should be included, *Murray*, *Baker*, *Robertson*, *Sprot*, *Smith*, *App.*, *p.* 113, 115.

Would add a writing room, *Jenyns*, *App.*, *p.* 115.

Would add workshops, *Eyre*, *App.*, *p.* 113.

Recreation Rooms—*cont.*

Refreshments should always be procurable, *Murray*, *Fiennes*, *App.*, *p.* 113, 115.

Should be made every way attractive, *Smyth*, *App.*, *p.* 113.

Buildings are wanting. Fencing and single-stick greatest attractions; magic lantern least. Manly exercises should be encouraged. Recreation in barrack, best preventive of drunkenness, *Shute*, 1265, 1266.

Warming and light need improvement, *Radcliffe*, *Mostyn*, *App.*, *p.* 113, 115.

Fuel insufficient, *Methuen*, 2202; old allowance should be given, *ib.* 2203, 2204.

More light required, *Scarlett*, *App.*, *p.* 113.

Lights should be allowed an hour later, *Jenyns*, *App.*, *p.* 115.

Should adjoin canteen, *Phillpotts*, *Smyth*, *Robertson*, *App.*, *p.* 113, 115.

Answer, *Drake*, 2085; but would amalgamate with canteen, and support from its funds, *ib.* 2086–2089, 2097, 2100 (under one committee of officers, *ib.* 2101). Should be inside barracks, *ib.* 2098, 2099. More coals wanted, *ib.* 2094–2096.

Should form one establishment with canteen and various means of amusement, *Feilding*, *App.*, *p.* 148.

May adjoin canteen, if separate, *Scarlett*, *Egerton*, *Nugent*, *Randolph*, *Hawley*, *McDonald*, *App.*, *p.* 113, 115.

Should not adjoin canteen, *Strathnairn*, *Grant*, *Paulet*, *Eyre*, *Russell*, *Murray*, *Carey*, *Armstrong*, *Radcliffe*, *Clarke*, *Baker*, *Oakes*, *Jenyns*, *Cureton*, *Cameron*, *Mostyn*, *Col. McLeod*, *Sprot*, *Gloster*, *Smith*, *App.*, *p.* 113, 115.

Should not be near canteen, *Christie*, 1016.

Should not be in juxtaposition with canteen, *Cambridge*, 2277. A captain (with an allowance) should superintend and take charge of funds, *ib.* 2288–2291. Would allow food and smoking, *ib.* 2294, 2295; but not beer and spirits, *ib.* 2292. To be attended, must be in barracks, *ib.* 2295.

Success unequivocal. Would deplore union under one roof with canteen; but it would be a gain for one committee to manage both, the recreation room being free. Should have same privilege as the school in regard to baggage, *Carson*, 2216, 2218. Men will go outside barracks for amusement, *ib.* 2219–2222, 2235, 2236. Articles sold should be on account of canteen, and at canteen prices, *ib.*, 2237, 2238. Open till half-past ten; billiards a great attraction, *ib.* 2240–2243. Success depends on being well lighted and warmed *ib.* 2223–2225. Would not allow beer, *ib.* 2227. Men receive male and female friends in reading-room, *ib.* 2228–2230. Schoolmasters feel it a stigma to be excluded from management, *ib.* 2231–2234.

Canteen funds should be utilised for, *Robertson*, *App.*, *p.* 115.

Has not heard serious complaint of want of fuel, *Ewart*, 2167. Canteen profits should be applied to, *ib.* 2168–2170.

Schoolmaster to be eligible for President, **Report**, p. xx., xxv. There should be at least two rooms; with more games, fuel, and light, **ib.** p. xxiv. A room to be set apart for fencing and manly exercises; to be distinct from canteen, but under same financial management. Government aid to depend on number of men (not of companies) in barracks, **ib.** p. xxv. Recommendations of Committee of 1861 should be fully carried out, **ib.** p. xxvi.

Regiment:

Colonel should be responsible for everything, *Thomas*, 1838.

Religious Teaching:

Schoolmasters take instructions as to, from chaplains, *Rev. G. Gleig*, 1288–1290. Chaplain may have special children's service in schoolroom, *ib.* 1291–1294, 1297, 1298; no difficulty in lay co-operation, *ib.* 1295, 1296.

Witness is not present, *Schoolmistress D.*, 1236.

Room for improvement, *Scotland*, 847, 848.

Special Sunday services for children should be extended, **Report**, p. xi. A room in barracks should be set aside for chaplain's intercourse with soldiers, **ib.** p. xvii.

SCHOOLMASTER, DETACHMENT:
Pay, *Pocklington*, 5. Exist according to circumstances; selected from soldiers, *ib.* 93. Report to regimental schoolmaster, *ib.* 144–146.

SCHOOLMASTER, REGIMENTAL:
I.—*Generally.*
II.—*Candidates.*
III.—*Duties.*
IV.—*Grievances.*
V.—*Punishments.*

I.—*Generally.*
Warrants for appointment of, *App., p.* 120–122.
Numbers, *Pocklington*, 12. A schoolmaster moves with his regiment, *ib.* 173.
A well-conducted schoolmaster is highly regarded, *Christie*, 1043, 1044.
Individually popular, and have moral influence, *Schoolmaster A.*, 529.
Soldiers have no antipathy to, *Schoolmaster B.*, 679, 680; but officers might give more encouragement, *ib.* 681.
Army feeling has changed in favour of, *Col. Gleig*, 280. Quite on a level with those in civil schools, *ib.* 282, 283.
Are not looked down upon, *Pearson*, 471; and are usually civilians, *ib.* 472. Appointed by Council, *ib.* 468–470. "Warrant" schoolmasters were more highly educated than present men, though their rank was a difficulty, *ib.* 401–405, 480–482, 485, 486.
Not popular, *Moreton*, 900–902.
Not well liked, *McKay*, 951–953.
As a class, good, *Christie*, 972, 973. A serjeant could carry on the duties as well, *ib.* 1007.
Superior to former schoolmaster-serjeants, *Scotland*, 828, 829; but slightly fallen off of late, *ib.* 830, 831. A useful body of men; in accord with commanding officers, *ib.* 789, 790.
Inferior to predecessors, *Rev. G. Gleig*, 1281. System works well, *ib.* 1316.
Present schoolmasters of less education than formerly, *Col. Gleig*, 257, 281; attributable to alteration in clothing, and prohibition of private pupils, *ib.* 258, 259.
Do not mix sufficiently with their pupils, *Pearson*, 400, 471. Some are useful in public readings, *ib.* 490.
Mortality and pulmonary disease excessive, *Schoolmaster A.*, 532–534.
Suggestions as to, *W. McLeod, App., p.* 118.

II.—*Candidates.*
Those now entering not physically qualified, *Schoolmaster A.*, 501, 502; with former regulations, a better class would be attracted, *ib.* 503, 535. A non-commissioned officer volunteering for Chelsea loses half his service and all his training time, *ib.* 564, 565; non-commissioned officers' prospects superior to a schoolmaster's, *ib.* 553, 554.
Would reduce age for civilians to 19, and open to general competition; soldier-candidates' characters to be more carefully looked to, *Adams, App., p.* 152.
Few recruited from outside, *Belling*, 332; service too unpopular, *ib.* 333, 382–384; those from Chelsea of inferior physique, *ib.* 345.
Likes best one who has been a soldier, *Cambridge*, 2263, 2276.
Less civilian candidates than formerly, *Col. Gleig*, 233; a disadvantage, *ib.* 234; nearly all are from army, *ib.* 279; and the best soldiers may not care to become schoolmasters, *ib.* 262–264.
Civilians should be encouraged, age reduced to 19, with open competition; soldier-candidates should be serjeants and of strict moral character, *Langmead, App., p.* 153.
Pupil-teachers at model school all become, *McLeod*, 1514–1516. Have fallen off, from reduced pay and altered dress, *ib.* 1523. Passing to model school to learn teaching is necessary, *ib.* 1524–1527. Best soldiers do not come, *ib.* 1530, 1531. System proposed by witness for admitting, *ib.* 1534, 1535. Superiority of civilian element, *ib.* 1536–1538.
Candidates, *Pocklington*, 70–77; civilian candidates, *ib.* 78; ages, *ib.* 79, 80; preliminary instruction has not been lowered, *ib.* 154. Army candidates on the increase, *ib.* 152, 153. Reasons for civilian candidates falling off, *ib.* 82. Pay of army students, *ib.* 83; candidates learn fortification, but not French, *ib.* 161–163, or drawing, *ib.* 164, 165.

SCHOOLMASTERS, REGIMENTAL—*cont.*
II.—*Candidates*—cont.
Intellectually improved of late years, *Reynolds*, 1335, 1336, 1354, 1355. Very few civilians, *ib.* 1337–1339; soldiers hindered by their uniform from amalgamating with them, *ib.* 1399, 1400; though a mixture is advantageous, *ib.* 1340, 1341, 1398. Best soldier makes better schoolmaster than best civilian, *ib.* 1342. Discouragements are low pay, reduction to ranks, &c., *ib.* 1343, and loss of service, *ib.* 1428–1431. Previous history unknown to witness, *Reynolds*, 1446*a*. There has not yet been difficulty in keeping up supply, *ib.* 1388.
Does not see why serjeants should not be trained for schoolmasters, *Scotland*, 837–839.
A civilian should be as good as a soldier for the post, *Shute*, 1253.
Practice under an older schoolmaster the only effectual training, *Schoolmaster B.*, 654–661.
Waste time in model school, should practise teaching at Wellington barracks or Aldershot, *Reynolds*, 1348–1351, 1376–1379.
Tests satisfactory, *ib.* 1347.
Appointments to be open to competition among civilians and soldiers, with certain qualifications. Candidates to serve six months on probation, **Report,** p. xxx. Conditions of candidature (with text books) to be promulgated in every regiment; soldier appointed schoolmaster should be posted to his former regiment, **ib.** p. xxxi.

III.—*Duties.*
Not very hard worked, *Christie*, 1028.
At work six hours a day, *Col. Gleig*, 273, 274.
Each should work weekly six hours for five days, *Belling*, 317.
Should work for a time under older masters, *Schoolmaster A.*, 569, 570. Should not be required to teach in Sunday schools, *ib.* 530, 531. Examination work and compulsory lectures give too hard work, *ib.* 532, 533. Extraneous work should be abolished, *ib.* 534. Lectures are (but should not be, *ib.* 592) expected from all schoolmasters, and sometimes involve expense. Has nothing to do with infant schools, *ib.* 542.
Should not be required to attend Sunday school; few do so, *Schoolmaster B.*, 682, 698–700. There should not be school on Saturday, *ib.* 701, 702.
Responsible for children out of school, *Shute*, 1255, 1273.
Should not be interfered with when it can be avoided; but otherwise must be submissive, *Cambridge*, 2268.
Should not be liable to Sunday-school duty, **Report,** p. xi.; nor should lecturing be obligatory, **ib.** p. xx.; nor, as a rule, a ground for promotion, **ib.** p. xxvi.

IV.—*Grievances.*
1. Generally.
2. Pay, &c.
3. Status.
4. Private Tuition.
5. Messing.
6. Uniform.
7. Examination of Kit.

1.—Generally.
Not aware of discontent, *Christie*, 1005–1007.
Seems satisfied, *Shute*, 1245.
Position uninfluential, no promotion, inspection of kit most degrading, pension unsatisfactory, *Schoolmaster A.*, 496–500.
Lodging money has been reduced, *ib.* 571–574. Treatment on board ship a general grievance, *ib.* 575–577.
Employment increasingly unpopular and dissatisfaction widespread, *ib.* 536–539.
No one so comfortable on shipboard as on shore, *Shute*, 1252.
Inducements held out not fulfilled, *Schoolmaster B.*, 621. Status and pension unsatisfactory, *ib.* 622, 623, 705. Stripes on arm, *ib.* 683; quarters, small pay to commence with, *ib.* 684; examination of kit, *ib.* 685; treatment in troop ships, *ib.* 687, 688.
The existing grievance is the uniform, knows no other, *Pearson*, 428–438; unless the men entered in expectation of warrant rank, *ib.* 443, 444. Would prefer a grievance to adjutant or commanding officer, *ib.* 477, 478.

SCHOOLMASTERS, REGIMENTAL—*cont.*

IV.—*Grievances*—cont.

1.—Generally—*cont.*

Inspection of kit, chevrons, quarters, low pay on first appointment, *Scotland*, 783, 832, 833. For quarters worse off than a London mechanic, *ib.* 804. A married schoolmaster ought to have two rooms and a kitchen, *ib.* 809, 810.
Are a sensitive body, *Col. Gleig*, 256.

2.—Pay, &c.

Pay, *Pocklington*, 81, 92, 192.
Pay sufficient, *Col. Gleig*, 232.
Sufficient, *Christie*, 1006, 1007; drawn from paymaster, *ib.* 1041, 1042.
Pay too low, *Cambridge*, 2267.
Grievances might be partly met by increased pay, *Col. A. Gleig*, *App.*, *p.* 118.
Should be 4*s.* a day to start with, and have slower increase afterwards, *Schoolmaster A.*, 555, 556.
Should receive the extra fees, *Belling*, 354, 359; as formerly, *ib.* 361. Pay and pension should be increased, *ib.* 374; and status raised, *ib.* 321–323; by augmenting rank and abolishing chevrons, *ib.* 324–327, 334–336.
Pension compared with serjeant-major's, *Schoolmaster A.*, 557.
Pay, lodging money, and pension recommended, **Report,** p. xxi., xxii. Reward for training a new schoolmaster, **ib.** p. xxxi. Appointment as schoolmaster not to involve forfeiture of service, **ib.** p. xxxi.

3.—Status.

Schoolmasters formerly ranked inconveniently as warrant officers, *Pocklington*, 148, 149. Under military discipline; regimental rank, *ib.* 85, 86, 188, 189, very appropriate, *ib.* 147, 187, 190.
Good enough, *Murray*, *Carey*, *Armstrong*, *Phillpotts*, *Baker*, *Cureton*, *Randolph*, *Smith*, *App.*, *p.* 113, 115.
No objection to warrant rank, *Strathnairn*, *Smyth*, *Eton*, *App.*, *p.* 113; *Fiennes*, *Jenyns*, *Cameron*, *Robertson*, *Hawley*, *App.*, *p.* 115.
Neither good nor harm in having warrant rank, provided serjeant-major be supreme at mess, *Scotland*, 778–782, 800–803. A competent man occupies quite a different position from a non-commissioned officer, *ib.* 805. The necessary material advantages might be conferred without giving rank above serjeant-major, *ib.* 806–808.
Present rank brings good candidates; but warrant rank might be given for long service, *Moreton*, 873–875, without jealousy; though there might be inconvenience at mess, *ib.* 876–884; which could be obviated if the serjeant-major were recognised as presiding, *ib.* 892–895.
Might have warrant rank, *McKay*, 929–933; if serjeant-major presided at mess, without question of rank, *ib.* 934–941.
After seven years should cease to be a non-commissioned officer, or be discharged, *Schoolmaster A.*, 504, 506. Having a superior grade to serjeant-major would not cause ill-feeling, *ib.* 507–511.
Warrant rank unadvisable, *Scarlett*, *Grant*, *Paulet*, *Eyre*, *Russell*, *Egerton*, *Radcliffe*, *Shute*, *App.*, *p.* 113; *Clarke*, *Nugent*, *Oakes*, *Mostyn*, *Col. McLeod*, *Gloster*, *App.*, *p.* 115.
Warrant rank worked badly; altered system admirably, *Cambridge*, 2262, 2317. Must be under Mutiny Act, and never superior to serjeant-major, *ib.* 2269, 2317.
Warrant rank objectionable, *Elrington*, 722, 723; should rank after serjeant-major, *ib.* 723, 763–765. Would not change present status, *ib.* 724, 725. High class man not needed, *ib.* 726.
Would make less military, *Shute*, 1274; but not give any rank which would remove from strict discipline, *ib.* 1246–1248. Warrant officers were done away with on this account in cavalry, *ib.* 1256.
Would not give warrant rank, *Christie*, 974–978.
After certain service would put on a par with serjeant-major and take off his chevrons, *Col. Gleig*, 228–231, 235.
Should rank with serjeant-major according to date of appointment, *Schoolmaster B.*, 629–632. Recent regulations have nullified the warrant rank, *ib.* 706–712, which should be real after 10 years' service, *ib.* 713, 714. Should have a better chance of obtaining commissions, *ib.* 714*a*.

SCHOOLMASTERS, REGIMENTAL—*cont.*

IV.—*Grievances*—cont.

3.—Status—*cont.*

Would increase pay rather than give warrant rank, *Shute*, 1249.
Strongly opposed to raising status, *Pocklington*, 192.
Improvement in status would not worsen discipline, *Col. Gleig*, 284.

4.—Private Tuition.

Have work enough without; but if allowed should be strictly guarded, *Schoolmaster A.*, 523–528.
Would be a gain on all sides to permit, under proper regulations, *Schoolmaster B.*, 641, 642.
Abused right of giving private lessons, *Belling*, 357, 358; prohibition works well; if removed, hours should be strictly limited, *ib.* 355, 357.
Very little spare time, *ib.* 356.
No objection to, *Christie*, 1020; or to schoolmaster doing what he likes in his own hours, *ib.* 1024–1027.
Prohibition a grievance; but witness would not rescind the rule, *Col. Gleig*, 252, 253, 261.
Does not object to schoolmasters giving private instruction under proper control, *Pearson*, 458.
Would not allow them to teach officers' children, except in the regimental schools, *Pocklington*, 193.
No objection to, *Scotland*, 787.
Would improve him for teaching, *Shute*, 1258, 1259.
Should be allowed under strict limitations, **Report,** p. xx.

5.—Messing.

Would restore former regulations in their entirety, and make messing at serjeants' mess optional, *Belling*, 328–331.
Messing with serjeants should be optional, *Schoolmaster A.*, 505; *Schoolmaster B.*, 626–628.
If ranking as non-commissioned officer, should be obliged to be a member of serjeants' mess, *Pearson*, 445.
No reasonable single schoolmaster could object to mess with the serjeants, who are as good as himself, *Scotland*, 834–836.
Messing with the serjeants should be optional, **Report,** p. xx.

6.—Uniform.

Uniform, *Pocklington*, 87.
Uniform gives authority, *Cambridge*, 2265.
Chevrons and sword too military; should be more akin to chaplains', *Shute*, 1250.
Making chevrons apply to masters already serving was a mistake, *Rev. G. Gleig*, 1316.
Stripes a grievance after seven years' service *Schoolmaster A.*, 504, 506.
Would take away chevrons, sash, and sword, *Rev. G. Gleig*, 1317–1320.
Dress should be less military, without chevrons or sword, **Report,** p. xx.

7.—Examination of Kit.

General orders as to, *Pocklington*, 194.
Unnecessary, *Cambridge*, 2264.
Objectionable, *Col. Gleig*, 254.
A grievance, *Rev. G. R. Gleig*, 1328.
Kit should not be examined, *Moreton*, 891.
A grievance, and unnecessary, *Pearson*, 433, 434.
No object in, *Shute*, 1251.
Might be dispensed with for first and second classes, *Christie*, 1032–1040.
Should be abolished, **Report,** p. xx.

V.—*Punishment.*

Very few misbehave, *Reynolds*, 1352, 1353.
For misconduct should be dismissed, not reduced, *Shute*, 1275.
Objects to reduction to ranks, but it is more lenient than dismissal; fines or forfeiture of service might be adopted in minor cases, *Cambridge*, 2274, 2275.
Dismissal, loss of service, or suspension should be substituted for reduction to ranks, **Report,** p. xx.

SCHOOLMASTER SERJEANT:

Preferable to present schoolmasters, *Elrington*, 726.
Had advantages in way of discipline, *Shute*, 1254.

SCHOOLMASTER, SOLDIER ASSISTANT:
Defects of system, *Col. A. Gleig, App., p.* 117.
Selected from ranks for monitors in boys' school, *Pocklington*, 57. Description, *ib.* 95–97, 102–104. Numbers allowed, *ib.* 98–101; total numbers, *ib.* 150, 151. Modifications proposed in system of appointing, *ib.* 186.
Make egotistical masters; should be more permanent, *Belling*, 345, 346.
Should remain at work for a year certain, not losing regimental rank, *Gleig*, 238–240.
Objects to, *Pearson*, 417, 446.
Number, qualification, and pay recommended, **Report,** p. xxii.

SCHOOLMASTERS, SUPERINTENDING:
Pay and rank, *Pocklington*, 87, 88. Do not mess with the officers; stationed in garrisons, *ib.* 89. Duties, *ib.* 90, 91; there is one in Canada, *ib.* 135, 136.
Are commissioned officers, *Col. Gleig*, 298; rank as ensigns, *ib.* 285. All schoolmasters have a chance of attaining the rank, *ib.* 287. Should be sub-inspectors, *App., p.* 117.
Pay is same as former schoolmaster's, *Belling*, 374. May lose by promotion to, *ib.* 375, 379, 380. When private pupils were allowed emoluments were much greater, *ib.* 377. Should be sub-inspectors, on footing of pay sub-department, *ib.* 378, 396. There is no increase of salary, *ib.* 381. Should be relieved from reporting details to commanding officer, *ib.* 350, 351; which would allow of more supervision, *ib.* 352.
Witness would lose by promotion to superintending schoolmaster, *Schoolmaster A.*, 558–563; *Schoolmaster B.*, 704.
Should be sub-inspectors, **Report,** p. vi; pay and retirement; pension of wife, if a schoolmistress, **ib.** p. xxi.

SCHOOLMISTRESS, DETACHMENT:
Number, *Pocklington*, 12; pay, *ib.* 5.

SCHOOLMISTRESS, REGIMENTAL:
Numbers, *Pocklington*, 12.
Underpaid, *Schoolmaster A.*, 597; *Schoolmaster B.*, 662–667.
Would give each 6*l.* a year more, *Belling*, 366. They require higher pay, *ib.* 348, 349. Pass an easy examination, and are supposed (unless certificated) to have been employed in army schools, *ib.* 387, 388. Single schoolmistresses have too large an allowance for lodgings, *ib.* 366, 367.
Has 30*l.* a year, *Schoolmistress C.*, 1052–1056. 36*l.* is the least a woman can live respectably on, *ib.* 1057, 1058. Pension, fairer than the pay, *ib.* 1078–1083. In India a civil schoolmistress has four times what an army schoolmistress has, *ib.* 1154–1158. Liable to discharge or to be placed on unemployed list without pay without notice, *ib.*. 1073, 1074. Have not deteriorated, *ib.* 1106, 1108; but are more soldiers' daughters than formerly, *ib.* 1107; and the change in the regulations has caused them to be treated with less respect, *ib.* 1109, 1110. As a rule married schoolmistresses are wives of schoolmasters or of non-commissioned officers, *ib.* 1125, 1126. It would be a great convenience if allowed to arrange for rations, *ib.* 1160-1162. Should not be classed as a woman of the regiment, *ib.* 1064; for travelling, *ib.* 1066–1068; in which a married schoolmistress is worse off than a single one, *ib.* 1069, 1070. In India, schoolmistress treated differently from serjeants' wives, *ib.* 1100–1105. A single woman has 8*s.* 6*d.* a week, if quarters be not provided, which is liberal, *ib.* 1059–1062. Quarters, two small rooms, without kitchen, *ib.* 1084–1088; worse, in camp, than a staff-serjeant's, *ib.* 1089, 1090. A single schoolmistress has two rooms, *ib.* 1159. Liable to have to help in Sunday school, which is a hardship (but is rarely required to do so), *ib.* 1133–1136, 1172. Has only one monitress to help with 40 children, which is insufficient, *ib.* 1111–1114, 1137, 1138; as the children have to be divided into several classes, *ib.* 1115. Twice every morning loses her monitress to schoolmaster for tuition, *ib.* 1143–1147.
Could not live on salary, *Schoolmistress D.*, 1182; a single woman could on 36*l.*, *ib.* 1183, 1184. Has been refused rations at Government rate, *ib.* 1223, 1224, 1228, 1229. Quarters, as respectable as possible in a camp, *ib.* 1180. Travels second-class, as unmarried, *ib.* 1188–1190.
Rules as to salary and quarters call for revision, *Col. A. Gleig, App., p.* 118.
Pupil-teachers make the best, *Pocklington*, 56.
Should be relieved from Sunday school duty, **Report,** p. xi.: pay to be raised, and lodging allowance reduced; all to be treated alike as regards qaarters and allowances; to draw rations; to have option of lodging allowance if unmarried, or away from husband; minimum pension to be 1*s.* a day, **ib.** p. xxiii.

SCHOOLROOMS:
Some are too small, *Belling*, 319.

SCHOOLS, ARMY:
I.—*Generally.*
II.—*Adult.*
III.—*Children's.*
IV.—*Infant.*
V.—*Industrial.*
VI.—*Sunday.*
VII.—*Special Classes.*

1.—*Generally.*
Letter of the Duke of York recommending regimental schools; and War Office circular of 1811 establishing them, *App., p.* 120.
Under Council, *Pocklington*, 10; worked on general and uniform regulations, *ib.* 11, 118, 119. Where constituted, *ib.* 4, 178; as a rule healthy, *ib.* 68; well furnished and supplied, *ib.* 69. Not self-supporting, *ib.* 179. Commanding officers responsible for management and teaching, *ib.* 155–158; give Council every assistance, but may not alter regulations, *ib.* 159, 169. Playgrounds attached, where practicable, *ib.* 67.
Have increased desire for instruction in army, *Shute*, 1242.
A great boon to army, and have wrought a most beneficial change, *Rev. G. Gleig, App., p.* 116.
Results inadequate to expense, *Col. Gleig*, 212.
Satisfied with, *Pearson*, 413, 414; and its inspection by superintending schoolmaster, *ib.* 418.
Forms of reports required, *App., p.* 122–129.
Specimen time tables, *App., p.* 130–135.
Reports and returns should be reduced. Schoolmasters' reports to be quarterly, **Report,** p. viii.

II.—*Adult Schools.*
1. Generally.
2. Attendance of Soldiers.

1.—Generally.
Subjects taught, *Pocklington*, 61; situation, *ib.* 62, 63. Not satisfactory, nor likely to be, unless recruits be forced to attend, *ib.* 3, 130. Attendance optional, *ib.* 7, 31. Number of pupils cannot be stated, *ib.* 13–17, 32; average may be 30 daily, including recruits, *ib.* 36, 131; or 5 per cent. on strength, *ib.* 132. Commanding officer cannot compel attendance, *ib.* 33, 34, 60; though he may have means of direct encouragement, *ib.* 35. Examined twice yearly by schoolmaster; once by superintending schoolmaster, *ib.* 140-142.
Commanding officers' evince more interest than formerly; but men are less excused from parade, *Belling*, 342–344.
Attendance irregular; result nil, *ib.* 302.
Regiments now so weak that there is little attendance, *Elrington*, 741. Men do not like it, *ib.* 742. Voluntary evening school better attended, *ib.* 746.
Alterations suggested, *W. McLeod, App., p.* 119.
Would divide into upper and lower school, *Belling*, 317.
Promotion to non-commissioned officers should not depend mainly on school report, *Col. Gleig*, 245; an illiterate but good soldier should be promoted, and then made to attend school, *ib.* 246–248.

2.—Attendance of Soldiers.
Men enlisted hereafter might be forced to attend school, *Col. Gleig*, 218; but not present men, *ib.* 219, who might be dissatisfied, *ib.* 266. Opposition in regiments to men attending school has died out, *ib.* 243, 244. A great gain where men attending school may be absent from parade, *ib.* 220.
Work well, *McKay*, 948; would pass all soldiers through after learning drill, *ib.* 925–928.

Schools, Army—*cont.*
II.—*Adult Schools*—cont.
1.—Generally—*cont.*
Would make every man attend, after dismissal from drill, *Christie*, 966, 967. Certain hours fixed by commanding officer might be set apart for school, *ib.* 989. A few non-commissioned officers attend when extra subjects are taught, *ib.* 1031. If needless sentries and orderlies were abolished, school efficiency would be increased, *ib.* 1047.
One hour a day might be set aside for, *Grant*, *Phillpotts*, *App.*, *p.* 112; or one hour and a half after being dismissed drill, *Nugent*, *App.*, *p.* 114.
Attendance should be compulsory until a certificate be obtained or proved hopeless, *Col. A. Gleig*, *App.*, *p.* 117.
No difficulty in infantry, from first joining, *Armstrong*, *App.*, *p.* 112.
Attendance should be compulsory, from first joining, on men who cannot read or write, *Cureton*, *Cameron*, *App.*, *p.* 114.
Attendance of recruits not now compulsory, *Elrington*, 752, 753; but would make it so, up to a certain standard, *ib.* 727, 728.
Attendance of uneducated recruits should be compulsory, *Belling*, 303–305, 309, 385, 386, 393–395; of old soldiers voluntary, *ib.* 306–308.
Every recruit should attend school until he can obtain a certificate, *Pocklington*, 181–183, 198, 199.
Compulsory attendance desirable for recruits only, from first joining, *Smyth*, *Eaton*, *App.*, *p.* 112, *Jenyns*, *Mostyn*, *App.*, *p.* 114; after dismissal from riding-school, *Shute*, *App.*, *p.* 112; after completing drill and rifle instruction, *Sprot*, *App.*, *p.* 114.
More regular attendance needed, *Col. Gleig*, 213. Attendance of recruits, after learning certain drill, should be compulsory, until obtaining certificate, *ib.* 214, 215, 265, 275–278; Commanding Officer fixing school hours, *ib.* 216, 217. A soldier could attend without losing military work, *ib.* 267–272. Non-commissioned officers should attend till they reach a certain qualification, *ib.* 218.
Attendance of recruits should be compulsory, after dismissal from drill, until certificate be obtained, *Schoolmaster A.*, 513–515, 615, 616.
Would compel attendance of all recruits, after being dismissed from preliminary drill, *Shute*, 1260.
Time for, could be spared on first joining, *Scarlett*, *App.*, *p.* 112, not until dismissed drill, *Fiennes*, *App.*, *p.* 114.
No difficulty in compulsory attendance, from first joining, *Russell*, *Murray*, *Carey*, *App.*, *p.* 112, *Randolph*, *Robertson*, *App.*, *p.* 114; from being dismissed drill, *Col. J. McLeod*, *McDonald*, *App.*, *p.* 114.
Compulsory attendance advantageous, but not daily, nor on first joining, *Strathnairn*, *App.*, *p.* 112; *Baker*; *App.*, *p.* 114.
Recruits should not be sent to school until dismissed drill, *Schoolmaster B.*, 633; and then first entrance should be optional: few would refuse, *ib.* 634–640.
In mounted regiments would not compel school attendance until after a year's service, *Scotland*, 784, 785, 812–816; would then require certificate to be gained, *ib.* 817–822: sees no difficulty in certain hours being set apart for school if commanding officer choose them, *ib.* 858–861.
Attendance in cavalry difficult in summer: should in winter be during second year's service, *Clarke*, *App.*, *p.* 114.
Compulsory attendance possible in winter only; should be on first joining, *Oakes*, *App.*, *p.* 114.
Would encourage attendance, but not compel if commanding officer were satisfied of inability to learn, *Cambridge*, 2244–2253; leaving arrangements to commanding officer, *ib.* 2254, 2255, 2257, 2316: in summer there would be little school, *ib.* 2256.
Compulsory education undesirable, *Eyre*, *Egerton*, *Radcliffe*, *App.*, *p.* 112; *Hawley*, *Gloster*, *Col. J. Smith*, *App.*, *p.* 114.
Compulsory attendance impracticable, *Paulet*, *App.*, *p.* 112.
Interferes with recruits' drill, *Moreton*, 888; would keep recruits from school till they had learned drill, *ib.* 889; making attendance afterwards compulsory till a third-class certificate was obtained, *ib.* 890. Cavalry soldiers can only attend two days a week, *ib.* 896–899.
Attendance should be optional for recruits and compulsory afterwards until men attain third-class certificates, *Pearson*, 406–408, 473; which would not prejudice recruiting, *ib.* 474.
Should be compulsory on a recruit from joining until he obtain lowest certificate; on an enlisted boy, until he obtain second-class certificate. Five hours weekly should be minimum attendance, **Report**, p. xv.

III.—*Children's.*
1. Generally.
2. Detachment Schools.
3. Discipline.
4. Fees.
5. Girls' Schools.

1.—Generally.
Well conducted; children in advance of those from civil schools, *Schoolmaster B.*, 669.
Superior to those in civil life, *Belling*, 302; attendance regular, *ib.* 389; and almost compulsory, *ib.* 392. Civilian's children not admitted without permission of commanding officer, *ib.* 360, 361. Certificates should be granted to children, *ib.* 320.
On the whole, good, *Col. Gleig*, 223; average above village schools, *ib.* 224, 241. Children change continually, *ib.* 223. Sought after by civilians attending camp and barracks, *ib.* 242; religious teaching, system described, *ib.* 289; works without obstacle, 292; Bible lessons not compulsory if parents object, *ib.* 290; very few do, *ib.* 291, chaplain has a voice in, if of same persuasion as schoolmaster, *ib.* 293, 294.
Examinations too frequent, *Col. A. Gleig*, *App.*, *p.* 118.
Very superior to those in civil life, *Rev. G. Gleig*, 1280.
Quite satisfactory, *Christie*, 979. Shoemaking or tailoring could be taught, *ib.* 981. Ladies and officers take much interest, *ib.* 991. All boys can learn trades if old enough, *ib.* 1013. Officers' and soldiers' children should not mix—at home stations, *ib.* 1030.
Work well, *McKay*, 947, 954, 955. Boys turn out well, *ib.* 957, 958; but might with advantage be less with the men, *ib.* 956.
Soldiers are satisfied with, *Moreton*, 887, 902. Boys do not see much of the men in school hours in a cavalry regiment, *ib.* 903.
Valued in service, *Pearson*, 457.
Very successful, *Pocklington*, 3, 117. Attendance compulsory; educational status higher than that of national schools, *ib.* 25. There are 20,000 children under instruction, *ib.* 4, 18, 19; including pensioners' children, *ib.* 29, 30; of whom 8,574 are grown boys and girls, *ib.* 20; children of pensioners and garrison employés may attend, *ib.* 26, 27; of such about 3,000 attend, *ib.* 28. Woolwich garrison schools have 200 to 300 pupils, *ib.* 58, 59.
Thirty-five grown children a fair attendance, *ib.* 58.
School opens daily with prayers; twice a week chaplain of each denomination gives religious instruction, *Pocklington*, 64; religious predilections attended to, *ib.* 65.
Expenditure, *Pocklington*, 125–127, 178.
Subjects taught, *ib.* 42, 47, 53, 133.
Well conducted; but if there were a larger teaching staff would keep boys at work till 4 p.m., *Scotland*, 840–846. Trades not taught, *ib.* 854, 855. Gymnastics voluntary, *ib.* 857.
Singing taught, *Pocklington*, 45.

2.—Detachment Schools.
Numbers of children for, *Pocklington*, 4, 178.
Should be examined by superintending schoolmasters, *Col. Gleig*, 225. There are about 30 in Great Britain, *ib.* 227.

3.—Discipline.
Discipline absolutely under schoolmaster and schoolmistress, *Pocklington*, 166; who have a little power of punishment, *ib.* 167; but may not inflict corporal punishment, *ib.* 168, 169, beyond an occasional cuff, *ib.* 170. Ladies not permitted to interfere with schoolmistress, *ib.* 172.

Schools. Army—*cont.*
III.—*Children*—cont.
4.—Fees.
Payments for pupils, *Pocklington*, 124, 175–177.
Would abolish, *Schoolmaster B.*, 676–678.
Would remit those for regimental children, *Belling*, 374; as preventing their attendance, *ib.* 390, 391.
Extra fees should go to schoolmaster, *ib.* 354, 359, 361.
Fees should not be required for children of those actually in military service, **Report**, p. x.
5.—Girls' Schools.
Satisfied with, *Schoolmistress C.*, 1091. Children of outsiders irregular in attendance, *ib.* 1116–1119. Visits by ladies elevate school in parents' eyes, *ib.* 1166, 1167. Advantage of dispensing with school on Saturdays, *ib.* 1131, 1132, 1170, 1171.
Well-conducted, *Schoolmistress D.*, 1191.
Commanding officer and ladies of regiment assist, *ib.* 1193, 1194. Saturday should be a holiday, *ib.* 1200, 1201.
Washing could not be taught, *ib.* 1202.
Children sometimes clean, *ib.* 1208; generally obedient, *ib.* 1209. If not, complains to commanding officer, *ib.* 1210; not to parents, *ib.* 1211. Would alter hours of attendance, *ib.* 1225–1232.
IV.—*Infant.*
5,400 infants under instruction, *Pocklington*, 20; infants pass into grown children at discretion of schoolmaster and schoolmistress, *ib.* 21–23, 120–123. 25 to 30 a fair attendance, *ib.* 58. Children over two years old, *ib.* 6. Very young infants are kept amused, *ib.* 171. After 8, boys cannot stay in infant school, *ib.* 123.
Satisfied with, *Schoolmistress C.*, 1091; but infants come too young; and it should be optional with schoolmistress to receive those under 3, *ib.* 1092–1097. If in a separate room, one girl might take charge of very small infants, *ib.* 1123, 1124, 1139, 1142; which would be good for the women of the regiment and for the other children, *ib.* 1148–1150. A pupil-teacher or intelligent woman should be in charge, *ib.* 1151, 1152. Industrial grant too large merely for materials, *ib.* 1099. Boys pass out at eight years old; girls when they can read words of two syllables, *ib.* 1120–1122. Chaplain never visits, *ib.* 1168, 1169.
All taught industrial work, *Christie*, 984–986. Industrial grant may be looked on as children's clothing fund, *ib.* 1017–1019.
As regards teaching, there are too many babies, *Schoolmistress D.*, 1196–1199.
Chaplains only come in contact in giving special religious instruction, *Rev. G. Gleig*, 1321–1323.
Inspected by superintending schoolmaster, *Pearson*, 451; and by regimental schoolmaster, when ordered, *ib.* 452.
Works well, very necessary, officers' wives supervise, *Scotland*, 849–853.
Schools, Army:—*cont.*
IV.—*Infants*—cont.
Infant school should be in a separate room, and should be regimental, **Report**, p. x.
V.—*Industrial.*
Girls taught needlework, *Pocklington*, 46, 49–51. Capitation grant, *ib.* 48, 180. Cooking not taught, *ib.* 52; nor washing, nor household work, *ib.* 134. Boys not taught any industry, *ib.* 54, 133.
Grant too large, and misunderstood, *Schoolmaster A.*, 597, 598.
Half the grant would suffice, *Schoolmaster B.*, 662.
Grant works badly; would reduce to 2*s.* 6*d.* each child, *Belling*, 366.
Sees no means of teaching washing, *Schoolmistress C.*, 1173. Mending clothes, &c. allowed every Friday, *ib.* 1174.
Grant too small to satisfy parents, who look on it as a clothing fund, *Schoolmistress D.*, 1215, 1216. Is issued only to girls, and to boys in infant school, *ib.* 1233.
No trade taught, except sewing for the girls, *Moreton*, 916.
Grant needs more supervision, *Pearson*, 447–450, by ladies, unofficially, *ib.* 475, 476. It provides about enough materials, *ib.* 462, 463.
Grant should be reduced to 2*s.* 6*d.* a head, **Report**, p. xi.; and subjects of industrial training to be extended, **ib.** p. xi.
VI.—*Sunday Schools.*
There is Sunday school; children go to church with schoolmaster, *Pocklington*, 66.
Arrangements good, *Moreton*, 913.
Does not attend, *Schoolmistress D.*, 1212–1214.
VII.—*Special Classes.*
On increase in regiments, *Pocklington*, 3; and witness has a good opinion of, *ib.* 185. Average 25 men, *ib.* 36, 37; relieved from all duty, except guards; instruction continuous and compulsory, *ib.* 38–41.
Excellent; but selection of men to attend should rest more with schoolmaster, *Schoolmaster A.*, 517–522, 551, 552.
The only means of imparting instruction, *Schoolmaster, B.*, 648; but selection of men for them should come more to schoolmaster, *ib.* 649–654.
Popular, *Belling*, 315.
Approves highly, *Cambridge*, 2311; would excuse men attending from evening parades, *ib.* 2312; but not from certain other duties, *ib.* 2313.
Evening voluntary, with average attendance of about 6 out of 20 on books, *Christie*, 992–994.
Good, when not used to shirk work, *Pearson*, 416.
Should be held at discretion of commanding officers; but men to be limited to those holding fourth-class certificates, and non-commissioned officers specially promoted, **Report**, p. xvii.
Training School: *see* Chelsea.
York, Duke of, School: *see* Chelsea.

Memorandum referred to the Royal Commission on Military Education by the Secretary of State for War.

The scheme for the re-organisation of Sandhurst proposed by the Commission—a principal feature of which is, that every one admitted to the College should, if his industry and conduct are satisfactory, be entitled to a commission without purchase—is based on the supposition that there will be 100 non-purchase commissions at the disposal of the Commander-in-Chief each year, besides those non-purchase commissions which are given to non-commissioned officers. This would admit (with a two years' course) of 100 admissions to the College annually, giving a total establishment of 200 cadets.

In consequence, however, of the reduction in the establishment of officers of the army, and the gradual absorption of vacant commissions necessary to carry out this measure, it appears that, after providing for existing claims, there will only be 22 commissions without purchase available (exclusive of those reserved for Queen's and Indian cadets) between the 1st January 1871 and the 1st November 1874, when the absorption will probably be complete.

The number of commissions to be given to Queen's and Indian cadets will also, in consequence of the absorption, be reduced to about 13 a year, beginning with 1871, or (say) 50 for the three and three-quarter years up to 1st November 1874.

If, therefore, the College of Sandhurst should be re-organised in January 1871, on the principle laid down by the Commission, the number of free commissions available as prizes for the cadets (including Queen's and Indian cadets) cannot be expected to be more than 25 at each of the three first half-yearly examinations, after the establishment of the College.

It is believed that there will be no objection to raising the qualification now required for Queen's and Indian cadets, both at the entry into Sandhurst, and when they pass out for commissions without purchase; so that the objection felt by the Commission to the admission of these cadets into Sandhurst will probably no longer exist.

After the absorption of vacant commissions has been completely carried out there will be (in consequence of the reduced establishment of officers of the army) a smaller number of commissions without purchase disposable annually than was calculated by the Commission. It is estimated that their number will not exceed 56 each year, including those allotted to Queen's and Indian cadets; so that, even supposing the latter class of candidates to be admitted to the College, it will not be possible, if the principle laid down by the Commission be adopted, to maintain the establishment of the College, after allowing for casualties, at more than 120 cadets.

Under these circumstances the Commission are requested to re-consider their scheme for the re-organisation of Sandhurst, and to express their opinion on the following points:—

(1.) Whether the prospect of a free commission should be held out to every cadet admitted to Sandhurst, either by not absorbing the vacant non-purchase commissions, by buying up purchase commissions, or by any other means?

(2.) Whether it would be possible to maintain the College at such an establishment as would afford adequate guarantees for discipline and industry, by holding out to those admitted to it the prospect of other advantages than a free commission, such as pecuniary prizes on a graduated scale, prior claim to commissions over candidates examined for direct appointments, &c.?

(3.) Whether the Commissioners have any other mode to suggest for the improvement of the Royal Military College, supposing their recent recommendation cannot be carried out in its integrity?

Observations by the Commission in reply to the above Memorandum.

The Commissioners having considered the foregoing memorandum referred to them by the Secretary of State for War, in which it is intimated that the 100 annual free commissions, on which they had counted in their original scheme for the re-organisation of Sandhurst, will be practically reduced to about 40, apprehend that the most convenient course will be to place upon paper, for the consideration of the Secretary of State, the various modes which suggest themselves of dealing with the altered conditions of the problem, without undertaking to indicate which should be preferred. They are inclined to adopt this course for two reasons:—First, because two of the appended suggestions involve the annual expenditure of a considerable sum of public money, and they hardly feel themselves in a position to forecast what financial arrangements Parliament may be willing to sanction for the sake of ensuring the greater efficiency of the Royal Military College; and, secondly, because the considerations which may be supposed to recommend each of the following schemes run so imperceptibly into one another that it might be difficult in a short memorandum to analyse and balance their respective merits. The Commissioners are the more inclined to restrict themselves to this simple function, as the various considerations bearing upon the reconstruction of Sandhurst, and especially upon that portion of their original proposal which will be affected by the change, have been fully discussed in their First Report.

With this brief preface they proceed to reply seriatim to the questions appended to the Secretary of State's memorandum.

A. With reference to the Secretary of State's first question, "Whether the prospect of "a free commission should be held out to every cadet admitted to Sandhurst, either by "not absorbing the vacant non-purchase commissions, by buying up purchase commis- "sions, or by any other means?"—the Commissioners are of opinion that it is quite possible to maintain the principle laid down by them by the following means, viz.:—

By purchasing up 60 commissions each year at a first cost of 27,000*l.*, thus supplementing the 40 free commissions already available, and providing 100 free commissions to be given as prizes each year. The course of study in the College being two years, there would always be at least 200 cadets undergoing instruction.

In such case it might be desirable that the whole of the "First Commissions" thus given should be non-saleable.* They would consequently fall in, as casualties occurred, to be used again as prizes; thus in course of time there would be sufficient free commissions available to supply the College with 100 a year, and the outlay would altogether cease. Moreover, it is to be remarked that the 40 free commissions assumed as available for Sandhurst are, under present conditions, saleable after two years' service. The adoption of this proposal would relieve the State from any future liability for the value of such commissions, a liability under the existing system amounting, under certain possible contingencies, to 18,000*l.* a year (*i.e.* $40 \times 450l.$).

B. In reply to the second question of the Secretary of State for War, "Whether it "would be possible to maintain the College at such an establishment as would afford "adequate guarantees for discipline and industry, by holding out to those admitted to it "the prospect of other advantages than a free commission, such as pecuniary prizes on "a graduated scale, prior claims to commissions over candidates examined for direct "appointments, &c.?"—the Commissioners are of opinion that, should such a system as that just defined be judged impracticable on account of the first expense, it would still be possible to carry out their recommendations in a modified manner.

It would be possible, in this second alternative, to add to the 40 free commissions available in each year 46 additional prize commissions, for which cadets lower down on the list might pay only half the usual purchase money, the remaining half being paid by the State. The expense of this measure would, in the first instance, be 10,350*l.* (*i.e.* $46 \times 225l.$), but as it might be stipulated that these commissions should be saleable only for the amounts actually paid by the cadets, similar remarks as to the annual diminution of expense, and the immediate relief from liability, would apply in this as in the first plan.

---

* In making the proposal that a commission obtained without purchase should not be saleable, the Commissioners have looked at the question with a view to its effect upon entrance into the Army alone, and have not considered it to be their province to inquire into its effect upon promotion and retirement.

This proposal would constitute a College of 172 cadets (*i.e.* 86×2), without allowing for any vacancies; but some allowance must necessarily be made for casualties, such as failures, &c.; and partly to meet these, partly to raise the strength of the College to about that originally contemplated by the Commission, it might be desirable to admit a very small addition to the number just calculated. This need not exceed 10 annually. If the number passing out at the final examination should, notwithstanding casualties, be found to exceed the number of prizes originally offered, it might be understood that those lowest in the competition would have no claim to any pecuniary advantage.

It must, moreover, be borne in mind that the Commissioners have in their First Report proposed a reduction in the expenses of maintaining the College, amounting to about 7,000*l.* a year; therefore the increase of expense over the late estimate consequent on this system would scarcely exceed 3,000*l.* in the first year, and would steadily diminish as commissions fell in year by year, until the whole reduction contemplated by the Commissioners' former Report would be effected, and in addition the State relieved from the large contingent liability already referred to.

C. In reply to the third question from the Secretary of State for War, "Whether "the Commissioners have any other mode to suggest for the improvement of the Royal "Military College, supposing their recent recommendation cannot be carried out in its "integrity?"—and also referring to the latter part of the second question—the Commissioners have to state that, even in the event of an objection being made to any additional vote of money towards the maintenance of the College on the principles previously advocated, a third alternative might be proposed under which, although it would not at first hold out the pecuniary inducements to enter the College that are set forward in the two first, nevertheless it would be possible, under an improved organisation, to maintain an establishment of value to the nation without any additional outlay of money, and with the same relief from liability already noticed.

They would propose to take the 40 free commissions a year as prizes, and to add to them 60 purchase commissions, giving the cadets a priority of claim over other candidates, subject, of course, at the outset, to a fair consideration of the claims of those who shall have passed for direct commissions before the re-establishment of Sandhurst. This would provide 100 commissions a year to be obtained through the College, and, the course being two years, there would be 200 cadets.

They would propose that, in this case also, the free commissions should not be saleable: there would be consequently, as commissions fell in year by year, an increased supply, until eventually, if the system were continued, there would be a prize for every cadet passing out of the College.

It would be very important that the number of free commissions given as prizes should be invariably kept up to a certain progressive standard, commencing at 40 a year at least, and increasing gradually as commissions fall in. Any increase in the number to be given should be published at the commencement of the year.

In accordance with their former Report, they would propose, as additional inducements, that cadets reaching a certain standard on passing out of the College should be exempt (except as regards military law) from the Special Army examination about to be instituted; and that those reaching a certain higher standard should be considered eligible as aides-de-camp, without passing any further examination, at any time after the close of their first year's service. Moreover, the preference over other candidates in obtaining a commission, which will be secured to those who successfully pass through the College course, may be expected to furnish a powerful inducement to candidates for commissions to pass through Sandhurst.

They consider these advantages might be so utilised as to prove genuine incentives to industry, and combined with the recommendation made in their First Report, with respect to the system of education and examination, would be sufficient to raise the status of the College to a proper standard.

The Commissioners have thought it unsafe to calculate upon the admission of any Queen's or Indian cadets. At the same time it is probable that a certain moderate number of these would, if permitted to compete, succeed in passing the entrance examination, and thus obtain the benefit of free education within the College. Allowing for a few additional cadets on this footing (who, as regards their commissions, would be borne as supernumeraries), and for casualties, the total strength of the College would slightly exceed the 200 originally designed by the Commission.

PLAN A.—With reference to the foregoing suggestions it may be well to observe that although in the abstract, and if the efficiency of the College alone were to be considered, Plan A. is the one which the Commission would be prepared to indicate as most completely in accordance with their original proposal, yet the annual expense it involves is so considerable that some of their number could not concur in putting it forward as a definite proposition.

PLAN B.—The same economical objection does not apply in anything like equal force to Plan B., and were it necessary for the Commission to declare a decided preference for any one scheme over the others, this is the one which the majority might be inclined to recommend.

PLAN C.—There has been no principle to which the Commission have attached more importance, in connexion with the re-organisation of Sandhurst, than that of securing, by substantial inducements, a *bonâ fide* competition for entrance into the College,—and that merit, as represented by capacity, industry, and good conduct, should never fail of due recognition within its walls. This feeling found expression in their original proposal that to every student who had competed successfully for admission, and who passed with credit through the successive stages of his career, there should be guaranteed a free commission on going out. To effect this object they regulated the number of the students by the number of free commissions at their disposal. The reduction, therefore, in the number of these free commissions, from 100 to 40, unless prevented or supplemented as suggested in Plans A. and B., might be supposed to affect to a corresponding extent one of the influences on which they had relied, both for the supply of desirable candidates and for the future efficiency of the institution. So strongly does this consideration weigh with one of their members, Dr. Butler, that he is compelled emphatically to dissent from the adoption of Plan C., in the belief that the number of free commissions being so seriously reduced, the remaining guarantees for attracting to the College young men of superior ability, and for maintaining among them a high degree of diligence, are insufficient, and that the proposal is too widely inconsistent with the leading principles of the original Report of the Commission.

The other members of the Commission, however, are not disposed to consider that the universality of a pecuniary reward, in the shape of a free commission to each student, was such an essential item in their previous recommendations as to require, in case the suggestion should be found impracticable, the abolition of the College. On the contrary, they believe that the manifold and important changes they have recommended both in the mode of entrance and in the methods of instruction, in the system of discipline, the courses of study, the position of the Governor, and the guarantee of inspection, coupled with the substantial inducements to industry and good behaviour especially noted in Plan C. itself, supply, though not always in a pecuniary form, sufficient securities for a genuine competition for admission, for the subsequent reward of merit, and for the general efficiency of the institution.

Some of their members, indeed, feel this so strongly that they would even prefer the adoption of Plan C. to that of either of the other two, in which the principle of a universal pecuniary reward is maintained; while even those of their number who would regret to see this element in their original plan eliminated or weakened, would, with the exception of the member of the Commission already referred to, find no difficulty in associating themselves with their other colleagues in a unanimous recommendation of Plan C., should the expenses involved in Plan A. and Plan B. be found an insuperable objection.

DUFFERIN AND CLANDEBOYE.
EUSTACE G. CECIL.
NORTHBROOK.
de ROS, General.
CHARLES RUSSELL.
D. A. CAMERON, Lieut.-General.
H. MONTAGU BUTLER.
F. EARDLEY-WILMOT, Major-General.
D. LYSONS, Major-General.
CHARLES STUART PARKER.
H. C. FLETCHER, Lieut.-Colonel.
CHARLES C. CHESNEY, Lieut.-Colonel.

14th July 1870.